

**STRATEGIC PLANNING PRACTICES IN SELECTED PUBLIC UNIVERSITY
LIBRARIES IN KENYA**

BY

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DECLARATION

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This thesis is my original work, and it has not been submitted for a degree at any other university.

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DEDICATION

This thesis is dedicated to my entire family for their support during the whole academic period.

ABSTRACT

Strategic planning is fundamental in clarifying the future direction of libraries, establishing priorities, developing a logical foundation when making decisions, and improving the performance of a library. Despite the importance of strategic planning, numerous public university libraries in Kenya lack strategic plans, and those that do are still impacted by factors such as technological changes; inadequately skilled staff and funding; changes in student population demographics; shifts in user expectations; dwindling capitation from the government; and shifts in information seeking behaviour. The aim of this study was to assess the extent to which strategic planning practices are carried out in selected public university libraries in Kenya with a view to recommending appropriate interventions to improve the development and implementation of strategic plans in university libraries. The study's objectives were to: establish the existence of strategic plans in university libraries in Kenya; establish the important role that strategic planning plays in the management of information resources in university libraries; examine the environment appropriate for effective use of strategic plans in university libraries; ascertain the effectiveness of the strategic plans used in public university libraries; establish the challenges experienced in the use of strategic plans in public university libraries; and propose appropriate interventions to improve use of strategic plans. The study was underpinned by the Applied Strategic model. The study adopted a mixed methods research approach and convergent parallel research design with concurrent triangulation within a pragmatic philosophical paradigm. Quantitative data was collected by the use of questionnaires while qualitative data was collected by the use of an interview schedule. The study's population comprised of 277 respondents selected from five public universities. The sample size of 134 library staff members was calculated using Yamane's formula, while Deputy Vice Chancellors and Finance Officers were chosen using purposive sampling. Quantitative data was analyzed statistically and findings were presented in tables, charts and graphs while qualitative data was grouped into themes and analyzed thematically according to the topics. The study found that majority of public university libraries 114 (94.8%) did not have their own strategic plans, but that their strategies were embedded into the main strategic plans of their universities. The study also established that 96 (80.7%) of the respondents indicated that strategic planning plays a critical role in public university libraries by defining organizational direction and priorities as one of the roles that scored highly. The study further found that 90(75.6%) of the respondents felt that adequate funding and support from management provided a conducive environment for effective use of strategic plans. Change of priorities, leadership turnover, and funding constitute the major challenges to the implementation of strategic plans in libraries. Other challenges included inadequate qualified staff, a lack of stakeholder involvement in the strategic planning process as well as inadequate sensitization of the library staff. The study concludes that although strategic planning is key to the success of libraries, it is not given the necessary attention it deserves by public university libraries in Kenya. The study recommends that libraries need to develop their strategic plans; involve all stakeholders in strategic planning; use various channels to communicate; recruit more trained staff; improve budget allocation; and use appropriate procedures to come up with realistic and implementable strategic plans.

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ABBREVIATIONS AND ACRONYMS

ACRL	Association of College and Research Libraries
AOPs	Annual Operational Plans
CUE	Commission for University Education
DVCASA	Deputy Vice Chancellor Academic & Student Affairs
SWOT	Strength Weakness Opportunities Threats
OPAC	Online Library Catalogue
MoEST	Ministry of Education, Science and Technology
SMART	Specific, Measurable Achievable, Realistic and Time bound
SP	Strategic Plan
SPSS	Statistical Package for Social Science
PEST	Political Environmental Social Technology

CHAPTER ONE

INTRODUCTION

1.1 Background of the Study

Public universities play an integral role in mentoring of the human capital which is key to Kenya achieving its strategic goal of Vision 2030. They rely heavily on state funding. As a result, failure to increase funding in line with enrolments has undermined their expansion plans in terms of lecture rooms as well as human resource capacity (Shisia et al., 2014).

University libraries have been providing information materials to students, faculty members, and, to a lesser extent, the community since time immemorial. University libraries are established by their parent organizations to provide high-quality, up-to-date information resources and services that support the institutions' core mandates of teaching, learning, research, and community service (Nwosu, 2007). To meet the requirements of curriculum delivery and user needs, university libraries must provide timely access to information resources available in print and non-print formats. University libraries provide information services such as physical and electronic services, web-based services, reference services, current awareness services, print information material circulation, user education programs, reader inquiry services, and the provision of electronic resources. One of the requirements for university libraries is to ensure that information resources that have been acquired and services are maximally utilized by their patrons (Adekunmisi et al., 2018). The resources and services provided by the library are critical indicators for the smooth learning and curriculum implementation of university education in any country. In Kenya, the Commission for University Education (CUE) Standards and Guidelines (2014)

emphasize the adequacy of information resources, facilities, and staff required for proper resource management and provision of efficient and effective services to the university fraternity, which can be achieved through strategic planning practices in those libraries.

Libraries also offer web-based services such as Online Library Catalogue (OPAC), E-resources, library portal, Institutional Repository (IR), and also CD-ROM (Azeez Abdul T. A. & Deepa P. K, 2020) According to Nisha (2016), web-based services such as the library portal serve as a gateway to the web-based resources through integration and access to the metadata of multiple databases. Libraries respond to the needs of academic programmes by ordering books requested by faculty members (Tait et al., 2016). University libraries in the twenty-first century are caught up in changes that have impacted various sectors all over the world as a result of the advancement of information and communication technologies. The digital age has brought about drastic changes in the field of library and information services. Enweani, (2018) observed that information technology has greatly led to the additional services that were traditionally offered by the libraries with the introduction of online reading lists, adopted by university libraries as a way of integrating reading lists into online teaching and learning material through creating, editing, and updating those lists, thus helping students to connect with the reading resources in different courses of study. Libraries today compete for resources with all departments in universities, even as universities continue to lose government funding year after year.

In light of high user expectations, the introduction of new technologies, and fiscal constraints, libraries must accomplish more with fewer resources (Casey 2011). As a result of these changes, the user demographics of university libraries have shifted in

terms of how users interact with open access information spaces as well as physical space; web-based social communication; intelligent world wide web sharing tools; and network technology (Tait et al., 2016). Every fiscal year, universities continue to budget for libraries in order to acquire information resources, develop human resources, and build infrastructure. In light of this, Rifaudeen (2015) observed that library resources should be effectively managed in order to meet the diverse needs of users. University libraries in Africa, according to Chiware (2014), are currently experiencing challenges as a result of new methods of creating, storing, disseminating, and utilizing information. Although some challenges shift the focus libraries' attention away from providing effective services, they encourage in developing and implementing the new strategies to improve services to meet the ever-changing needs. This therefore requires continued review of the library's management strategies in order to meet user needs that keep on changing. These requirements necessitate strategic planning. Strategic planning promotes positive change in university libraries by bringing together diverse personalities and information to boost research, teaching, and innovation. It also fosters the university's academic achievement by delivering world-class knowledge to teachers, students, and research scholars at all academic levels (Sahu, 2015).

1.1.1 Strategic Planning Practices

The strategic planning cycle is considered as influential practice for providing an increasingly consistent clarification of needed strategic activity based upon accountability and monetary feasibility. Practice is regarded as the actual events, activity, or work of a strategy, while practices are those norms, traditions, rules and routines of which the work of strategy is constructed. The term “practice” infers

repetitive performance in order to become practiced; whereby to attain habitual, recurrent, or routine accomplishments of specific actions. Practice tries to explain how agency and structure are linked with each other while interaction between agents and socially produced structures occur through recursively situated practices that form part of daily routine (Jarzabkowski, 2004). The concept of practice is the most essential solution for organizations in the competitive environments which could be suitable under steady competition, competitive markets that are characterized by unsettling technologies as well as high product obsolescence that necessitate continuous adaptation in order to create new markets.

Strategic practices are acknowledged as those formal operating procedures that are involved in resource allocation, direction setting, as well as monitoring and control. Whereas these are not only the practices whereby strategic action is constructed, they are theoretically binding within the strategic management works and are distinctively practical being concerned in developing a strategy. The strategy as practice method claims to open up a new understanding of the strategy by participating in making strategy as an outcome characterized by coming up with a comprehensive document that is clearly communication to the stakeholders. It trades off an unease with regard to the difference between the existing theory of what people do and what, really, people actually do. Strategy as practice has a focus on top management teams concerned in strategizing. This concerns the managers who are involved in strategizing and those whose possible field of action could be governed by those strategies; consequently, it starts from premises that shares more managerial perspective. The practice approach follows the organizational theory that analyzes what managers essentially do when they manage for some substantial time. Strategy is supposed to lead an organization through the changes and shifts to safeguard its future growth and sustainable

achievement. This has become the main perception that addresses the CEOs of contemporary organizations and their senior managers (Carter et al., 2008).

Kachaner et al., (2016) identifies four best practices for strategic planning and includes: Exploring strategy at different time limits which is critical when thinking about strategy at different times because each of them have different goals that necessitate diverse frequency, approaches, and further involvement of different people in the strategic-planning processes that arises when addressing the short, medium, and long-term goals, through a single and flexible process; continuously reinventing and stimulating the strategic dialogue whereby a new process is designed in a way that calls for new analysis so as to describe the market, its competitors, and external trends as well engaging the broader organization simply because by engaging the broad group of internal and external stakeholders in their strategy development, efforts yield better results as opposed to organizations that leave their strategy in the hands of a small central team. Thus, they drive the process, set timelines and coach the teams on methodology.

1.1.2 Strategic Planning Process

Strategic planning process is concerned with developing and sustaining suitable company goals, competences as well as accepting the growing prospects that are shifting from time to time .Process helps to describe organization's vision and mission; specifying objectives and designing products and services portfolio as well as coordinating functional strategies. Planning process helps an organization to scrutinize their involvements, putting into test assumptions that have been put on place as well as gathering data regarding present and imminent state of an environment in which accompany may be operating (Kabui, 2018). It puts focus on the strength and

correctness of the plan in order to improve exhaustiveness and permanency, as well as giving ways towards the improvement of business activities and formulating business strategy whereby it increases performance when implemented (Poister, 2010). Strategic planning explains the need for involving all the shareholders without biasness. Good constructed strategic plan should allow for the involvement of all participants from the broader community of any institution. Thus, to control unfairness, African countries have put in place laws and regulations that guide in their recruitments, appointments, and other involvements in the development agenda of their regions (Mwangi, 2017). Putting in place several phases in the strategic planning process is anticipated to facilitate the understanding of organizational success. Therefore by defining organizational goals and objectives, strategic planning provide path to the organization and increases proper organization and control of the company's activities (Mumba, 2015).

Umar et al., (2020) observed that strategic planning is a pliable instrument of which implementation and application takes an explanation of the organization context and thus becomes useful. This flexibility could be realized by acclimatizing the features with regard to the strategic planning process to the context of the individual organization. Further, people are considered significant in the strategic planning process as evidenced by the fact that three of the four important functions of planning explicitly address people and their roles in the planning process. Strategic planning process influences the resulting to a strategic plan. Since it can be well-thought-out to be an information-processing instrument during which the strategic planning team applies several tools to gather, analyze, and act on the information from its internal and external environment. Therefore, the content of strategic plans is dependent upon the quality of the information that is collected as well as the fundamental analysis that is

done through strategic planning (George et al., 2018). Scott & Vogus, (2021) in their study on *Through the Eyes of an Academic Library: understanding the significance of the strategic planning process*, opined that strategic planning in academic libraries is a continuous process hence encouraging or communicating the value of the library to the stakeholders is also an endless process. Therefore, strategic planning process could be said to be a way of communicating the value of the academic library in a synchronised process. This is as a result of the changing nature of academic libraries hence bringing an organization together to pursue the strategic planning process that aids in building and creation of new connections within the library and across the entire institution.

Crumpton, M. A. (2015) explains strategic planning process as being established using a four-phased approach which include: strategy formulation, strategy development, strategy implementation and strategy evaluation. Strategy formulation is the stage at where mission and vision statements are developed of which most of the academic libraries have them in place. The process of reviewing a strategic plan is instituted on the basis of variations to financial sustenance as well as changes inside the bigger organisation of which review of mission and the intended vision statements are deemed suitable. Involving library staff is a great opportunity for them to participate in the reassessment or development of the new versions of who the organization is, what business it is engaged in and the reasons of being in that business in the era of new technologies and tools, the people being served and how with the exponential growth of Google search. Strategy development is considered to be the assembling of information that is required to impact the planning process. This includes strengths, weaknesses, opportunities and threats analysis which identifies the organization's SWOT. In the time of changes, it could be a challenge where perceptions of traditional strengths may also be seen as new weaknesses while in the process of trying to take the

organization ahead. Strategic implementation begins with the construction of short-term objectives that are considered as effectiveness of a strategy. This includes generating action plans on how resources should be shared and how communication can be done effectively so as to motivate staff thus creating a feeling of cohesion resulting to implementing strategic issues desired. This is a vital phase of the strategic plan because it becomes the point in which employees are enquired to do things differently with the assumption that short-term goals established will move the organization in a different trajectory dependent on the variations to the setting. University libraries have specified changes that are required in order to be synchronized with the greater institution which is presumed to be the most difficult stage to implement. Further, the final stage is strategy evaluation whereby review of strategies that are being implemented are conducted in order to assess or to determine if there are differences were realized. It helps in determining whether the strategy requires to be changed or some modification in order to realign them and still position the organization for success.

1.1.3 Strategic Management

Strategic management is the process in which an organization develops and implements plans that explains the goals and objectives of that particular organization. Strategic management is a continuous process that evolves as the organizational goals and objectives change (Maleka, 2014). Strategic management is conceived in terms of mobilizing factors from a managerial perspective in various ways that strengthen the crucial organizations command of its environment as well as weakening the position of competitors. It focuses on the competitive alignment of the organization in relation to the assumed projections and restraints that are posed by the changing contexts of their operations (Manoj & Sinha, 2014). Wicks (2014) views strategic management as a

method where organizations develop and implement the developed plans by drafting goals and objectives in order to achieve their vision.

Organizations engage in strategic management with a purpose of adopting to trends and external changes. The use of strategic management in organization in this era particularly where the public organizations are under-performing and uneconomical in their use of public resources could be among other things in helping to enhance the public organizations image and legality (Maleka, 2014). Strategic Management encompasses combination of actions and decisions that guide towards the formulation and implementation of plans that are envisioned to achieving the organizational objectives. Strategic management involves planning, organizing, directing, and controlling of company's strategies that reflects the decisions and actions that helps in the enhancement of company's competitiveness (Palladan & Adamu, 2018). Further, it stresses on integrating all organizational activities for the purposes of achieving organizational success (Gichohi, 2015).

1.1.4 Universities in Kenya

Higher education in Kenya has been facing significant and persistent pressures towards expansion in recent years and this trend has led to significant economic and academic challenges for both higher education institutions and the government (Odhiambo, 2011). The university sector in Kenya has seen exponential growth in recent decades from just two universities (public and private) in the 1970s. Currently, there are seventy-four institutions that comprise 31 public-chartered and 18 private-chartered universities by 2018, making it one of the largest higher education systems in Africa (CUE, 2018). In this study, the public university selected has about 77% of its enrolled students as undergraduates (UG) and about 18% as postgraduates (PG). The private

university has a majority of its enrolled students as undergraduates at about 81% and another 18% as postgraduates (Mutinda & Liu, 2022) .

Ministry of Education, Science, and Technology (MoEST, 2013/2014) is in charge of university education in Kenya. The demand for university education has steadily increased over the years, necessitating academic training in order to promote economic growth in a progressively competitive and international atmosphere (Ahmed et al., 2015). In order for institutions of higher learning to maintain a competitive advantage, they need to ensure quality programs are delivered as well as provision of adequate resources coupled with all-inclusive learning environment because of the central role played by higher education internationally, matters concerning them need to be considered tactically (Kabui, 2018). Kenya's University Act 2012, recognizes a university when it is granted a charter under the Act through the accreditation by the Commission for University Education (CUE) to offer credible programs. The university is awarded Charter when it meets the academic excellence standards that have been set by Commission for University Education.

1.1.5 Management of University Libraries in Kenya

Library management involves functions such as planning, organizing, leading, and controlling. Planning is about systematically making decisions about the library goals. In Kenya, the establishment of universities is provided by an Act of Parliament of 2016, of which the Universities Act 2012 revision of 2019 provides for the establishment, development, accreditation, and governance of university education in the country (Universities Act 2012). According to the Commission for University Education (CUE) Standards and Guidelines (2014), all universities must have functional libraries. These libraries are established and supported by the parent

universities to support the institution's learning, teaching, and research activities by assisting the university community in the transformation of information into knowledge. University library management is committed towards the realization of the objectives of their parent institutions. As a result, university libraries will need to adapt to changing circumstances in the future by taking different approaches to managing the resources and services they provide to their users. This is imperative to providing a strategic vision that is important to both staff and other users. Enweani (2018) opined that university libraries are at the crossroads of being overwhelmed with problems of declining resources, inadequate suitable infrastructure, and the advancement of new information technologies to provide required services. Thus, the use of strategic planning in university libraries has become a requirement because many have found themselves in difficult situations in which the application of old methods in the current environment is not effective anymore to assure a secure future. Strategic planning in university libraries has been used in changing resources and services, thus enhancing dissemination of knowledge (Adeyemi et al., 2014).

1.1.6 Strategic Plans

A strategic plan is a document that communicates an organization's goals and objectives, as well as the actions required to achieve these goals and key elements produced during the planning process. With the varying nature of information center surroundings, it is imperative for library managers and others who share obligations for the library operations to deliberate tactically about the organizational goals. This is because the way in which libraries respond to the external forces are organized and given the status of rules by goals that have been enumerated. These goals are understood as experiential for actualizing vision and mission statements where

conventionally these statements are official documents that describe an organization (Buck, W. 2016). Therefore, a strategic plan is drafted hence laying the foundation for the change. Strategic plan aids in dealing with internal and external change (Goldman & Salem, 2015). African universities, particularly those in Kenya, face significant external challenges such as diminishing and delayed government funding, competition from other schools, and declining student enrollment; therefore, strategic plans are now considered necessary (Fredua-Kwarteng, 2020). According to Feather & Sturges (2003), strategic plan is described as a framework that connects the organization to its environment and defines its coverage, direction, and the required actions. Plans are believed to outline routes to achieve the desired goals, which are accomplished by collecting and processing information, identifying options and filtering objectives, developing and implementing plans, monitoring as well as evaluating the level of progress. McNicol (2005), opined that, strategic plans communicate how departments work to supporting the goals and objectives of the parent organization. The alignment of strategic plan for the library with the parent university vision, goals and mission are critical in indicating the support that the library provides the university in achieving the set goals and objectives. According to Germano & Stretch-Stephenson, (2012) strategic plans have the capacity to instigate increased awareness of customer worth and market point of reference for development of strategy and implementing it. Strategic plan focuses on future vision of progress as well as identifying priorities that are essential when faced with challenges of scarce resources. In the current situation where universities are supposed to do more with less, strategic plans are becoming more and more significant (Stueart & Moran, 2007). This is because they increase communication between stakeholders, thus saving effort. Franklin (2009) observed that strategic alignment with the parent organization becomes an important aspect of the

university library's successful implementation of the plan. Laura (2016) asserts that libraries evaluate trends and prioritize their assets, and it is critical to demonstrate the significance of programmes and services by positioning their doings with the goals, values and mission of their mother institution. Strategic plan plays vital role in the adaptive function of an organization (Thompson et al., 2019). David, (2011) views a strategic plan as a company's game plan, where every organization needs a game plan in order for it to succeed, and notes that for any organization to compete successfully, it requires a well-developed strategic plan. This is because profit margins in organizations have been reduced drastically because of the global economic decline, and this leaves no space for any mistakes in the whole strategic plan.

Crumpton, M. A. (2015) was of the view that university libraries have increasingly become complex and dynamic organizations that necessity strategic thinking and more complex processes in order to compete in an environment that has been challenged by technology and independent users and thus because of their relationship with a centralized larger institution, they could overlook the importance of developing their own strategic plans to demonstrate the unimportance to its mission and additional worth to the institutional goal and objectives.

1.1.7 Strategic Planning in University Libraries

Planning, in essence, could be said to concern the expansion of a hierarchy of plans that are converted into actions. Strategic planning is fundamental in clarifying the future direction of libraries, establishing priorities, developing a logical foundation when making decisions, and improving the performance of a library (Albon et al., 2016). It provides different avenues for libraries to make options that give emphasis to their relevance in a competitive environment and create sustainable benefits. Strategic

planning brings leaders and stakeholders together to position their organization for success in an environment of uncertainty. Strategic planning helps to define organizational objectives and formulate ways of achieving them. Strategic planning is viewed as a management tool that is used to rank strategic objectives, establish parameters for allocating scarce resources, and establish points of differentiation and pride, and link people's jobs to an organization's higher purpose. Strategic planning is gaining popularity among information professionals as an essential management tool in libraries for setting objectives and making decisions on strategies, policies, and operations that guide resource acquisition and utilization. Furthermore, it provides guidance on the financial and human assets required to achieve an institution's stated objectives (Adeyemi et al., 2014). Sheila (2001) emphasizes the significance of strategic planning in providing users with a new perspective on services, bolstering cases for extra funding, delegating responsibilities, and instilling a sense of ownership in changes that occur. This is especially true when all stakeholders, including employees and users, have been involved in the planning process. Managers also identify significant issues, as well as the need for performance measurement in libraries. Strategic planning allows libraries to choose options that emphasize their relevance in a competitive environment and create long-term benefits. This is accomplished by developing strategic plans that are acknowledged as a means of communication and by affirming the function of libraries in organizations' and academic libraries' current, medium-term, and long-term operations (Saunders, 2015). Strategic planning is widely utilized by managers in institutions to envisage their future thus developing plans that include necessary procedures and strategies for achieving their vision. It also includes a plan for achieving the organization's objectives. This is with the understanding that the organization's strategic plan

objectives are to assist in drafting of well-organized plans to guide the organization's growth (Root, 2014). Maleka, (2014) and David, (2011) view strategic planning as a complex process that can lead an organization into uncharted territory and provide incomplete instructions for success, but it can also take the organization on a journey that provides a framework for addressing concerns. While focusing on the future, strategic planning includes activities that help in shaping and pronounce the existence an organization, the clients being served and reasons it exists. Strategic planning that is effective not only communicates where the organization is headed and the actions that need to be taken, but it also demonstrates how success will be measured. According to Wayne (2011), strategic planning is now a criterion for how an organization can be run effectively with an objective strategic planning process that is tailored to a specific library, and it can be a significant tool to assist the library in navigating turbulent times. He also believes that a library that makes mistakes and has no good plan will fail in the long run. The goal of strategic planning is to offer the university library an opportunity to communicate its plan and mission with the institution by reviewing environmental aspects and developing strategies for dealing with issues that affect them. This is largely attributable to libraries competing for a competitive advantage, methods of improvement and providing data quickly, a change in format, and a rise in user expectations as parent organizations demand cost sharing or the addition of more services (Clifton, 2015).

1.2 Statement of the Problem

University libraries in Kenya require strategic plans that address the challenges of technological changes; diversifying services; changes in student population demographics; shifts in user expectations; dwindling capitation from the government

and shifts in information seeking behaviors. Comprehensive strategic plans necessitate significant investments in terms of time and other resources. Despite the significance of strategic planning, many public university libraries in Kenya lack strategic plans, while those that have continue to be impacted by factors such as technological changes; inadequately skilled staff and funding; changes in student population demographics; shifts in user expectations; dwindling capitation from the government; shifts in information seeking behaviour. Other challenges include incorrect procedures for developing strategic plans, poor communication to staff and stakeholders, limited library staff engagement, poor communication of library goals and objectives, ineffective leadership, a lack of support from top management, and inadequate allocation of resources (Mathews, 2014; Enweani, 2018). While public university libraries that have embraced strategic planning face challenges in implementing the formulated strategies due lack ownership of the document, motivation of the staff, lack of awareness of the developed strategy, inadequate resources. This is affirmed by Fredua-Kwarteng (2020) who opined that African public university libraries with strategic plans display them on their websites. This has resulted to lack of accountability and poor management of resources in the libraries. strategic plans are said to be problematic to develop, expensive, and time-consuming for most organizations as noted by Mutie and Irungu (2014). The reviewed literature also reveals scarcity of studies on strategic planning in public university libraries, particularly in developing countries (Omuse et al., 2018; Ngetich, 2019). This research provides recommendations to address the mentioned concerns. The researcher was motivated to conduct the study for the aforementioned reasons above.

1.3 Aim of the Study

This study investigated the extent to which strategic planning practices are carried out in selected public university libraries in Kenya with a view to proposing appropriate interventions to improve the management of information resources and services.

1.4 Study Objectives

The specific objectives of the study were to:

- i. Establish the existence of strategic plans in public university libraries in Kenya.
- ii. Establish the important role that strategic planning plays in the management of information resources in public university libraries in Kenya.
- iii. Examine the environment appropriate for effective use of strategic plans in public university libraries in Kenya.
- iv. Ascertain the effectiveness of strategic plans used in public university libraries in Kenya
- v. Establish the challenges experienced in the use of strategic plans in public university libraries in Kenya.
- vi. Propose appropriate interventions to improve the use of strategic plans in managing information resources and services in public university libraries in Kenya.

1.5 Research Questions

The study was guided by the following research questions to achieve the set objectives:

- a. Is strategic planning practiced in public university libraries in Kenya? If not, why?
- b. Do public university libraries have strategic plans?

- c. What importance do library managers attach to using strategic plans in the management of information services?
- d. What factors influence the use of strategic plans in public university libraries?
- e. How relevant is strategic planning in meeting the needs of public university libraries?
- f. What bottle necks exist in embracing strategic planning practices in public university libraries?
- g. What should university library management do to address these problems?

1.6 Assumptions of the Study

The research attempted to validate the following assumptions:

- 1) Most public university libraries in Kenya do not have strategic plans to assist them in managing their resources and services while the few that have strategic plans are poorly documented and ineffectively implemented.
- 2) The methods used by public university libraries to communicate their strategic plans are not effective.
- 3) Public university libraries do not follow the right procedures when formulating their strategic plans.
- 4) The environment under which public university libraries operate does not support the use of strategic plans.
- 5) Public university libraries in Kenya do not have adequate and trained manpower to assist in the planning of information resources and services.

1.7 Significance of the Study

A comprehensive review of the literature found studies that investigated strategic planning in university libraries in developed countries and a few in developing

countries, but none that investigated strategic planning practices in Kenyan public university libraries. The findings of the study will be beneficial in developing best practices for strategic planning that will be used in the management of services and resources in university libraries across the country. The study will offer guidance on how strategic plans are formulated, communicated, and implemented. Specifically, the study will be important in the following ways:

1.7.1 Theoretical

The study will contribute positively to the development of strategic planning models for resource and service management in public university libraries, which will account for shortcomings in the process of managing resources and services thus contributing to the existing body of knowledge. The study will provide new opportunities for further research in strategic planning at Kenyan university libraries and other institutions.

1.7.2 Practical Significance

The study will present a perspective on the issues and challenges confronting public university libraries, as well as the extent to which libraries hold themselves accountable for resource and service management. The study's findings will provide university librarians with useful insights into how to develop and implement their strategic plans. The study will offer guidance on how strategic plans are formulated and communicated.

1.7.3 Policy

The study findings will offer guidance to Librarians and other professionals in formulating policies that may guide in the in drafting and successful implementation of

strategic plans for proper management of resources and services thus achieving the mission and vision of their institutions.

1.8 Scope and Limitation of the Study

1.8.1 Scope of the Study

The study examined strategic planning practices in selected five public university libraries spread across different counties in Kenya which included University of Nairobi, Jomo Kenyatta University of Agriculture and Technology, Machakos University, Cooperative University of Kenya and Chuka University. The study targeted university librarians, Deputy University Librarians, Senior Librarians, Assistant Librarians, Senior Library Assistants, and Deputy Vice Chancellors in charge of Academic and Student Affairs and Finance Officers. The choice of the five university libraries was due to convenience and also to compare old university libraries that were assumed to be practicing strategies planning and thus had strategies plans in place with the young universities that were thought not to have structures in terms of strategic planning. The respondent's choice was because they were deemed to be actively involved in formulating and implementing strategic plans in their organizations.

1.8.2 Study Limitations

- a) The researcher experienced challenges traversing from one university library in different counties across the country. The researcher overcame this challenge by committing more resources and time to the research and also by sampling five public universities.

- b) The researcher faced challenges accessing some Deputy Vice Chancellors, University Librarians, and Finance Officers but they could not be ignored since they play key part in library strategic plans implementation. Interestingly, this was anticipated due to their busy schedules. On many occasions, the researcher reached their offices only to find they had just left for the meeting, prompting the researcher to call back. This challenge was addressed by re-booking appointments with their secretaries, who scheduled the dates which yielded good results.
- c) Another challenge was the unwillingness by some respondents to disclose the required information for the research due to fear of competition and victimization. This challenge was overcome by assuring the participants' confidentiality and anonymity.
- d) To ensure the necessary cooperation with the university library management and other respondents, the researcher obtained permission from the appropriate authorities to conduct the research.
- e) The researcher obtained the respondents' permission and assured them that the information they provided would be used solely for academic purposes.

1.9 Operational Definition of Terms

Academic libraries: are libraries that provide services to colleges and universities.

Applied Strategic Planning: is the process by which the guiding members of an organization envision its future and develop the necessary procedures and operations to achieve that future (Goodstein, Nolan, & Pfeiffer, 1993.)

Goals: are future visions or desired outcomes that an individual or group of people envision, plan for, and commit to achieving.

Library staff: professionals involved in library operations at all levels.

Objectives: are specific outcomes that a person or system intends to achieve within a specific time frame and with the resources at hand.

Management: is the coordination and administration of tasks to achieve a goal.

Public universities: are academic institutions owned and funded by the government.

Public university libraries: These are libraries established by the parent university and funded by the government.

Resources: Anything that can be considered a valuable addition.

Stakeholders: are individuals who have an interest in a company and can influence or be influenced by it (Fernando, J. 2023).

Strategic plan is a tool to define your organization's goals and what actions will be taken to achieve them (Martins, 2022).

Strategic Management: It is a top management activity, which deals with decisions making in, regards to the purpose of the organizational mission, vision, philosophies, objectives, strategies and well-designed policies (Palladan & Adamu, 2018).

Strategic planning: is a systematic process of describing a desired future and translating that vision into a stepwise sequence of goals and objectives leading to that future (Coleman & Robbins, 2016)

Strategic practices: those formal operating procedures involved in the direction setting, resource allocation, and monitoring and control (Carter et al., 2008).

Strategy: what the organization does today to create its desired future through the implementation of its strategic plan (Šuklev & Debarliev, 2012).

University libraries: a library system established and funded by a university to meet the informational, research, and curriculum needs of its students, faculty, and staff. A university library is a responsible agency that provides supporting education and training programmes to develop appropriate workforces. (Roknuzzaman, 2007).

