A PROJECT REPORT SUBMITTED TO THE COLLEGE OF COMPUTING AND INFORMATION SCIENCES IN PARTIAL FULFILLMENT FOR THE DEGREE OF BACHELOR OF LIBRARY AND INFORMATION SCIENCE OF MAKERERE UNIVERSITY KAMPALA

SEPTEMBER, 2017
DECLARATION

I hereby declare that this Project report entitled “A materials acquisition plan for East high school Ntinda” has been written by me under the supervision of Dr. Nora Naiboka Odoi.

All literature consulted and cited was properly acknowledged.

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APPROVAL

This project report has been submitted for examination with the approval of my supervisor.

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Dr. NORA NAIBOKA ODOI

Supervisor
DEDICATION

I dedicate this work to my family most especially my mum, sisters Jordana and Fiona my cousins Dave, Andre and Lydia and lastly my friends Shakur , Ahmed, Fahad, Emma, Davidson, Oprah, Nisha and thank them for their role they played during this publication.
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ABBREVIATIONS AND ACRONYMS

EHS  East High School Ntinda
El-ISLIB  East High School Library
ALA  American Library Association
EASLIS  East African School of Library and Information Sciences
COCIS  College of Computing and Information Sciences
Dr.  Doctor
ABSTRACT

The study was carried out at East High School Ntinda Library and the aim of the study was to come up with a designed plan for acquisition of materials in the library of East High School Ntinda looking at the dynamic changing patterns in nature of acquisition which creates an ever changing information environment and transforms the way information is delivered and accessed since a great number of user access the library.

The objectives were; to discover how acquisition materials are carried out in East High School Library, is carried out, to investigate monitoring and evaluation of acquisition in East High School Library, to find out the challenges faced in acquiring materials in East High School Library, to scrutinize the format and content of prefers user information materials, and finally to generate and design an acquisition plan for East High School Library.

The field research came up with project of findings, this project is made up of six chapters; chapter one is introduction, chapter two is literature review, chapter three is methodology used for data collection, chapter four is findings analysis and data presentation, chapter five validations and implementations of an acquisition plan to East High School Ntinda Library, chapter six is summary, recommendations and conclusion.

The study recommended that in order for acquisition plan to move on smoothly , the acquisition department should come together with its library users be it teachers ,students, and also stakeholders and come up with a positive partnership which will help towards the provision of quality materials to the library users ,however some of the materials like the old shelves and short trolleys should be removed and replaced with long lasting ones besides that should also be an automated database of several collections that may be prone to damage by external and internal factors to also reduce on the space of materials to give room for new materials in East High School Library. It is considered for libraries today to automate their collections to come up with a modified collection and also have a well-established library that enables a comfortable stay of users at all times of use of the library,

A conclusion was drawn that East High school Ntinda library acquires materials despite the challenges of high cost of maintenance and relevance of some materials to the library at large .however the library should identify these constraints that can help them design the most appropriate plan as compared to those adapted by every modern library across the globe.
CHAPTER ONE; INTRODUCTION

1.1 Introduction

The study will focus on a materials acquisition plan for East High School - Ntinda Library. This chapter introduces the background to the research study, statement of the problem under study, the purpose of the study, research questions, and significance of the study, scope and the limitations of the study.

1.2 Background to the study

Libraries and librarianship have contributed significantly to the development of the past and future information society of the world (Benfield, 2011; Black et al. 2007; Taylor, K, Scot 2007). Any form of access to library materials can contribute to the development and empowerment of individuals and the community by assisting people in promoting wellbeing, and, in more advanced societies, an absence of information may lead to poverty and disadvantage. Benfield (2011) explains further: The purpose of School libraries as they developed historically is to support lifelong learning through self-education. In School libraries, the self-education and personal enrichment that people may choose to pursue can come in many different guises, from test preparation materials to cookbooks to legal assistance texts to car repair manuals.

Contemporary School libraries are more than shelves of books. They have become a type of social and cultural institution, potentially offering a constantly changing range of resources for the community (Buschman & Leckie 2007). These School libraries have been built to play a role as an inclusive place, offering a broad choice of different media and professional guidance in information searching (Cooles, 2004). Bundy outlines the twelve key elements of a good’ library: 1) Libraries inform citizens, 2) libraries break down boundaries, 3) libraries level the playing fields, 4) libraries value the individual, 5) libraries nourish creativity, 6) libraries open kids’ minds, 7) libraries return high dividends, 8) libraries build communities, 9) libraries make families friendlier, 10) libraries offend everyone, 11) libraries offer sanctuary and, 12) libraries preserve the past (Bundy, 2003:pg 8)

School libraries have enduringly facilitated both the formal and non-formal flow of information in and for society. The IFLA/UNESCO School Library Manifesto of 1994 affirmed that: A School library is a living force for education, culture and information, and an
essential agent for the fostering of peace and spiritual welfare through the minds of men and women. (IFLA/UNESCO 1994).

Coming out of what Kotler (2005) noted about acquisition in his book “Principles of acquisition”, today, acquisition must be understood not in the old sense of making a sale-telling and selling but in the new sense of satisfying customer needs (Kotler, 2005). He noted that organizations must approach acquisition as a highly innovative, innovations needed and on innovations based field of company processes. Therefore, in today’s highly competitive market environment it is often difficult to meet all the requirements posed by the ever-changing situation. Not only are prices of resources fluctuating, but so are customers’ needs and wishes, not to mention competitors.

Trochim (2002) says that acquisition plan refers to the particular actions one plans to carry out to interest potential customers and clients in one’s product and/or service and make them to buy the product and/or services one offers, in my opinion is the most appropriate one. Years of researching worldwide in this area put into use a great variety of different definitions that considers acquisition plan.

An acquisition plan in general should consists of situational analysis as a first step, defining the objectives as a second, shaping the strategy, defining tactics, estimating the budget and establishing the system of controls (Crouch & Housden, 2003). By situational analysis company examines the macro forces (economic, political-legal, social-cultural, technological) employing different tools and considering different individuals in its environment (company, competitors, distributors, and suppliers). The company carries out a SWOT analysis (strengths, weaknesses, opportunities, and threats). PESTEL analysis is one more useful tool which implementation is strongly recommended. Secondly, Objectives: Based on identifying its best opportunities from its situational analysis, the company ranks objectives and sets goals. The company could also set sub-objectives in respect to its stakeholders, image/reputation, technology etc. the third aspect is Strategy. Every goal could be achieved in a variety of different ways. It is of the greatest importance for the strategy to pick to most effective course of action. Tactics: The strategy must be spelled out in great detail regarding the 4Ps and the actions that were taken in calendar time by specific individuals who are about to carry out the plan. Budget: The Company’s planned actions and activities involve costs that add up to the budget that it needs to achieve its objectives. Finally are Controls. The company must set review periods and measures that will reveal whether it is making progress
toward the goal. When performance lags, the company must revise its objectives, strategies, or actions to correct the situation (Dugan, 2013) regarding acquisition.