1.10 Chapter Summary

The study focused on strategic planning practices in selected public university libraries in Kenya. The first chapter focused on the study's key topics which included an introduction, a statement of the problem, the study's aim was to investigate the extent to which strategic planning practices are carried out in selected public university libraries in Kenya with a view to proposing appropriate interventions to improve the management of information resources and services ; study objectives, research questions, assumptions about the study, the scope and limitations of the study, the significance of the study, and a definition of terms.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

The chapter comprises two sections. The first section presents the theoretical framework that guided the study. The second section discussed past studies conducted in the study area. The literature review was organized thematically in accordance with the study objectives. Several theories were considered for this study, and they include Resource Based Theory (1991), Garber's 2006 Strategic Planning Model, and the Applied Strategic Model by Goodstein, Nolan, and Pfeiffer (1993).

2.2 Theoretical Review

A theoretical framework is a theory the researcher chooses in order to inform the research being undertaken. The theoretical framework directs researchers not to go outside the boundaries of accepted theories that make scholarly and academic contributions to the body of knowledge (Adom et al., 2018). It helps in stimulating

research and at the same time ensures the expansion of knowledge through the provision of direction and impulsion to the research investigation, hence increasing the firmness of the research (Grant et al., 2014). According to Ravitch and Carl (2016), a theoretical framework assists the researcher in contextualizing theories as a guide in the study. The researcher examined Resource-Based View Theory (1991) as well as Garbers' (2006) strategic planning model also was relevant to the study by providing stages components incorporated in the strategic plans but it was not exhaustive. The two theories were used to inform the study that was being undertaken while Applied Strategic Planning Model (1993) underpinned the study. Resources are of great significance to developing and successful implementation of strategic plans it is not enough since it is just one aspect. Applied Strategic Planning Model was appropriate than the rest of the two as it comprised of the key phases involved in coming up with a strategic plan which were missing in the other two. These included strategic business modeling, performance audit, contingency planning and environmental scan.

2.2.1 Resource Based Theory

According to the theory, strategic resources give an organization's opportunity to develop vigorous advantages against its competitors in the market. This theory was developed to explain how resources and competencies permit organizations to have excellent performance over a long period (Edwards, 2014). Resource-based theory reinforces strategic human resource management principles by demonstrating an array of resources available in an institution that create an organization's distinct nature, resulting in a firm competitive edge (Assensoh-Kodua, 2019). The author further noted that, in order for organizations to attain a competitive advantage over their rivals, they are expected to utilize their internal resources to the uttermost best as well as push on

to new ones. The theory proposes that competitive advantage for an institution depends on the use of resources available at its disposal. This theory therefore analyzes and identifies an organization's competitive advantage by doing an examination of competencies, resources and services in an institution (Pearce & Robinson, 2011). Organizations usually diverge essentially in regard to possessions and competences to utilize throughout strategic planning in order to increase competitive edge. This is where the executives devising different strategies for their organizations to concentrate on fundamental capabilities of their organizations. Therefore, resource-based theory is used when carrying out situational analysis to discover organizational capabilities so that an institution can identify its core competencies to achieve excellence performance. Hitt et al. (2011) observes that coming up with a vision, mission, and strategy requires the application of resource-based theory.

2.2.1.1 Characteristics of Resource Based View Theory

Organizations with planned resources have a significant competitive edge over the ones that don't have them. (Edwards, 2014) identifies four characteristics of resource-based theory:

Valuable: These are resources that assist in improving an institution's efficiency and effectiveness while increasing opportunities and reducing threats from competitors.

Rare: These are scarce resources because of the high cost of acquiring them as well as the fact that few or no competitors have them.

Difficult to Imitate: resources that competitors have difficulty in replicating them. These are protected through legal means for example, copyrights, patents, and trademarks.

Non-Substitutable: these are resources that exist when resource combination of different firms are not able to replace the strategy provided by the resources of that

firm. Therefore, competitors may not discover an alternative way to increase the benefits that a resource provides. Zipporah (2013) asserts that the application of resource theory helps organizations to allocate financial resources within their budget control system.

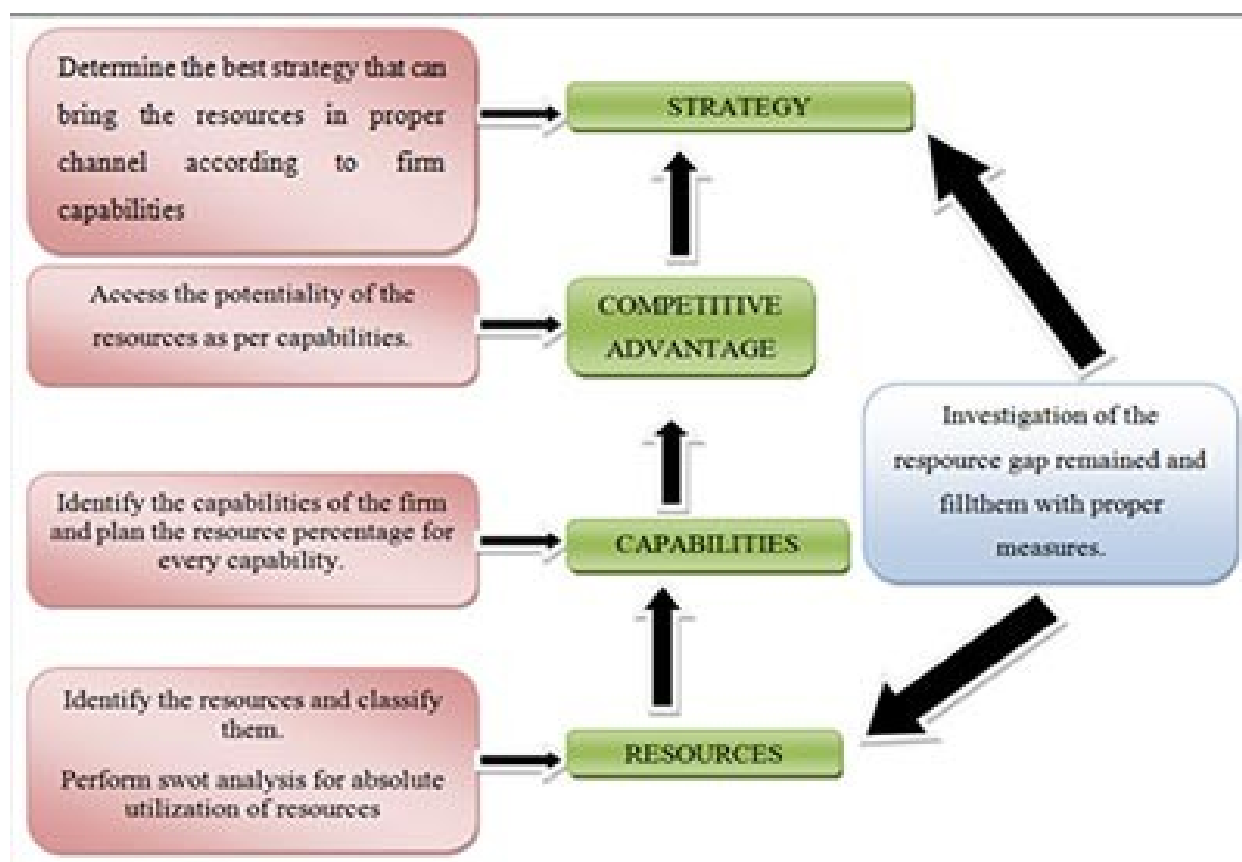


Figure 1: Resource Based View Theory

Source: Barney, 1991

The figure above shows two elements that are interdependent. Those are resources and capabilities that are included concurrently as indicated below:

- Resources are the inputs that are used in the production process. The major resources in organizations are human resources, technology, raw materials, customers, and financial support.
- Capabilities are the capacity of the available resources and techniques through which tasks of the firm are performed to be responsible for competitive advantages.

2.2.1.2 Limitation of the Theory

While the resource-based view provides insight into the organization's growth, it lacks significant administrative inferences because it emphasizes managerial expansion of resources but fails to clearly inform on how that can be achieved. The theory is relevant to big organizations that command major market share since smaller ones may not have the foundation of survival on their stagnant resources and therefore fall beyond the limits of resource-based theory. Further, the theory is more applicable to organizations that are pushing for a sustained competitive advantage over their competitors. The scope of a resource-based view focuses on the resources but ignores other components that transform resources into client value. Resources are only one factor that will determine the success of the plan that has been drafted and implemented. Therefore, it lacks the complementary components to achieve that goal.

2.2.2 Garbers (2006) Strategic Planning Model

The study also reviewed Garbers' (2006) strategic planning model that enlightens on the desire and the anticipated dreams of objectives and goals of the organization. The model establishes the objectives to be achieved by staff and stakeholders by identifying strategies that are necessary to accomplish these objectives. This is normally done by collecting data with regard to the institution and its environment by organizing workshops, retreats, and focus group discussions. The data collected is generally for assessing the organization's position and establishing issues that need to be addressed within a 3 to 5-year plan period. The strategic planning committee surveys organizational qualities, dreams, and statements of purpose, then drafts objectives that the organization intends to accomplish before the lapse of the planning period and extensive structures that are meant to be utilized for their accomplishment.

Performance targets are recognized for every methodology and objective involved, in which every staff member is involved in coming up with strategies identified with the projects and administrations of the particular institution where annual goals and objectives as well as tactics related to its governance are developed.

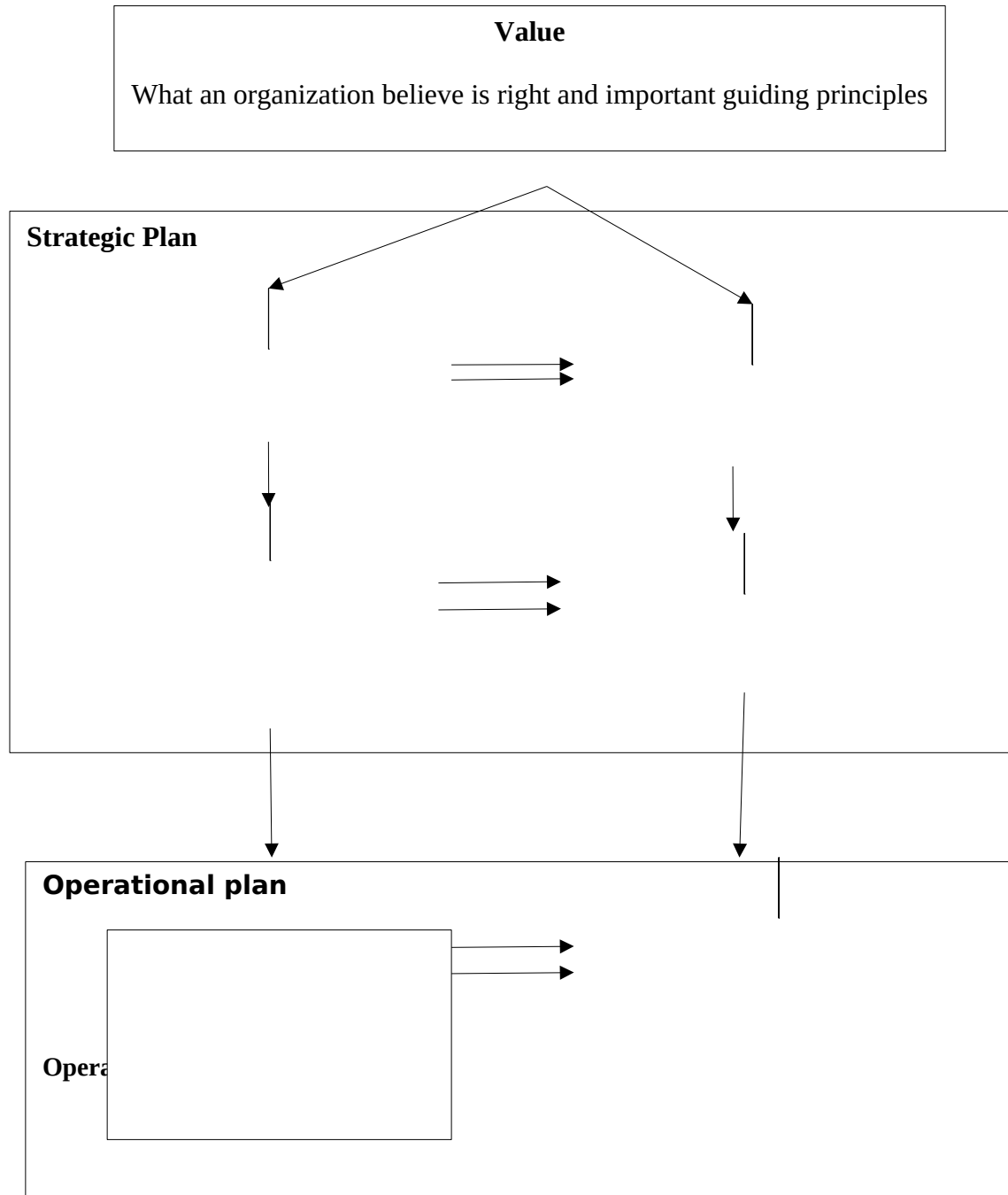


Figure 2: Strategic Planning Model Adopted from Garber's 2006 Model

2.2.2.1 Limitation of the Theory

The model lacks the element of SWOT analysis, which determines the internal strengths that the organization can capitalize on over their competitors and weaknesses that need to be addressed, as well as external opportunities that can be tapped from outside the environment to achieve their goals and threats that may interfere with the accomplishment of the set goals and objectives. The theory lacks a gap analysis component, which is critical for the organization's clear realization of the desired future and its capacity by analyzing the size of the gap between the organization's current abilities and the desired future. The model provides the element of strategy and actions to be taken to achieve the goals, but does not provide a way of reviewing the outcomes to determine if the actions may lead to the desired future. The model also lacks indicators such as mid-term reviews for evaluating the level of implementation of the plan and thus lacks ways of measuring the success or failure of the plan.

2.2.3 Applied Strategic Model

This model was found to be appropriate for this study. It puts more emphasis on application and implementation, value-driven decision making, and creatively envisioning the ideal organizational structure. Members of an organization, according to Applied Strategic Planning, visualize their future and develop the necessary measures and operations to help them achieve that future. The model has nine successive steps and two continuous lines.

a) Environmental Monitoring/Inputs

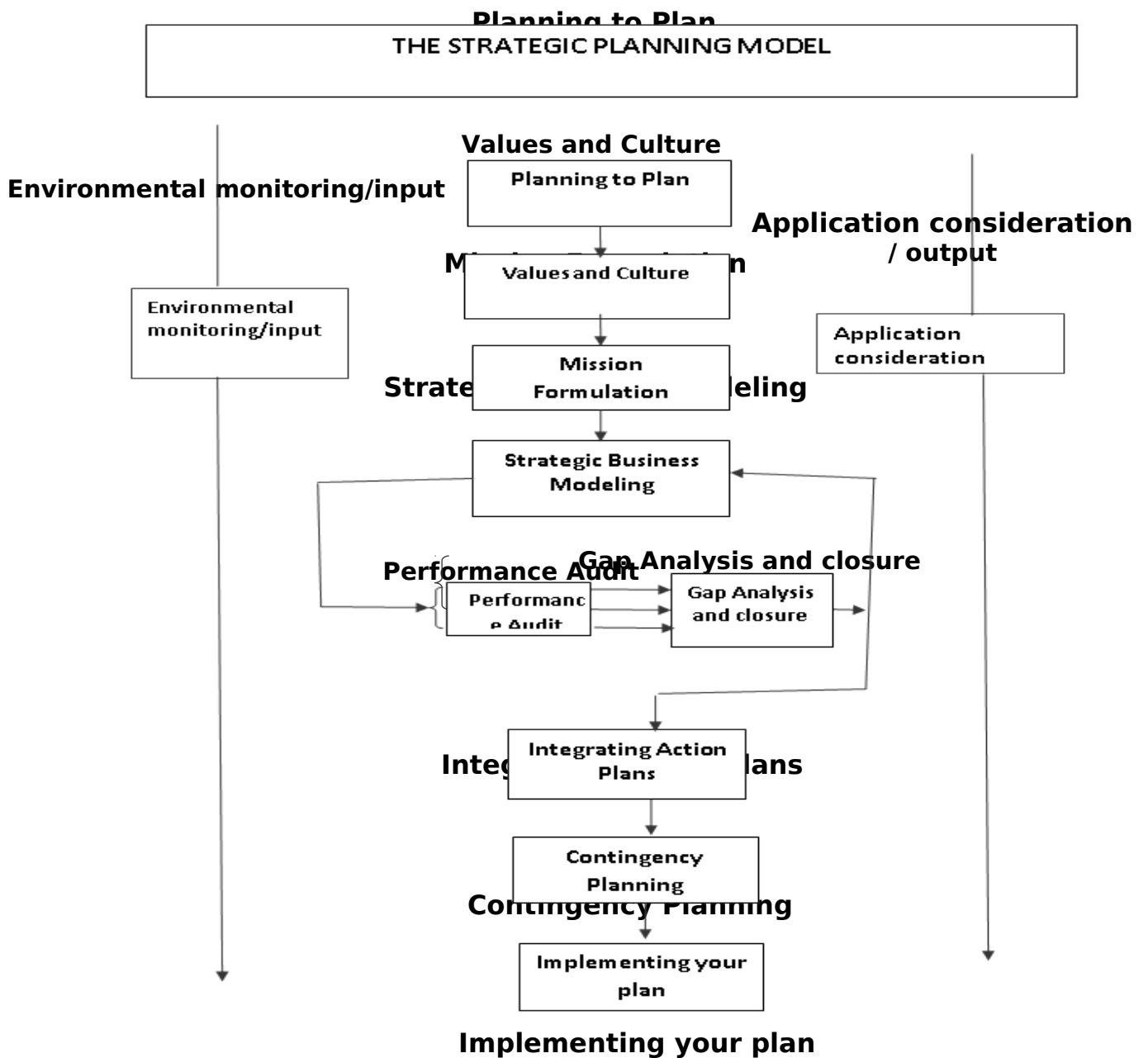
This involves gathering data from industry, competition, and the organization's internal environment. Monitoring of the environment on straight lines involves utilizing input from both within the institution and outside. This is significant because

most organizations have insufficient data, and it has been observed that most organizations lack an enabling environment for people who have discovered relevant environmental information to provide that information for research and analysis for decision-making.

b) Application Considerations/Outputs

This is the continuous application aspect of plan integration and verification by implementing corrective measures on output and responding quickly to potential threats or opportunities based on information gathered from the environmental monitoring process, which is an integral part of the Applied Strategic Planning model.

THE STRATEGIC PLANNING MODEL



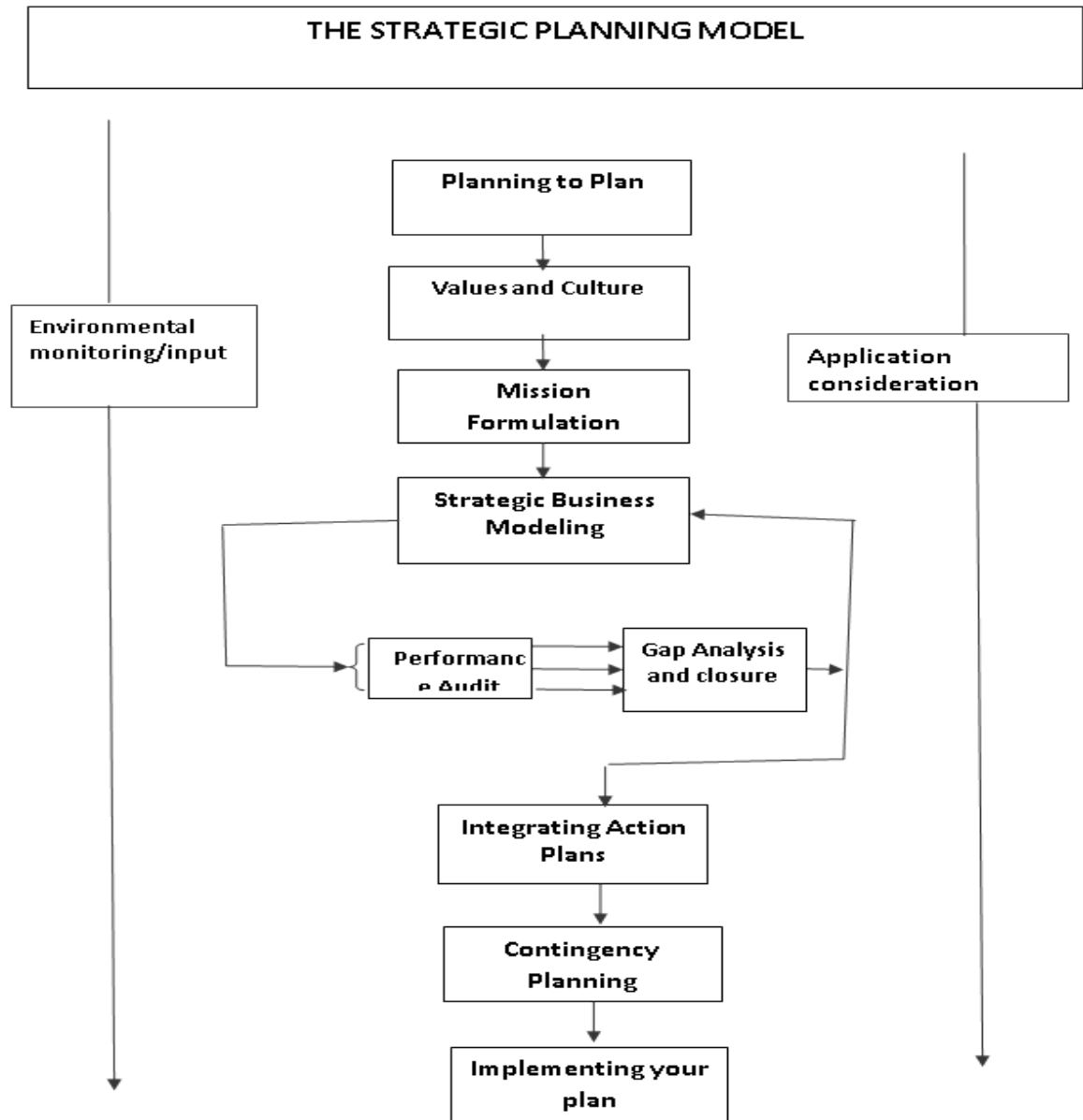


Figure 3: Applied Strategic Model: Goodstein, Nolan, Pfeiffer (1993)

c) Planning to Plan

Planning is a process, and before it is initiated, there are significant concerns that need to be deliberated upon. For example, whether the organization is ready to engage in the process will be determined by the institution's culture in supporting the planning process, the organization's commitment to achieving its vision and mission, and the

time and manner in which the process should begin. It also considers how to inform stakeholders who are not involved in the planning process.

d) Values and Culture

The culture and values of an organization heavily influence the decisions and behaviors of stakeholders. The culture and values held by an organization's decision-makers help in shaping and supporting the organizational culture.

e) Mission Formulation

This is another step in which the planning team begins to develop a shared vision for the organization's future, which leads to coming up with a mission statement. The mission statement responds to four critical issues with regard to the kind of business an organization is operating, who the customers are and whether their needs are being met by the organization, and the reasons why the organization exists.

f) Strategic Business Modeling

A strategic business model is a road map for how an organization will achieve its goals and fulfill its mission. At this stage of the planning process, the planning team creates an exhaustive plan and procedures capable of leading the organization from its current state to the desired future. Formulating a mission statement of the desired future into a specific action plan is critical, and strategic business modeling describes the vision of the ideal future in tangible and measurable tools at this stage. It also specifies the types of businesses in which the organization is involved, the indicators used to measure success, and how the organizational structure, staffing, and culture will need to change.

g) Performance Audit

This step entails analyzing the organization's strengths, weaknesses, external opportunities, and threats. The planning team articulates the desired future state and how to achieve it at this level. A performance audit is a detailed examination of the current state of the organization that is conducted objectively and unbiasedly. The performance audit of an organization attempts to adequately respond to the critical question of whether the organization is performing well in carrying out its current business plans, which determine the organization's capacity to realize its desired future.

h) Gap Analysis and Closure

This stage is critical in understanding both the organization's desired future and its current capacity by analyzing the gap between the organization's current capacity and the desired future. This level assists in determining whether the desired future has been achieved and how to close the identified gap because determining the gap size indicates whether the desired future state represents a straight goal or an impossible mission.

i) Finalizing Strategic Direction/Integrating Action Plans

Before the incorporation of different action plans as the outcomes of the planning process, review of the outcomes, which is monitoring and evaluation, is critical to determine if the actions taken have led to the desired future. The review leads to either finalizing the strategic direction or taking some steps back in the planning process. At this level, allocation of resources is done to ensure successful implementation of any strategic plan and also develop operational plans.

j) Contingency planning

At this level, two aspects of probability and impact are factored into contingency planning. This is where the team considers a scenario where there is a high likelihood

of successful implementation, although there might be other impacts or effects other than the ones outlined in the strategic plan, which informs the contingency plan to be developed. Include methods for tracking alternative events as well, so that the organization's strategic plan can be reexamined if time or resource constraints arise.

k) Implementing the plan

Strategic planning must be implemented in order to be effective. The strategic plan is intended to serve as a template for organizational managers to base their decisions on. One or more actions from the strategic plan activate the implementation process. These may include changes in management, organizational reorganization, the introduction of new products or services, and job training.

2.2.3.1 Suitability of Applied Strategic Planning Model to the Study

This Model was appropriate than the rest of the two as it comprised the key phases involved in coming up with a strategic plan which were missing in the other two. These included strategic business modeling, performance audit, contingency planning and environmental scan. The components in this model answered objectives one (1), three (3) and four (4) of the research. The model provides a blueprint on how an organization achieves its planned goals and mission; where an organization wants to be; what is expected to be done to achieve the vision; all the way to providing strategies for achieving the desired goals and activities or action plans under each strategy. It ensures the objectives are met and proper implementation of the plan is planned by developing exhaustive plans and procedures. The model introduces an element of planning to the plan, which is vital before starting the process of developing the plans. Several questions are supposed to be answered by the strategic plan team with regard to whether an organization is ready to engage in the business of developing

the plan, if the organizational culture supports the planning process, whether it is committed to achieving the vision, mission, and level of staff to be engaged in the planning team, and the time of starting the process. Environmental scan elements are missing in other theories, which are critical in understanding the strengths the organization can capitalize on, weaknesses it can work to address, opportunities out there that it can tap to gain a competitive advantage, and threats it should be aware of.

The model has a component of implementation, whereby at the implementation stage, the model provides indicators for evaluating the level of implementation of the plan to measure its success or failure. This is done through developing annual operation plans (AOPs) with strategies, activities, indicators, responsibilities, timeframe outcomes, and remarks. This element is very critical in determining the extent of plan implementation. The model has the element of contingency planning, which is a process of developing a contingency plan to serve as a backup in situations where the organization goes off the intended outcomes. This minimizes the impact of circumstances that are not favorable and helps keep the business afloat during difficult periods. For the above reasons, this model is more suitable than the other two because it addresses the research objectives.

2.3 Conceptual Framework

This is the result of combining related concepts to explain a specific event or provide a thorough understanding of a phenomenon. Developing a conceptual framework is a method of connecting concepts in order to inform the broader context of possible relationships (Imenda, 2014). A conceptual framework is viewed as an outline of a diverse array of findings from literature sources that have been reviewed in order to establish the research agenda and increase understanding of research intentions. It

represents the researcher's ideas and concepts from theories, significant findings from the research, and other professional wisdom that guides the research. The conceptual framework organizes the key concepts in the study to emphasize the study's focus and direction. The researcher derives key terms and concepts from a detailed review of the related topics and expressions that exist in related literature. According to Shikalepo (2020), a conceptual framework provides a description of the relationship between the study's main concepts. The concepts are organized in a logical structure to show how ideas in a study relate to one another (Grant et al., 2014). The framework makes it easier for the researcher to specify the concepts within the study's problem (Luse et al., 2012).

The research was guided by independent variables, among them: the existence of strategic plans in public university libraries; the important role strategic planning plays in the management of information resources in university libraries; the environment appropriate for effective use of strategic plans; the effectiveness of strategic plans; challenges experienced in the use of strategic plans; and appropriate interventions. The dependent variable was the management of library resources and services. Figure 1.4 represents the conceptual framework of the study.

Existence of Strategic planning

Vision and Mission
 Values
 Goals & objectives

Management commitment

Allocation of resources
 Training /skills
 Participation

Intervening va
Allocation of r

Role of strategic planning

Strategies
 Communication

Management of library resources an

Efficiency/Effectiveness
 Public image
 Stakeholders' satisfaction

Internal & external appropriate environment

Leadership
 Resources

Resources

Strategic Plan effectiveness

Annual operation plans
 M &E

Challenges

Competencies/skills
 Technology
 c) Resources

Dependen

Interventions

Stakeholders' participation
 Availability of resources

Strategy impl

Action plans
 Coordination of activities, Timelines

Independent Variables

Figure 4: Conceptual Framework**Source: Author (2022)**

The figure above depicts the relationship and connection between strategic planning practices and the management of university library resources and services. The diagram depicts the relationship between independent variables, intervening variables, and dependent variables. This explains that independent variables have impacts on the dependent variables, and therefore intervening variables are expected to be present in order to neutralize or reduce the effects. Independent variables have to have a direct link to the dependent variables in order to have some influence. The strategic plan is an important component of any achievement by a university library. The plans address the intent and who, where, when, and ways of getting to the expected goals and objectives of the university library. The focus is directed at the entire organization, which in this case is the university library. The existence of strategic plans helps in formulating a vision, mission, goals, and objectives. The planning committee develops strategies that facilitate the achievement of these objectives and carries out a SWOT analysis of the organization. The next element is implementation and evaluation, to measure the level of achievement of the goals and objectives. The model provides libraries with both a clarity of direction in which to move and the mental vigour to initiate that drive. The model requires that the libraries to concurrently develop a strategic plan and strategic management process that will ensure the plan is successfully implemented.

2.4 Empirical Studies

Strategic planning is important in any organization and plays a major role in its success or failure. This section reviews the literature on strategic planning, with a focus on

strategic planning in universities. It aims to identify the knowledge gaps in the literature on strategic planning.

2.5 Strategic Planning

Strategic planning outlines out the direction that the ~~company will~~ ^{organization} take over the next several years and how it will get there. It also helps the ~~organization determine whether~~ ^{Action plans} or not it has arrived at its desired destination. Strategic planning is connected to the organization's performance and future, as well as ensuring that it is heading in the right direction (Obaje, 2020). Strategic planning came to the fore in the late 1940s, when program development and budgeting activities needed to focus on five-year or longer strategies. It gained popularity in the private sector of the industrialized world in the 1950s. The concept of strategic planning emerged in the early 1960s in the United States of America as the foundation for long-term decisions in commercial and private enterprises. Due to the situation of reduced funding, fewer students, and increased competition among institutions in American higher education in the 1970s, the idea was shifted to higher education management.

The concept gained popularity in higher institutional libraries in Europe and the United States the same year. Strategic planning was evidently being used at Ahmadu Bello University's Kashim Ibrahim Library in Zaria, Nigeria, in 1976. Between 1990 and 1991, the Association of African Universities (AAU) commissioned a study on the cost-effectiveness and efficiency of strategic planning in African universities. Strategic planning concerns an intense, honest and thorough look at both what the institution is and its resources, competences, areas of opportunity and competitive advantage, weaknesses and the environment in which it competes, taking into consideration the clientele, suppliers, competitors, market trends, government regulations, feasible

opportunities and threats (Max 2012). It has been practiced by both private and public organizations to redirect their development procedures in ways that guarantee the anticipated changes and help an organization achieve its strategic objectives. Many institutions, including university libraries, have adopted strategic planning practices. It has been featured in library and information center management, which is currently gaining attention from information professionals as a practical institutional management tool that determines objectives and decides on the policies, procedures, and approaches that govern the procurement, usage, and disposition of resource materials, as well as the human and financial resources needed to achieve the stated objectives.

2.5.1 Strategic Planning in Universities

Universities are operating in an unstable environment brought about by continuous changes that have been occasioned by political, social, and economic variations in internal and external working surroundings. In order to monitor and evaluate the effectiveness of the plans, these changes necessitate a shift in the emphasis on strategy improvement, implementation, and accountability at various levels (Shah, 2012). Strategic planning is critical in universities because there are so many changes, such as student growth, government policies, underfunding, and changes in the external environment. The rise in quality in universities based on the use of quantitative performance indicators and institutional grading necessitates a rethinking of approaches to strategy development and implementation. Government objectives in increasing the involvement of underprivileged students in universities require them to rethink their future strategy and directions because a strategy is developed to address key issues with regard to student growth, student experience, alignment of growth with

resources, and financial sustainability that are available. This is significant because the areas that received the least attention previously are now government priorities (Shah, 2012). He goes on to say that changes in government policies and demands, all of which are driven by the political agenda, the ongoing reduction in university funding, increasing student diversity, and demands all have a significant impact on strategy development. Crumpton, M. A. (2015) observed that universities necessity balancing a very varied wants for the purpose of remaining right to the mission and thus, university libraries are part of that balance in the bigger institution of which they have an obligation of developing their own strategies that support the mission of the institution.

2.5.2 Strategic Planning in University Libraries

Strategic planning in libraries is defined as the process of assessing internal and external factors in a library, resulting in a mission, purpose, objectives, and approaches for achieving them. The process entails reviewing the library's mission and setting goals within the institution's internal and external environmental context. Strategic planning must be an ongoing repeated process based upon the culture of client focused interface that result in the value formation, internal valuation and market planning that involve all organizational levels in the effort to reach a visionary aspiration (Germano & Stretch Stephenson, 2012). There are three major components to planning: library activities, clientele, and the best ways to provide information services (Adeyemi et al., 2014).

The key milestones for university libraries serve as a timeframe for implementing the strategic planning process. The Association of College and Research Libraries (ACRL) used strategic planning to guide its mission and vision for the first time in 1981. Riggs published the first monograph on library strategic planning in 1984. The Association of

Research Libraries (ARL) conducted a survey of its membership the same year and discovered that 30 libraries were using strategic plans. Many libraries developed ten-year strategic plans during the 1990s. In 1995, the Association of Research Libraries (ARL) conducted a follow-up strategic planning survey, to which 69 of the 119 ARL libraries responded. From 1989 to 1994, 47 libraries indicated that they had developed a written strategic plan. A review of the literature during this time period revealed that academic libraries used strategic planning as a management tool and a fundraising vehicle (Brown & Gonzalez, 2007). Strategic planning in university libraries provides an opportunity for external and internal examination of the university situation and also funding openings. Due to the increased demand for more expensive services that require technological support with the decline in funding for higher education, university libraries are making funding a core strategic objective. To ensure the strategic planning process is successful, participants should be involved in holding crucial positions in an environment that strengthens the possibility of safeguarding the required funding (Brown & Gonzalez, 2007). The strategic planning process is vital in organizational development by drafting a vision to guide the library towards future success (Adeyemi et al., 2014).

Wahome, (2009) in her study on strategic planning practices at the University of Nairobi, observed that the changing environment in organizations continually calls for the necessity to practice strategic planning for continual changes in order to fit with the external environment. Strategic planning thus provides an effort to modify a company's strength in comparison to that of its competitors in the most efficient and effective way possible, focusing on the organization's direction and actions required to improve its performance.

2.6 Existence of Strategic Plans in University Libraries

Developing a strategic plan entail developing vision and mission, identifying internal strengths and weaknesses, identifying external opportunities and threats, developing long-term objectives, and producing alternative strategies and selecting specific ones that assist in achieving stated objectives. Several studies (Fredua-Kwarteng, 2020; Miller, 2018) found that African universities face external challenges such as dwindling and delayed government funding, competition from other institutions, and decreasing student enrollment, necessitating the adoption of strategic plans. Strategic planning is necessary, according to Mutie and Irungu (2014), because most organizations have recognized the importance of strategic planning for competitive advantage in the ever-changing market dynamics. Planning for library and information center resources and services therefore entails establishing time frames, goals, and the level of financial support required.

According to Sanches (2018), strategic plan is a process and framework for connecting an organization to its environment and defining coverage, direction, and actions needed to achieve specific goals. A strategic plan is an instrument that defines the direction an organization has taken and establishing realistic and attainable goals and objectives (Kabeyi, 2019). It is further regarded as a document for communicating with an organization about the goals and steps that are required as well as the necessary components drafted through the planning process (David, 2015). Rossmann (2019) indicated that the drafting library communication plan is guided by a values statement, mission statement, vision statement, and strategic plan. A strategic plan, according to Aman (2010), enables a library to be proactive rather than reactive by scanning the environment and alerting the library to external forces that may impact

the library. This enables the library to make decisions in real time, avoiding missed opportunities and reducing risk. Aman (2010) adds that a strategic plan allows the library to prioritize its inventiveness based on external and internal information, which can aid in making informed decisions and ensuring more effective use of library services and resources. Strategic plans, according to Sanches (2018), are future-oriented, have a vision, and are frequently linked to growth. When resources are scarce, it aims to identify important priorities so that organizations can do more with fewer resources. The strategic plan recognizes the reasons why an institution takes an explicit direction in response to pressure from changes in technology, clients and shareholders, work practices, and the organization's persistent failure to achieve its mission (Vasilescu, 2013). The capability of the organization to change developed plans into activities are limited by its characteristics, which could be source of contextual challenges to an organization's determination to increase the performance (Pucko & Cater 2013). According to Muthoka et al. (2019), some strategies fail due to a lack of effectiveness in communicating the strategies to the appropriate employees. This could be accomplished by explaining to the appropriate parties the duties, responsibilities, and tasks, as well as the reasons for new strategic decisions and the lack of staff engagement in the process.

2.6.1 Mission and Vision of the Library

A mission is a brief statement of what the organization is all about and should be centered on the activities of the organization that describe the unique and critical role the library plays in the success of the organization. According to Adeyemi et al. (2014), a library's mission is a statement that describes the role of the library in society and their needs. It signifies the purpose of the library's existence, which is the

provision of information for education, research, personal growth and national development. Wade, (2013)observed that development of a clear purpose and vision, supported by a new robust, evidence based strategic planning process provides a new direction for the library thus moving away from the concept of being a “library of last resort. Library staff develops the vision for the future state of the library by sharing hopes and expectations of what the library will be (Dole, 2013).The documented mission statement acts as proof of the appropriateness of a particular choice made. Aman (2010) observed that a mission statement ought to be as operational to set forth the unique role played by the library in an institution. The vision statement describes where the library needs to go in the next three to five years, in which case it should be both realistic and inspirational. It should be specific enough in such a way that someone could view it many years later and easily determine whether its main initiatives have been fulfilled or addressed. It is responsive to the findings of site visitations (Crowley, 2011). Coming up with a clear purpose and vision, supported by a new robust, evidence-based strategic planning process, provides a new direction for the library. Vision is regarded as a suitable act of foresight that creates a picture of the required representation of future changes. A mission statement also focuses on the purpose of the organization's existence and what it aspires to achieve. The library’s vision should express the unique contributions it will give to a restructured organization. A vision provides a framework for the library’s decision-making while advancing within the academic dynamics and professional environment and needs to be shared with the staff, customers, and management (Aman, 2010). Wadas (2017) observed that the relevance of an institution's mission cannot be underestimated. Consequently, the university library's existence within the larger university makes their mission statement an essentially broad instrument within the larger institution.

2.6.2 Goals and Objectives

Strategic planning and development of a library is mainly guided by goals and objectives of the parent institution of which the library is a part. Goals are accomplishments that allow management in an organization to determine whether or not success has been achieved. Goals are required to motivate the organization to effectively focus on time and energy spent on the job, thus motivating great achievements (Aman, 2010). Goals are the organization's broad aims, well-defined in operational terms, that lead to measurable objectives with strategies and activities that set the structure of an organization where tasks and initiatives related to objectives provide ways of achieving them (Mapulanga, 2013). Adeyemi et al. (2014) noted that library goals are what it expects to realize in the future, which represents the future outcome of effort on a project. A well-written goal statement should clearly describe a library's broad goals in terms of its resources and services. Objectives, on the other hand, specify how these goals will be achieved. In contrast to generalized goals, they are concrete and specific. Objectives are intended to make the library's goal operational and attainable. There is a need in this era for strategies to achieve agreed goals and objectives, giving a sense of purpose and direction to the organization because of recent technological and social changes and competition from rival organizations (Manoj & Sinha, 2014).

2.6.3 Procedure in Developing Strategic Plans

Developing a strategic plan necessitates a step-by-step process in order to produce a realistic document. Siambi, (2021) observed that effective implementation of the strategic planning is enabled by having a well-functioning and integrated system and achieving operational involvement by including all the relevant stakeholders. In his

study, Tapera (2014) identified five phases of the strategy making process: setting the objectives as gauge to measure the progress of the performance; developing a strategic vision on where the organization desires to be and what its future product or services focus would be; developing strategies for the achievement of the objectives; implementing the developed strategies competently and successfully as well as evaluating the performance and introducing corrective modifications, strategies execution in the light of practical experiences as well as new ideas and new opportunities. Riboldi (2019) also identified seven steps: evaluating the industry, market trends, and competitors; conducting a SWOT analysis to assess opportunities and threats; reviewing the organization's vision and mission; setting business goals and priorities; defining functional objectives and key initiatives; determining staffing, budgeting, and financing needs; and identifying and tracking success on a monthly and quarterly basis. The planning group therefore goes through to produce the plan, which entails articulating the core values of the organization; developing mission and vision statements; determining the strategic objectives; defining activities and responsibilities; disseminating and implementing the plan; and monitoring results. In a study on strategic planning, the external environment, and organizational performance conducted by Karanja (2018), 66.67% of the responses established that external factors such as political, economic, social, and technological (PEST) had an effect on performance.

2.6.4 Communicating Strategic Plans to Staff and Stakeholder

Employees and stakeholders must be made aware of the newly developed strategic plan. This creates an environment in which everybody gets opportunity of interacting with the document thus understanding and owning it before it is implementing. This

assists staff and stakeholders in identifying strategic issues in which they should be involved during the implementation process. There should be multiple channels for library staff and other stakeholders to receive communication about the strategic plans, allowing everyone involved to be reached. According to Wairimu and Theuri (2014), lower-level employees are generally unaware of strategic planning processes in their organizations as a result of their lack of involvement, which leads to employees becoming unaccountable for the process involved in strategic planning. As a result, managers must ensure that strategies are effectively communicated within their organizations (Abass & Munga, 2017). Wairimu and Theuri (2014) concurs that staff involvement in strategic decisions is important in an organization because they are directly involved in strategy implementation. Furthermore, the literature emphasizes the critical role that employee participation plays in strategic planning and implementation because it increases motivation, ownership, and commitment to the organization; participating and working in teams ultimately empowers them; retains the best employees; and creates an environment for managing change Kivuva, (2015; Mutuku & Misango, 2020). The successful implementation of a strategic plan in any organization requires the use of effective communication channels in order to reach the intended audience. Some strategies fail due to lack of effective way of communicating the strategy to the concerned personnel, which should be done to explain the duties and responsibilities to the employees and justify the new strategic decision being made, as well as a lack of staff engagement in the process, (Muthoka et al., 2019 and Miller 2018).

2.6.5 Strategic Plan Implementation

Strategic Plan starts off with the question of who to involve during strategic plan. Then, the process of strategic plan is carried out and, ultimately, a strategic plan is delivered as the product of that process. One starts off by identifying the people, moves on to the process, and finally delivers the plan, which then needs to be implemented (Bert, 2021). The implementation of the plan begins with the formation of task forces to examine the goals and develop and SMART (Specific, Attainable, Relevant and Time-bound) strategies and action plans. Action plans include a timetable and identify who is responsible, what should be done, and what resources are needed (Dole, 2013).

Implementation is the phase where the lead shifts away from the planning team to those who will be responsible in executing the plan. The leadership defines who has the authority and responsibility for implementation and formally task all elements of the organization that are responsible for support. Resources are then allocated and any assumptions made about funding, personnel, or other assets are reconciled. Detailed operational or tactical plans, that identify near-term objectives that must be achieved as part of the strategic plan, are developed and implemented (Pisel, 2014). Strategy implementation is an important process in strategic management whereby for the organizations to be successful, they need to effectively implement their strategies to enhance their performance.

Leaders in organization are responsible in ensuring strategy is effectively communicated. They must also ensure that people in their organization are ready for strategy implementation. However, wrangles in leadership affect strategy implementation (Abass & Munga, 2017). According to (Kihara et al., 2016) strategy

implementation process helps in determining whether an organization survives, excels or collapses depends on the way it is undertaken by the shareholders. Strategy implementation process involve putting policies, objectives and strategies into actions by developing the budgets programmes and procedures. Strategy formulation comes before implementation thus making it a key component of strategic management. They observed that strategy implementation is a difficult task than strategy formulation and involves concentrated efforts and actions and by all stakeholders in an organization. Strategy implementation include the following elements: conducting a planning session, appointing a champion to guide implementation of strategic plan, managing strategic projects, aligning strategy and operations, assigning resources to strategic projects, aligning leadership with innovative techniques, modifying staff assignments, determining measurable outcomes, and obtaining stakeholder feedback (Sawyer, 2014).

2.7 Important Role of Strategic Planning in the Management of Information Resources and Services

When libraries engage in strategic planning, processes are often established to gather input and feedback from staff and librarians at every level of the organization. But this input may not be meaningful or effective if staff and librarians are not regularly involved in decision making or in thinking strategically about the library's priorities, actions, and goals. Requests for participation may be greeted with skepticism and resulting plans may not prove useful in addressing the library's challenges (Krier, 2022). If implemented properly, planning provides a blueprint of actions that should lead to the attainment of an organization's goals and objectives. Strategic plans are developed to assist organizations achieve their objectives. Managers and their teams plan ahead of time what will be done, who will be involved in doing it, when it will be

done, the desired outcome, and how to achieve it. Planning helps in developing a hierarchy of plans which are translated into actions and defines an organizational objective and ways of meeting the set objectives. Planning also makes it possible to evaluate and control performance standards with the conscious determination of courses of actions and the basis of decisions on purpose knowledge and considered estimates (Eyo & Augustine, 2014). Adeyemi et al. (2014) assert that planning is an important part of the day-to-day activities for managers and that, therefore, whoever fails to plan, plans to fail, and thus suggests that planning is crucial if an organization has to succeed. On the other hand, Trower (2019) contends that commitment to the strategy could assist institutions to operate more efficiently and make clear choices from the set priorities, hence setting the course for a sustainable future.

A university library is an important department in institutions of higher learning that plays an important role in academic programmes by selecting, organizing, and disseminating information to support teaching and learning. Information technology revolution requires effective planning strategies to meet the demand of transforming the library into a new information service center. Strategic planning is important for libraries in developing countries where resources are relatively scarce since it helps to avoid the waste of money and other resources. Kazera, (2014) in his study on the effects of strategic planning on human resource performance in Kenya's Commercial Bank in Migori County, found that strategic planning plays part in encouraging innovation and motivation through involving senior managers getting them committed to goals and strategies and provide new ways of implementing those strategies. It also motivates staff at the lower levels with the realization that their energies are contribute towards the achievement of organizational goals (Kabeyi, 2019).

Strategic planning attempts to shape the future of the organization by having the desired formulated strategies achieved. Strategic planning is essential for increasing the likelihood of organizational survival, increasing market share, and improving the competitive edge. Organizations are in a better position to manage the effects of external forces, motivate crucial people in the organization, and plan for a total shift to a new phase of company growth (Kazera, 2014). Strategic plans can be powerful tools through systematic planning that helps institutions to redesign, realign, and redefine roles and responsibilities as their environment changes. Strategic plans can help institutions achieve their strategic vision (Flores & Leal, 2020). Shah (2012) in his study established that many scholars recognize the need for drafting a strategy at a time of uncertainty. According to Aman (2010), academic librarians view strategic planning as a tool for managers to understand where the library has been, the direction it is taking, the challenges faced and how they will be addressed. It involves key steps such as environmental scanning, identifying library stakeholders, analyzing strengths, weaknesses, opportunities and threats, formulating the strategic plan, and implementation and evaluation of the plan. Thus, strategic planning assists an institution in remaining relevant and alert in the corporate environment (Kabeyi, 2019). The following are benefits associated with strategic planning:

- i. Strategic planning is a tool for defining organizational direction and determining realistic goals and objectives, thus facilitating consistency and stability in operations.
- ii. Strategic planning enables the organization to predict the future and prepare itself in a proactive manner.
- iii. It increases operational effectiveness by providing a clear path that offers alignment of activities and resources to have realistic goals.

- iv. It provides for the development of new programmes, products, and services.
- v. It provides an opportunity for an organization to explore the future in a logical and systematic way.
- vi. It allows managers to set policies and goals with a clear focus on the management.

Mapulanga, (2013) noted that libraries with strategic plans make better decisions, procure additional resources, improve the image of the library, and help library staff to stay on course. Therefore, the strategic planning intention is to explain the purpose and objectives, determining the direction to take and priorities, identifying key issues and limitations, providing a framework for policies and decisions, as well as informing the resource allocation and utilization.

2.8 Environment Appropriate for Effective use of Strategic Plans in University Libraries

Strategic planning is among the organizational responses towards environmental variations in an organizational discipline like academic librarianship. Shifts in the parent institution's priorities, changes in financial support in technology or all inspires library to envision a anticipated future state and puts in place necessary steps so as to realize the vision(Dole, 2013).Organizations in different countries across the globe are experiencing dynamic and complex environments despite their economic levels, which is attributed to globalization, technological change, and the emergence of new markets. This has necessitated the need for sophisticated and contemporary strategic planning for them to survive and grow. Thus, the use of improved planning tools and techniques provides a good component of the planning process. Many studies in the field of strategic planning have established that strategic planning tools and

techniques are used as evidence of practicing strategic planning (Šuklev & Debarliev, 2012). Environmental settings are often complicated whereby when there are slightly change in the process, then there becomes very slight opportunity to get the outcomes an administrator intends or predicts. This is because multiple changes may bring conflict although they complement or strengthen the process. The external environment is alteration control of which organizations internal change controls where external controls activate the internal ones. Organizational chart operates through interaction of disparate fragments which permits understanding of how activation in one control affects other controls(Buck, 2016). The university's internal working environment has implications for the effective implementation of a strategic plan since the institutional leadership plays an important role in the formulation of a new strategy by involving all relevant stakeholders. However, lack of vision, strategy development and accountabilities at different levels limits institutional strategy implementation, continual reviews and refining of the strategy (Shah, 2012). In a stable environment, hierarchical structure with centralized decision making may improve the overall efficiency, provided senior leaders and managers possess sufficient knowledge and information to make informed decisions. However, in unstable environments, the knowledge and information required for innovation must be distributed throughout multiple levels in the organization. Buck, (2016) observed that external environmental influences that is in the form of government expenditure and priorities are noteworthy issues that shape strategic planning in libraries. These monetary limitations necessitate the acknowledgement that information centers and public libraries are precise open systems. They are influenced by external conditions, such as public opinion or a recession which justifies, they are open. Germano & Stretch-Stephenson, (2011) asserts that approaches for carrying out environmental scan

comprise Strengths, Weaknesses, Opportunities and Threats(SWOT) for internal scrutiny and Political, Economic, Social, Technological(PEST) for external assessment of which could as well be used to measure market potential.

Engagement of staff at all levels throughout the organization helps build their commitment to the end plan; bottom-up and top-down communication approaches to ensure success; innovation process to manage the strategy; identifying projects that are required to ensure success in the execution of each strategy and developing a prioritization of all these projects to ensure high priority to ensure success; and culture change which is everyone's responsibility. Ngui & Maina, (2019) observed that among other factors. meticulous use of resources needs to be handled properly in ensuring appropriate implementation of the strategy as envisioned. This is supported by Buck, (2016) who opined that, if managers and directors treat workers unfairly that conduct may turn to be internal control that unpleasantly impact on organizational effectiveness.

2.8.1 Top Management Support in Implementation of Strategic Plans

Top-level management support is critical to the success of strategic plan implementation since they are key implementers. Management provides all the necessary resources that are required by the library; thus, their role is instrumental in this course. Muthoka et al. (2019) observed that strategy implementation calls for staff ownership in all levels of management beginning from top management, middle management and then lower management level. He is of the view that top management participation ensures successful implementation of the developed strategy. Mango (2013) adds that, from the study conducted by Bainsi & Mwasiaji, (2020) it was found that the commitment of senior management is very significant to strategy

implementation and, therefore, they need to show their willingness to own their strategies for the implementation to be successful. He asserts that when top management lacks commitment, the lower-level employees lack support and encouragement to carry out their responsibilities. Mutuku and Sedina (2020) observe that lack of commitment among the top leadership in an organization may affect the implementation of the strategies since they are supposed to provide prudence, guidance, and unity to the staff with a common mission of the organization.

2.9 Effectiveness of Strategic Plans in Public University Libraries

A strategy is what the organization does today to create its desired future through the implementation of its strategic plan. The usefulness of strategic planning in an organization is linked with the accomplishment of the formulated objectives, thus producing good results and improving institutions' performance. In the process of implementing effective strategic planning, it should be flexible, comprehensive, realistic, efficient, and focused on the objective and should be made official by writing it down (Šuklev & Debarliev, 2012). Cascella, (2002) felt that an effective strategic plan focuses on making improvements that are significant to the business and its customers. Vasilescu, (2013) notes that for a strategic plan to be effective, it is necessary for everybody at all levels in the organization to read and understand it, and for each of them to understand the role they ought to play so as to support and deliver the plan requirements. At the same time, everyone needs to recognize that the strategic plan is pertinent to the mission and vision of the organization. Therefore, the process by which good strategic plans are developed should be a situation where leadership and staff at the lower levels of the organization share ideas in order to come up with a good strategic plan. Strategic planning is one of the components of strategic

management, which denotes to set of choices and activities that results to formulating and executing of long-term plans intended in the achievement of organizational objectives (Kimirri, 2015). Good strategy implementation starts with having virtuous strategic input where the management ensure personnel are cognizant of the organization's vision and mission and understanding it well (Allio, 2005). Strategy implementation ensures policies and procedures, as well as planning and budgetary activities, follow a clearly defined strategy. This requires changes in the managerial arrangements and the organization's culture and structure. Strategy implementation requires the company's resources and motivated staff in order to achieve the objectives.

Annual operational plans (AOPs) are used as implementation tools for synchronizing library strategic plan for managing and monitoring service delivery. The plans are deliberated by library staff by providing an opportunity for every member of the library staff to offer their influence to the planning of the processes. Operational plans are hence the extension of the library's answer to the institutional strategic goals and are associated to personnel performance management contracts (Chiwere, 2014). A good strategic plan provides an organization with a competitive advantage through increased success and good governance, which ensures the effectiveness of strategic plans and the involvement of key stakeholders. Brown and Gonzalez, (2007) observed that the inclusion of everybody at the beginning of the strategic planning cycle increases the likelihood of success. It also positions the library to take the lead role in introducing a dialogue with the university community on the mission of the institution. This is because the challenge in this approach is that it may encompass the membership of key leadership figures from fundamental groups who continue to resist any change. Cooperating and having an agreement could be time-consuming, leading to an extension of the time required to achieve strategic planning at different phases,

hence frustrating the overall process. Umar et al., (2020) in their study conducted on effectiveness of strategic planning in Nigerian government ministries observed that gauging the effectiveness of strategic planning as a management practice in organizations is a difficult task because of the dynamics in their environments that make it almost impossible to associate benefits in proficiency or success entirely to the strategic planning. It is difficult to parse out the measurable effects of strategic planning from the influences of important factors as institutional leadership, demographic change, fluctuations in state and national funding, politics, the actions of competing organizations, social and cultural forces. Buck, (2016) further observed that effectiveness of an organization greatly depends upon the administrator's assessment of both professional and paraprofessional staff being a strategic resource where constructive association occurs between the performance of a library and its key capabilities. This is termed as a crucial function of human resource development where there are external controls in the way of government expenditure and priorities which continuously become obstacles effecting organizational strategy in libraries where values of a transparent and competent manager ought not be underestimated. On the contrary (Krier, 2022) felt that staff participation in strategic planning could be less effective if employees are not involved in the everyday running of the organization.

2.9.1 Resources Allocation

Resources allocation influences the successful execution of management sanction plans (Mango, 2014). Resources that are available affect the strategic process as well as organizational performance and existence. Resource allocation is necessary for strategy implementation since the absence of resources hinders strategy implementation (Maritan & Lee, 2017). Feldberg, (2014) observed that resource

allocation is critical for strategy implementation and, therefore, a lack of resources hinders strategic plan implementation. He identifies critical resources to include financial and human resources, whereby financial resources enable strategic change and also affect the allocation of human resources, which means human resources like managers need to be allocated according to their skills and the firms' need for these skills. Mango, (2014) established that poor resource allocation has been identified as one of the main reasons behind unsuccessful strategy execution in Britain. In identifying the strategic issues, strategy investigation and selection that facilitate in the achievement of a well-organized resources allocation, maintainable competitive advantage, and enhanced innovations. This could also be perceived that the development of the execution programme, evaluation and control systems that enables smooth application and implementation of the task that has been planned (Mumba, 2015). Human resources have significance influence to the strategic planning processes by enabling high excellence opponents of the human in an organization in with regard to skills, experiences and knowledge. This kind of influence is expected to improve the quality of the output from the human resources according to the performance standards, measures, and evaluations (Crumpton, M. A. 2015).

2.9.2 Management Involvement in Strategic Planning

The involvement of management in the strategic process assists in shaping the future strategic direction and strategic positioning of the company. This comprises all managers at different levels of the management hierarchy with explicit roles in the general strategic planning process. Management involvement in strategic planning plays a role in formulating and communicating the organization's strategic plan and the level to which ideas and suggestions from managers make a difference in the organization's strategic choices (Šuklev & Debarliev, 2012). Elbanna (2008) found

that strategic planning practice and management participation significantly enhance strategic planning effectiveness. Ogbeide and Harrington (2011) view management participation as the collective level of management involvement within and across the institution, which goes beyond the top decision-making to comprise middle and lower cadre managers (Currie and Procter, 2005). Shisia, (2018) observed that leadership is the most important factor influencing successful implementation of strategy in the service sector. This was echoed by Stroman (2014), who felt that leadership is a crucial implementation factor that can impact the effective implementation of the strategic plan.

2.9.3 Employee Participation in Strategic Planning

Employees have a powerful role in making decisions where executives seek a strong cooperative relationship with employees. Improving strategic planning effectiveness is achieved by having employee participation in the planning process, which increases motivation among the employees who value the objectives they helped formulate during the formulating phase and have high expectations from the implementation phase. Furthermore, staff participation in the planning process strengthens their capabilities and skills, thus making them more productive. Employees' participation in the planning process provides better authority in the implementation process, thus ensuring accountability for the results achieved (Šuklev & Debarliev, 2012). Zaidi et al., (2018) opined that a formulated strategy can benefit an organization if it is successfully implemented. This is done by creating awareness about the vision and mission of an organization, thus enabling employees to clearly understand who, when, and how the strategy is implemented because it requires the full participation of all employees for assured success.

2.10 Challenges Experienced in the Implementation of Strategic Plans

Strategic plans frequently fail because of an emphasis on tools and analysis rather than synthesis and drawing strategic insights that would take the library to the next level. Changes in the library's leadership regularly resort to each of them changing the strategic directions of the institution (Shah, 2012). Johnson (2002) in his survey established the five top reasons why strategic plans fail, including ownership of the document, communication, motivation of the staff, passive management, and leadership. Kevogo & Waiganjo, (2015) indicate that, some of the encounters to the use of a strategic plan include poor coordination and sharing of responsibilities among staff, lack of commitment, lack of awareness of the developed strategy, unaligned organizational systems, inadequate resources and capabilities, and uncontrollable environmental factors. Chiware, (2014) observed that university libraries in Africa are experiencing challenges resulting to the new methods presented to generate, store, disseminate and use information. He further notes that libraries are in serious competition with other units for resource allocation in their universities. The involvement of libraries in strategic planning has not been an entrenched activity because libraries have not valued their significance and thought they could continue to be acknowledged without any assessments. Although planning continues to be an unclear and avoided activity for libraries, the trend is changing as a result of challenges faced with declining budgets. Hence, they are now getting involved in strategic planning since they no longer enjoy the secure space that they were used to in the past. Because of that, it becomes vital that these libraries actively demonstrate their contribution to institutional achievement of their goals (Mapulanga, 2013). Kabeyi, (2019) identifies various challenges experienced in the use of strategic plans as follows:

- a) Involving staff in the implementation of a strategy and assigning them tasks when they were not involved in the formulation.
- b) The process is generally complicated as it involves several stages that necessitate to be continuously reviewed from time to time.
- c) The difficulty and weighty obligations to strategic goals resulting to poor implementation.
- d) Strategic planning requires knowledge, experience and training for managers as well as hypothetical knowledge and capabilities in developing the strategic plans.

Some institutions however, lack those managers who have adequate knowledge and skills to develop these strategic plans, which have great impact on the anticipated outcomes not being achieved which in turn result in massive financial loss for the institutions. According to Šuklev & Debarliev, (2012), strategic planning is termed expensive and requires substantial resources and investment since success is not always guaranteed. University libraries have been trapped in a chain of changes that are affecting various sectors of the globe as a result of information and communication technologies. They combine traditional and digital library resources. Thus, the evolution of the digital age has provoked many changes experienced in the library and information services (Enweani, 2018). Technology has transformed services that were traditionally offered by libraries with the introduction of online reading lists that are being widely adopted by university libraries as effective ways of creating, personalizing, updating, and integrating reading lists into the online learning and teaching material and helping students to connect directly and seamlessly with the reading resources for their courses. The change in information behavior of users with a shift in user demographics of academic libraries and the way patrons engage with the

physical space, online open access information spaces, and also how to deal with intelligent Internet sharing tools and online social communication as well as networking technologies (Tait et al., 2016). Budget allocation to university libraries has also become a challenge that most library managers face on a regular basis in their quest to acquire library resources. Complexities of a rapidly changing technological environment with more expensive digital collections and strict financial management as universities reduce operating costs, with the allocation covering all library materials required by the university, including books, journals, and databases (Banks, 2014). Rifaudeen, (2015) asserts that librarians engage in the management of large and complicated digital information, which has brought enormous challenges in managing the information. This calls for library managers to tackle these challenges through different strategies to ensure effective management of libraries for tomorrow and transformation for a sustainable future. With new changing trends, there is a need for libraries to put in place pragmatic and proactive measures to ensure they remain relevant in the educational discourse. Library managers in university settings must brace up for existing challenges that require effective management of both human and infrastructural resources.