1.3 Background of East High School - Ntinda Library

East High School- Ntinda Library was established and approved in 2006 by School Libraries Board which was formed in 2002. The library was initiated with a major aim of promoting literacy and reading culture of the students of the school. Its vision is to “Promote culture of reading to every person”. Its core values are: effectiveness where the organization believes in the optimum use of the available resources to achieve the intended results, outputs and targets. The second is Impartiality; the organization emphasizes fairness to clients in service delivery irrespective of tribe, sex, race, religion, ethnic background or political affiliation. The third core value is Professionalism; that the employees shall abide by the code of conduct of School servants and follow government laws, regulations and shall exhibit high degree of professional competency and honesty. Finally Responsiveness/Timeliness: attendance to clients’ suggestions, requests and criticisms in a timely manner. Diligence, Encouragement of team spirit and hardworking to satisfy the requirement of the organization.

1.4 Problem Statement

East High School- Ntinda Library acquires materials in different ways for example; purchase, loan, donation, subscriptions. The school library depends on donations from the Islam community because of insufficient funds. This often leads to acquisition of library materials. Therefore the project seeks to fill the gap by preparing a materials acquisition plan to curb down the challenges in acquisition of library materials in East High School Library.

1.5 Aim of the Study (general objective)

To design a materials acquisition plan for East High School- Ntinda Library

1.5.1 Objectives of the Study

1. To relevant information areialss are in East Hi h School-Ntinda Library.
2. To investigate monitoring and evaluation of acquisition in the library.
3. To find out challenges faced in acquiring information materials at East High School - Ntinda Library.
4. To scrutinize the format and content of preferred user information materials.
5. To design a materials acquisition plan for East High School Ntinda Library.
1.6 Research Questions

1. How is acquisition of library materials carried out at East High School - Ntinda Library?
2. What are the challenges faced in acquisition of library materials at East High School Ntinda Library?
3. What acquisition plan can be designed for East High School - Ntinda Library?

1.7 Significance of the Study

The research is vital as there is limited information about the design of acquisition plan. The main beneficiaries of the research study are the teachers to which it provides to them opportunities to develop pro-active approach towards the use of the library.

It will also help to properly establish EHS Ntinda Library and properly place the library in a rightful position within the set up of college/academic libraries. It will also help to identify availability or non-availability, use or non-use and inadequacies of libraries in the areas to be covered by this study with a view of alerting the school library on its implications.

The findings will constitute a useful tool in the curriculum planners and stakeholders with particular regards to colleges of library development thus contributing to the growing number of literature in the field of college librarianship.

1.8 Scope of the Study

The scope is centered at three main aspects as seen and flashed upon below;

1.8.1 Content scope

The scope of this study will be designing an acquisition plan for East High School-Ntinda Library. It is centered at designing a policy (guidelines) that EHS Library can use now and in the future. In the study acquisition means to acquire or get something through a certain means.

1.8.2 Geographical scope

Geographically the study was conducted among librarians and administrators of EHS Library located 3kms off Ntinda, Kisaasi, Kulambiro, Nakawa division, 16 km deep inside Kampala district P.O box: 1 1377.
1.8.3 Time scope

The study was carried for a period of four months, from March to July.

1.9 Definition of Key Terms

These are relevant key terms that guide us towards relevant key information. The following are some of the key terms that will help us in our research study;

1.9.1 Library

A library is defined as an auxiliary educational institution providing a means of self-education which is endless, which is giving reliable information freely and without partially on a wide variety of subjects. (Baalachandran, 2014). (Hockey, 1960) also defines a library as an institution that manages the intellectual products that individual can gain access to reading, he also claims a library to be a building, an instructional and self- development center, which operates as an integral part of the entire school environment. According to Ranganathan, he describes a library as a public institution or an establishment charged with the care of a
collection of books and the duty of making them accessible to those who require the use of them and the task of converting every person in its neighborhood into habitual library goers and readers of books.

1.9.2 Acquisition plan

An acquisition plan is a written document that can be thought of as set of decisions about what the company wants to achieve and how it is going to achieve it (Lianford, 1990). An acquisition plan is an instrument which provides the specific institution with the direction for making appraisal and acquisition decisions and allocating resources. It is a backbone around which the institution can acquire comprehensive holdings in a planned, coordinated, and systematic manner. (Kottler, 2005)
CHAPTER TWO: LITERATURE REVIEW

2.1 Introduction

Literature review refers to the process of reviewing through what other scholars did. This chapter presents the literature findings and secondary data that helped the researcher enhance understanding providing a conceptual frame work of the study. it is based on study objectives namely: how acquisition of information materials is carried out; challenges faced in acquisition of information materials and an acquisition plan. The scope of the literature review was got from different information materials that ranged from documentaries both offline and online, speeches, tutorials, journal articles, books, bibliographies, conferences, dissertations, thesis, technical reports and other project proposals.

2.2 How Acquisition of information materials is carried out

Programs: School libraries offer programs similar to a school Library but not as comprehensively, frequently or with the same capacity. Also, our non-free education programs are priced nearly cheaper than our nearest competitors. Their venue size and accessibility allow us to attract greater patronage (Galway-Mayo Institute of Technology, 2013). School libraries offer similar services however opportunity exists to develop niche services such as child care (crèche); coffee shop/cart; and wireless internet ‘hotspot’ access for customers. A School Library has a 5% lead in customer overall satisfaction rates (satisfied or very satisfied) at 92%.

School libraries offer a similar breakdown of collections by type and target grouping. A School Library has on average a stock that is more up to date and with greater turnover than most neighboring services with the added bonus of a larger book collection.

Services and programs that need to be offered include:

- Lending
- Reference
- Children’s
- Youth
- Education Programs
- Home Library Service
- Copying Service
- Internet / School Access Technology (Galway-Mayo Institute of Technology, 2013).
The following should be considered to be our keys to success:

- Qualified, experienced and committed staff.
- Consistent funding and income.
- Supportive executive and Councilors.
- Large Meeting/Seminar rooms.
- Media awareness and support.
- Funding to support collections (consistent over many years).
- Volunteers.

In terms of Acquisition Strategy, Galway-Mayo Institute of Technology (2013), suggested that the School Library should have a talented pool of staff to draw from. They plan to use our combined effort to: Establish a stronger relationship with our local community, community groups, schools, other education providers, neighboring library services, the State Library of NSW and our Council; Develop an organizational resource plan - both financial and human resources to better inform our Council and to increase our ability to receive more funding; Develop and re-develop new and existing programs and activities; Develop and manage our collections.