2.10.1 Inadequate Staff Skills and Competencies

For libraries to manage resources and services well, they need experienced, professionally trained administrators who are equipped with modern techniques to support educational management for the achievement of the intended goal and objectives (Olaleye, 2014). Peretomode (2012) observed that management of resources involves a set of activities which include planning, organizing, and leadership that are essential for an administrator for proper management and use of the available human and material resources in an appropriate way to achieve the desired goal . Ojo, (2009)

recommends that personnel should have the ability and the requisite skills to intelligently manage the available resources for the successful accomplishment of the goals and objectives of the library.

Information management skills play an imperative role in the management of libraries in ensuring sustainable future and this demands librarians to obtain and improve their knowledge base as well as professional and technical skills in order to be able to manage their resources and services professionally. This therefore calls for effective implementation of the strategic plan, new and higher skills and competencies are necessary. In a situation where staff do not have the required skills and competencies, there is always a disparity between the demands for a strategic plan and what they can offer. Chemwei et al., (2014) in their study on factors that impede the implementation of strategic planning in secondary schools in Baringo, Kenya established that inadequate human resources were the major constraint to effective strategy implementation. Kiprop and Kanyiri (2012) assert that lack of applicable skills, insufficient resources, bad management and, lack of recognizing existing policies as well as lack of leadership qualities and commitment coupled with high headship turnover are the major challenges in the implementation of strategic planning. Shah, (2012) opined that poor planning processes and lack of consultation among staff result in the formulation of ineffective and poor strategies that translate into a lack of ownership and poor decision-making. The change of users' information behaviour is also at the center of these changes, where there have been changes in the way users engage with physical space, online social communication, open access information spaces, and how to deal with internet sharing tools and networking technologies (Tait et al., 2016). This is reinforced by the presence of millennials, who are the key

information users in university libraries. In order to meet changing user needs, the library's management strategies must be reviewed on a regular basis.

2.10.2 Inadequate Financial Resources

Strategic plans require financial support from the beginning of their development up to implementation, and therefore, when libraries are not allocated an adequate amount of financial and material resources required in order to develop strategic plans, their implementation becomes difficult. A strategic plan determines the organizational direction and priorities, and when priorities are not given adequate consideration, they may not attract the required resources for implementation. Shah (2012) felt that the financial position and resources for an organization are significant in the implementation of its strategic plan. The Report from the United Nations, (2013) Conference on Trade and Development, indicated that resource allocation and priority setting are key elements to the effectiveness of an organization. Interventions to maximize specific objectives of an institution are constrained by budgetary issues. This is supported by Kamau (2012) in his study on challenges facing public secondary school managers in the implementation of strategic plans in Kiambu County, which found out that inadequate finances affect the implementation of strategic plans in a very critical way. Inyanga (2013) found that inadequate funding and familiarity in formulating and implementing processes were key barriers to the strategic plans in her study on the challenges of formulating and implementing school strategic plans in public secondary schools in Kakamega County. Adeyemi et al. (2014) observed that reduced funding and the increasing cost of library and information resources and services call for the coherent utilization of available resources.

2.11 Interventions to Improve Use of Strategic Plans in Public University Libraries

In order for institutions to improve on strategic plans, they need to have adequate budgeting, carry out market research, recruitment of qualified personnel and motivation, and have an all-inclusive approach to have everybody on board to participate and contribute in formulating and implementing the strategy for it to be efficient and effective (Kabeyi, 2019). Aligning strategies with resources available and mobilizing for more is important considering the continuing decline in funding of universities that eventually trickles down to libraries. Conducting internal reviews, restructuring, and regular changes that may affect planning could be effectively managed to address risks and vulnerability in areas that need improvement.

Sharing the vision of the library by university librarians with other staff at different levels contributes to its effective implementation. This statement is supported by Victoria (2010), whose view is that key stakeholders' engagement from start in strategic planning process results in ownership and a shared vision. This provides an understanding and sense of purpose about how the library achieves its intended goals. According to Siambi (2021), developing and implementing a strategic plan is entirely dependent on several factors such as access to resources, communication skills, different approaches, and diverse duties performed by different stakeholders. Aman, (2010) opined that a good plan that is not implemented, regularly reviewed and evaluated serves no value to the institution since it does not help in making decisions on the changes that are required, incorporating the changes and developing action plans. The strategic plans provide the framework for the action plans. Putting objectives in a priority order when implementing plans, determining the mission, purpose, and long-term goals of the organization is necessary when implementing the

plan. Plans must be monitored and evaluated to measure the performance of the institution every year. He gives reasons why strategic plans fail, which include: setting ambitious goals; poor or unrealistic assumptions made; inadequate resources; inadequate staff; and also change in management of an organization. The library needs to identify and evaluate its strengths and weaknesses and carry out an inquiry to establish if the strategies have produced practical results in achieving the goals and objectives. Kevogo & Waiganjo, (2015) observed that commitment to strategic direction is a requirement for strategy implementation, and therefore, top managers must put their commitments towards the achievement and also should not assume that staff at lower levels have the same opinions with regard to the strategic plan and its implementation, which is the fundamental justification and its urgency.

2.12 Research Gap

It appears from the literature reviewed that no similar research has been carried out in Kenya. A majority of the studies conducted in this area were based on developed countries. Similarly, very few studies exist in developing countries including Kenya, which would have been of particular interest to this study. Among these are studies carried out by Lampert & Vaughan (2009) on success factors and strategic planning: Rebuilding an academic library digitization program; Gichohi, (2015) on strategic Management Practices in Academic Libraries in Kenya: Case of USIU Library); Piorun, (2011) Evaluation of strategic plans in academic medical libraries in USA; Casey, (2011); and Sanches, (2018) Shrink to Fit or Prune to Strengthen: Adapting the Strategic Plan in an Academic Library as Response to Environmental Change. The findings arising from most of these studies can only be used to inform the present study. A few studies have been carried out in Kenya. These include Wahome (2009)

on Strategic Planning Practices Adopted by the University of Nairobi and Kabui (2018) on Strategic Planning Process, Strategy Implementation, Organizational Characteristics and Performance of Accredited Universities in Kenya. Although the studies appear relevant to this study, they focused on universities and not university libraries. Furthermore, the study conducted on public university libraries by Jeptoo (2020) focused on two university branch libraries. The studies mentioned do not show how strategic planning practices are carried out in public university libraries and have not provided appropriate interventions to improve the management of information resources and services. Furthermore, these studies were carried out in single institutions, making it difficult to generalize the findings. The current study attempts to fill this gap by involving a number of university libraries using mixed methods research and stakeholders who are actively involved in strategic planning.

2.13 Chapter Summary

The literature reviewed a number of studies on strategic plans in public university libraries. The various topics covered include the important role that strategic planning plays in the management of information resources in university libraries; the environment appropriate for effective use of strategic plans in university libraries; the effectiveness of the strategic plans used in public university libraries; and the challenges experienced in using strategic plans in public university libraries and interventions needed. The chapter also covered the theoretical framework and conceptual framework and research gap.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

Research methodology is the blueprint of how the research was carried out. It discusses the philosophical paradigm, research approach, research design, research method, study population, sampling and sampling techniques, data generation techniques, data collection instruments, data analysis, presentation and discussion, and ethical considerations.

3.1.2 Philosophical Paradigm

A philosophical world view comes from epistemological thoughts that determine the perspective depending on the philosophical orientation of a research approach (Perera et al., 2015). Epistemology is the study of nature and forms of knowledge; the way it is defined, what can be known, and what its limits are (Scotland, 2012). Research focuses on finding new knowledge and, therefore, epistemological position is essential when it comes to choosing methodology in research since methodology determines how knowledge is developed, which could be said to have a direct link to the strength of privilege to new knowledge.

A paradigm is an outline through which knowledge is filtered (Leavy, 2017). The term paradigm is pronounced to be an indispensable assembly of beliefs that are shared by scientists and also establishes consensus on how to understand problems as well as how people see the world and end up conducting research. Paradigm explains the philosophical foundations for research of which it is the total entity of beliefs, values, and techniques shared by the members of a given community thus establishing a

certain understanding of what is entailed in knowing. According to Cohen (2018), paradigms are different ways of looking at the world and making assumptions about what it looks like and ways of understanding or knowing about it. A paradigm has four elements, such as epistemology, ontology, methodology, and methods. According to Leavy (2017), epistemology is a philosophical belief on how research advances and what constitutes knowledge because it informs how a researcher's role can be put into practice and understands the relationship between researcher and respondent. The three key research paradigms are positivism, constructivism, and pragmatism. They include a basic set of assumptions that guide the inquiries for a specific research project (Rahi, 2017). The study used a pragmatism paradigm.

3.1.3 Positivist Paradigm

Positivist epistemology is one of objectivism, where positivists enter into the world objectively to discover knowledge about an unbiased reality. In this paradigm, the researcher and the investigated are independent units. This is where the meaning solely exists in the items researched and not in the conscience of the investigator whose aim is to obtain the meaning (Scotland, 2012). Positivism was associated with the French philosopher Auguste Comte in the nineteenth century, when he used the term to describe a philosophical position and gave rise to sociology as a distinct discipline. This changes to observation and reason as a way of understanding behavior such as empirical observation and explanation through scientific description. He holds that genuine knowledge is based on sensory experiences and can only be advanced through observation, experimentation, and the scientific method (Cohen, 2018). According to Patel (2015), positivists believe that one entity can be known through measurement and that reality can be measured quantitatively. According to the positivism paradigm, accurate knowledge can only be obtained through observation and measurement. In

this paradigm, studies on the role of the researcher are restricted to data collection and interpretation objectively. Researchers act independently from the study with no option for human interference in the study. Positivist methodology explains the relationships and attempts to identify causes that influence the outcomes in formulating laws as well as finding basis for prediction and generalization (Creswell, 2009).

3.1.4 Constructivism

This paradigm is identified as social constructivism, and it is closely related to qualitative research. Interpretivists believe that true knowledge is gained through detailed interpretation of a subject (Rahi, 2017). Constructivists, also referred as interpretivists, presume that there is no single reality or truth, and that it must be interpreted as such. Interpretivists use an in-depth understanding of the concept to investigate their understanding of the world in which they live. They come up with a subjective meaning of their experiences with regard to certain things or objects. Interpretive methodology leads to an understanding of the happenings from an individual perspective. It also attempts to investigate individual interactions as well as the historical and cultural contexts in which people live (Scotland, 2012). According to Musabyimana (2019), this paradigm puts into consideration viewpoints and perspectives of the researcher in the course of scientific inquiry. Individuals and institutions are fundamentally different from the natural sciences; hence subjectivism or subjectivity plays a significant role.

Interpretive research predominantly attempts to understand the societal accomplishment in figuring out causes and effects of social phenomena, which interpretivism's ontological standpoint is relativism. The paradigm presumes that every individual has a subjective construction of reality intermediated by human minds,

which requires to be addressed by the investigator to get the meaning of the varied realities of individuals. According to Cohen, (2018), the argument in this paradigm is that objects and factors determine, shape, impress, and fix themselves into passive recipients where individuals aggressively select and construct their views and worlds where these procedures are rooted in socio-cultural contexts and interactions. He further noted that cognition is generative and active, which through such active cognition and cautious perception helps people understand themselves and how they affect the world and their interactions with objects and people. Constructivism calls for researchers to focus on the procedures that lead to constitution, construction, and the characteristics that are given to independent objects and their relationships.

3.1.5 Pragmatism Paradigm

The Pragmatism paradigm originated from the work of philosophers Charles Pierce, William James, and John Dewey in the late nineteenth and early twentieth centuries in the USA. It tries to reconcile both objectivism and subjectivism, facts and values, with accurate knowledge as well as diverse contextualized experiences. Research begins by identifying the problem and aiming to provide practical answers that are geared to informing future practice. The researcher's value drives the process of investigation that is brought as a result of doubts and a sense that something could be incorrect, which recreates the belief when the problem has been resolved (Saunders et al., 2019). Pragmatists believe that reality is continually debated and renegotiated as well as interpreted, and this requires the best method that can solve the problem at hand. This approach focuses on actions and consequences instead of the causes and effects, as it is contextual and an approach with a time frame. Pragmatists have more interest in practical outcomes than summaries, where research could have extensive variation with regard to how "objectivist" or "subjectivist" turns out to be. When undertaking

pragmatist research, research design and strategy are the key factors in the research problem to be addressed and the research questions. They acknowledge various ways of interpreting the world and conducting research into which the world has multiple realities and a single point cannot give the entire picture. Pragmatists use methods that enable credible methods as opposed to using multiple methods, as well as well-founded, relevant data, and reliable methods to be collected that advance the research (Saunders et al., 2019).

3.1.6 Justification of the Use of Pragmatism Paradigm

This paradigm identifies shortcomings in the study and strengthens it by applying a mixed-method approach. The researcher trusts that factual information is obtained by a mixed method approach since it focuses on the problem more than methods of solving the problem at hand rather than how it is solved (Perera et al., 2015). Researchers have the freedom to use both approaches to find the best techniques and procedures for conducting research that solves the problem statement (Rahi, 2017). Pragmatism paradigm anchored well with the convergent parallel research design. This allowed the researcher to use both quantitative methods as well as qualitative methods providing more detailed findings.

3.2 Research Approach

A research approach is considered to be a plan and procedure for conducting research with broad assumptions about detailed data collection methods, analysis, and interpretation. The three main research approaches include quantitative research, qualitative research, and mixed methods. The study adopted mixed methods research approach and concurrent triangulation design employing descriptive surveys within a pragmatic philosophical paradigm.

3.2.1 Quantitative Research Approach

Quantitative research is where data is collected and analyzed in numerical form to explain a phenomenon. It is also referred to as experimental, traditional, positivist, and empirical research. The quantitative approach is considered as a valid research approach with claims that truth can be measured or enumerated, and at the same time, phenomena can be explained through quantification (Askarzai & Unhelkar, 2017). Quantitative research in nature is objective, and the phenomenon being investigated relies on statistical analysis and is independent of the researcher's judgements. The quantitative method is a scientific technique whose grounds are recognized in the positivist paradigm that focuses on data collection from a large population and analysis of the data but disregards individuals' emotions and the environmental context (Rahi, 2017). In the view of Leavy, (2017), quantitative research is categorized by inferential methods applied to the research process with the purpose of proving, disproving, or lending trustworthiness to the existing models. This type of research encompasses measurement of variables and testing relationships to establish patterns and correlations. Some of the values underlying quantitative research include objectivity, neutrality, and the acquisition of a substantial scope of knowledge. This approach is guided by the philosophical viewpoint of positivism that was originally recognized in the natural sciences and assumes that reality exists independent of the research process and is measured through the objective application of scientific method (Leavy, 2017). According to Creswell (2014), there are several reasons for using a quantitative approach, which include identifying the factors that affect the outcome and understanding the best predictors of the outcome as the best approach to test a theory or an explanation. Askarzai & Unhelkar, (2017) opined that the quantitative research approach has the advantage of providing elaborate written descriptions of how people

experience a phenomenon, which can be used in exploring sensitive topics and also exploring culturally distinct experiences. It also provides valuable insight into a phenomenon and a deeper understanding of a complicated phenomenon. It also provides insight into people's behavior, perception, and experience. The data is normally small and convenient, as well as cost-effective to collect.

3.2.2 Qualitative Research Approach

Qualitative research is also known as interpretive, naturalistic, constructivist, post-positivist, and post-modern, which is used to understand human behavioral aspects (Askarzai & Unhelkar, 2017). It is a process of collecting and analyzing textual data to get an understanding of the explanations provided by people for a phenomenon, which may not be possible with quantitative research. Creswell, (2014), opined that qualitative research is an approach used to explore and understand the meaning that people attribute to social or human problems. The method encompasses evolving interrogations and procedures on data collected from participants' environments where the researcher has to make explanations of the meaning of the data. According to Leavy (2017), researchers naturally pursue an understanding of the phenomenon under investigation with no strong established predictions, so the research questions allow for freedom of opinion. Consequently, research questions in qualitative methods regularly start with words such as what or how, and data is presented as words, sounds, and images, while the sample for the qualitative method is fairly small. The nature of data in qualitative methods is textual, detailed, and information-rich, and data collection using this approach requires an interaction between the researcher and the respondent. Wood, (2011) observed that the approach of qualitative data analysis encompasses thematic analysis, discourse analysis, and grounded theory. According to him, there isn't any best way to analyze qualitative data since the analysis depends on the

research questions, the necessity for the findings of the research, the framework of research, and the resources that have been set aside for the research.

3.2.3 Mixed Methods Approach

This is a type of research where the researcher combines elements of qualitative and quantitative research approaches in data collection, analysis, and inference techniques for the purposes of extensive and deep understanding and corroboration (Harrison & Reilly, 2011). The investigation using this approach involves collecting quantitative and qualitative data in the same environment and incorporating the two methods of data using distinct designs that involve philosophical assumptions and theoretical frameworks. Shorten & Smith, (2017) assert that mixed methods research enjoys the strengths of both qualitative and quantitative methods and allows the researcher to explore various viewpoints to reveal the relationships that exist between the elaborate layers of our multifaceted research questions. Mixed methods designs provide researchers, across research disciplines, with a rigorous approach to answering research questions (Aramo-Immonen, 2013). According to Dawadi et al., (2021) one of the driving motives for combining the two methods is the belief that both kinds of research have values and that in some respects they are complementary, and therefore, there is an added value in combining them. Qualitative data is open-ended, predetermined responses, while quantitative data includes closed-ended responses that are founded on psychological instruments. The epistemological position on mixed methods approaches is where the researcher tends to base knowledge claims on pragmatic grounds (Creswell, 2014). The study employed convergent parallel design with concurrent triangulation within a pragmatic philosophical paradigm. A mixed methods research approach was utilized through triangulation of both quantitative and qualitative research methodologies. A questionnaire with closed and open-ended

questions as well as an interview schedule were used to collect data from the respondents.

3.2.4 Justification for Mixed Research Method

The researcher chose mixed methods because it is suitable for responding to research questions that neither quantitative nor qualitative methods could answer alone. The mixed methods approach helps to increase the understanding of influences or inconsistencies between quantitative and qualitative data and provides an opportunity for participants to have strong voices and share their experiences across the research process. The approach facilitates diverse routes for investigation that enrich the evidence and enables research questions to be answered in a deeper way.

The application of more than one instrument provides checks and balances with regard to limitations that may be associated with each instrument. The combination of both quantitative and qualitative techniques best helps to understand the research problem as well as provides a convergence of results (Cresswell, 2012). Mixed methods facilitate scholarly interaction greatly and enrich the experience of researchers because different perspectives help to better clarify the issues being studied (Shorten & Smith, 2017). Askarzai & Unhelkar (2017) justify the use of mixed methods for the following reasons: it's possible to combine the two approaches because they both share the common goal, which is to understand a phenomenon; the two approaches are suitable in various research. It requires a purposeful mixing of methods in data collection, analysis, and interpretation of the responses, which happens at the appropriate stage in the research process.

The integration gives researchers an opportunity to get a broad view of their research landscape and view situations from different perspectives and through various research

lenses (Shorten & Smith, 2017). Creswell and Plano Clark (2011) observed that the important impression is the attempt to integrate qualitative and quantitative methods and the key principle is that combining the two provides a clear understanding of the phenomenon under study than a single technique. The researcher was interested in knowing how the adoption of strategic planning practices influences effective management of resources and services in selected public university libraries in Kenya, where the researcher collected data from different respondents at a single point in time while observing variables without influencing them.

3.3 Research Design

Research design is an inclusive plan for the research process, which is a procedure for collecting, analyzing, interpreting, and reporting data in research studies (Lewis & Thornhill, 2009). Research designs characterize diverse models for conducting research. Research designs play an important role in guiding the methods that researchers may decide to use in the course of their studies and making interpretations at the end of those studies that set some logic. The study adopted convergent parallel design with concurrent triangulation within a pragmatic philosophical paradigm. Convergent design follows pragmatism as the theoretical assumption (Dawadi et al., 2021). This is a mixed methods design where the researcher goes to the field to collect both qualitative and quantitative data then does the analysis separately, and there after compares the results to ascertain whether the findings are confirming or disconfirming each other (Creswell, 2014).

According to Dawadi et al. (2021), the two different approaches are mixed to obtain the triangulated results in the design. Triangulation was used to integrate the results. The integration of both data sets helped the researcher to gain a better understanding of

the results provided by the quantitative and qualitative results. This helped to compare the results in order to draw overall conclusions. Convergent design is a well-organized and popular approach to mixed methods research (Creswell & Plano Clark, 2018). According to Churchill (2001), research design is suitable in cases where the study endeavors to describe the characteristics of a population and estimate the percentage of respondents with certain features in making predictions. The study aimed at collecting information from respondents on the adoption of strategic planning practices in public university libraries in Kenya.

3.4 Area of Study

The study was conducted in five public university libraries that were selected from the 31 public chartered universities in Kenya according to the Commission for University Education (2020). The university libraries were spread across different counties in Kenya and these included University of Nairobi, Jomo Kenyatta University of Agriculture and Technology, Machakos University , Chuka University and Cooperative University

3.5 Study Population

A population involves all the people or items that a researcher wishes to understand in the course of his or her study. According to Leavy, (2017), "population" refers to a group of elements that a researcher studies and uses the data in making claims. Kenya has 31 chartered public universities according to CUE University statistics (2017/2018) with 1,077 participants from of which Purposive sampling was employed to choose five (5) universities from the thirty-one (31) public universities with a total population of 277 employees. The population is comprised of University Librarians, Deputy University Librarians, Senior Librarians, Assistant Librarians, Senior Library

Assistants, Deputy Vice Chancellors (DVCASA) in charge of Academic and Student Affairs, who oversee the academic division in which the library falls, in addition to chairing library committees in which all library matters are discussed, and Finance Officers who oversee budget allocation in their universities that determine the implementation of strategic plans. Table 1 below shows the distribution of the study population (N=1077).

Table 1: Population of Study

S/ no.	Name of University	Library staff	Deputy Vice chancellors	Finance officers	Total population
1	University of Nairobi	151	1	1	153
2	Kenyatta University	132	1	1	134
3	Jomo Kenyatta University of Agriculture and Technology	61	1	1	64
4	Egerton University	71	1	1	73
5	Moi University	97	1	1	99
6	Murang'a University of Technology	9	1	1	11
7	Technical University of Kenya	21	1	1	23
8	Dedan Kimathi University of Technology (central)	14	1	1	16
9	Maseno University	54	1	1	56
10	Machakos University	14	1	1	16
11	Masinde Muliro University of Science and Technology (western)	21	1	1	23
12	Southeastern Kenya University	18	1	1	20
13	Pwani University	11	1	1	13
14	Chuka University	22	1	1	24
15	Kisii University	43	1	1	45
16	Maasai Mara University	14	1	1	16
17	University of Embu	11	1	1	13
18	Jaramogi Oginga Odinga University of Science and Technology	20	1	1	22
19	University of Eldoret	36	1	1	38
20	Multimedia University of Kenya	12	1	1	14
21	Technical University of Mombasa	18	1	1	20
22	University of Kabianga	20	1	1	22
23	The Co-operative University of Kenya	17	1	1	20
24	Kibabii University	22	1	1	24
25	Karatina University	13	1	1	15
26	Garissa University	16	1	1	18
27	Meru University of Science and Technology	15	1	1	17
28	Laikipia University	17	1	1	19
29	Rongo University	21	1	1	18
30	Kirinyaga University	11	1	1	13
31	Taita Taveta University	1	1	1	15
	Total	1015	31	31	1077

Source: (Author, 2021)

3.6 Sampling and Sample Size Determination

Sampling is the process of obtaining information from a part of a population in order to generalize about the whole population. The purpose of sampling is to choose a sample that represents the entire population to get significant characteristics of the population under study. The study employed both probability and non-probability sampling techniques.

3.6.1 Probability Sampling

Probability sampling is a technique that provides an equal chance for every unit in the population to be selected to participate in the study. It is divided into several groups, which include simple random sampling, stratified random sampling, systematic random sampling, cluster sampling, and multi-stage sampling. Probability sampling depends on probability theory and encompasses the use of a strategy where samples are selected in a manner where every element in the population has an equal possibility of being selected. This is so that the possibility of each element being selected being included in the sample can be statistically determined. The strategies for probability sampling are applied in quantitative research as well as in the quantitative phase of mixed methods research. Results from such studies rely on probability sampling, which is naturally statistical in nature. These samples are useful when researchers want to generalize their findings to a larger population (Leavy, 2017). Stratified sampling was used to stratify library staff into several groups, which included University Librarians, Deputy University Librarians, Senior Librarians, Assistant Librarians, and Senior Library Assistants. This resulted in 124. Respondents were then sampled proportionately.

3.6. 2 Non-Probability Sampling

Nonprobability sampling is largely used in experimental or trial research and does not characterize the target population. Nonprobability sampling uses subjective judgment and utilizes convenient selection of units from the population. Nonprobability sampling is a sampling procedure that will not provide a basis for any opinion of probability that elements in the universe will have a chance to be included in the study sample. There are five non-probability sampling methods. These are quota sampling, convenience (accidental sampling), judgmental sampling or purposive sampling, expert sampling, snowball sampling, and modal instant sampling (Etikan, 2017). Qualitative studies are known to apply nonprobability samples because it focuses on in-depth information as opposed to making inferences. The researcher used purposive sampling to select Deputy Vice Chancellors in charge of Academic and Student Affairs and Finance Officers, totaling 10 respondents from the five sampled universities. Bryman, (2012) asserts that purposive sampling is a non-probability sampling technique where the researcher does not pick participants on a random basis because the aim of purposive sampling is to select a sample in a strategic way so as to get the one that has key information regarding the study. The respondents were chosen on purpose because they were thought to be involved in strategic planning at their universities. Schumacher (2010) asserts that purposive sampling is useful in situations where a researcher has information on specific people or events and intentionally selects them because they are seen as key informants who are likely to provide the most valuable data.

3.6.3 Sample Size

A sample is the set of distinct cases that the researcher eventually draws from which he generates information. According to Creswell, (2014), a sample size depends on what

the researcher wants from the sample, the purpose of the investigation, what will be relevant, credibility, and what could be possible with the available resources and time. Purposive sampling was employed to choose five (5) universities from the thirty-one (31) public universities which had a population of 277 employees. Purposive sampling was used because it enabled the researcher to squeeze a lot of information out of the data collected. A total population of 277 employees was then sampled using Yamane's formula (1973) to get a total sample of 134 respondents. Sample size was obtained using Yamane's (1973) sample formula below.

$$n = \frac{N}{1 + N(\epsilon)^2}$$

N= Population size, n = sample size, and ϵ is the sampling error or level of precision expressed in percentage (5 % or 0.05).

$$n = \frac{277}{1 + 277(0.05)^2} = \frac{277}{2.0825} = 134$$

This gave a sample size of 134 respondents who were distributed as per table 3.2 below.

Table 2: Sample Size

	Name of University	Library staff	Deputy Vice Chancellor	Finance officers	Total Population	Total sample
1	University of Nairobi	151	1	1	153	73
2	Jomo Kenyatta University of Agriculture and Technology	62	1	1	64	31
3	Machakos University	14	1	1	16	8
4	Chuka University	23	1	1	24	12
5	Co-operative University of Kenya	18	1	1	20	10
	Total	267	5	5	277	134

Source: (Author, 2021)

3.7 Data Collection Methods

Collecting data is an organized way whereby the researcher gathers information relevant to the research objectives from the selected respondents. Data collection is termed as a procedure used to gather and measure the information on the variables of curiosity in a well-organized and systematic method that allows one to answer specified research questions, test the hypotheses and evaluate the outcome of the findings. Mixed methods encompass multifaceted approaches that combine to capitalize on strengths and reduce weaknesses that stem from using a single research design. Using this approach to gather and evaluate data may assist to increase the validity and reliability of the research (Kabir, 2016). Creswell (2014) described four types of data collection strategies used in qualitative studies: qualitative observation, in which the researcher makes field notes on certain conduct and activities of respondents at research sites; qualitative interviews, in which the researcher conducts face-to-face interviews with participants or conducts telephone interviews and also engages them in focus group discussions; and qualitative document analysis, in which the researcher analyzes qualitative documents. Data was collected using questionnaires and an interview schedule, which was conducted solely by the researcher.

3.7.1 Questionnaires

A questionnaire is the most conventional data collection instrument that is used in surveys. It is a data collection tool in which written questions are presented and answered by the respondents in written form. According to Mugenda (2003) and Ngulube (2003), questionnaires are frequently used in collecting relevant information about a population under study and each item is developed to address specific problems of the study that allow participants to respond to questions at their own

convenient time. Semi-structured questionnaires were chosen for the study because respondents were presumed to be well-educated and thus were in a position to answer questions adequately as being employees of institutions of higher learning. Unstructured questionnaires, also known as open-ended questions, are generally developed as open questions that may give more accurate data since respondents have the freedom to express their opinion in their own words. Unstructured questions do not require pre-defined categories since they allow respondents to express their views freely. Open-ended questions produce higher intellectual weight because the respondent ought to think critically in order to provide a relevant answer to the question. Open-ended questionnaires are used in qualitative research, although some researchers quantify the answers during the analysis. Closed-ended questionnaires are preferred by researchers and are used to generate statistics in quantitative research that follow a set format that is entered into a computer for ease of analysis. Closed-ended questionnaires are utilized to establish the number of people using a service or what people think about a certain service, as there are no established standard answers to some questions. The questionnaire provides an opportunity for opinions to be sought as opposed to numbers (Dawson & Dawson, 2009).

3.7.2 Interviews

Dawson & Dawson, (2009) identify three main types of interviews, which include unstructured, structured, and semi-structured interviews. Semi-structured interviewing is common in qualitative social research where the researcher could be interested in specific information that might be triangulated with information gained in other interviews administered using the same questions. Using semi-structured interviews to collect data helps to gather information from key informants who have personal experiences, attitudes, perceptions, and knowledge on the topic of interest. The

interviews collect new, investigative data associated with a research topic, help to triangulate other data sources or authenticate findings by checking respondents' feedback with regard to research results. Semi-structured interviews in a mixed methods approach are used in a qualitative phase to discover new concepts to generate hypotheses or explain results from a quantitative phase that tests hypotheses (DeJonckheere & Vaughn, 2019).

The researcher used semi-structured interviews to collect data from key informants. A semi-structured interview is perceived to have more potential than other types of interviews because it is flexible and adaptable. It allowed the researcher to acquire in-depth information and evidence from interviewees while considering the focus of the study (Alhabsyi, 2022). Semi-structured interviews are perceived to enable researchers to track their studies while being flexible and adaptable to ask questions of their interviewees.

3.8 Data Collection Procedure

The researcher obtained the necessary documents before commencing data collection; these included an introduction letter from the university and a research permit from the National Council for Science and Technology and Innovation. The researcher further sought permission from the selected institutions in order to be allowed to collect data, which was granted. Once the researcher was cleared, she went to the various university libraries to distribute questionnaires in person to the sampled individuals. Using questionnaires reduced the process of collecting data since only the selected respondents were reached within the set timeframe. The researcher explained the purpose of the research during the distribution of the questionnaires. The study used semi-structured questionnaires to collect primary data from respondents, who included

library staff of different levels. The researcher used a semi-structured interview schedule to interview Deputy Vice Chancellors in charge of Academic and Student Affairs and Finance Officers. The interview was a two-way conversation initiated by the interviewer to collect information from the respondents using a semi-structured interview schedule containing questions. The researcher used a semi-structured interview schedule because the targeted respondents have busy schedules. Further, use of open and closed-ended questions allowed the researcher to collect in-depth data. These two instruments were used to complement each other and provide broader coverage.

3.8.1 Recruitment Strategy of Participants

Respondents were recruited through sampling and later through voluntary participation, where they were informed of their rights to participate in the research and were free to withdraw from the research at any time without any consequences.

3.9 Pilot Study

A Pilot is the first step of the entire research procedure and is often a smaller study meant to assist in planning and modification of the main study by pretesting the research instruments. Piloting research instruments ensures that survey questions elicit the required information from the participants. A pilot study is important in cases where questionnaires are supposed to be filled out by respondents themselves because there is no interviewer present to clarify questions that may not be clear. At the same time, in interviews, where problems that may emerge after a few interviews have been conducted could be addressed. Bryman, (2012) justifies the piloting of the study as follows:

- The questions that may not be understood during the interview or in the self-completion questionnaire are corrected on time.
- The researcher is able to identify possible questions that make respondents feel uncomfortable to answer and to detect any tendency for respondents' interest that is lost at certain early stages.
- Pretesting an interview schedule provides interviewers with experience of handling the instrument, thus gaining confidence in conducting interviews.
- The Pilot helps the researcher in determining the adequacy of instructions in the questionnaire to make it an easy to complete questionnaire by the respondents.
- The researcher is able to understand how the questions are flowing and whether some amendments are required to the instrument.
- A pilot study allows the researcher to identify questions that attract the same answers from respondents since the data is unlikely to be of interest because they do not form variables and, therefore, such questions are identified.

A pilot study was done at Kisii University library with 23 employees because it had the same characteristics as the libraries that were studied and was not included in the main study sample. The study was carried out to determine whether the instruments were adequate for collecting the required information, whether the research procedure was realistic, and to identify potential challenges that might arise during the research process. The study helped to identify questions that were general and not targeting a specific answer. Some other questions were repeated and also ambiguous such that respondents were not able to understand and give the required answers. From the pilot study, the researcher was able to review the data collection instruments through paraphrasing the questions to make them clear and also make the ambiguous questions simple to understand. The researcher was also able to delete the repeated questions as

well as replace the ones that were not specific in order to provide the right questions that would give the expected outcome. Thus, the pilot study helped to find the reliability index of the instruments.

3.10 Validity and Reliability of Instruments

3.10.1 Validity of the Research Instruments

Validity refers to how well a test can measure what it was expected to measure. It further proves that a certain instrument is able to measure what it intends or claims to measure and that an explanation accurately represents the features intended to be described or explained as well as the theories (Leavy, 2017). According to Musangi (2020), a pilot study was considered necessary, and the researcher conducted one to pre-test the appropriateness of the research instruments, evaluate if the research procedure was practical and realistic, assess the likely success of participant recruitment approaches, and identify any logistical problems that might arise during the research process. Validity and reliability were maintained through careful sampling, appropriate instrumentation, and pre-testing of research instruments as advocated by Creswell, (2014). To ensure that the research instruments were accurate, the study ensured that the instruments adequately covered all the objectives and research questions, as well as making sure that the questions posed in the research instruments addressed all the objectives of the study as well as research questions.

3.10.2 Reliability of the Research Instruments

Research instrument could be said to be dependable if it correctly measures a variable and consistently produce the same results over a period of time in the same environments. Bryman and Bell (2015), Copper and Schindler (2014) define reliability as the ability of a research instrument to produce dependable results when subjected to

respondents in a given period of time and then administered to different respondents from a similar population. Reliability considers precision and accuracy and also as an umbrella term for trustworthiness, consistency, and replication in a similar way after a period of time using the same instruments and same group of respondents. For the research to be reliable, it should demonstrate similar results if conducted on a similar group of respondents and in a similar context (Leavy, 2017). Tracy (2013) viewed reliability as the stability and consistency of research tools, researchers, and methods employed over time and repeated in the same way despite the person discharged to conduct the study. Creswell (2012) cited factors that may lead to unreliable data by having questions on instruments that are unclear and ambiguous, as well as procedures of test administration not standardized with participants who are fatigued, nervous, and misinterpreting the questions or guessing the answers. The researcher guaranteed reliability of the findings by ensuring research questions were simple and clear, at the same time allowing participants to take their time filling out questionnaires without pressure and also ensuring the interviews were conducted in a conducive environment to minimize tension between interviewer and interviewee. Questionnaires were administered to library staff and senior administrators at Kisii University. Kisii University is one of the full-fledged public universities in Kenya. The choice of Kisii University was ideal for this reliability testing exercise since the respondent characteristics at this university were almost similar to the population of this study. The responses received were cleaned, entered, coded, and analyzed accordingly. A split-half technique was employed, separating the odd and even number items to enable coefficient calculation. The Cronbach Alpha technique was used to test for reliability. Alpha values (coefficients) range from zero (0) where there is no internal consistency to one (1) where there is total internal consistency. Nunnally (1978)

prescribed that instruments utilized in research ought to have a reliability of about 0.70 or more. The higher the coefficient, the more reliable the measurement scale. All the Alpha coefficients had values greater than 0.7 and were therefore considered reliable for this study.

3.11 Data Analysis

The researcher collected both quantitative and qualitative data for the study. The process of analysis started by cleaning the quantitative data, which involved editing, coding, and tabulation with the purpose of detecting any irregularities in the answers and giving specific numerical values to the responses for further analysis. Coding made the data manageable and allowed the researcher to quickly retrieve relevant data. The questionnaires were edited to ensure consistency and completeness.

The data was then coded and checked for any omissions or errors (Kothari, 2004). Coding of data was done using both quantitative and qualitative methods. Qualitative data was analyzed thematically by searching across a data set to identify, analyze, and check the repeated patterns, selecting codes and constructing themes. Triangulation of data was concurrently done from the collected data across different segments. Thematic analysis is a hands-on data analysis method for qualitative research that clarifies how it is used appropriately and effectively. The principles of thematic analysis are on how to code data, search and refine themes, and report findings that are applicable to several other qualitative methods such as grounded theory and discourse analysis (Kiger & Varpio, 2020) (Watling & Lingard, 2012) (Taylor et al. 2012), while the quantitative data collected using questionnaires was cleaned, entered, coded, and analyzed by the use of the Computer Statistical Package for Social Science (SPSS) Version 21 package. Data was presented, tables, and charts.

3.12 Ethical Considerations

In research, ethics is critical, and it requires researchers to protect the dignity of their subjects while also publishing well-researched information (Fouka & Mantzorou, 2011). According to Agwor and Osho (2017), in the case of non-contrived environments, ethical issues must be identified along the value chain of research procedures, and researchers must respect the participants and research sites. The researcher undertook numerous steps in ensuring the study complied with all the ethical requirements. Data integrity was maintained during data collection and during analysis. The researcher sought informed consent from the respondents of which they were informed their voluntary participation in the study and they had the right to withdraw their participation at any time without consequences. According to Fleming (2018), participants should be fully informed about the types of questions they may be asked and how the data will be used. Further, he notes that it is important to keep the identity of participants confidential or anonymous, and the assurances extend beyond protecting their names to also include the avoidance of using self-identifying statements and information. Anonymity and confidentiality are important steps in protecting the participants from potential harm. In order to retain their participation anonymous, the identity of respondents were not revealed anywhere on the questionnaires, thus this gave them confidence to give truthful responses. The researcher assured respondents that the research findings would be only used for academic purposes. To avoid plagiarism, the researcher acknowledged other people's ideas in the form of literature consulted to inform, support, or critique propositions made using the APA 7th edition referencing style. The research document was then tested for plagiarism using antiplagiarism software. Akaranga & Makau, (2016) observed that plagiarism practice is a situation where an author ensures that the work

written is original by ensuring that results or expressions that are borrowed, manipulated, or used, such as ideas or processes, are not used without acknowledging the source of the information.

3.13 Chapter Summary

The chapter presents the research methodology used in the study. The chapter covers philosophical worldview, pragmatism research paradigm, research approach, research design, research method, study population, sampling and sampling techniques, data generation techniques, procedures that were used to conduct research data, validity and reliability, data analysis and discussion, presentation and ethical considerations. The study used the pragmatism paradigm in adhering to the mixed method approach. The study used semi-structured questionnaires to collect quantitative data while a semi-structured interview schedule was used to collect qualitative data. The Computer Statistical Package for Social Science (SPSS) Version 21 package was used to analyze quantitative data while qualitative data was analyzed thematically. Ethical issues were also addressed. Data presentation, analysis, and interpretation were done in the preceding chapter

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS, AND INTERPRETATION

4.1 Introduction

This chapter analyses and presents the empirical data that was collected to answer research objectives of the study. Data analysis was done according to the research objectives. The purpose of data analysis and presentation of findings in research was to showcase the empirical findings in an attempt to answer the research questions addressed by the study.

4.2 Response Rate

Response is the number of successful interviews and questionnaires that have been completed and returned. The expression of this is calculated as a percentage of total target interviews and questionnaires that were issued. A response rate is the ratio of the number of participants in a study to the number of participants requested to participate in the study (Frey, 2018). Therefore, response rate is the total number of completed interviews divided by the total number of participants with whom contact was made (or the number of all possible interviews (Morton et al., 2012). According to Ruel et al. (2016), if a response rate is greater than 70%, then the dataset is of good quality and can be considered to represent the population.

Table 3: Response Rate from Questionnaires

Target Group	University	Sample Size (N)	Response Rate (n)	Percentage (%)
Library staff	UON	71	71	100
	JKUAT	29	25	86
	CHUKA	10	9	90
	MACHAKOS	6	6	100
	COOPERATIVE	8	8	100

	Total	124	119	96
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A total of 124 questionnaires were distributed across all the five public university libraries. Cumulatively, 119 questionnaires dully were returned. The high return rate of 96% from the library staff was because questionnaires were self-administered and consistence follow up. Response rate interviews was also high because the researcher booked for appointments from senior administration staff. This enabled them to get time from their busy schedule.

Table 4: Response Rates from Interviews (n=10)

Target Group	Sample Size (N)	Response Rate (n)	Response rate in Percentage (%)
DVCs	5	3	60
FOs	5	2	40
Total	10	5	50

An interview schedule was used to collect data from five (5) Deputy Vice Chancellors and five (5) Finance Officers of the universities. The Deputy Vice Chancellors of three universities were available for the interviews, while those of two universities were not available on the scheduled dates or even after several call backs. Two universities' finance officers were available for the interview, while three universities' finance officers were not. Mugenda and Mugenda (2009) observed that a response rate of 50% is adequate for analysis and reporting; a rate of 60% is good and a response rate of 70% and over is excellent. Therefore, the total number of respondents interviewed were three (3) Deputy Vice Chancellors, and two (2) finance officers thus a total of five (5) out of ten (10) respondents sampled resulting to 50% response rate which can be regarded as adequate for analysis and reporting.

4.3 Demographic Analysis of the Respondents

Demographic data was relevant in understanding the kind of people involved in coming up with strategic plans in university libraries in terms of age, gender, qualification, experience and the positions held. These are significance with regard to all the aspects of strategic planning.

4.3.1 Gender Distribution

The study sought to establish the gender distribution among the target respondents of all the participating university libraries. Cumulatively, 68.1% of all the male respondents were from the University of Nairobi. This was followed by Jomo Kenyatta University of Agriculture and Technology (JKUAT) with 17%, Chuka University with 9% and Cooperative University with 4.3%. Machakos University had the least number of male respondents at only 2.1%. The University of Nairobi again led with the highest number of female respondents at 66%, followed by JKUAT with 16%, while Chuka, Machakos, and Cooperative universities all tied with 6% each, as shown in Table 5 below.

Table 5: Gender Distribution (n =87)

Institution		UoN	JKUAT	Chuka University	Machakos University	Cooperative University	
Gender of respondent	Male	32(68.1%)	8(17.0%)	4(8.5%)	1(2.1%)	2(4.3%)	
	Female	33(66.0%)	8(16.0%)	3(6.0%)	3(6.0%)	3(6.0%)	
Total		55	16	7	4	5	87

Overall, the gender distribution is almost even in the two large universities, namely, UoN and JKUAT. There is, however, a noticeable gap at Chuka University, which has

more males than females, and at Machakos and Cooperative Universities where females were more than males. This demonstrate unfairness in the recruitment process in some universities which is not in line with gender equality in the appointments.

4.3.2 Age Distribution

The study sought to find out the respondents' age. Among others, the study established that the majority of the University of Nairobi staff, that is, 78%, were within the age bracket of 50 years and above. On the other hand, JKUAT and Cooperative Universities had a majority of 29% of their staff within the age bracket of 30–39 years, respectively. Chuka University and Machakos University scored a similar percentage of 25% of staff within the age bracket of 20-29 years. A related finding is that whereas JKUAT and Cooperative universities had 20% and 2.4% of their staff under the 50 and above age bracket, Chuka and Machakos universities had no staff under the same age bracket. Table 6 below gives a summary of these findings.

Table 6: Age Distribution (n=114)

Institution		UoN	JKUAT	Chuka University	Machakos University	Cooperative University	
Age Bracket	20 – 29	2(25.0%)	2(25.0%)	2(25.0%)	2(25%)	0(0%)	
	30 – 39	12(42.9%)	8(28.6%)	3(10.7%)	2(7.1%)	3(10.7%)	
	40 – 49	22(59.5%)	6(16.2%)	4(10.8%)	2(5.4%)	3(8.1%)	
	50 and Above	32(78.0%)	8(19.5%)	0_(0%)	0(0%)	1(2.4%)	
Total		68	24	9	6	7	114

From the above findings, it could be presumed that university libraries need to strategically plan for staff succession and transition to fill the otherwise potential leadership and mentorship gap in the near future when those above 50 years of age retire on attainment of the mandatory age of 60 to ensure continuity of the library vision.

4.3.3 Functional Position of the Respondents

A question about the functional positions of the study's respondents established that UoN, Chuka, and Machakos Universities each had staff holding the positions of University Librarian, although the overall at UoN was referred to as Director, Library and Information Services. In a related finding, JKUAT had a university librarian, although they did not fill out the questionnaire. The University of Nairobi (UoN) had three (3) deputies but only two filled out the questionnaires, while Jomo Kenyatta University of Agriculture and Technology had two deputies and all of them filled out the questionnaires. Further research established that while JKUAT had two deputy university librarians in charge of Administration and Bibliographic Services (ABS) and the other in charge of Information Instructional Services (IIS), the UoN had three Deputy Directors in charge of Planning, Technical, and Administration. This information is captured in table 7 below.

Table 7: Functional Position of Respondents n(118)

<i>Institution</i>		<i>UoN</i>	<i>JKUAT</i>	<i>Chuka University</i>	<i>Machakos University</i>	<i>Cooperative University</i>	<i>Total</i>
Functional Position of the Respondent	University Librarian	1 (33.3%)		1 (33.3%)	1 (33.3%)		3(100%)
	Deputy University Librarian	2 (50.0%)	2(50.0%)				4(100%)
	Senior Librarian	9(100.0%)					9(100%)
	Assistant Librarian	10(50.0%)	6(30.0%)	2(10.0%)		2(10.0%)	20(100%)
	Senior Library Assistant	50(61.0%)	16(19.5%)	6(7.3%)	5(6.1%)	5(6.1%)	82(100%)
Total		72	24	9	6	7	118

The study also established that all the respondents identified with the position of Senior Librarian were from the University of Nairobi, while Machakos University did not have any staff identified with the functional position of neither Senior Librarian nor Assistant Librarian. Cumulatively, the majority of the respondents were identified with the position of Senior Library Assistant, which was the lowest level for the target population of this study, with the main focus being on staff categorized as professionals according to CUE Standards and Guidelines (2014). When triangulated with the question on the highest qualifications held by the library staff, it was established that although one of the University had a University Librarian, the position was held by someone without a PhD, which is not in line with the requirements of the Commission for University Education. On the same note, Cooperative University was operating with staff at the lowest level of the professional ladder, also against the CUE requirements. The findings reveal that senior positions are held by few staff while majority fall at the lower level of senior library assistants who are not part of management of the library such as library management committees where library

issues are discussed. There is therefore need for universities to promote library staff to the management level for better implementation of strategic planning.

4.3.4 Academic Qualifications

With regard to academic qualifications, the University of Nairobi, JKUAT, and Chuka Universities all had 33.3% of their staff with PhDs. Machakos and Cooperative university libraries did not have PhD holders among their staff despite this being a requirement by Commission for University Education (CUE), majorly for the position of University Librarian. Additionally, the same two major public universities, namely UoN and JKUAT, took the lead with holders of Master's degree holders at 77.2% and 17.5%, respectively, while the other three universities tied at 1.8% of their staff with the same qualification. This trend continued for bachelor's degree holders as follows: 43.1% for UoN; 26% for JKUAT; and 16% for Chuka University library. On the other hand, Machakos University and Cooperative University tied at 8%, as indicated in table 8 below. Academic qualification among library staff are very critical to the better running of the library and from the findings, majority of the libraries had attained first degree and above which is good indication that libraries are run by qualified people who have knowledge of the strategic planning issues.

Table 8: Academic Qualifications (N=111)

Institution		UoN	JKUAT	Chuka University	Machakos University	Cooperative University	
Qualification of respondent	PhD	1(33.3%)	1(33.3%)	1(33.3%)	_0(0%)	_0(0%)	
	Masters	44(77.2%)	10(17.5%)	1(1.8%)	1(1.8%)	1(1.8%)	
	Bachelor's Degree	22(43.1%)	13(25.5%)	8(15.7%)	4(7.8%)	4(7.8%)	
Total		67	24	10	5	5	111

4.3.5 Work Experience

The study sought to establish the respondents' professional work experience. The findings were as follows: 81% of the staff at the University of Nairobi library network had worked for more than 20 years, while JKUAT had 16.2 staff who had worked for the same period of time. The smaller universities, namely Chuka, Machakos and Cooperative universities, had no library staff who had worked for more than 20 years. This could be because of their younger status based on when each of them was established, starting with UoN, which was established in 1970, Chartered in 2013, JKUAT, established in 1994, Chartered in 2013, Chuka Chartered in 2013, Machakos 2016, and Cooperative University, 2016 respectively. Table 9 below captures these findings.

Table 9: Experience of Respondents (n=116)

Institution		UoN	JKUAT	Chuka University	Machakos University	Cooperative University	
Experience of the respondent	0 – 5 years	7(36.8%)	8(42.1%)	2(10.5%)	1(5.3%)	1(5.3%)	
	6 – 10 years	12(48.0%)	3(12.0%)	4(16.0%)	4(16.0%)	2(8.0%)	
	11 – 15 years	10(47.6%)	4(19.0%)	3(14.3%)	1(4.8%)	3(14.3%)	
	16 – 20 years	13(92.9%)	1(7.1%)	0(0%)	0(0%)	0(0%)	
	Above 20 years	30(81.1%)	6(16.2%)	0(0%)	0(0%)	0(0%)	
Total		72	22	9	6	7	116

In relation to Table 5 above, the University of Nairobi once again dominated in the cumulative number of staff who had worked within the other three-time frames as follows: 16 to 20 years old (93%), 11 to 15 years old (48%), 6 to 10 years old (48%), and 0 to 5 years old (37%). On the other hand, JKUAT library had the highest number of staff who had worked the shortest period of 0–5 years (42%). The UoN library

followed closely with 37%, while Chuka University library followed at 11% in the same category. Machakos and Cooperative universities tied with 5.3% of their staff each having worked for the same period of time. Therefore, the more years someone works, the more experienced he or she becomes an expert in their work and produces the best results. Thus, staff with many years of experience are able to articulate key aspects of the library in terms of strategic planning.

4.4 Existence of Strategic Plans

The study sought the opinion of respondents on certain aspects of strategic planning in their libraries. Overall, all the respondents affirmed that their libraries had vision and mission statements; that they had outlined goals and objectives; and that they also had outlined values that are captured in other documents library documents such as library and information services policy. Table 10 analyses the findings.

Table 10: Existence of Strategic Plan (n=119)

Statement	Yes	No	Don't know
Has your library developed a strategic plan	3(2.5%)	114(95.8%)	2(1.7%)
Does your library have vision and mission statements	119(100%)	0(0%)	0(0%)
Has your library outlined goals and objectives	119(100%)	0(0%)	0(0%)
Does your library have outlined values	119(100%)	0(0%)	0(0%)

Additionally, the study sought to establish whether the participating libraries had developed their own departmental strategic plans. The majority of the respondents, that is 114 (96%), admitted their libraries did not have strategic plans in place, with only (3) 3% who said yes and (2) 2% picking not sure.

For the ones who reported having the strategic plan in place, the library committee and top library management and senior librarians participated in developing the plans. For instance, a respondent observed that top management and senior librarians were involved in developing and ensuring that the formulated strategic plans were implemented. On further probing into the role of librarians in the process of developing and implementing the strategic plan, findings revealed that librarians ensured that the formulated strategic plan was implemented as well as identified items and activities to be included in the plan and set a timeline for implementation.

The respondent observed,

"Heads of libraries and functional areas represent their staff in special meetings that discuss the process of developing the strategic plan." Librarians are engaged in awareness, sensitization, and the generation of ideas to enhance services and ensure effective implementation, monitoring, and evaluation of the process".

When triangulated with findings from senior administrative staff of the participating universities, the above findings were corroborated. Apart from one participating university library, the rest did not have their own departmental strategic plans. Components of what the libraries planned for were included in the institutional strategic plans of their mother institutions. One officer explained,

"They use the strategic plan and implement the library items documented in the main plan of the university. There are no independent plans for the sections as the institutional one is adequate. "

4.4.1 Duration of Strategic Plans

The study sought to establish how long a strategic plan for the various institutions lasted before their review. It was established that the majority of the universities had their strategic plans lasting 3-5 years. The UoN had the highest score for this period at 65 (68.4%), followed by JKUAT at 19 (20%) and Chuka and Machakos universities with 6 (6.3%) and 4 (4.2%) respectively. On the other hand, the majority of

respondents from the Cooperative University score 3 (1.4%) picked 5–10 years as the duration of their strategic plan. It should be noted that, apart from one library, the rest were referring to the institutional strategic plans. The following Table 11 provides a summary of the findings.

Table 11: Duration of Strategic Plan (n=112)

Duration of strategic plan	<i>Institution of Respondent (n=112)</i>				
	University Of Nairobi	Jomo Kenyatta University of Agriculture and Technology	Chuka University	Machakos University	Cooperative University of Kenya
3 - 5 years	65(68.4%)	19(20.0%)	6(6.3%)	4(4.2%)	1(1.1%)
5 - 10 years	4(28.6%)	2(14.3%)	4(28.6%)	1(7.1%)	3(21.4%)
10 - 15 years	1(50.0%)	0(0%)	0(0%)	0(0%)	1(50.0%)
15 - 20 years	0(0%)	1(100.0%)	0(0%)	0(0%)	0(0%)
Total	70 112	22	10	5	5

4.4.2 Procedure Involved in Producing a Strategic Plan

The study sought to establish from the respondents' the procedures involved in producing a strategic plan. *Identifying strengths and weaknesses* scored highly as (109) 92% of the respondents thought it formed part of the procedure for developing a strategic plan for their libraries. This was closely followed by *identifying strategic issues* at 105 (88.2%) and prioritizing objectives at 104 (87.4%), respectively. Determining your strategic position, identifying opportunities and threats and conducting a competitive analysis followed with scores of 96 (81%); (94)79% and (81) 68.1% respectively. Overall, conducting an environmental scan (PEST) had the most interesting finding as 64 (53.8%) felt it was important in developing a strategic plan, while an almost equal number, at 55 (46.2%), felt it was not necessary for the exercise. The following Table 12 gives a summary of these findings.

Table 12: Procedures of coming up with Strategic Plans

Statement	Yes	No
Determine your strategic position	96(80.7%)	23(19.3)
Identify strategic issues	105(88.2%)	14(11.8%)
Prioritize your objectives	104(87.4%)	15(12.6%)
Conduct an environmental scan (PEST)	64(53.8%)	55(46.2%)
Conduct a competitive analysis	81(68.1%)	38(31.9%)
Identify Opportunities and Threats	94(79.0%)	25(21.0%)
Identify Strengths and Weaknesses	109(91.6%)	10(8.4%)

When asked about the procedures used in coming up with the library strategic plan, senior university managers had varied feedback. For instance, one emphasized the need for environmental scanning; another one listed the following: needs assessment; setting objectives; drafting the plan; hiring a consultant or putting a committee in place; having public participation; and drafting the plan. On the other hand, another officer had the following as the best procedure: looking at where you are and where you want to go; reflecting on the core mandate; establishing your own identity; positioning yourself to meet the mandate; setting up a task force and consulting at every level. The third officer from another institution had the view that coming up with a strategic plan involves the following: establishing where the library wants to go; looking at internal and external factors; stakeholder participation; global trends; and the department's strategic objectives. Another respondent in this category had the following as the procedure for developing a strategic plan: The formation of a committee; the setting of priorities; the examination of the environment; the allocation of resources; the drafting of a strategic plan; and the communication of the strategic plan to stakeholders.

4.4.3 Communicating Strategic Plan to Staff and Stakeholders

The study sought to know the channels through which library staff and other stakeholders received communication about strategic plans. It was realized that official

emails were the most used channel at 94 (79%), closely followed by meetings at 93 (78.2%), the library website; and memos and letters came in at second and third place with scores of (69) 58% and (65) 54%, respectively. Last on the list was distribution of copies of the strategic plan, with only 46 (39%) as indicated in Figure 5 below.

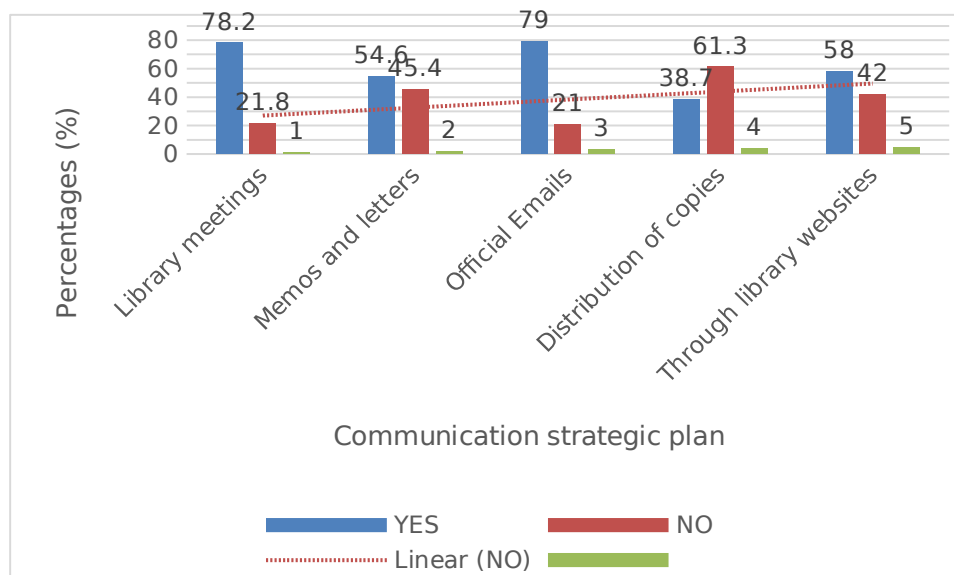


Figure 5: Communicating Strategic Plan to Staff and Stakeholders

In addition to the above, other channels through which strategic planning was communicated to staff and stakeholders included staff WhatsApp forums, sensitization forums, telephone and mobile calls, and sectional meetings were mentioned as some of the other channels of communication. In this regard, one respondent from a large public university library observed that staff in the lower category were not provided with strategic plans. From the qualitative data, email was established to be the most commonly used channel for communicating strategic plans to library staff as an alternative to what was listed in the quantitative question above.

4.4.4 Effectiveness of Strategies Used to Communicate Strategic Plans

In a related question, individual opinions were sought about the effectiveness of the strategies used by public university librarians to communicate their strategic plans,

(107) 90% of the respondents answered in the affirmative, while only (8) 7% selected did not agree and (4) 3.4% were not sure. A follow-up open question established that the majority of the respondents were of the general view that the strategies used were effective because their libraries' set objectives were being adequately met. Feedback from those who responded in the affirmative reported that the set objectives were adequately met and these strategies enabled the full participation of the library staff. Furthermore, respondents reported that the strategies used were effective since the strategic plans reached a wider audience, there was effective implementation and everyone got to own the implementation process. This therefore led to staff awareness.

A respondent in a large public university library observes,

"Strategic plans are discussed at the senior management meetings, which in turn cascade to other staff and stakeholders [and] when they are uploaded on the website, they reach many. It is a document that should be in the public domain for reference. It is a blueprint that guides activities in the library".

However, one respondent who disagreed with the statement on the effectiveness of communication reported that there was a lack of effective communication and had,

"We are not given the opportunity to attend the strategic planning meetings, i.e., not all staff get to participate and these plans are not cascaded to cadres of staff below the Librarian position..." "They are not involved in [strategic planning] meetings."

Further responses revealed that some public university libraries were yet to develop their independent strategic plans. Yet another response also confirmed that some university libraries rely on the institutional strategic plans, which were also not well communicated to the library staff. It was the view of this respondent that it was important for universities to adopt means to ensure that staff are aware of the strategic plans, thus allowing them the opportunity to align themselves with these plans.

4.4.5 Implementation of Strategic Plans

The study sought to establish whether public university libraries were implementing their strategic plans. The findings are that (102) 85.7% of the respondents selected Yes, while only (2) 1.7% picked No and (15) 12.6% picked Not Sure. Figure 6 below represents the responses.

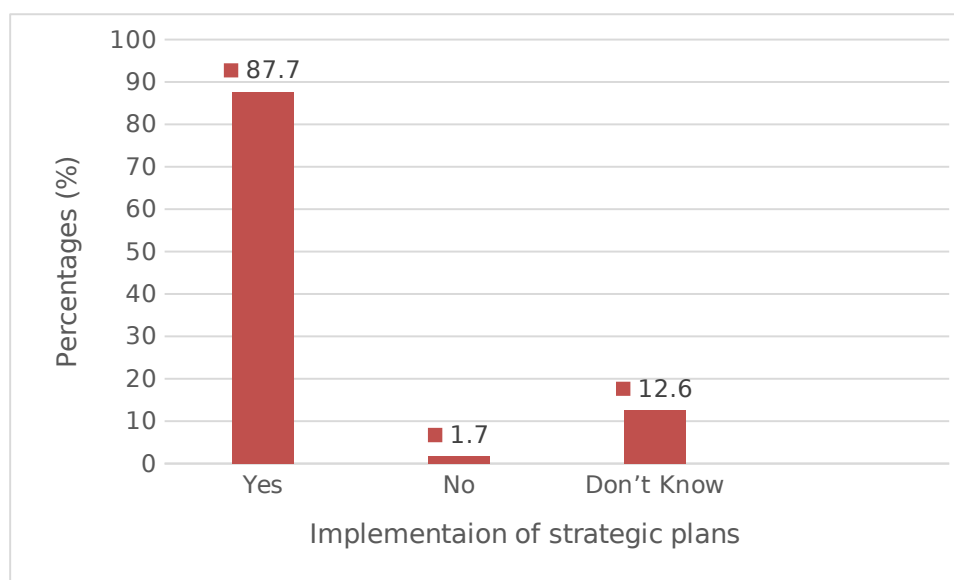


Figure 6: Strategic Plan Implementation n(119)

Source: Researcher (2022)

Earlier related findings on the effectiveness of communication channels about the strategic plans revealed that many lower-level staff were not involved in developing the strategic plans and that some university libraries do not have their own departmental strategic plans but rather rely on the university-wide plans. It can therefore be deduced that a high percentage of respondents, that is, 85.7% (102) who agreed that their libraries are implementing their strategic plans were actually implementing strategic objectives captured in the university-wide strategic plans which they were not familiar with.