They will achieve these strategies by: Undertaking (regular) reviews of services, programs and collections; Regular survey of customer and other stakeholder needs; Developing accurate and monitored collection profiles; Update and monitor the School Library Collection Management Policy Development of a customer service charter and service level agreements. Their strategies are based on the concept that Quality performance generates repeat usage (Galway-Mayo Institute of Technology, 2013).

2.3 The expected benefits of the acquisition plan

An acquisition plan is a written document that can be thought of as set of decisions about what the company wants to achieve and how it is going to achieve it (Lianford, 1990). Essentially an acquisition plan sets a goal that is accompanied with strategy and tactics outlining how that goal was achieved. In general there are two different kinds of acquisition plans; strategic and tactical. Strategic acquisition plan is more general and is focused on long-term goals: usually for a minimum three to five-year term. It is not as detailed as a tactical acquisition plan and it deals more with the external environmental influences and opportunities and less with details of the company’s acquisition activities. Tactical
acquisition plan differs from strategic plan in both timeframe as well as content. Typically it operates within a short timeframe, usually from one year to no longer than three years (Bowie & Buttle 2004)

There are many benefits for a school library by having an acquisition plan. Especially with larger companies they are essential but for smaller companies as well. Often in smaller companies the acquisition plan may only exist in the mind of the owner and there is no written document of the acquisition efforts done by the library. To provide clear direction to the acquisition operations that are based on a systematic and written approach usually benefits both the management and the employees of the company. Everyone has a clear image of the goal and all the employees can actively be part of achieving that goal. This eliminates confusion and misunderstandings and coordinates the resources of the company (Cooper et al.2008)

Not having an acquisition plan will result in a wide range of possible consequences. For a business this could for example mean a failure to take advantage of potential growth markets and other new acquisition opportunities and demand problems during low-season periods. These very much affect the profitability of the business and therefore having acquisition plan, even though it does not guarantee success, it eliminates many risks as well as makes the company more prepared and less vulnerable (Cooper et al. 2008)

The construction of the acquisition plan is characterized by wide range components each with its own heading. They provide a framework that presents an analysis of where the company is now, where they want to go and how to get there. Not all of the components appear on every acquisition plan (Bowie & Buttle 2004)

In their work on sustainable cities, Cooper et al. (2008: 7) identify that “in resilience thinking the more sustainable a city the more it were able to cope with reductions in the resources that are used to make the city work”. Here resilience is understood as incorporating the idea of sustainability, the two concepts are linked. Unlike resilience, sustainability, defined as “meeting the needs of the present without diminishing the opportunities of future generations” should have been connected with libraries in the literature (B, 2009: 9).

In her overview of the Green Library Movement, Anotelli (2008) details the way in which libraries are contributing to the wider movement towards a more sustainable society. Three main areas of potential action are outlined; buildings, resources and programs. ) looks at the
first area, buildings, outlining the need to address energy efficiency and toxicity of materials, and to think in the long term when building new libraries. Further to this, libraries can be designed to “embody the principles of ecological education” and to serve as demonstration vehicles for green building techniques (Anotelli 2008).

Utilizing an understanding of sustainability that moves beyond obvious ‘Green’ issues, Benfield (2011) emphasizes the symbolic value of libraries in “demonstrating investment in a city neighborhood and its intrinsic value as a place of learning and gathering”. In terms of Anotelli’s second point, resources, there are two major considerations; format and content. In relation to the first of these Gubrium (2002) takes the stance that digital is preferable to paper, because of “the problem of deforestation and document deterioration associated with the ephemeral nature of paper-based media”. In the literature, content is primarily dealt with in relation to School libraries, with concerns focused on providing bibliographies for sustainability collections (Applin, 2009). The common thread linking all of these papers is their concern with interior considerations of libraries as organizations, promoting sustainability in a relatively passive way through showing rather than engaging directly.

Cantu and Anderson (2003) discuss Anotelli’s final category, sustainability programs, in relation to Ann Arbour District Library, examining a wide range of initiatives undertaken as part of a cohesive attempt to encourage sustainability. They emphasize the value of the library as a community hub, linking programs with the kind of strategic practices outlined above and engaging in partnership working as the key factors in making the events they planned successful. This approach forms a more pro-active attempt to engage with issues around sustainability. The concepts of sustainability literacy and eco-literacy are at the heart of such programming, whether by conscious design or not.

Handbook for library Trustees of New York, 2010 edition; Long Island University define sustainability literacy as “the skills, attitudes, competencies, dispositions and values that are necessary for surviving and thriving in the declining conditions of the world in ways which slowdown that decline as far as possible”. Eco literacy is similar, though more inclined to a scientific perspective, being defined as the “cumulative knowledge base that describes local ecosystem components and their interactions” offering “solutions to local, national, and global environmental challenges by providing information on the use of locally available resources” (Egunjobi., 2000).
2.4 Challenges faced in Acquisition of library Materials.

Any School Library has a solid foundation of dedicated staff that makes things happen, but our business depends on their ability to be able to undertake both core and value-added activities. Time commitments have taken their toll on staff and the risk of ‘burn out’ is high. Managing customer expectations is also a critical issue as today’s library patron is less patient and often more demanding of staff time.

Other critical issues include: Insufficient floor space for adequate target group and activity separation e.g. youth dominating study space making it difficult for other groups such as adults to access reference services. Secondly the library is colonial, there is ageing infrastructure i.e. building needs major renovation and redesign to meet today and tomorrows expectations (Du.an, 2013).

In studies done elsewhere, the researchers blamed technology control i.e. labor intensive and overly hands on for staff” Insufficient technology access i.e. demand outstrips availability by 30% on average and Clientele needs increasing at a greater rate than funding ((Galway-Mayo Institute of Technology, 2013).

2.5 An Acquisition Plan.

There are three different aspects that are used when measuring performance of acquisition plan. One is evaluation that is usually done as an annual process. The evaluation is more basic and it is a focal part when measuring the competitive performance of the company against another in the same market. Another aspect is monitoring which includes more detailed measurements of performance that can be done even on daily basis. Monitoring assesses the actual results against the targeted sales. How did the company succeed in their acquisition campaigns, which of them brought the most customers? Monitoring usually requires acquisition information system where all the information like sales and customer figures can be fed to and from where they can also be used in the annual evaluation process. Third aspect when evaluating acquisition performance is acquisition control which means tactical acquisition management actions taken continuously in response to the information provided by monitoring. While doing the monitoring there might come up some variances or problems that the acquisition plan has had so when doing the acquisition control the company can take corrective actions and adjust their plans accordingly for the future (Lamb No 2004)
Dugan, (2013) warned that acquisition plan should not be a just a pure letter on the paper. It must be put into practice. Without detailed and well organized implementation in particular territory and with particular target group, plan is more or less doomed to fail. To sum up the acquisition plan is completely useless unless it is not putted into practice. According to the Quinn (Lianford, 1990): “Acquisition plans will not produce a dollar of profit if you don’t implement them” And this perfectly makes sense, every plan is being made in order to be implemented so as acquisition plans.