4.4.6 Relevance of Strategic Plan in Meeting Library Needs

When asked about how relevant these strategic plans were in meeting the needs of their university libraries, respondents indicated the following: that they were aligned to the university's vision and mission; helped in achieving the university's vision and mission; had realistic objectives which were also measurable; and considered areas which needed improvement. These views were general and failed to recognize the libraries' own vision and mission statements. This tallies with findings about university libraries' not having their own strategic plans. One of the respondents observed that the strategic plan in place did not adequately address the needs of the library because it covers the whole university and, therefore, some of the library issues are left out. *One respondent* who gave feedback that made a direct reference to the library reported that it puts into consideration the ever-changing reading environment.

4.4.7 Priorities Libraries Accord to the Strategies to Achieve Goals and Objectives

Where 1 is not a priority, 2 is a low priority, 3 is a medium priority, 4 is a high priority, and 5 is an essential.

Using a Likert scale, the study aimed to establish from the respondents' how they prioritized the identified strategies to achieve their universities' library goals and objectives, *where 1 was not a priority, 2 was low priority, 3 was medium priority, 4 was high priority, and 5 was essential. Celebrate Team Work* was perceived as the most *essential* strategy with a score of 53 (45%), closely followed by *Identify their high-level goals and objectives* and *Track their goals in a visible way*, which tied at 51 (43%). *Engage with Stakeholders* and *Define Clear Milestones* came in at position three with a score of 50 (42%) each. *Connect projects to milestones and goals* received 47 (40%) and 40 (37%), respectively. *Share Progress Updates* and *Celebrate Success*

closed the list of strategies deemed essential with a score of 37 (31%). On the other hand, *Share Progress Updates* and *Celebrate Success* scored 51 (43%), followed by *Respond to Change* and *Identify their high-level goals and objectives*, which tied at 49 (41%) as *High Priority* strategies. The following Table 13 below gives a summary of these findings.

Table 13: Priorities Libraries Accord to Strategies to Achieve Goals and Objectives

Statement	1	2	3	4	5	Mean	Std. Dev
<i>Celebrate Team Work</i>	11(9.2%)	5(4.2%)	9(7.6%)	32(26.9%)	53(44.5%)	3.71	1.63
<i>Engage with Stakeholders</i>	5(4.2%)	4(3.4%)	10(8.4%)	47(39.5%)	50(42.0%)	4.04	1.19
<i>Respond to change</i>	0	5(4.2%)	22(18.5%)	49(41.2%)	40(33.6%)	3.97	1.05
<i>Identify their high-level goals and objectives</i>	4(3.4%)	0	11(9.2%)	49(41.2%)	51(42.9%)	4.10	1.17
<i>Track their goals in a visible way</i>	3(2.5%)	7(5.9%)	11(9.2%)	44(37.0%)	51(42.9%)	4.04	1.18
<i>Define Clear Milestones</i>	6(5.0%)	5(4.2%)	14(11.8%)	36(30.3%)	50(42.0%)	3.80	1.48
<i>Connect Projects to Milestones and Goals</i>	6(5.0%)	5(4.2%)	16(13.4%)	41(34.5%)	47(39.5%)	3.89	1.3
<i>Share Progress Updates and Celebrate Success</i>	7(5.9%)	4(3.4%)	17(14.3%)	51(42.9%)	37(31.1%)	3.82	1.22

Further findings on what priority the participating libraries gave to the identified strategies to achieve their goals and objectives revealed that, based on their mean score, three variables contributed most to the independent variable. These were:

Identifying high-level goals and objectives with a mean score of 4.10; and *engaging with stakeholders and tracking goals in a visible place*, which tied with scores of 4.04. These findings tally with the performance of the variables on the basis of their being seen to be *essential*, and only the definition of clear milestones from the perceived list of essential variables dropped by having a mean score of 3.80. Generally, all the variables performed well, as none scored below a mean of 3.

4.4.8 Adequacy and Trained Man Power to Facilitate Implementation of the Strategic Plan

When asked about their libraries' having adequate and trained staff, 92 (77.3%) of the respondents gave a **No** answer, while only 9 (7.6%) reported **Yes** to having a strategic plan in place, while 18 (15.1%) picked *don't know*, as indicated in Figure 7 below.

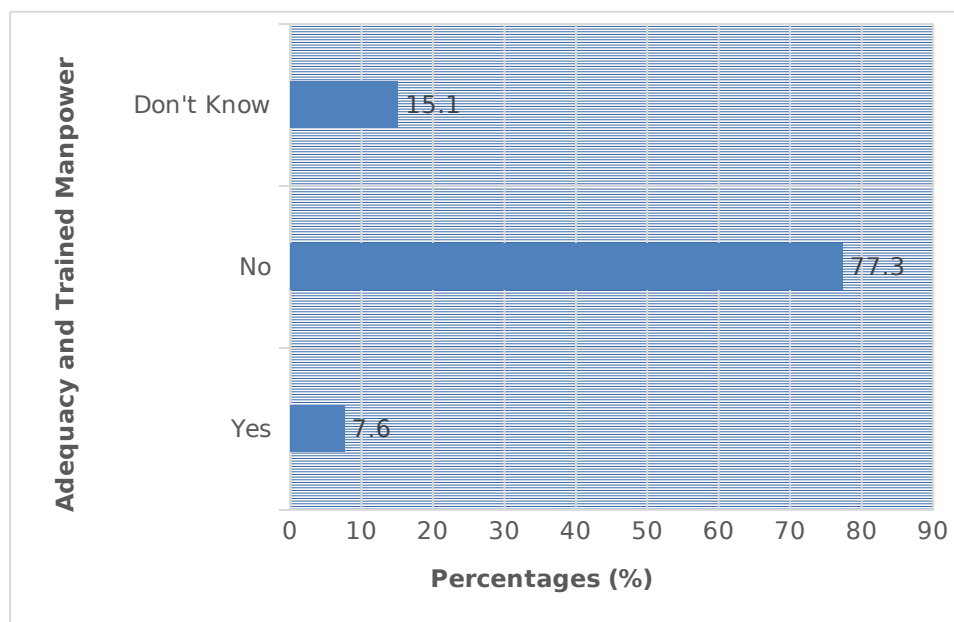


Figure 7: Adequacy and Trained Manpower n(119)

A follow-up open question directed at those who picked No about what should be done elicited responses that revolved around issues associated with the inadequacy of trained staff in all the participating university libraries. The need to recruit more staff

was mentioned by at least one member of staff from each of the five libraries. The general view across the respondents in the smaller universities was that the available staff were trained, but adequacy remained a big challenge. This was reinforced by another response from another smaller university.

"There is a shortage of manpower, although plans are in place to hire more."

Others mentioned were the need for capacity building; ensuring continuous staff development; support from the mother institution; and ensuring sufficient budget allocation. It is interesting to note that this open question did not elicit any response from one of the smaller universities, which in reality had a very small number of staff at the professional level.

4.4.9 Contents of Strategic Plans

The study sought to establish the major strategic issues that were included in the strategic plans of the libraries studied. Training and conferences had the highest cumulative score of 114 (96%). This was closely followed by the acquisition of books and journals; and strategic issues affecting users that tied at 112 (94.1%) of information technology aspects took position four with a score of 104 (87.4%). Out of the six variables, recruitment of staff took position five with a score of 74 (62.2%) while constructing new buildings came in last with a score of 51 (43%). Table 14 below summarizes the findings.

Table 14: Contents of Strategic Plans

Statement	Yes	No
Constructing new buildings	51(42.9%)	68(57.1%)
Strategic issues affecting users	112(94.1%)	7(5.9%)
Acquisition of books and journals	112(94.1%)	7(5.9%)
Trainings and Conferences	114(95.8%)	5(4.2%)
Recruitment of staff	74(62.2%)	45(37.8%)
Information Technology Aspects	104(87.4%)	15(12.6%)

The findings in this section corroborate those on staffing and adequacy in the table above. There seems to be consensus that effective management of university libraries that impacts on the implementation of its strategic plan is highly dependent on the availability of highly trained and sufficient staff. Another deduction could be that universities are no longer putting up library buildings as a high priority given that these variables score the lowest at 51 (42.9%), although all universities are required by CUE to have adequate space to accommodate all the services provided, including a reading area. On the other hand, apart from recruitment of staff, with a score of 74 (62.2%), the rest scored over 80%. It is worth noting that UoN already has a large library building, with the former having recently expanded its physical space with the development of the Mahatma Gandhi Memorial Postgraduate Library to complement the Jomo Kenyatta Memorial Library.

4.4.10 Budgetary Allocations to the Library for Implementation of Strategic Plan

When asked about whether their libraries were allocated budgets for implementation of their strategic plans, a majority of the respondents, that is, 101 (84.9%), responded "Yes," while 5 (4.2%) disagreed and 13 (10.9%) indicated they were not sure. These findings are summarized in figure 8 below.

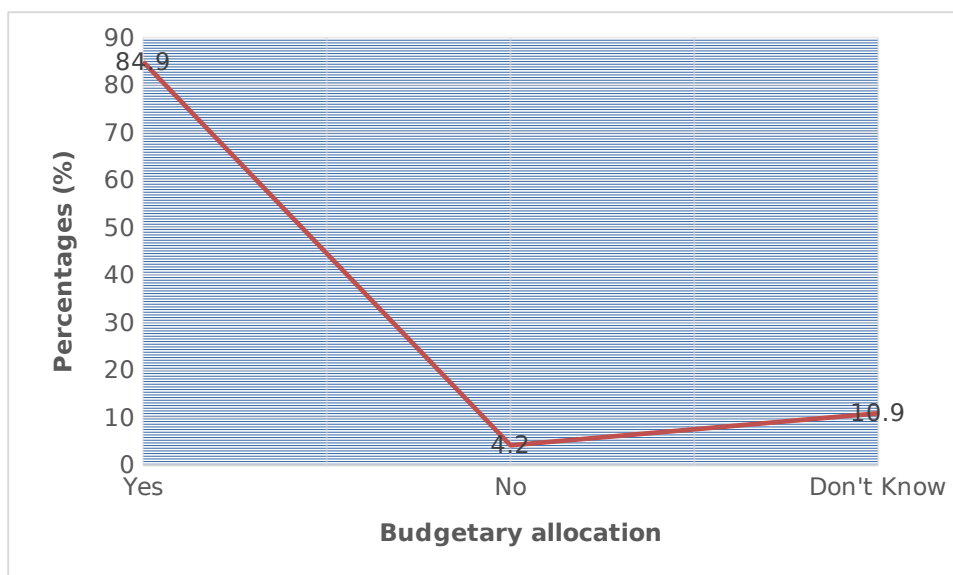


Figure 8: Budgetary Allocation for Strategic Plan Implementation n(119)

A follow-up open question on whether or not the allocated budgets were adequate elicited feedback from the respondents, who indicated that the allocated budget was enough to meet the needs raised in the strategic plan but priority was given to what was urgent in the library issues by the management. At the same time, some felt that there were misplaced priorities in the allocation of the budgets. Only one respondent had the view that what the library was getting was reasonable.

Apart from recognizing that the concept of prioritizing was deemed urgent for action, other respondents recognized the general harsh economic times that have led to decreased government funding to public universities in Kenya. For instance, one respondent said,

"Overall, reduced funding to universities [by the government] has led to limited recognition of library issues".

Feedback from senior management officers in the participating universities corroborated the librarians' general perception that the budgetary allocation to their departments was not adequate to cater for what the libraries were expected to

undertake since they were competing with other units of the university for budget allocation, hence relying on donations. This finding is corroborated by all the senior university managers who were interviewed. They all held the view that, although their university libraries received budgetary allocations, they were not adequate because they could not cater for all the requirements of the library, but senior managers felt that the universities looked forward to more funding in the next financial year. In this regard, one respondent observed:

"The budgetary allocation to the university library is not adequate because there are other financial needs from other university sections that also need allocations from the limited resources."

4.5 Important Role of Strategic Planning

The study sought to find out the respondents' views about the role of strategic planning. This was achieved through the use of a Likert Scale, where 5 strongly agree, 4 agree, 3 not sure, 2 disagree, and 1 strongly disagree. Overall, six out of ten statements scored more than 50% for the value of strongly agreed. These were led by define organizational direction and priorities which scored 96 (81%) followed by Helps in defining vision and mission at 87 (73.1%) while enables clarity of purpose, goals and objectives closed the top four spots with a score of (74) 66.4% Increases operational efficiency by providing a clear roadmap that enables configuration of activities and resources at 70 (59%) and defines activities and responsibilities with a score of 60 (50.4%) to close the list of top scorers. The rest of the variables scored less than 50%. The following Table 15 provides a summary of the findings.

Table 15: Important Role of Strategic Planning

Statement	5	4	3	2	1	Mean	Std.Dev
Define organizational direction and priorities	96(80.7%)	17(14.3%)	2(1.7%)	2(1.7%)	0	4.69	.83
Helps in defining vision and mission	87(73.1%)	21(17.6%)	5(4.2%)	0	1(0.8%)	4.50	1.13
Enables clarity of purpose, goals and objectives	79(66.4%)	30(25.2%)	3(2.5%)	0	1(0.8%)	4.41	1.18
Increase operational efficiency by providing a clear roadmap that facilitates alignment of activities and resources	70(58.8%)	37(31.1%)	6(5.0%)	3(2.5%)	0	4.39	1.00
Evaluate the achievement of the set targets	58(48.7%)	42(35.3%)	14(11.8%)	3(2.5%)	0	4.25	.95
Avoids waste of money and other resources	50(42.0%)	45(37.8%)	13(10.9%)	5(4.2%)	0	4.03	1.23
Defines activities and responsibilities	60(50.4%)	46(38.7%)	4(3.4%)	3(2.5%)	1(0.8%)	4.26	1.09
Helps in identifying strengths, weaknesses, opportunities and threats	74(62.2%)	30(25.2%)	11(9.2%)	2(1.7%)	0	4.43	.93
Identification of Library stakeholders	49(41.2%)	43(36.1%)	16(13.4%)	5(4.2%)	1(0.8%)	4.00	1.21
Improves competitive position and increases market share	58(48.7%)	31(26.1%)	19(16.0%)	7(5.9%)	1(0.8%)	4.08	1.16

It is imperative to note that all the variables in this section are perceived to greatly contribute to strategic planning as they all scored high, with none scoring below a mean score of 4. Leading with these scores was "*Define organizational direction and priorities*" with a score of 4.69, closely followed by "*Helps in defining vision and mission*" with a score of 4.50. Third, with a mean score of 4.43, was *helpful in identifying strengths, weaknesses, opportunities, and threats*. It can therefore be deduced that the role of strategic planning is inclusive of all the components identified

in this section and that they complement each other towards achieving the institutional and/or departmental vision, mission, and objectives. Therefore, the important role of the strategic plan is to define organizational direction and priorities (M = 4.69) and to help in defining the vision and mission of the organization (M = 4.50).

Findings from the senior management officers also listed many benefits associated with strategic planning and indicated that a strategic plan gives direction on the course of action; that it helps to bargain for resource allocation; and it justifies the mission and vision as it identifies what the university is doing. The respondent further added that the plan helps to know the opportunities available as well as identify the existing institutional weaknesses and how to address them. The respondent concluded by saying that a strategic plan is a management tool. Another respondent had the following listed as benefits that a department accrues from having a strategic plan: it sets direction for the future; helps set priorities and strategies of achievement; guides the planning process; and it helps in the evaluation of identified targets and the level of their achievement. In agreement, two officers reported that a strategic plan helps to position a library in a relevant and proactive way; it provides innovative ways that are forward-looking; it helps to minimize risks and also helps the library to remain focused on achieving their specific goals with efficiency, thus effectively utilizing the available resources.

The conclusion to this question was given by respondent, who said,

“...helps to position in a relevant and proactive way; it provides innovative ways that are forward looking; it helps to minimize risks; and at the end, every stakeholder will feel happy”

Yet another respondent summarized the relevance of a strategic plan thus,

“A strategic plan helps us to know where we are and where we are going. It also helps us to remain focused in achieving our specific goals with efficiency as we are able to effectively utilize the available resources”

"A strategic plan sets the strategic direction of the library It is the yardstick for lobbying for budget increases and therefore helps in the achievement of its [the library's] objectives and that of the university A strategic plan therefore ensures the library gives support to the university's core activities, which are teaching, learning, and research; and generally, in planning for the future. It ensures that set targets are achieved. "

4.6 Appropriate Environment for Effective Use of Strategic Plans

The study sought to find out respondents' views on the appropriate environment for effective use of strategic plans in public university libraries This was achieved through the use of a Likert scale Where, 5 = *Strongly Agree*, 4 = *Agree*, 3 = *Not Sure*, 2 = *Disagree*, and 1 = *Strongly Disagree*. The findings revealed that 90 (76%) of the respondents felt adequate funding provided an appropriate environment for effective application of strategic plans by university libraries. This was closely followed by support from management, which scored 83 (69.7%). Additionally, 81(68.1%) of the respondents selected qualified personnel, while a further 80 (67.2%) selected involvement of staff from the beginning in the development of the plan. Good leadership came in at position five out of seven with a score of 79 (66.4%), closely followed by committed staff at 75 (63%). Regular environmental analysis was considered the least appropriate environment, as only 59 (50%) of the respondents strongly agreed that it provides an appropriate environment for strategic plan implementation. Table 16 below depicts the findings.

Table 16: Appropriate Environment for Effective use of Strategic Plans

Statement	5	4	3	2	1	Mean	Std. Deviation
Adequate funding	90(75.6%)	16(13.4%)	4(3.4%)	3(2.5%)	2(1.7%)	4.53	1.09
Qualified personnel	81(68.1%)	26(21.8%)	2(1.7%)	2(1.7%)	1(0.8%)	4.37	1.29
Support from Management	83(69.7%)	19(16.0%)	8(6.7%)	4(3.4%)	2(1.7%)	4.41	1.14
Committed staff	75(63.0%)	26(21.8%)	6(5.0%)	4(3.4%)	1(0.8%)	4.25	1.33
Involvement of staff from the beginning in the development of the plan	80(67.2%)	18(15.1%)	8(6.7%)	4(3.4%)	5(4.2%)	4.28	1.31
Good leadership	79(66.4%)	20(16.8%)	12(10.1%)	2(1.7%)	2(1.7%)	4.34	1.19
Regular environmental analysis	59(49.6%)	35(29.4%)	9(7.6%)	8(6.7%)	5(4.2%)	4.06	1.28

From the findings above, it can be deduced that all the variables in the table are vital in creating a favorable environment for effective implementation of a strategic plan as all their means are near a score of 5. Overall, adequate funding scored highly with a mean of 4.53, closely followed by support from management with a mean score of 4.41. Coming third was qualified personnel. The lowest mean score of 4.06 was achieved by regular environmental analysis. Therefore, the most appropriate environment for effective use of strategic plans is adequate funding (M = 4.50), support from management (M = 4.41), and qualified personnel (4.37).

The question on the appropriate environment for implementation of the strategic plan was triangulated with interviews of senior university officers. Their views majorly focused on adequate funding, resourcing the library, and having good leadership, a good working environment, and skilled human resources. Furthermore, a respondent

observed that clear monitoring and evaluation mechanisms as well as putting staff at the center of strategic planning and execution provided a good environment for strategic plan implementation.

4.6.1 Top Management's Support of Implementation of Strategic Plans

The study sought to establish the respondents' views about their universities' top management support in the implementation of the library strategic plan. Overall, 84 (71%) of the respondents picked Yes, while 6 (5%) selected No and (29) 24.4% selected not sure, as indicated in Fig 9 below.

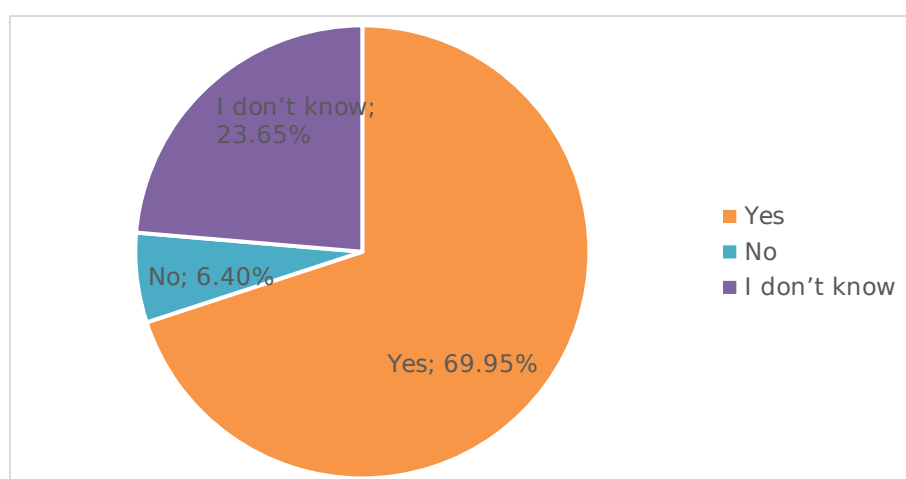


Figure 9: Top Management's Support of Strategic Plan Implementation n(119)

This study concludes that the cumulative number of 30 respondents who picked No (5%) and Don't Know (24.4 %) is large enough to raise concern about the level of management support being accorded to these libraries in implementing their strategic plans. When senior officers of the participating libraries were asked how they supported the library staff to implement the library's strategic plans, varied views were given, with most mentioning budgetary allocations, acquisition of information resources, through policies, through performance contract targets, and supervisory role, as well as having in place the Library Advisory Committee, being part of the university Committees like Senate and Deans, and payment of E-resources subscription every

year. A question on how the top management encouraged the library staff to be actively involved in developing and implementing the strategic plan elicited varied views from the senior university officers, whose views were that staff get engaged in strategic planning issues through continuous in-house training; good supervision; through promotion and career progression; and also, by undergoing special training on things like braille and sign language.

Views that were in line with the above were given by a respondent,

"We undertake promotion of staff when they attain higher academic levels, and we also support them by providing good leadership. Besides, we provide funds for miscellaneous activities when requested".

4.7 Effectiveness of Strategic Plans

The study sought to establish how the respondents determined the effectiveness of strategic plans used in their university libraries. This was achieved through a Likert scale where 5 = *Strongly Agree*, 4 = *Agree*, 3 = *Not Sure*, 2 = *Disagree*, and 1 = *Strongly Disagree*. It was established that the majority of the respondents 81 (68.1%) strongly agreed that the achievement of formulated objectives was one way of determining the effectiveness of strategic plans by university libraries. This was followed by focused, realistic goals and objectives and staff performance management contracts, which scored 69 (58%) and 58 (49%) for strongly agreeing, respectively. On the other hand, 58 (49%) agreed that monitoring and evaluation mechanisms are tools, while 46 (39%) strongly agreed on the same concept. This trend of agreed scoring more than strongly agreed continued as 54 (45.4%) of the respondents agreed that they developed annual operational plans (AOPs) against 44 (37%) who strongly agreed with the same. The following Table 17 gives a summary of these findings.

Table 17: Effectiveness of Strategic Plans

Statement	5	4	3	2	1	Mean	Std. Deviation
Achievement of formulated objectives	81(68.1%)	30(25.2%)	5(4.2%)	0	2(1.7%)	4.55	.84
Developed annual operational plans (AOPs)	44(37.0%)	54(45.4%)	15(12.6%)	4(3.4%)	0	4.11	.95
Monitoring and Evaluation mechanism tools	46(38.7%)	58(48.7%)	7(5.9%)	6(5.0%)	1(0.8%)	4.17	.91
Staff Performance management contracts	58(48.7%)	38(31.9%)	13(10.9%)	6(5.0%)	2(1.7%)	4.16	1.09
Focused, realistic goals and objectives	69(58.0%)	39(32.8%)	2(1.7%)	5(4.2%)	2(1.7%)	4.36	1.03

On the other hand, all the variables in this section had strong scores as all were near a value of 5. The leading variable as a measure of the effectiveness of the strategic plan was the achievement of formulated objectives, with a score of 4.55, followed by focused, realistic goals and objectives and monitoring and evaluation mechanism tools, with scores of 4.36 and 4.17, respectively. From these findings, it can be deduced that the participating libraries are engaged in various ways to measure the effectiveness of their strategic plan, with all these channels of measurement complementing each other. It can therefore be assumed that the measurement of strategic plans is through the achievement of formulated objectives (M = 4.55) and having focused, realistic goals and objectives (M = 4.36).

4.7.1 Other Ways of Determining Effectiveness of Strategic Plans in Libraries

On triangulating the question of determining the effectiveness of the strategic plan implementation with responses from senior management staff, respondents mostly indicated that achieved outcomes communicate about the effectiveness of the strategic plan implementation. Financing, proper planning and proper reporting, organizational culture, and qualified staff were said to be the best ways of determining the effectiveness of a strategic plan. Respondents further gave various feedback, with the majority mentioning user satisfaction, patron feedback, suggestions from surveys, staff appraisals, and quarterly reports; sticking to deadlines; achievement of performance contracts; at the same time, scanning the environment to see if the plan is achieving its objectives.

4.8 Challenges Experienced in the use of Strategic Plans

Through a Likert Scale *Where, 1 = Very Challenging, 2 = Challenging, 3 = Less Challenging, 4 = Not Challenging at All, 5 = don't know*. The study sought to identify the challenges that impacted the implementation of strategic plans in participating university libraries. Overall, the findings reveal that many of the identified challenges are not perceived to be majorly impacting on implementing strategic plans. This is because, cumulatively, only change of priorities scored above 50% against all the indicators; and as a challenging issue, with 61 (51.3%), closely followed by leadership turnover with (51) 43%. Lack of finances had the highest score of 41(34.5%) as a Very Challenging factor, while it scored 49 (41.2%) as a Challenging issue. Lack of staff commitment received the highest score of 43 (36.1%) for a less challenging factor, as well as the highest score of (23) 19.3% for not challenging at all. The following Table 18 gives a summary of the findings.

Table 18: Challenges Experienced in the use of Strategic Plans

Statement	1	2	3	4	5	Mean	Std.Dev
Lack of effective communication	22(18.5%)	35(29.4%)	41(34.5%)	18(15.1%)	1(0.8%)	2.45	1.04
Poor Leadership	16(13.4%)	40(33.6%)	31(26.1%)	21(17.6%)	4(3.4%)	2.46	1.19
Lack of Finances	41(34.5%)	49(41.2%)	15(12.6%)	8(6.7%)	2(1.7%)	1.90	1.01
Inadequate skills and training	8(6.7%)	43(36.1%)	41(34.5%)	17(14.3%)	4(3.4%)	2.56	1.08
Lack of commitment among staff	14(11.8%)	30(25.2%)	43(36.1%)	23(19.3%)	3(2.5%)	2.61	1.15
Inadequate stakeholder participation	15(12.6%)	43(36.1%)	35(29.4%)	13(10.9%)	3(2.5%)	2.29	1.16
Change of priorities	18(15.1%)	61(51.3%)	16(13.4%)	14(11.8%)	5(4.2%)	2.26	1.11
Leadership turnover	18(15.1%)	51(42.9%)	28(23.5%)	14(11.8%)	3(2.5%)	2.31	1.07

The findings show that lack of commitment among staff, with a mean of 2.61, inadequate skills and training, with a score of 2.56, and poor leadership, with a score of 2.46, take the first three positions, respectively. It is also interesting to note that although respondents gave feedback in other sections of the study implying their libraries were inadequately funded, this variable takes the last position in relation to its being perceived as a challenge in the use of a strategic plan, with the lowest mean score of only 1.90. The findings point to a scenario where the identified variables seem to be very strong in impacting on the development and implementation of the strategic plans as their mean scores range from 2.61 to 1.9.

4.9 Other Challenges Experienced in the Implementation of Strategic Plans in Libraries

While the variables in the quantitative findings from the questionnaire to staff did not seem to be impacting heavily as challenges to implementing the strategic plans, the qualitative feedback from the senior management staff singled out funding, staffing, inadequate physical space, and lack of motivation due to delayed staff promotions as some of the major challenges that impact on strategic plan implementation in various institutions. Respondents also felt that institutional culture and personal attitude towards others were challenges towards the implementation of strategic plans. One respondent observed,

"The fact that we lack a library strategic plan to provide clear direction is a big challenge."

Further findings show that most of the respondents from across all the participating public universities generally blamed lack of teamwork, where some of the staff don't attend meetings when they are called, and employment of non-professionals. Respondents cited poor goal setting; lack of alignment; and inability to track progress. Respondents also felt that the lack of proper library policies as guiding tools to the objectives of the university library was disappointing. Another finding shows that non-involvement of stakeholders in the process and failure to cascade the plan to all the staff leaves some of them in the dark, which is a challenge to implementation. Other notable challenges that were mentioned include failure to carry out an environmental analysis; lack of adequate information resources; lack of goodwill from the mother institution; lack of internet connectivity; and pandemic and technological advancements.

4.10 Appropriate Interventions to Improve Use of Strategic Plans

In an open question, respondents were asked to suggest measures they deemed useful to improve the use of strategic plans in university libraries. The major feedback ranged from adequate funding, stakeholder involvement, sensitization and continuous staff training, to completing the new library buildings and frequent review of strategic plans, among others. The study findings further suggested the need to set realistic and achievable goals and objectives and conduct regular monitoring and evaluation to assess the level of implementation. The issue of the general non-involvement of some library staff in developing the strategic plan recurred again, so respondents suggested the inclusion of lower cadre level staff in the development of the strategic plan. Support from management was also prominent in the findings, as was a good working relationship between departmental management and other staff.

The issue of library staff being left out at key decision-making levels was also mentioned, and the suggestion of representation of libraries featured where university instruments such as Chatter and also adherence to CUE Standards should provide for the inclusion of the University Librarians in the university management board and other university committees. Furthermore, it allows them to participate in the major university strategic planning process and cascade it down to the departments. Respondents also felt that benchmarking among libraries should be continually done so as to improve their departments in their various universities as well as increase opportunities for resource mobilization and linkages.

Respondents recommended communication of strategic plan to staff after development thus one observed,

"Communicate to staff and discuss long-term solutions to identified issues; work as a team towards implementing and gradually communicating achievements and successes."