The School Library Acquisition Plan sums up sector and community knowledge with particular focus on: Building and maintaining up-to-date collections; providing access to information from around the world; providing access to technology and the Internet; By delivering education programs for all target groups. It also established stronger relationships with key stakeholders, including local schools and community groups; understanding and planning our resource needs (financial and human). Finally it allows for obtaining and utilizing user and non-user feedback, evaluation and survey information/research to improve our responsiveness and inform forward planning. Their strategies were based on the concept that quality performance generates repeat usage.

Situation Analysis: The School Library has just featured in the press as a reputable, quality School Library service. There has been an increased interest in the community in our collections, education programs, online resources, and information services. Currently, traditional library services are widely available to the School, but there has been a call for more education programs and online resources. They want to take advantage of this current popularity to grow in funding and in community usage (Dugan, 2013)

They are experiencing growth in interest in School library services from the community and the current trend in education programs, online database and Internet use. Also our demographics are widening and are encompassing more and more people from different walks of life and backgrounds. There is definitely an opportunity here to be seized. As a library service we don’t have the flexibility to offer all our services outside our local government area. However by developing, Improving and acquisition our services we have the ability to both grow our community usage and to attract customers from outside our area.

Most people go to the School library to use or borrow from our collections for study or recreational purposes. Since other options are available for accessing collection materials i.e.
other libraries, bookshops. online, an existing library user is not a hard sell. They want to be there. They have made a conscious choice about how they wish to access books etc. These people can be anyone - our core services are free and our demographic data indicates that we attract a wide cross section of customers with sizeable numbers of students, parents, children, young adults and seniors.

In terms of positioning a service for all sections of the community who value access to information and recreational resources; reading; self-education and other programs and activities; study etc including: Adults, Parents, school children, Teenagers / Young Adults, Business (including Council). The School Library provides this via its widely acclaimed, innovative and popular services, collections, programs and a dedicated staff (Galway-Mayo Institute of Technology, 2013). The trend in School libraries is towards breaking traditions and discovering new ways to deliver services while still maintaining traditional core services. For example, customers expect both a traditional reference collection (monographs and serials) and access to online resources. There is also a growth in customer expectation that a reference query can be submitted at any time via the web.

The market trends discussed in the previous topic point toward a market growth currently estimated at 30% for the next two years. They would like to take advantage of this and try to create growth in our membership by at least 25% by expanding our programs, and by matching our collections and accessibility better to needs and demands.

**SWOT Analysis**

The following is an outline of strengths, weaknesses, opportunities, and threats. Currently our strengths and opportunities outweigh our weaknesses; however, our weaknesses punctuate our need for more of the following resources: time, employees, and funding (source: adapted from (Galway-Mayo Institute of Technology, 2013 and modified for this study).

**Weaknesses**

- Limited number of professional and Para-professional staff.
- Labour intensive processes.
- Limited number of staff trained to be trainers.
- Limited promotions expertise.
- Limited hours of operation.
• Limited School access technology.
• Limited financial resources.

Threats

• Unsuccessful grant applications.
• Reduction in capital funding allocations for materials.
• Competitive experiences i.e. services and programs offered by other library services.
• Poor car parking / expensive car parking for customers.
• Ageing infrastructure.
• Shortage of specialist library professionals creating a very competitive job market

2.6 Modes of acquisition

These refer to particular ways of acquiring particular items. The following are the different ways through which library materials are acquired takes place;

2.6.1 Firm orders

These are determined by name specifically, example can be a given book or a journal that is wanted by the library.

2.6.2 Standing orders.

open orders for all titles that fit a particular category or a specific subject, for example these are usually developed for serials and the library knows that it will want anything published in that particular series. The benefit of this style is that there it is automatic where the acquisition department doesn’t have to order the next series.

2.6.3 Approval plans

This is similar to the standing order except that these cover quite a few topic areas, are sent from the vendor, and the library is only charged for the specific titles that they accept into their collection. Under these circumstances the library is free to return anything it does not wish to have or add to its collections. (Burns, 2009)
2.6.4 Blanket orders

This is a combination of both a firm order and an approved plan; blanket orders are the library making a commitment to the purchase all of something. For example a library makes a contract with a certain publisher and will purchase everything that this publisher or vendor has available in regards to a topic. The advantage of this mode of acquisition is automatic acquisition of materials for a specific field, which can be especially beneficial to specialized or academic libraries. (Burns, 2009)

2.6.5 Subscriptions

These are generally utilized for journals, newspapers, or other serials that a library will acquire in this case a library only has to develop a contract once with a vendor or publisher and the items are automatically delivered when printed. Often subscriptions are for a specific length of time and must be renewed at the end of the contract. (Corral, 1993)

2.6.6 Leases

These are contracts that do allow access to particular resources for a period of time. Leases are the most commonly utilized with electronic resources such as databases, and web based resources. Here the library pays for the access to the material as it also pays for the ownership of the material. (Cooper, 2008)

2.6.7 Gifts

These refer to items that are given to the library by specific individuals or organisations. This method is typically used by large academic institutions, and the persons giving the gifts are usually alumni to that institution. However the acceptance of gifts by a library is usually decided by a collection development policy. (Nnadozire, 2006)

2.6.8 Exchange

This refers to the process of inter changing products or items between two or more entities. These can be categorised in two subcategories, exchange of new materials and exchange of unwanted materials.
2.6.9 Purchase

This is the act of buying from the publisher, vendor or the book seller. Library materials can be purchased only if it cannot be acquired by exchange or gift (Nnadozire 2006) according to the school librarian (2015), most of the books that are on the syllabus of secondary schools curriculum are acquired through purchase every after four months, books are purchased according to the changing systems and syllabus and these materials are expensively purchased from book suppliers like MK Publishers among others.

2.6.10 Donations

Donated materials should be accepted after a careful study in order to know if they are of use or not. According to the librarians, most of the books are acquired through donations from friends and parents.

2.7 Research gap

Following the relevant literature revealed. It is noted that various researches have been conducted in the areas of East High School-Ntinda library. However no research has been carried out about an acquisition plan for East High School Ntinda. Therefore the study seeks to bring knowledge of librarians about an acquisition plan for East High School Ntinda.
CHAPTER THREE: METHODOLOGY

3.1 Introduction

This chapter presents the research design and methodology that was used in the study. Methodology refers to the detailed procedures to be followed to address the research objectives. It includes sampling techniques, and instruments as well as data analysis techniques describing in detail what was done.