Other suggestions brought forward were: the need to align priorities to the strategic plan; improving channels of communication; the need to build a culture of ownership; and studying the overall needs of the user. Other suggestions included the need for libraries to carry out SWOT analysis; advocating for technological advancements; technological adoption for managing services; proper communication; and facilitation during development to the implementation phase.

Some of the Deputy Vice Chancellors from the participating libraries agreed with suggestions from other respondents and had the following to say with regard to interventions for their university libraries to improve use of strategic plans where one senior staff had the view that the best would be,

"Sensitization of the staff; target setting; continuous training; performance evaluation; encouraging teamwork; reward assumption; mentorship; and having a succession plan"

Another senior staff member said their university needed the following interventions:

"Develop research skills; follow CUE guidelines; provide funding; initiate IGUs; and employ appropriate staff. We also need to engage in professional development for the library staff. Joining consortiums to cut costs would also be appropriate, as it would cut out isolationism. Additionally, we need a clear articulation of roles and automation of the library. "

The qualitative findings further revealed that adequate allocation of funds was to ensure more capitations to the university during budgetary allocations; regular promotions; development of library strategic plans; and proposing to the government the proposal for building the library for funding would go along with improving the use of strategic plans in public university libraries.

4.11 Chapter Summary

The chapter dealt with data presentation, analysis and interpretation of the findings. Data was organized according to the research objectives. Data was analyzed through the use of SPSS software. Here data coding and data cleaning were done to ensure accuracy. The findings were presented according to the study objectives using frequencies, percentages, mean standard deviations, tables, and graphs, while qualitative data was analyzed and presented through thematic narrative.

CHAPTER FIVE

DISCUSSION OF THE FINDINGS

5.1 Introduction

This chapter discusses the findings arising from chapter four. The study investigated the extent to which strategic planning practices are carried out in public university libraries in Kenya and proposed appropriate interventions that can improve the management of information resources and services. The chapter discusses findings from the analyzed data based on the following objectives; existence of strategic plans in public university libraries ,importance of strategic plans in libraries as they play critical role in the future of the libraries, environment appropriate for strategic planning and effectiveness of strategic plans , challenges experienced in implementation of strategic plans for proper management of libraries resources and services.

5.2 Demographic Analysis of the Respondents

The study sought to establish the distribution of gender and age among the participants. The findings indicate that large university libraries had more participants compared to small university libraries that had fewer participants. The study also established that male participants were more in large libraries, with the exception of one small library where male participants were fewer than their female counterparts. The study noted that both genders are required in libraries. There is a need for all universities to strive to bridge the gender gap in line with their institutions and the country's gender mainstreaming policies (Government of Kenya, 2019). A study conducted by Gul et al., (2016) on the effects of gender in library and information science research found female participants to be higher than males. The study established that two large libraries had a majority of their staff aged 50 and above.

Only one of the younger libraries had staff aged 50 and above. From the findings and given that the mandatory retirement age is 60 years, it can be deduced that one of the big university libraries needs to strategically plan for staff succession and transition to fill the potential leadership and mentorship gap when those over 50 years of age retire. Two of the smaller universities have leadership and mentorship gaps that inherently come with age. Various authors have opined that succession planning gives employees the opportunity to develop leadership skills that could be used in their current positions and any future positions. (Galbraith et al., 2012). Shaffril and Uli (2010), in their study established that age is an important determinant of the work performance of an employee.

5.2.1 Functional Position of the Respondents

It was determined that each of the three university libraries had university librarians, though the overall boss at one of the universities was referred to as the Director, Library Services. Both university libraries had three and two deputy librarians, respectively. Further research established that one of the large universities had two deputy university librarians, one in charge of Administration and Bibliographic Services (ABS) and the other in charge of Information Instructional Services (IIS). One of the large university libraries had three Deputy Directors in charge of Planning, Technical, and Administration. The study also established that all the respondents identified with the position of senior librarian were from one of the large university libraries, while one of the small universities did not have any staff identified with the functional position of assistant librarian. Cumulatively, the majority of the study's respondents held the position of Senior Library Assistant, which was the lowest level for the target population of this study. The main focus was on staff, who are generally categorized as professionals. When triangulated with the question on the highest

qualifications held by the library staff, it was established that although some university libraries had a university librarian, the positions were held by people without a PhD, thus contravening Commission for University Education requirements. On the same note, one university is operating with staff at the lowest level of the professional ladder, also against the CUE requirements (Commission for University Education, 2014). It is therefore imperative that different categories of staff are required to operate several functions of the library. This statement is supported by Casey (2015), that all library staff have a voice in defining the future direction of the organization and the need to motivate them so as to make the vision of their library a reality.

5.2.2 Academic Qualifications

The study findings reveal that three university libraries had staff with PhD degrees. Two of the large universities had the highest number of staff with Master's Degrees as compared to smaller ones. It was noted that the two small university libraries did not have PhD holders among their staff, despite this being a requirement by the Commission for University Education (CUE), especially for the University Librarian position. This was supported by the study conducted by Musoke, (2008), which revealed the need for professional librarians as the engine of the vehicle to drive university libraries to greater achievements. Ekere & Ugwu, (2011), felt that personnel of the highest competence and integrity are crucial in the realization of the library's unique function of serving as an unbiased, non-partisan bureau of information for the people.

5.2.3 Work Experience

Findings from the study established that staff from the old university libraries, which included the University of Nairobi and JKUAT, had worked the longest period as

compared to the younger ones, whose staff had worked for less than 16 years. This could be because of their status based on when each of them was established. UoN was the oldest, having been established in 1970, chartered in 2013. JKUAT was established in 1994, chartered in 2013. Chuka Chartered in 2013, Machakos and Cooperative universities were chartered in 2016. From the findings, it can be assumed that the more years a person works in a certain area of their profession, the more they become an expert in that area. This statement is affirmed by Udo-Anyanwu & Ewulonu, (2020), who opined that work experience places a potential employee in a real-life situation by providing an opportunity for full-time work that develops skills in communication and teamwork. Fereshteh and Seyed (2007), observed that use of knowledgeable manpower produces good work performance; thus, working experience is a significant factor.

5.3 Existence of Strategic Plans

From the findings of the study, it was established that all the university libraries under study had vision and mission statements, goals and objectives, and also outlined values. This finding indicates that there is a high awareness of the available libraries' vision and mission statements. The constructs of value, culture, and mission formulation in the theory fit well in the study as they are necessary to the future of the library. This is in line with the studies conducted by Rossmann, (2019), which found that the creation of a communication plan for libraries is informed by a values statement, a mission statement, a vision statement, and a strategic plan. Wadas (2017), also observed that the relevance of an institutional mission cannot be underestimated as the university libraries exist within their universities, thus making the library mission statement an essentially expansive tool placed within the parent institution. Further, another study conducted by Mutie and Irungu (2014), found that strategic

planning enables companies to be competitive and to be adoptive to the new dynamics in the market place, where the need for strategic planning increases.

The study also sought to establish whether public university libraries under study had developed their strategic plans. This is in concurrence with Applied strategic planning theory which has strategic business modeling, performance audit, contingency planning and environmental scan that are significance in making the company thrive over its competitors. The findings revealed that most of the university libraries did not have their own departmental strategic plans for implementation. The findings revealed that these libraries rely on their institutional-wide strategic plans in which the libraries' strategic issues are captured. Findings also indicated that some of the staff were involved in the process of developing and implementing the strategic plan, thus leaving others out. The strategic plans are not well communicated to the library staff. Findings further indicated that the library committee and top library management were most mentioned as the developers of the strategic plans. When triangulated with findings from senior administrative staff of the participating universities, the above findings were corroborated that, apart from one participating university library, the rest did not have their own departmental strategic plans and indicated that components of what the libraries planned for were included in the institutional strategic plans of their mother institutions. Wairimu and Theuri (2014) found out in their study that lower-level staff are generally uninformed of the organizational strategic planning processes which leads to them being not involved in the strategic planning process. Managers in their organizations are in charge of ensuring strategy is effectively communicated (Abass & Munga, 2017). The above findings are corroborated by the conclusions of Wairimu and Theuri (2014), who argue that the involvement of staff in strategic decisions is significant in every organization since they are directly involved in the implementation

of the developed strategies. Additionally, the literature also points to the vital role employee involvement plays in strategic planning and implementation as it increases motivation, ownership, and commitment to the organization. As staff participate and work in teams, they are empowered and it becomes possible to hire the best employees and to create an environment for managing change Kivuva, (2015); Mutuku and Misango, (2020). The component of strategic business modeling in the theory provides a blueprint for informing the library on how it can achieve its mission.

5.3.1 Role of Librarians in Strategic Planning

Findings on the role played by librarians indicated that top management and senior librarians are involved in developing and implementing strategic plans while the librarians ensure that the formulated strategic plans are implemented. Findings further revealed that heads of libraries and functional areas represent their staff in meetings organized to discuss issues of strategic plans. The findings show the meetings attended by these levels of staff are organized by the university and not the library. Findings further revealed that librarians are engaged in awareness, sensitization, and the generation of ideas to enhance services and ensure effective implementation, monitoring, and evaluation of the process. The findings are supported by Casey, (2015), who feels that strategic planning in organizations such as libraries ends at the administrative level, thus denying other staff members the opportunity to realize the potential impact of mission and goals on their day-to-day activities.

5.3.2 Duration of Strategic Plans

The study sought to establish the time span that strategic plans take before they are reviewed. It was established that majority of the universities had their strategic plans lasting 3-5 years, where UoN had the highest score for this period, followed by

JKUAT, while Chuka and Machakos Universities had the least in the said duration. It was also established that the majority of respondents from the Cooperative University picked 5–10 years as the duration of their strategic plan. Regular review of the strategic plan is significant in ensuring the strategy is focused, effective, and complies with modern library standards. It also ensures they are regularly adopting the ever-changing environment. Harris, (2016), recommends that libraries must approach a five-year plan focusing on current trends in higher education, particularly those impacting libraries, teaching, and learning technologies.

5.3.3 Procedure Involved in Developing Strategic Plans

The findings established that respondents considered many aspects as a procedure in developing their strategic plans. The high score from the majority of the respondents who participated in the study reported that identifying strengths and weaknesses was thought to be part of the procedure for developing a strategic plan for their libraries. This was closely followed by identifying strategic issues with a high score as well as prioritizing objectives. Defining the strategic position, conducting a competitive analysis, as well as identifying opportunities and threats were also mentioned as part of the procedure. Some respondents felt that conducting an environmental scan (PEST) was important in developing a strategic plan, while almost equal number of the respondents felt it was not necessary. Siambi, (2021), observed that effective implementation of strategic planning procedures is instituted on having a well-functioning and integrated system in place, including all significant stakeholders. When triangulated with quantitative data, senior university managers had varied feedback on the procedure of developing a strategic plan, where some respondents were in consensus that it was necessary when setting priorities, conducting environmental scanning, and considering internal and external factors, needs

assessment, stakeholder participation, global trends, and the department's strategic objectives.

One senior officer felt that hiring a consultant or constituting a committee in place was part of the procedure of developing a strategic plan. It was also established that some of the senior officers had the following as the best procedure for coming up with the plan: looking at where the organization is and where it wants to go; reflecting on the core mandate; establishing their own identity; positioning themselves to meet the mandate; as well as setting up a task force and consulting at every level. Another respondent in this category had the following as the procedure for developing a strategic plan: Scanning the environment, allocating resources, creating strategic plans, and communicating those plans to stakeholders. Findings from a study conducted by Karanja, (2018), on strategic planning, the external environment, and organizational performance 66.67 % established that external factors such as political, economic, social, and technological (PEST) had an effect on performance. Tapera (2014), identified five phases of the strategy making process, which included: setting objectives and using them as yardsticks to measure the performance and progress; developing strategic vision and what focus should be; creating a strategy to achieve the objectives; implementing the chosen strategy successfully; changing conditions; evaluating the performance and putting in place corrective changes in the long-term direction of the institution; and new ideas and new opportunities for strategy execution in light of actual experience. Riboldi, (2019), identified seven steps, which are: assessing the industry, competitors, and market trends; identifying opportunities and threats by conducting a SWOT analysis; reviewing the organization's mission and vision; setting business goals and priorities; defining functional objectives and key

initiatives; determining staffing, budgets, and financing needs; and identifying and tracking success measurement on a monthly and quarterly basis.

5.3.4 Communication of Strategic Plans

Creating awareness about new strategic plans is necessary because it creates an enabling environment for staff and stakeholders to interact with the document to understand and own it before implementation. This allows them to identify strategic issues on which every member is supposed to plan in the process of implementation. This study sought to find out the channels through which library staff and other stakeholders received communication about developed strategic plans. Findings established that official emails were the most used channels, closely followed by holding meetings. The findings further revealed that library websites, memos, and letters were used for communication. Distribution of copies of the strategic plans was also used, although it was not so popular among university libraries as indicated by some respondents in the lower cadre of staff from a large public university library, who reported not having been facilitated with the latest strategic plan.

This view reinforces the quantitative findings above, which point to copies of the strategic plan not being widely shared among staff. Abbas and Munga (2017), observed that leaders in organizations are responsible for ensuring strategy is effectively communicated. However, a study conducted by Wairimu and Theuri (2014), found out that staff at the lower grade are generally uninformed of the organizational strategic planning processes as well as their roles in the planning; and that this non-involvement leads to some staff members' being unaccountable of the strategic planning process.

Other channels of communication mentioned included staff WhatsApp forums, sensitization forums, telephone (mobile) calls, and sectional meetings. Pascual et al. (2020), observed that both formal and informal communication are important in the delivery of information that helps libraries form a sense of shared values and also help reach out to external stakeholders by forming stronger relationships that promote additional channels for successful communication.

5.3.5 Effectiveness of Strategies used to Communicate Strategic Plans

Effective communication channels should be used for the successful implementation of a strategic plan and in order to reach the intended audience in every organization. A majority of the respondents indicated that the strategies used were effective. Findings also show that some respondents, especially the lower cadres, felt that strategies used were not effective because not everybody had the opportunity to attend the strategic planning meetings. The findings also show that these strategic plans are not cascaded to cadres of staff below the Librarian position. At the same time, some of the respondents felt that strategies used in their libraries were not effective because they had yet to develop an independent strategic plan. It was established that some university libraries rely on institutional strategic plans, which are not well communicated to the library staff. The finding indicated that there is a gap that needs to be filled to make everybody aware of what is happening in their departments. From the findings, respondents felt that it is important for university libraries to adopt a means of ensuring staff are aware of the strategic plan in order to allow them the opportunity to align themselves with these plans. Official emails were found to be the most commonly used channel for communicating strategic plans to library staff. The findings regarding the effectiveness of communicating about the strategic plan are corroborated by the empirical literature. For instance, Muthoka et al. (2019), and

Miller (2018), observed that some strategies fail because there is no effective communication of the strategy to the concerned employees, explaining the new responsibilities, tasks, and duties and why the new strategic decision is being made, and also a lack of staff engagement in the process.

5.3.6 Implementation of the Strategic Plans

Implementation of the developed strategic plan is the second last step in the strategic planning process, which is critical to the success of an organization. The study sought to establish the extent to which public university libraries were implementing their strategic plans. The findings show that the majority of the libraries are implementing while, at the same time, a majority of the respondents reported that they were not aware of whether strategic plans are being implemented. Some indicated that there was no implementation of the plans. Earlier related findings on the effectiveness of communication channels about the strategic plans revealed that many lower-level staff were not involved in developing the strategic plans and that some university libraries do not have their own departmental strategic plans but rather rely on the university-wide plans. It can therefore be deduced that the number of respondents who agreed that their libraries are implementing their strategic plans were actually involved in implementing a document they were not familiar with. It can also be deduced that the majority of the respondents, 86%, who agreed that their libraries were implementing their strategic plans were actually implementing strategic objectives captured in the university wide strategic plans, which they were not familiar with. The stakeholders would perhaps benefit from the views of Kagumu (2018), that operative implementation demands creative skills which include leadership, attention to details, precision, breaking down impediment into simple tasks and activities as well as communication in a clear and in a brief way throughout the organization and to all its

stakeholders. Applied strategic model constitutes the necessary stages in the implementation of the plan being one of the key elements in the strategic planning process.

Siambi, (2021), opined that institutional management; administrators; departmental heads, and educational governing bodies have an imperative part to play in ensuring implementation of the strategic plan. Kivuva (2015), asserts that involving employees in the strategy implementation immensely benefits an organization. Kagumu, (2018), is of the view that effective implementation requires exceptional, creative skills such as leadership, attention to detail, breaking down complex tasks into digestible ones, good communication done in a clear way to the organization and its stakeholders. Mango, (2014), analyzed the determinants of successful implementation of strategic plans within public schools in South Africa, which involved one hundred and sixty-five (165) respondents, established that managerial behaviour, institutional policies, and resource allocation influence the successful implementation of strategic plans.

5.3.7 Relevance of the Strategic Plans in Meeting Library Needs

The study sought to establish whether the strategic plans in place are relevant to meeting the library's needs. Findings established that plans are relevant as they are aligned to the university's vision and mission and therefore help in achieving the university's vision and mission. Findings show that both respondents, who included library staff, DVCs, and finance officers, attached strategic plans to various benefits for the library and university at large. These included identifying areas which need improvement and defining changes that have been implemented. While findings from several respondents with contrary opinions show that the strategic plans available in

the participating libraries do not adequately address the needs of these libraries as they cover the whole university, some of the library issues are left out.

5.3.8 Priorities Libraries Accord to the Strategies used to Achieve Goals and Objectives

The study aimed to establish how respondents prioritized the identified strategies to achieve their universities' goals and objectives. The findings indicated that a majority considered identifying and celebrating team work, identifying high-level goals and objectives, tracking goals in a visible place, engaging with stakeholders, and defining clear milestones, connecting projects to milestones and goals, as the most essential strategy. Findings also established that sharing progress updates and celebrating success, identifying their high-level goals and objectives, tracking their goals in a visible place, and connecting projects to milestones and goals were regarded as high priority strategies. Medium and low priority strategies of the identified strategies received minimal recognition.

On what priority libraries gave to the identified strategies to achieve goals and objectives and based on their mean score, the findings revealed that identifying high-level goals and objectives with a mean score of 4.10; engaging with stakeholders; and tracking goals in a visible place with a score of 4.04 each contributed most to the independent variable. Generally, all the variables performed well, as none scored below a mean of 3%. These are supported by various authors who opine that establishing priorities as a part of strategic planning helps in describing the core functions or services of an organization (Casey, 2011). The library's priorities show the relationship existing between the needs of the community, the services the library intends to provide to satisfy them, and the necessary resources (Pacios, 2007). Abd

Ghani et al. (2010), observed that an organization is said to have the best competitive edge if it has planned effective strategies. Laura, (2016), supports the above findings where the highest percentage prioritized acquisitions, issues with patrons, staff, and safe space for the users. Miller, (2018), supports that, in terms of priorities, academic libraries could allocate resources to the areas deemed to be of greatest importance and set goals to assist the organization in the direction that meets their priorities.

5.3.9 Adequacy of Trained and Skilled Manpower

Ample and skilled manpower is required for the successful implementation of strategic plans. The majority of the respondents in all libraries indicated that there is a lack of adequate and skilled manpower. Some respondents reported that they had adequate manpower, while a few of them still didn't know whether skilled manpower was adequate. Findings also indicated that there were plans to hire more qualified staff to address the challenge of inadequacy. The findings therefore reveal that all the participating libraries have inadequately skilled staff to support the implementation of strategic plans. This question, however, did not elicit any response from one of the smaller universities, which had a very small number of staff at the professional level. Chiware, (2014), observed that librarians in universities in Africa should establish a mechanism of retaining cadres of staff that understand how library goals are drafted from the institutional objectives to enable them to contribute to the achievement of academic excellence in their institutions.

5.3.10 Content of Strategic Plans

The study sought to establish the major aspects that were included in the respondent universities' libraries' plans. The findings indicated that training and conferences were the most popular items included as they scored the highest percentage. This was

closely followed by the acquisition of books and journals; and strategic issues affecting users as well as similar recognition. Information technology aspects were considered, although on a lower scale than the above. Although new technologies are being embraced to enhance service delivery, some libraries are still not giving them adequate attention.

The findings further show that recruitment of staff and constructing new buildings came in as the least recognized items. This contradicts some authors who opine that facilities are key indicators for a conducive environment, comfort of the users, delivery of effective services, and also recruitment of qualified staff in line with CUE Standards and Guidelines, (2014), which guide university libraries in Kenya for information service provision. Standard LIBR/STD/06 standards and guidelines for library facilities spell out that, "A university shall provide an adequate facility for students, lecturers, staff and other authorized users as a convenient and conducive place for study and research. Therefore, library facilities should facilitate the delivery of quality services. A study conducted by Nyakweba et al. (2020), established that university libraries have challenges in providing adequate physical facilities due to financial inconsistencies. Chaputula (2018), also established that institutions require ICT infrastructure that is capable of offering library and information services on mobile phone platforms. According to Ekere & Ugwu, (2011), personnel of the highest competence and integrity are essential in libraries.

5.3.11 Budgetary Allocation for Strategic Planning

The study established that public university libraries are allocated budgets for the implementation of strategic plans. The budget is, however, not adequate to meet the needs raised in the strategic plans since it competes with other units of the university

for budget allocation. The findings further revealed that some of the participating libraries rely on donations to bridge the gap in funding. Respondents reported that management boards gave priority to what was most urgent in the plan for the libraries. Findings also revealed that there were misplaced priorities in the allocation of funds. Feedback from senior management officers corroborated the librarians' general perception that the budgetary allocation to their departments was not adequate. Apart from recognizing that the concept of prioritizing was deemed urgent for action, other senior officers recognized the general harsh economic times that have led to decreased government funding of public universities in Kenya, which in turn has led to a reduced budget allocation to university libraries. Sufficient funds and enough time are required for an organization to support the implementation of its strategies.

5.4 Important Role of Strategic Planning in the Management of Information Resources

The study established that strategic planning plays a key role in the management of information resources and services in university libraries by defining organizational direction and priorities; vision and mission; identifying strengths, weaknesses, opportunities and threats; clarity of purpose; goals and objectives. It also increases operational efficiency by providing a clear roadmap to facilitate alignment of activities and resources as well as define activities and responsibilities. The findings further show that respondents identified a strategic plan as a management tool and also identified library stakeholders as well as improved competitive position and increased market share. Other benefits identified that a department accrues from having a strategic plan were that it sets direction for the future; helps set priorities and strategies of achievement; guides the planning process; and it helps in the evaluation of identified targets as well as the level of their achievement. Senior management officers

interviewed stated that strategic plans give direction on the course of action, help with resource allocation, and justify the mission and vision.

Further, respondents indicated that strategic plans help in identifying opportunities available, existing institutional weaknesses, and how to address them. They also agreed that strategic planning helps to position the library in a relevant and proactive way; provides innovative ways that are forward-looking; helps to minimize risks; and, at the end, every stakeholder feels happy. Further, the relevance of a strategic plan was said to help the library know where they are and where they are going. It also helps the library to remain focused on achieving their specific goals with efficiency as they are able to effectively utilize the available resources. Further, the qualitative findings established that a strategic plan is said to be a yardstick for lobbying for budget increases and thus achieving the library's objectives and that of the university, which therefore ensures the library gives support to the university's core activities, which are teaching, learning, and research; and generally, in planning for the future. It ensures that set targets are achieved. Shah, (2012), established that many scholars recognize the need for strategy development at a time of uncertainty. According to Aman, (2010), academic librarians view strategic planning as a tool for managers to see where the library is, the problems it is facing, where the library is going, and how the problems can be addressed.

5.5 Appropriate Environment for Effective Use of Strategic Plans

From the findings, a majority of the respondents felt that adequate funding and support from management provided an appropriate environment for effective application of strategic plans by university libraries. It was also found that staff involvement in the strategic plan development process, good leadership, and committed staff were found

to be popular among the respondents. Regular environmental analysis was considered the least appropriate environment for strategic plan implementation. These findings were corroborated by senior officers who recommended the use of clear monitoring and evaluation. Adequate funding and human resources; and appreciation of everybody's contribution and responsibility with authority were identified to form an appropriate environment for effective use of strategic plans.

Some respondents felt that a good working environment; skills; resources (for example, internet, computers); self-driven staff; adequate resources; good leadership; and focused and result-oriented staff were proposed as the components needed for a conducive environment. These findings agree with Stanleigh, (2011), who observed that strategic planning is a process, not an event. He identified five key factors contributing to the successful development and implementation of strategic plans, which included engagement of staff at all levels throughout the organization, which helps build their commitment to the end plan; The strategic planning processes are successful when a bottom-up and top-down communication approach is adopted; the identification of projects is required to ensure success in the execution of each strategy and the development of a prioritization plan to ensure that the high priority projects are supported with resources; organizations should also ensure that culture change is everyone's responsibility. Ngui & Maina (2019), observed that diligent use of resources, among other factors, needs to be handled properly to ensure proper execution of the strategy as planned.

5.5.1 Top Management's Support in Strategic Planning

The findings indicated that management support in the implementation of the strategic plans was available. A few respondents reported that they did not know whether

management support was available. Some felt that management did not support their libraries to implement strategic plans. A majority of the respondents reported having no management support, raising a concern about the level of management support being accorded to these libraries in implementing their strategic plans. Inadequate top management support for libraries is widely mentioned as feedback where qualitative feedback was sought. Therefore, support in the implementation of strategic plans calls for everybody to get involved. Findings from senior officers show that they support the implementation of the strategic plan through budgetary allocations, paying for e-resources subscriptions every year, having the library representation in Deans and Senate meetings; forming library advisory committees; supporting staff to attend workshops; ensuring that agenda on library matters are approved by relevant committees; and supporting the acquisition of resources. Findings also revealed that senior officers encouraged library staff to get actively involved in developing and implementing strategic plans through continuous training; good supervision; and promotions and career development. Findings also show that some of the participating libraries had in-house staff training, braille and sign language training, performance contract signing where certificates are awarded to top performers, and promotion of staff who further their education.

This is affirmed by Muthoka et al., (2019), who observed that the implementation of strategy demands ownership at all levels of management, i.e., top management, middle management, lower management, and non-management. He is of the view that the participation of the top management serves to ensure the successful implementation of the firm's strategies that have been developed. Mango (2013), cited in the study conducted by Baini & Mwasiaji, (2020), established that the commitment of top management is very important in strategy implementation practices. In order for

strategy implementation to be successful, top-level management must demonstrate a willingness to own the organization's strategies. He asserts that the lower-ranking employees lack support and encouragement when top management lacks commitment to performing their responsibilities. Mutuku and Sedina (2020), observe that a lack of commitment from top leadership affects strategy implementation since it involves the management of an organization to provide forethought guidance and cohesion to a group with a common mission.

5.6 Effectiveness of Strategic Plans

The last component of plan implementation in the theory informs this study as strategic planning requires the practice of implementing the plan to ensure it is effective. The effectiveness of a strategic plan is determined by how well it achieves the set goals and objectives. From the findings, it was established that the majority of the respondents strongly agreed that the achievement of formulated, realistic goals and objectives through staff performance management contracts was one way of measuring the effectiveness of strategic plans by university libraries. Findings also showed that respondents were in agreement that monitoring and evaluation mechanisms developed annual operational plans (AOPs). This is in support of the element of finalization of strategic direction in the theory applied whereby monitoring and evaluation are crucial in determining the effectiveness of the strategic plan.

Findings reveal that all the variables had strong scores as all were near a value of 5. Achievement of formulated objectives being the leading variable as a measure of the effectiveness of the strategic plan was the achievement of formulated objectives, with a score of 4.55, followed by focused, realistic goals and objectives, as well as monitoring and evaluation mechanism tools, with scores of 4.36 and 4.17, respectively. From these

findings, it can be deduced that the participating libraries are engaged in various ways to determine the effectiveness of their strategic plan, with all channels complementing each other. Findings from senior officers on other alternative ways of determining the effectiveness of strategic plan implementation were: having achieved outcomes; available resources; quarterly reviews; and with qualified staff to implement the plan. Further, findings show that good financing, proper planning and proper reporting, and good organizational culture measure the effectiveness of the strategic plan. It can therefore be deduced that a strategy is effective and delivers the expected results if it uses the allocated resources according to the plan. A continuous evaluation of resource utilization and performance in monitoring whether the strategy meets set targets is also necessary. The findings are supported by Cascella, (2002), who felt that an effective strategic plan focuses on making improvements that are important to a business and its customers.

5.7 Challenges Experienced in the Use of Strategic Plans

The study sought to establish the challenges that impacted the implementation of strategic plans in participating university libraries. Overall, the findings reveal that many of the identified challenges were perceived not to be majorly impacting on implementing strategic plans since only change of priorities scored above 50% against all the indicators, followed by challenging issues with 61 (51.3%), and leadership turnover with 51(43%). Lack of finances had the highest score of 41 (34.5%) as the most challenging factor, with 49 (41.2). Lack of staff commitment scored 43 (36.1%), being the highest score for the least challenging factor; and the highest score at 23 (19.3%) as not challenging at all. None of the identified variables strongly impacted on the development and implementation of the strategic plans, as none of them had a strong score with a mean nearing 5. Lack of commitment among staff, with a mean of

2.61, inadequate skills and training, with a score of 2.56, and poor leadership, with a score of 2.46, took the first three positions, respectively. Although respondents gave feedback in other sections of the study implying that their libraries were inadequately funded, this variable was least perceived as a challenge in the use of a strategic plan, with the lowest mean score of only 1.90.

All respondents from the participating libraries agreed that inadequate funding was an obstacle to the effective implementation of their strategic plans. The findings also revealed a lack of knowledge among the staff to carry out the strategic plan implementation. Another challenge reported in the study was a lack of exposure by staff to resource mobilization that could bridge the gap created by low funding. Institutional culture continues to influence the way libraries address their issues. Further, the findings reveal that the personal attitudes of staff towards other staff affect the good working relationship. A shortage of resources, such as physical space due to some of the libraries' being small, affects service delivery. Lack of motivation among staff occasioned by delayed staff promotions was another impediment. Findings show that the majority of the libraries lacked their own strategic plan, leading to library strategic objectives being included in the university strategic plan, which was found not to be exhaustive of the mandates of the library. The findings also indicated that the majority of the libraries under study were struggling with a lack of adequate and trained staff, which led to non-professionals working in the university library. Respondents reported that their libraries had poor goals set and felt that this could result in a lack of alignment with the university's vision and mission and an inability to track progress. From the findings, it was established that staff were not connected to the strategic plans and strategies already developed. Respondents also indicated that some of the participating libraries lacked proper library policies as guiding tools to

achieve the objectives of the university library. Another finding from the study was the non-involvement of all stakeholders in the strategic planning process and poor attendance at the meetings when they are organized.

The above findings are in line with a study by Muthoka (2019), who emphasized that resource allocation is a challenge to strategy implementation if they are not allocated according to priorities established by annual objectives. The author further suggested that strategy, allocation of resources, leadership, organizational culture, reward system, and the nature of how strategy has been developed motives behind the failure of the strategy implementation. Organizations ought to balance among these factors to guarantee the implementation of the developed strategies. Dandira (2011) reports that the major challenge in strategic planning is the implementation of such strategic plans. Siambi, (2021), asserts in his study that most strategic plan implementers faced challenges and thus called for adequate preparation in implementing and adequately following up on the implementation process. Abuya (2011), identified obstacles that impact on implementing the strategies such as having main formulators not playing their relevant roles in the implementation, not clearly defining the changing responsibilities of employees and the problems that require top management not being communicated well.