The chapter also shows the scope, sample size, the data collection methods, the procedure that was followed in selecting the sample size, the instruments tools which were used in collecting data and the methods of analysing and interpreting the data collected. Research methodology can also be explained to as the detailed technical or scientific activities, tools, procedures taken to plan, gather and analyse data Assimwe,(2006).

3.2 Research Design

Trochim, W.M (2002) defines research design as a plan of what data to gather from whom, when to collect and how to analyze the data obtained. It provides glue that bonds the research project together. Bums and Grove (2003) define a research design as “a blueprint for conducting a study with maximum control over factors that may interfere with the validity of the findings. The study employed a descriptive case study design which was used to evaluate the acquisition guidelines.

The reason for using descriptive survey design is that unlike other designs, it describes situations, events, interactions and observable behaviors, allows for direct quotations and for the measurement of relationships between the study variables (Bryman, 2007).

The study used both qualitative and quantitative research approaches. The qualitative approach was used to capture verbatim respondents’ within their real-life context while the quantitative method was used to quantify responses in numerical terms.

3.3 Study Population

Study population is defined as the complete collection to be studied. Furthermore a population is any set of persons or objectives that poses at least one common characteristic and from the research can obtain information (Trochim, 2002) Population also refers to the larger group from which a sample is taken. (Kakinda-Mbaga, 2002)A research population is
generally a large collection of individuals or objects that is the main focus of a scientific query. It is for the benefit of the population that researches are done.

The population for this study was 12 users who ill include: East High School- Ntinda School Library librarians and random staff members who also access the library. This population was considered because categories selected are assumed to possess typical characteristics with the knowledge and experience about the topic under investigation.

3.4 Sampling method

Sampling method refers to procedures for selecting sample members from a population. Cook (1979) defines a sample as a proportion of a population. The sample size for this study were determined according to responding to a total 12 subjects and sample size 08 as presented in table I: The study ill se simple random sampling technique to select 20 library users using simple random sampling on day of data collection to ensure equal and unbiased responses to the questions. Librarians were selected using purposive sampling on day of data collection to ensure equal and unbiased responses to the questions.

3.5 Sample Size

According to Mbaga and Kakinda, (2002) a sample is a part of the population which is deliberately selected for the purpose of investigating the properties of the foster population.

Table 1: Population and sample size

<table>
<thead>
<tr>
<th>Category</th>
<th>Population</th>
<th>Sample size</th>
<th>Sampling technique</th>
</tr>
</thead>
<tbody>
<tr>
<td>East High School Library librarians</td>
<td>2</td>
<td>2</td>
<td>Purposive</td>
</tr>
<tr>
<td>Library Users</td>
<td>10</td>
<td>06</td>
<td>Simple random sampling</td>
</tr>
<tr>
<td>Total</td>
<td>12</td>
<td>08</td>
<td></td>
</tr>
</tbody>
</table>

The research that was conducted considered a sample of 2 librarians and 10 other library users’ which was used and the sample size was 8 in the research study throughout.
3.6 Sampling Techniques

The sampling technique that is preferred is purposive sampling. It is a non-probabilistic technique where the researcher selects a sample based on their own judgment towards a specific purpose. Binder, D.A and G.R Robert, (2009).

The main justification behind the selection of the above mentioned technique is that the library users who access the library are many and so the researcher did not get enough time to reach out to all of them. and so the researcher decided to use the above technique to ease his work throughout.

3.7 Data Collection Methods

These refer to fact-finding techniques and strategies. They are tools for data collection. They include questionnaire, interview, observation, and reading. Essentially the researcher must ensure that the instrument chosen is valid and reliable. The validity and reliability of any research depends on the large extent of appropriateness of the instruments whatever procedures what are used to collect data. It must be critically examined to check the extent which it is likely to give you the required results.

The reason as to why the data collection methods were used in the research was to enable the researcher evacuate all necessary findings and information that could help him out during his presence in East High School Library Ntinda.

3.7.1 Questionnaire

Cook (1979) defines a questionnaire as a structured set of questions usually sent by e-mail, lost or delivered by hand. It is also a data collection tool in which written questions to be answered are presented to the respondents in written form (Baalachandran, 2014).

This was availed with forms containing questions related to the study. Both open-ended and closed questions were used to collect data. The open-ended questions were intended to permit greater depth of responses by stimulating the respondents to give an insight into their feelings and opinions. Questionnaires are divided in two categories i.e. structured or closed and unstructured open-ended form. Questionnaires were distributed to the library users and this allowed the researcher to encourage the respondents if they were looking for more information,
The reason as to why the researcher used a questionnaire as a data collection method was because it helped to collect a lot of information/data over a short period of time and elaboration of answers provided by the respondents.

### 3.7.2 Interview

An interview is a conversation with a purpose between two or more ideas through questions and responses, resulting into communication and joint construction of meaning about a particular topic (Gubrium, J.F and Holstein).

The researcher interviewed library staff using unstructured interview guides which contained open ended questions. The researcher also asked questions to the interviewees and he expected answers. This was interactive in nature and helped to have a deeper and detailed conversation and discussion between the researcher and the respondents.

The reason as to why the researcher used the interview method mainly was to find ways of developing an acquisition plan that could guide East High School Ntinda library during acquisition process both in the present and future. The interview as a method helped the researcher to capture the meanings beyond words.

### 3.7.3 Observation

Observation refers to a systematic data collection method or approach that requires all the natural senses. In this case researchers use the sense of sight, sense of smell, sense of hearing, sense of touch to examine people in natural settings or naturally occurring structures. It involves more longed engagement in the setting or social situation. De Walt, K.M and De Walt, B.R (2001). Observation involves a natural setting and involves a researcher taking lengthy and descriptive notes of what’s happening.

Observation as a data collection method helps the researcher to collect information that he cannot get from the respondents while using the questionnaire and interview methods. It also helps him to prove the authenticity of information that is collected earlier on; it helps him know if most of what is told by the librarians and staff members is true and is right. It also helps the researcher to know the state of library under the right library setting.
The justification of the observation method as a data collection method was to observe critically lengthy and descriptive notes of what acquisition guidelines would suit acquisition in East High School Ntinda Library.

3.8 Data Collection Instruments

Data collection instruments refer to tools that help in determining the validity and reliability of a given topic during research. Various tools are used in the gathering and measuring of information on variable in an established systematic fashion, which then requires one to answer relevant questions and evaluate outcomes while methods vary according to discipline, the emphasis on ensuring accurate information remains the same. The goal of all data collection requirements is to capture quality evidence that allows analysis to lead to the formulation of convincing and credible answers to the questions that have been posed.

3.8.1 Interview guide

An interview guide refers to a set of questions that are asked by the researcher to the respondent with the aim of obtaining information from the respondent.

According to Gubriom, J.F and Holstein, J (2002) an interview guide is an essential component for conducting interviews. It is a list of questions, topics, and issues that the researcher wants to cover during the interview. An interview is usually between two people. An interview guide helps the researcher to go deep in to knowing something and this helps the researcher in most cases to get information that at one time the respondent may have forgotten during the use of a questionnaire. It requires expression of views since the respondent is given time to think and latter give out his or her view according to the way the researcher expects them.

The reason as to why the researcher used an interview guide was to help him design a guide of several questions which helped while conducting an interview with the staff librarians (See Appendix A).

3.8.2 Observation guide

An observation guide refers to specific details that currently help the researcher to obtain information that can help him during his research; an observation guide may include questions, images that can guide the researcher’s natural senses to obtain information regarding a specific topic. De Walt, K.M and De Walt, B.R (2001). Observation involves a
natural setting and involves a researcher taking lengthy and descriptive notes of what’s happening.

The observation was used on how East High School Ntinda Library staff librarians operate with the acquisition system plus the entire collection and in this the researcher used the participatory method by observing critically and taking length and descriptive notes of what’s happening in East High School Ntinda Library (See Appendix B)

3.9 Data Analysis and Presentation

Data analysis is the process of systematically applying statistical and/or logical techniques to describe and illustrate, condense and recap, and evaluate data (Applin, 2008). Data collected using the aforementioned instruments were analyzed using both qualitative and quantitative method of data analysis. For Quantitative data, all questions will be coded with proper numbers and themes will be developed for easy entry into the computer

On the other hand, Qualitative data from in-depth interview were transcribed and presented in a narrative form (Bryman, 2001). The qualitative data were intertwined with the quantitative data to further enrich and enhance the information collected. Qualitative data analysis will take place during and after data collection. This was mainly descriptive, in line with the themes developed from the research questions, so as to give meaningful interpretation to the research findings. The qualitative data will be also illustrated and substantiated by verbatim or in some cases, using direct quotations from key informants.

3.10 Reliability and Validity

Validity refers to the extent at which an empirical measure accurately reflects the concept it is intended to measure. Content Validity Index (CVI) was used to establish whether the questionnaire measure is what it was intended to measure. Validity was found by considering the number of items declared relevant divided by total number of items presented. Overall, the questionnaire should have CVI above 0.7 to be considered acceptable as valid (Aguolo, 2002).

\[
\text{CVI} = \frac{\text{Total number of valid statements}}{\text{Total number of statements}}
\]
Reliability is a measure of the degree to which a research instrument yields consistent results or data after repeated results (Cantu, 2003). The reliability co-efficient for the main sections of the instrument were determined after correlating results from the data collected. Cronbach Alpha (CL) of the study instrument was above 0.7. For reliability, the results were presented in tables and descriptive statistics. Cronbach co-efficient alpha were used to analyze the raw data obtained from the survey. Data were manipulated using SPSS. It should be noted that alpha measures the extent to which item responses obtained at the same time correlate highly with each other (Buschman 2007).

3.10 Ethical Considerations

According to Burns (2003), ethics are an accumulation of values and principles that address questions of what is good or bad in human affairs. Ethics searches for reasons for acting or refraining from acting; for approving or not approving conduct; for believing or denying something about virtuous or vicious conduct or good or evil rules. Burns (2003)

Ethical considerations can be addressed at individual and at societal levels. The way that individuals are affected by the conduct of others merits ethical consideration. The researcher will ensure that appointments are made early in time, seek permission from all respondents involved in this study. Only respondents who will allow to be interviewed after signing consent form will be interviewed. The chosen respondents were given chance to excuse them in case they weren’t ready to participate in the required interviews prepared by the researcher. The participants on the study will be supplied with information before hand in order to prepare them for the interviews.

The secondary data that was used in the study was fully referenced to avoid any vices of plagiarism.

3.11 Research Procedure

The researcher obtained an introductory letter from Head of Department (EASLIS), College of Computing And Information Sciences at Makerere University, which was presented to management of East High School-Ntinda Library to seek authorization to conduct research with their librarians and users. The researcher circulated the questionnaires physically. The questionnaires were gathered immediately after they are filled.
3.12 Limitation/ Anticipated Problems

The researcher faced the following constraints:

- Inadequate funding, this affected the timing of the study. This was resolved by finding alternative sources of funds like acquiring a simple loan.
- Some respondents were not being cooperative since they expected to be paid or given an appreciation token for their role played during data collection.
- Some respondents lacked time and so the researcher had to first draft appointments in order to link up with them for adequate response.
- The researcher may also be barred from accessing viable sources by the authorities and respondents in the provision of the needed information before the assurance and permission. However, the researcher overcame this problem by getting an introductory letter from the university that helped him throughout.
4.1 Introduction

This chapter includes presentations of findings from the interview and observation guide that the researcher used as instruments to gather data from respondents of the school. Presentation of findings is as per study objective for consistency which were; To discover how acquisition of materials are carried out in East High School Library, To investigate monitoring and evaluation of acquisition processes in East High School Library, To find out the challenges faced in acquiring materials in East High School Library, To scrutinize the format and content of preferable user information materials and finally to generate and design an acquisition plan for East High School Library.

Table 2: Descriptions of respondents according to gender

<table>
<thead>
<tr>
<th>Gender</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>08</td>
<td>66.7</td>
</tr>
<tr>
<td>Female</td>
<td>04</td>
<td>33.3</td>
</tr>
<tr>
<td>Total</td>
<td>12</td>
<td>100</td>
</tr>
</tbody>
</table>

Table I show that a percentage of 66.7% of respondents are male whereas 33.3% of the respondents are female clarifying that the male are the dominant gender in EHS Library and acquisition department.

Figure 2: Bar graph showing respondents according to their gender
Figure 1 show that a percentage of 66.7% of respondents are male whereas 33.3% of the respondents are female clarifying that the male are the dominant gender in EHS Library and acquisition department.

*Table 3: Distribution of respondents according to their profession*

<table>
<thead>
<tr>
<th>Profession</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Librarians</td>
<td>02</td>
<td>17</td>
</tr>
<tr>
<td>Administrators</td>
<td>10</td>
<td>83</td>
</tr>
<tr>
<td>Total</td>
<td>12</td>
<td>100</td>
</tr>
</tbody>
</table>

Table 2 shows that 17% of the respondents are the librarians that do work in the library and 83% are the administrator who is responsible for the acquisition of materials in EHS Library.