5.8 Appropriate Interventions to Improve Use of Strategic Plans

The study sought suggestions from respondents on the measures they deemed useful in improving the use of strategic plans in public university libraries. The major feedback from the findings proposed that adequate funding from the government needs to be increased to public universities for quality delivery of curriculum; stakeholder involvement at the point of strategy formulation is essential because it promotes

ownership of the strategy plan during implementation; conducting regular training of staff to equip them with knowledge and skills in the development and implementation of a strategic plan; and sensitization on the necessity of strategic planning. Respondents proposed the need for the completion of the library buildings under construction and building new ones to accommodate new services and adequate space, thus creating a good atmosphere for the users; conducting regular monitoring and evaluation should be carried out using appropriate tools to assess the level of implementation of the strategic plans by carrying out mid-term and long-term reviews.

Further, the most mentioned suggestions needed to improve strategic planning in public universities were adequate budget allocation and recruitment of more qualified staff to support development and implementation of the strategic plans. Respondents also observed that a departmental strategic plan should be developed with clear and realist goals and short-term and long-term objectives. Respondents also suggested that junior staff be involved in the formulation of the strategic plan. Support from management in the implementation of the strategic plans was also mentioned. Representation of library staff by university librarians in the university strategic planning process and cascading it down to the department strategic planning was also suggested. The possibility of the library staff not working well amongst themselves also came up, and findings indicated that good working relationships should be cultivated between departmental management and other staff. The study proposes that divisions under whose libraries fall need to ensure their libraries develop and implement strategic plans. This will help in consolidating the strategic issues that need to be addressed as they strive to offer quality services to the university community.

The study also proposes that libraries need to set strategic activities in the order of priorities within a given timeframe so that ones that are crucial are addressed in the first year of the plan. From the interviews, respondents proposed the need to carry out performance evaluation to ensure achievement of the set goals; further teamwork should be encouraged so that everybody works towards a common goal. Rewarding excellent performance needs to be done in order to motivate staff to strive to perform better as well as employ appropriate staff. Another important element in strategic planning is mentorship of the new and young professionals as well as having a succession plan to ensure continuity when the library head vacates the office. The results from the findings fit within the application of strategic planning theory.

5.9 Chapter Summary

The chapter discussed the findings of the study based on the objectives and research questions. The study's major findings focused on the existence of strategic plans in public university libraries, the important roles strategic planning plays in the management of information services and resources, the appropriate environment for the use of strategic plans, the measurement of strategic plan effectiveness and the challenges encountered during implementation, and the appropriate interventions to improve strategic plan implementation in public university libraries.

The study findings established that the majority of the public university libraries under study did not have strategic plans in place but implemented the strategic issues captured in the institutional wide plans. Strategic planning has an important role to play in setting the direction of the library and informing the allocation of resources. The study found out that the availability of adequate resources, good leadership, and staff involvement provide a conducive environment for the implementation of strategic plans. The findings further established that libraries under study had put mechanisms in place to measure the effectiveness of their

strategic plans. At the same time, various challenges were experienced in the course of strategic plan implementation and intervention, including provision of adequate funds, recruitment of adequate qualified personnel, development of library strategic plans, and involvement of all stakeholders, among others, were provided as solutions.

CHAPTER SIX

SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

6.1 Introduction

This chapter presents a summary of the research findings, conclusions, and recommendations. The aim of the study was to investigate the extent to which strategic planning practices are carried out in public university libraries in Kenya with a view to proposing appropriate interventions to improve the management of information resources and services. The study endeavored to achieve the following objectives:

- i. To establish the existence of strategic plans in university libraries in Kenya
- ii. To establish the important role that strategic planning plays in the management of information resources in university libraries
- iii. To examine the environment appropriate for effective use of strategic plans in university libraries
- iv. To ascertain the effectiveness of the strategic plans used in public university libraries.
- v. To establish the challenges experienced in the use of strategic plans in public university libraries.
- vi. To propose appropriate interventions to improve use of strategic plans in managing information resources and services in university libraries.

6.2 Summary of the Findings

6.2.1 Existence of Strategic Plans in Public University Libraries

The study established that strategic planning is practiced in public university libraries to a limited extent. This is so because it can only be done in an environment where strategic plans exist. The findings established that public university libraries have their

vision, mission, and values documented in library documents such as the Library and Information Services Policy. It was found that only one library had its own strategic plan, while others did not have one. The findings show that the libraries' strategic objectives are accommodated within the university wide strategic plans, adequately addressing the strategic issues for these libraries. Such an arrangement prevents missed opportunities and minimizes exposure to threats (Aman, 2010). Therefore, university libraries need to have strategic plans to provide them with opportunities to be proactive rather than reactive.

The findings also established that some respondents who play a key role in the implementation of the strategic plans were not aware of the plans' existence in their departments. This therefore confirms that the staff implement activities that they are not fully aware of. This is affirmed by the fact that not all staff in the departments were involved in the strategic planning process. It was established that public university libraries employ various strategies to communicate new strategic plans to stakeholders, although some of them are not effective. It was also established that strategic plans are not well cascaded to all the stakeholders. The findings further revealed that although some public university libraries do not have departmental strategic plans, there was evidence of the strategic plan implementation of components of library strategic objectives. The findings show that strategic plans were deemed relevant in meeting the needs of the participating libraries. According to the findings, strategies that provided libraries with the opportunity to achieve their goals and objectives as specified on a likert scale were given the highest priority and regarded as essential by the respondents. It was also established that the participating libraries had inadequate skilled manpower to support the implementation of strategic plans. Staffing issues were not given serious attention when developing the strategic plans, leaving a gap in

addressing issues that affect staff in these libraries. The study revealed that although public university libraries are allocated budgets, they are not adequate to sufficiently meet the financial needs of these libraries.

6.2.2 Role Strategic Planning Plays in the Management of Information Resources in University Libraries

The study findings show that strategic planning in university libraries plays a critical role in informing the allocation of resources and setting the direction for what they want to achieve. Findings further revealed that strategic planning provides organizational direction and priorities in defining vision and mission, identifying strengths and weaknesses, opportunities and threats, clarity of purpose, goals and objectives. It also increases operational efficiency by providing a clear roadmap that facilitates alignment of activities and resources, defining activities and responsibilities. It was also evident that strategic planning helps identify the existing institutional weaknesses, guides the planning process, and also aids in the evaluation of identified targets and the level of their achievement.

6.2.3 Appropriate Environment for Effective Use of Strategic Plans

University libraries are expected to provide quality and effective services to their users to meet their varied needs. This is achieved through the effective implementation of strategic plans that guide the whole process. For the libraries to achieve that, they require an enabling environment that provides an opportunity for the implementers. From the findings, respondents accredited this enabling environment to adequate funding; qualified personnel; adequate resources; involvement of staff in the strategic plan process development process; good leadership; committed staff; regular environmental analysis; a good working environment; and self-driven staff. It was

discovered that top management supported strategic plan implementation by allocating budget to their libraries, in-house staff training, rewarding good performance, and career progression.

6.2.4 Effectiveness of Strategic Plans

Libraries are supposed to provide a mechanism for measuring the effectiveness of their strategic plans in order to determine the level of achievement, which can help them to know whether they are heading in the right direction. Respondents, on a Likert scale, strongly agreed that the achievement of formulated objectives; focused, realistic goals and objectives; and staff performance management contract objectives was one way of measuring the effectiveness of strategic plans by university libraries. From the findings, respondents agreed that monitoring and evaluation; developing annual operational plans (AOPs); having the achieved outcomes; available resources; quarterly reviews; having qualified staff to implement the plan; good financing; proper planning; proper reporting; and good organizational culture were the various mechanisms for determining the effectiveness of strategic plans. Respondents also identified various factors such as available resources; quarterly reviews; and with qualified staff to implement the plan; good financing; proper planning and proper reporting; and a good organizational culture to measure the effectiveness of the strategic plan.

6.2.5 Challenges Experienced in the Use of Strategic Plans

The findings revealed that inadequate funding is a major impediment to the development and implementation of the libraries' strategic plans. Staffing and qualified staff capacity issues were identified as having a big impact on formulation and implementation of the strategic plans in these libraries; teamwork and non-

involvement of library staff in the key decision-making affected their professional work and output. Findings show that some university libraries were not represented in major committees of the university as required by the Commission for University Education (CUE). Findings also show that the majority of public university libraries lack their own strategic plans, which has led to the inclusion of their strategic objectives in the university strategic plans and the non-involvement of lower cadres of staff in the development of strategic plans in their libraries. From the findings, it was evident that strategic plans are not communicated effectively to all the staff. This implies that staff are expected to work and deliver on the strategic plans that they are not aware of. Findings indicated that some library staff were not professional librarians. Lack of committed staff, knowledge to undertake strategic plan implementation and lack of motivation among staff attributed to delayed staff promotions were also identified as impediments. Institutional culture was found to influence the way libraries address their issues.

6.2.6 Appropriate Interventions to Improve Use of Strategic Plans

Certain interventions need to be undertaken to ensure the successful implementation of strategic plans in public university libraries. The study findings indicated that adequate funding from the government should be prioritized to ensure the libraries' set strategic objectives are achieved. Respondents observed that stakeholder involvement should be considered and practiced for successful implementation of strategic plans. Support from top management and employment of qualified staff should be prioritized by the university management to ensure libraries are adequately staffed with the right cadres. Responses from participating libraries confirmed that top management needs to provide continuous on-the-job training to staff to equip them with skills and knowledge on matters pertaining to strategic planning. Sensitization to create

awareness of the existence of strategic plans among the stakeholders should continually be done. Respondents indicated that they face challenges due to insufficient physical space, so completing libraries and building new ones would be a relief to them. Frequent review of strategic plans is required to accommodate new knowledge and technologies. Recruitment of qualified staff to support the development and implementation of strategic plans and the allocation of adequate resources was also required. Respondents also observed that libraries should develop their departmental strategic plans with clear and realistic medium-term and long-term goals. The monitoring and evaluation process is critical for the successful implementation of any strategic plan. It is therefore important for public university libraries to monitor and evaluate their progress towards the achievement of the set objectives in the planned period. It is imperative that these libraries develop a concise approach to ensure that valid, reliable, and useful measures of their performance are made readily available and used to support the implementation and management of their strategies in support of teaching, learning, and research and extension services as well as mitigating risks and consistent reporting on performance. This process ensures successful and effective implementation of the plan and reporting.

6.3 Conclusion

The purpose of the study investigated the extent to which strategic planning practices are carried out in selected public university libraries in Kenya with a view to proposing appropriate interventions to improve the management of information resources and services. Strategic plans are important in setting the direction of the library as they strive to support the core mandate of their parent university, which is teaching, learning, and research, by providing quality services and resources to the users. The study concludes that although strategic planning is very important in the success of any

institution, it is not given the necessary attention because majority of public university libraries have not developed their own strategic plans. This has led to libraries being disadvantaged by other units of the university in resource allocation since they have no document with strategic issues to justify the bargain for enough resources to address them within the planning period. Therefore, public university libraries that have strategic plans reap more from the scarce resources as compared with those without. The study also concludes that for public university libraries to be effective in their service delivery, there is a need for the development and implementation of strategic plans. There should be a suitable environment such as adequate resources, good leadership, and adequate skilled staff. The study observed that some of the libraries were not aggressively agitating for their own strategic plans since the staff seemed to be comfortable using the university plans, which is a cause for worry because this may lead to the continuous provision of traditional services and resources that do not meet the needs of the 21st century clientele. The success of any strategic plan is dependent on the ability to actualize the formulated strategy, thus promoting the need to ensure that the formulated strategy is successfully implemented. Hence, without successfully implementing the strategic plan that has been formulated, strategic planning would remain an exercise in futility. The study concludes that libraries face challenges in the process of implementing their strategic plans but they have devised strategies to curb those challenges.

6.4 Recommendations

1. The study established that most public university libraries do not have their departmental strategic plans in place but they are implementing their library strategic objectives captured in the main university strategic plans. The study therefore recommends that for effective service delivery to the users, librarians

- should develop and implement their units' strategic plans to adequately accommodate all the strategic issues affecting them. This will provide a status of where they are and the direction to take in order to reach the desired future.
2. The study also found out that not all the stakeholders are involved in the development and implementation of strategic plans. The study recommends that, library management should involve all stakeholders by from the beginning in order for them to own the entire process. Involving stakeholders in the process creates a sense of inclusivity that makes all work towards a common good that translates into achieved goals.
 3. The study established that channels used to communicate strategic plans were not effective. The study recommends that librarians need to use various channels to complement one another in communicating strategic plans in order to reach a wider audience. People cannot implement what they don't know, and therefore, communication creates awareness of the availability of the developed strategic plan.
 4. The study established varied opinions on the procedure of coming up with the strategic plans. The study recommends that, librarians in charge of developing strategic plans should use appropriate procedures in order to come up with realistic and achievable goals and objectives. This helps in identifying gaps during development that might hinder effective development and implementation of the plan.
 5. It was also established that a good number of staff in all the participating libraries were not aware of the availability of strategic plans and whether they were being implemented. The study recommends all librarians to participate in sensitizing stakeholders who include students, staff, suppliers and surrounding community of

the developed strategic plans to create awareness and ownership. This will provide the opportunity for the staff to interact with the document they are expected to implement and understand it, as well as the projections that have been made and the efforts required of them.

6. The study found that public university libraries had trained manpower, although they were not adequate. The study recommends university management board to recruit of more trained manpower to participate in the development of strategic plans and also their implementation. This is because staff are the engine required to facilitate planning in a library or any organization.
7. The study further established that public university libraries are not allocated sufficient budgets to facilitate effective planning. The study recommends university management board to allocate adequate budget that is able to sufficiently support the activities of the libraries. Without an adequate budget, a good strategic plan is bound to fail because most of the strategic objectives contained in that plan require funds for them to be achieved.
8. The study recommends that librarians to more aggressive and look for extra ways of mobilizing more resources to supplement what universities are providing.

6.5 Strategic Plan Implementation to Assist the Practice

Table 19: Strategic Plan Implementation to Assist the Practice

S/N	Problem	Effect	Recommendation	Responsibility	Duration
1	Lack of departmental strategic plans	Ineffective service delivery	Develop departmental strategic plans	Librarian	medium term 6-12 months
2	Lack of stakeholder engagement		Rigorous campaign and advocacy programme to sensitize	Librarian and other library staff	Short term 1-6 months
3	Ineffective communication channels		Use of appropriate channels	Librarian, other library staff	Short term 1-6 months
4	Varied procedures		Use of appropriate procedures	Librarian and other library staff	Short term 1-6 months
5	Lack of awareness of the availability of strategic plans		Sensitization Advocacy	Librarian Deputy librarian	Long term 1-12 months
6	Inadequate trained manpower		Recruitment of adequate manpower	University management Board	medium term 6-12 months
7	Inadequate budget		Adequate budget allocation	University management Board	Short term 1-6months

6.6 Suggestion for Further Research

This study was limited to public university libraries, which was not representative of other university libraries. In this regard, the study recommends the following:

1. Comparative study on strategic planning in public and private university libraries.

This will provide a clear picture of the status of strategic planning by assessing sources of funding, performance management, thus establishing what is similar and what is different from public and private university libraries.

2. Further study is proposed on the influence of strategic planning on the performance of university libraries. This will provide insights on how strategic planning contributes to good performance as well as the key indicators for better strategic plan implementation in the university libraries.
3. Another study to be conducted to examine employee perception on the impact of strategic plans on service delivery in university libraries. This is because they play a significant role in the strategy formulation and successful implementation of the plan.
4. Further studies could be an in-depth analysis of strategic management in university libraries. This is very important since every component in the strategic management has an impact on the management of resources and services in public university libraries.

Research findings disseminated through paper publishing in peer-reviewed journals, conferences and other media platforms.

6.7 Originality of the Study

The study is presumed to be original since no study on strategic planning practices in public university libraries that has been done in Kenya

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APPENDICES**APPENDIX I: INTRODUCTION LETTER**

Date.....

Dear Sir/ Madam

RE: RESEARCH DATA COLLECTION

Dear respondent,

I am a PhD student at the School of Information Sciences, Moi University. I am carrying out a study on strategic planning practices used in public university libraries in Kenya. This study is being conducted as part of my doctoral studies at Moi University. It is not meant for any other purposes. The findings resulting from the study will expose the challenges affecting strategic planning in public university libraries in Kenya.

This questionnaire has been designed for the purposes of collecting relevant the data on the topic under study. Your university being one of the public universities in Kenya has been selected to be part of the study. I am kindly requesting you to be part of this study by filling the attached questionnaire. The information provided will be used solely for the stated purposes.

Thank you.

Janet Nankui

APPENDIX II: REQUEST LETTER FOR RESEARCH PERMIT



MOI UNIVERSITY
SCHOOL OF INFORMATION SCIENCES
DEPARTMENT OF LIBRARY, RECORDS MANAGEMENT AND
INFORMATION STUDIES

Tel: (053) 43231
 Fax No. (053) 43292
 Telex NO: 35047 MOIVASITY
 E-Mail: hodlis@mu.ac.ke OR deanis@mu.ac.ke

P. O. Box 3900
 Eldoret
 Kenya.

Our Ref: IS/PHD/LIS/06/19

12th October, 2021

The Executive Secretary,
 Kenya National Council of Science and Technology,
 P. O. Box 30623,
NAIROBI.

Dear Sir,

RE: RESEARCH PERMIT – JANET NANKUI HARRISON (IS/PHD/LIS/06/19)

The above named is a Doctor of Philosophy student in the Department of Library, Records Management and Information Studies, School of Information Sciences, Moi University.

Ms. Harrison is intending to carry out research work entitled **“Strategic Planning Practices Adopted by Public University Libraries in Kenya”**.

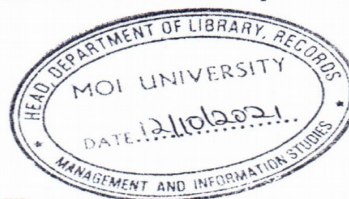
We are kindly requesting you to issue her with a research permit to enable her proceed with her research.

Thank you.


Yours sincerely,

DR. ELSEBAH MASEH
SENIOR LECTURER AND CHAIR,
DEPARTMENT OF LIBRARY, RECORDS MANAGEMENT & INFORMATION
STUDIES

EM/mn




APPENDIX III: RESERCH PERMIT



REPUBLIC OF KENYA


Ref No: 291360



**NATIONAL COMMISSION FOR
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Date of Issue: 19/October/2021

RESEARCH LICENSE



This is to Certify that Ms. Janet Nankui Harrison of Moi University, has been licensed to conduct research in Nairobi on the topic: STRATEGIC PLANNING PRACTICES ADOPTED BY PUBLIC UNIVERSITY LIBRARIES IN KENYA for the period ending : 19/October/2022.

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Director General
NATIONAL COMMISSION FOR
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APPENDIX IV: QUESTIONNAIRE FOR LIBRARY STAFF

Kindly answer the following questions by ticking the appropriate box: []

Section A: Demographic Information

1. Gender: Male [] Female []
2. Age: 20-29 [] 30-39 [] 40-49 [] 50 and
above []

Your university

3. What is your functional position?

University Librarian []

Deputy University Librarian []

Senior Librarian []

Assistant Librarian []

Senior Library Assistant []

4. What is your highest level of education? PhD [] Masters [] Degree []

5. How long have you worked in this institution?

0-5 years []

6-10 years []

11-15 years []

16- 20 years []

Above 20 years []

Section B: Existence of Strategic Plan

6. Does your library have vision and mission statements?

Yes []

No []

Don't know []

If **No**, please state why?

7. Has your library outlined goals and objectives?

Yes []

No []

If **No**, please state why?

8. Does your library have outlined values?

Yes []

No []

Don't know []

If **No**, please state why?

9. Has your library developed a strategic plan?

Yes []

No []

Don't know []

13. How is the strategic plan communicated to staff and stakeholders in your library?

(Tick all that applies)

a. Meetings

b. Memos and letters

c. Official emails

d. Distribution of copies

e. Through library website

Any other way?

.....

14. In your opinion, are the strategies used by your library to communicate its strategic plan effective?

Yes

If yes, give reasons

.....

No

Don't know

If no, state the reasons why?

.....

15. Is your library implementing the strategic plan?

Yes

No

Don't know []

If no, please explain why?

.....

.....

.....

16. How relevant is the strategic plan in meeting the needs of your library?

- 1.
- 2.....
- 3.....
- 4.....

17. What priority does your library accord to the following strategies to achieve its goals and objectives? Please answer on a scale of 1=5 where; 1 – Not a priority, 2 –

Low priority, 3 – Medium priority, 4 – High priority, 5 – Essential

Strategy	1	2	3	4	5
a. Celebrate Team work					
b. Engagement with stakeholders					
c. Responsiveness to change					
d. Identify your high-level goals and objectives					
e. Track your goals in a visible place					
f. Define clear milestones					
g. Connect projects to milestones and goals					
h. Share progress updates and celebrate success					

Any other strategies?

.....

18. Does the library have adequate and trained man power to facilitate the implementation of strategic plan? Yes [] No [] Don't know []

If **No**, what do you think should be done?

1.
- 2.....
- 3.....
- 4.....

19. What does your strategic plan include? (**Tick all that applies**)

Constructing new buildings []

Strategic issues affecting users []

Acquisition of books and journals []

Trainings and conferences []

Recruitment of staff []

Information Technology aspects []

Any other?

.....

20. Is the library allocated budget for the implementation of strategic plan in your library?

Yes [] No [] Don't know []

If **yes**, is it adequate?

No []

If No, state the reasons why?

Section C: Important role of strategic planning

21. What do you think is the role of the strategic planning in your library? Indicate the extent of your level of agreement or disagreement by ticking against each statement on a scale of 1-5 where; 5 - Strongly Agree 4 - Agree 3-Not Sure 2 - Disagree 1 – Strongly Disagree

Strategic planning helps:

Statement	5	4	3	2	1
Defines organizational future direction and priorities					
Helps in defining vision and mission					
Enables clarify purpose, goals and objectives					
Increase operational efficiency by providing a clear roadmap that facilitates alignment of activities and resources					
Evaluate the achievement of the set targets					
Avoids waste of money and other resources					
Defines activities and responsibilities					
Helps in identify strength, weaknesses, opportunities and threats					
Identification of the library stakeholders					
Improves competitive position and increases market share					

Section D: Environment Appropriate for Effective use of Strategic Plans

22. What is the appropriate environment for effective use of strategic plans in your library?

Indicate the extent of your agreement or disagreement on a scale of 1-5. Where 5 - Strongly Agree 4 - Agree 3-Not Sure 2 - Disagree 1 – Strongly Disagree

Statement	5	4	3	2	1
Adequate funds					
Qualified personnel					
Support from management					
Committed staff					
Involvement of the staff from the beginning in the development of the plan					
Good leadership					
Regular environmental analysis					

23. In your opinion, does the top management support the implementation of the library strategic plan? Yes [] No [] Don't know []

Section E: Effectiveness of the Strategic Plans

24. How can you measure the effectiveness of strategic plan in your library?

Indicate the extent of your agreement or disagreement on a scale of 1-5. Where 5 - Strongly Agree 4 - Agree 3-Not Sure 2 - Disagree 1 – Strongly Disagree

Statement	5	4	3	2	1
Achievement of formulated objectives					
Developed annual operational plans (AOPs)					
Monitoring and evaluation mechanism tools					
Staff performance management contracts					
Focused, realistic goals and objectives					

25. What other ways does your library use in determining the effectiveness of the Strategic Plan?

.....

Section F: Challenges Experienced in the Use of Strategic Plans

26. What are the challenges experienced by your library in the use of strategic plans?

Indicate the extent to which each of the following is a challenge to your library strategic plan implementation?

1- Very Challenging 2-Challenging 3-Less challenging 4-Not challenging at all 5-

Don't know

Statement	1	2	3	4	5
Lack of effective communication					
Poor leadership					
Lack of finances					
Inadequate skills and training					
Lack of commitment among staff					
Inadequate stakeholder participation					
Change of priorities					
Leadership turnover					

27. What other challenges may be faced in the implementation of strategic plan in your library?

.....

Section G: Appropriate Interventions to Improve use of Strategic Plans

28. Suggest measures that can be put in place to improve use of the strategic plans in your library?

1.
2.
3.
4.

Thank you so much for taking your time to complete this questionnaire.

APPENDIX V: INTERVIEW SCHEDULE FOR DEPUTY VICE CHANCELLORS (ASA) AND FINANCE OFFICERS

1. (a) Respondents' University

(b) Respondent's position.....

(c) Gender Male [] Female []

(d) Level of education?

PhD [] Masters [] Degree []

2. How long have you worked in this institution?

0-5 years []

6-10 years []

11-15 years []

16- 20 years []

Above 20 years []

3. When was your university established and when was it given a charter?

4. Does your library have a strategic plan?

5. What are the procedures used in coming up with the library strategic plan?

6. What do you consider to be the importance of strategic planning in a library such as yours?

7. Is the library allocated budget for the implementation of strategic plan in your university?

Yes,

If No, why? If yes how adequate is the budget?

8. -----

9. How do you support the library in implementing its strategic plan?

10. How do you encourage the library staff to get actively involved in developing and implementing strategic plan?

11. What do you consider to be the favorable environment for effective use of strategic plans in your library?

12. What factors determine the effectiveness of the Strategic Plan implementation in a in your library?

13. What challenges do you think library experience in the implementation of strategic plan in your library?

14. What interventions can be put in place to improve the implementation of strategic plan in your library?

Thank you so much for taking your time to complete the interview

APPENDIX VII: LETTERS FROM SAMPLED UNIVERSITIES



UNIVERSITY OF NAIROBI
OFFICE OF ASSOCIATE VICE-CHANCELLOR
 (Research, Innovation and Enterprise)

P.O. Box 30197-00100
 Nairobi, Kenya
 Website: dvcrie@uonbi.ac.ke

Fax: +254-2-2317251
 Email: avcrie@uonbi.ac.ke

UON/RIE/3/5/Vol.XX /

October 22, 2021

Ms. Janet Nankui Harrison
 Moi University
 School of Information Sciences
 P.O Box 3900
 Eldoret
 E-mail: janet.jano18@gmail.com

Dear Ms. Harrison,

PERMISSION TO COLLECT DATA

I refer to your request to conduct research at the University of Nairobi for your project entitled: **“Strategic Planning Practices Adopted by Public University Libraries in Kenya”**.

I write to inform you that your request has been approved.

You are however required to share the findings of your study with the University of Nairobi by depositing a copy of your findings with the Director Library & Information Services on completion of your study.

Yours sincerely,

PROF. M. JESANG HUTCHINSON
ASSOCIATE VICE-CHANCELLOR (AG.)
(RESEARCH, INNOVATION AND ENTERPRISE)
AND
PROFESSOR OF HORTICULTURE

Copy to: Deputy Vice-Chancellor (Academic Affairs)
 Director Finance
 Director, Library and Information Services

AAM/jks



**MACHAKOS UNIVERSITY
OFFICE OF THE DEPUTY VICE-CHANCELLOR
(RESEARCH, INNOVATION AND LINKAGES)**

Telephone: +254 – (0)799 086 901/(0)735 24793939

E-mail: dvc-ril@mksu.ac.ke

Website: www.mksu.ac.ke

P.O. Box 136-90100

Machakos

KENYA

REF: MksURIL/6/1/VOL.VIII

25th October, 2021

Ms. Janet Nankui Harrison,
Moi University,
P.O. Box 3900,
ELDORET
Tel: 0723456765
Email: janet.jano18@gmail.com

Dear Ms. Nankui,

RE: PERMISSION TO COLLECT DATA AT MACHAKOS UNIVERSITY

This is to inform you that your request for permission to collect data in the University on the topic *“Strategic Planning Practices Adopted by Public University Libraries in Kenya”* has been approved. In granting you this permission, it is expected that you will familiarize yourself and comply with Machakos University Data Protection Policy found on the University website (<http://ir.mksu.ac.ke>). Your particular attention is drawn to the provisions of Section 5.2 and Section 10 of the Policy.

Please note that you will be required to comply with the University’s COVID-19 Protocols that include but not limited to; wearing facemasks, washing and sanitizing of hands, observing social distance and regular temperature checking. Where conditions allow, you are encouraged to use any available online platform.

On completion of research, you will have to submit soft copy the data collected and a hard copy of the final research report to the undersigned.

Yours sincerely,

PROF. PETER N. MWIFA, Ph.D.

THE DEPUTY VICE-CHANCELLOR (RESEARCH, INNOVATION AND LINKAGES)



CC Vice Chancellor
Director – Research, Innovation & Extension Services – for follow up





THE CO-OPERATIVE UNIVERSITY OF KENYA

P.O BOX 24814-00502, Karen-Nairobi Tel:020-2430127/2679456 Fax:0202470638

Email:dvc-cdri@cuk.ac.ke Website:www.cuk.ac.ke

**OFFICE OF THE DEPUTY VICE CHANCELLOR
(CO-OPERATIVE DEVELOPMENT, RESEARCH & INNOVATION)**

Ref: CUK/CDRI/08/ Vol. II (167)

Date: 27th October, 2021

Janet Nankui Harrison
Moi University
P O Box 3900
ELDORET

Dear Ms. Nankui,

RE: AUTHORIZATION TO COLLECT DATA

Reference is hereby made to your letter dated 12th October, 2021 which you sought permission to collect data for your doctorate research entitled "*Strategic Planning Practices Adopted by Public University Libraries in Kenya*".

Approval has been granted on the understanding that all raw data collected will be kept confidential throughout the research and even after completion of the research and that you have ethical clearance from a relevant body.

You are required to submit a copy of your final research report to the university.

Yours sincerely,

Prof. Isaac K. Nyamongo
DVC - CDRI & Professor of Anthropology

Copy to: Vice Chancellor
Deputy Vice Chancellor, AA
Deputy Vice Chancellor, FPA
Finance Officer
PHRM
Librarian

IN/7m



QUALITY CO-OPERATIVE TRAINING
CUK is ISO 9001:2015 CERTIFIED

Deputy Vice <dvcarsa@chuka.ac.ke>

Nov 18, 2021, 3:15 AM

to me

Hii Janet,

Refer to your request. Ok granted. You may proceed.

FOR THE VICE-CHANCELLOR

=====

Thanks & Regards.

Prof. Dorcas K. Isutsa, Ph.D.

Deputy Vice-Chancellor (Academic, Research & Student Affairs)

Chuka University, Kenya

APPENDIX VI: THESIS ORIGINALITY REPORT

SR182



THESIS WRITING COURSE

PLAGIARISM AWARENESS CERTIFICATE

This certificate is awarded to

JANET NANKUI HARRISON

IS/PHD/LIS/06/19

In recognition for passing the University's plagiarism
Awareness test with a similarity index of 08% and
Striving to maintain academic integrity.

Awarded by:



Prof. Anne Syomwene Kisilu , CERM-ESA Project Leader

28th /05/2023