*Figure 3; Column bar showing respondents according to their profession.*

Figure 2 shows that 17% of the respondents are the librarians that do work in the library and 83% are the administrator who is responsible for the acquisition of materials in EHS Library.
Table 4; distribution respondents according to level of education

<table>
<thead>
<tr>
<th>Level of education</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Masters</td>
<td>02</td>
<td>17</td>
</tr>
<tr>
<td>Degree</td>
<td>09</td>
<td>75</td>
</tr>
<tr>
<td>Diploma</td>
<td>01</td>
<td>08</td>
</tr>
<tr>
<td>Total</td>
<td>12</td>
<td>100</td>
</tr>
</tbody>
</table>

Table 3 above represents the education level of respondents who are responsible for acquiring materials in EHS Library and it shows that 17% have master’s degrees, 75% have degrees and 8% have diplomas including both librarians and administrators.

Figure 4; the pie chart also shows the profession of respondents

Figure 3 represents the education level of respondents who are responsible for acquiring materials in EHS Library and it shows that 17% have master’s degrees, 75% have degrees and 8% have diplomas including both librarians and administrators.
Table 5: Distribution of respondents according to the extent to which the library meets their user needs in the library

<table>
<thead>
<tr>
<th>Grade</th>
<th>No of Respondent</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Excellent</td>
<td>01</td>
<td>8.3</td>
</tr>
<tr>
<td>Good</td>
<td>07</td>
<td>58.4</td>
</tr>
<tr>
<td>Fair</td>
<td>03</td>
<td>25</td>
</tr>
<tr>
<td>Poor</td>
<td>01</td>
<td>8.3</td>
</tr>
<tr>
<td>Total</td>
<td>12</td>
<td>100</td>
</tr>
</tbody>
</table>

Table 4 shows that 58.4% of the respondents describe the library as a good library towards their user needs they access from it that help them, 25% of the respondents claim the library to be of fair use towards them, 8.3 % of the respondents claim the library to be of excellent use towards their access of it and finally only 8.3% claim it is of poor use towards their user needs.

Figure 5; also shows the respondents library extent to their user needs by graph

Figure 4 shows that 58.4% of the respondents describe the library as a good library towards their user needs they access from it that help them, 25% of the respondents claim the library to be of fair use towards them, 8.3 % of the respondents claim the library to be of excellent use towards their access of it and finally only 8.3% claim it is of poor use towards their user needs.
use towards their access of it and finally only 8.3% claim it is of poor use towards their user needs.

4.2 Criteria for acquisition

Acquisition in school libraries follows a certain criteria that is followed by almost even the public libraries at large she following are the criteria that are followed during acquisition;

4.2.1 Relevancy

This supports the teaching, learning and research needs of the library users. To select the rightful materials that is required in a library. There must be consultation from the collection development advisory team.

“One administrator said that most if not all libraries need to acquire relevant materials because it is from here that students can do further self-study which helps them establish a self-drive study besides relying on what the teacher gives out in respective classes”.

4.2.2 Quality

The Materials to be acquired should bear a characteristic of authoritative authorship; they should be reliable and bear well sourced data. Besides that they should be appropriate for the level of use be it teachers, librarians or even students.

“A teacher said they should give him the chance to acquire materials for the library because he claimed that he knew where quality of library materials was found.”

4.2.3 Usability

The materials should be user friendly and suitable for the intended purpose.

4.2.4 Manageability

Library materials should be able to be curated and managed to ensure easy access, however some resources may be excluded from acquisition if they require highly complex installation or are prone to malfunction, misuse or even license breach.
4.2.5 Pricing and procurement

The library materials should be priced appropriately and valued for the right money; nevertheless they should be acquired via most effective vendor or consortia arrangements. All this should comply with the acquisition department.

“A teacher said the board of directors should not only look at issuing less funds to low priced materials but also sacrifice and give in a lot towards high priced materials as this is one of the reasons that will stimulate the growth of the library thus excellence towards its main goal (education).”

4.2.6 Currency

Library materials like text books should be up to date and provide current information.

Exceptions may be made for materials which are used for research purposes or where a historical perspective is important. (Egunjobi,2000)

4.3 Collection development practices

EHS Library doesn’t follow any collection development practices according to what the researcher observed and therefore it needs to follow the collection development practices for example using the advisory committee responsible for acquisition which is a subcommittee of the collection. This committee is responsible for ensuring that all libraries meet the needs of students, staff and community by selecting materials necessary to meet their educational and leisure goals which must be composed of library staff members who serve as library liaisons.

and below are the collection development practices that should be followed or used by EHS Library.

According to the American Library Association and the Library Administration team(2012) these collection development practices also serve to guide staff in the selection, retention and collection management decisions and so EHS is recommended to follow the following collection development practices as indicated below;

4.3.1 Maintenance

Provide and maintain an up to date selection and order tools appropriate to the needs of the library to include publishers catalogues, trade bibliographies, etc. maintain titles to materials on order un process in such a manner that will permit all staff members to use them with
ease. Perform pre order bibliographic searching to avoid duplication, obtain sufficient information to permit order to be placed, and to establish the main entry that probably will be used when material is catalogued. Bundy (2003).

“To the librarian he claims this work is usually done by internees to provide them with hands on skills in the field and so the other librarians pass through to cross check if what has been put down is corresponding with various materials.”

4.3.2 Selection

Select dealers or others sources for the purchase of materials, preparing and mailing orders, making orders, making provisions for the provision for the preparing of cataloguing, copy, receiving, unpacking, sorting and checking in books. The section is responsible for the finance involved in the procurement. Bundy, (2003).

4.3.3 Checking bills

Checking of bills as per the publisher catalogue and conversion of money is very important. Approving invoices for payment; maintaining payment records, mechanical preparation of hooks such as entering marks of identification and pasting book pockets/bar code labels, date due slips.

4.4 Library collections

The library purchase little range of materials to support the current anticipated academic and technical curricula of the school library and the personal and professional growth of the users. Selections of library materials are made only by librarians and all users are invited to submit requests via the library purchase request forms.

4.5 General criteria for selection

Library materials are selected for purchase based on the following factors; instructional support, general interests and demand cost, value and quality, significance and authority of the work format due to budget and space considerations the purchase of duplicate items for the same library should be limited to instances where demand justifies the duplication will continue to explore available options for improving collection development through programs such as patron driven acquisition and leasing where these provide effective ways to leverage library resources and further acquisition to the needs and interests of our users. Corral, (1999)
4.6 Collection development advisory committee

It is responsible for providing advice to the library to help them meet the student needs, staff by providing materials necessary to meet their educational and leisure goals and also the committee serves as a vehicle for maintaining lines of communication between the school and the library regarding collection development.

4.7 Monitoring and evaluation

Monitoring goes in hand with evaluation. It is a process that helps improve performance and achieve results; its goal is to improve the current and management outputs, outcomes and impact. Monitoring is a systematic process of collecting, analysing and using information to track progress towards reaching institutions objectives and to guide management decisions.

Monitoring usually focuses on processes such as when and where activities occur, who delivers them and how many people they reach. Monitoring is conducted when a program or process has begun and continues through the programme implementation Bryman (2001).

Evaluation refers to a systematic process assessment of an activity, project programme, strategy, policy, topic, theme, or institutions performance. Evaluation focuses on expected and achieved accomplishments, examining the results chain (inputs, outputs, outcomes, and impacts) processes, contextual factors in order to understand achievements or the lack of achievements. Evaluation aims at determining the relevance, impact, effectiveness, efficiency and sustainability of interventions and contributions of the interventions to the results achieved.

Evaluation should provide evidence based information that is credible, reliable and useful. The findings, recommendations and lessons of an evaluation should be used to inform the future decisions making processes regarding the programme. Ryman (2001)

4.8 Acquisition of materials

EHS Library acquires its library materials in two ways according to the information retrieved from the interview and observation guide and these include;

4.8.1 Purchase

This is the act of buying from the publisher, vendor or the book seller. Library materials can be purchased only if it cannot be acquired by exchange or gift (Nnadozire 2006) according to
the school librarian (2015), most of the books that are on the syllabus of secondary schools curriculum are acquired through purchase every after four months, books are purchased according to the changing systems and syllabus and these materials are expensively purchased from book suppliers like MK Publishers among others.

4.8.2 Donations

Donated materials should be accepted after a careful study in order to know if they are of use or not. According to the librarians, most of the books are acquired through donations from friends and parents.

“The academic administrator claimed that in the meantime the school has to rely on mostly donations since fewer funds are accounted for acquisition of library materials by the board of directors.”

4.9 Challenges affecting acquisition of materials at EHS Library

According to the librarian of EHS Library, they presented or discussed the following challenges as discussed by the researcher.

4.9.1 Cost

The cost of purchasing library materials is high as the supplier expensively sells their books and when EHS Library has got a fixed budget for acquisition which is one of the challenges faced by the school in that at times they do fail to purchase the items because of the insufficient funds.

“As quoted by one librarian, he said the administration is reluctant towards funding of acquisition because it claims that board of directors are investigating on where the little funds go that are located to acquisition of library materials”

4.9.2 Irrelevancy

Since majority of the materials are acquired through donations, donations librarians (2015) claims that the books received are irrelevant to the user needs as they do not coordinate with the teaching syllabus in the school.
“According to one of the librarians, she said the academic administrator doesn’t show any kind of responsibility to check materials that come in through donations thus leaving him with the thought that all materials that come in are relevant which isn’t the case.”

4.10 Opinion for improvement

The respondents urged that there is need for acquisition guidelines besides the acquisition plan in the library to enable the library acquire relevant and up to date materials that can be used by the school as well as acquire a large number of library materials sufficient for the school. According to Gubrium,(2002), in his findings about the opinion of the respondents through face to face interviews, 60% felt that there is need for guidelines on how to acquire library materials in the school library to reach the user’s needs.
CHAPTER FIVE: MATERIALS ACQUISITION PLAN FOR EAST HIGH SCHOOL
NTINDA LIBRARY

5.1 Introduction

This chapter presents the study output of the research study. It presents the acquisition plan in
details as it seeks to address the challenges facing the current acquisition process in EHS
Library,

5.2 Developing an acquisition plan

Acquisition plans are developed to meet the needs and levels of operation of individual and
institutional archives. Just as archives vary in their complexity, so will their acquisition plans.
This document raises those issues concerning acquisition common to the majority of
institutions and provides a checklist of elements making up a policy statement.

The acquisition plan must reflect the institutions legal authority and should outline the
general role and mission of the institution. Some institutions will have responsibility only for
the records of their sponsoring body, some will have major responsibility for the other
records and some will have responsibilities for both. However in all instances the plan should
address the archives responsibility for the records of its sponsoring body. For institutions
acquiring materials beyond those of their sponsor, it is essential that collecting fields be
defined. These should be established after considering both the strengths and weakness of the
materials existing holdings and its conjunction with the acquisition activities of other
institutions in the region. Resources available for the care and processing of information
materials and non-information materials must be considered while developing the policy.
Explicit statements may be necessary detailing the institutions policy towards non-traditional
archival media such as published books, newspapers, and artefacts.

The acquisition plan must establish who has the authority to decide which materials will be
retained by the institution. If applicable, acceptable methods should be listed. An institution
responsible solely for the records of its parent body might only accept materials for which
appropriate disposal schedules have been completed. Other institutions might accept records
only as an outright gift while others will consider many methods including purchase, bequest
trade, permanent loan, or loan to allow copies to be prepared. The plan should also give the
institution the authority to dispose of those materials which are no longer of use or permanent
value to the institution.
Staff responsibility in the acquisition process may also be outlined. Conflict of interest guidelines should also be considered in the acquisition plan to avoid the real appearance of staff acting on their own behalf.

Once approved, the acquisition plan should not be filed and forgotten. It should be used actively in promoting the development of the institution. It should also be reviewed on a periodic basis to ensure that it accurately reflects the changing needs and requirements of the sponsoring body, the archives and users.

5.3 Elements of an acquisition plan;

The following elements should be considered in an acquisition plan:

Statement outlining the legal authorization establishing the archival program

Statement outlining the general role and mission of the archives

Statement outlining acquisition responsibility for

i. records of the sponsoring body,
ii. records related to the functions of the sponsoring body,
iii. records generated from other resources

Definition of terms

- Scope of acquisitions
- Authority of other institutions
- Resources
- Areas of specialization

Methods of acquisition

- records disposal schedules
- gift, purchase, loan, deposit
- issuing of tax receipts
- procedure for deaccessioning
Roles and responsibilities

- Final authority for acquisition decisions
- Acquisitions committee
- Documents committee
- Staff
- Board of directors/trustees

Conflict of interest guidelines

Distribution /availability of policy

Approval of policy

- Approved by governing body
- Date of approval

5.4 Acquisition guidelines

The following guidelines will support and implement the criteria established in acquisition procedures of the library.

The library will acquire selected materials in a format and quality that has the depth and diversity to support the users in order to fasten partnership with vendors and jobbers of the library materials, the library should offer these guidelines in order to achieve optimum success. Below are the proposed guidelines,

1. The library users mostly the teachers should identify their needs before acquisitions are made by the acquisition department to enable them purchase the relevant materials in order to satisfy the user needs.

2. Requests from teachers, should contribute towards the library collection when they identify what they need to be in the library that is useful to them. When they put their requests, the acquisition department will be able to identify the collection to appear in the library. They can be given a form to fill in their requests to the acquisition department.

3. The library should be with a policy document which provides a sound foundation for future planning, thereby after assisting in determining priorities, especially when financial resources are limited. This provides a basis for the fair allocation of
resources and helps to protect library funds by explaining the rationale behind acquisition bids. Having a formal publication to refer to ensures continuity and avoids confusing compilation of a formal document is beneficial itself, in that it involves acquiring knowledge of existing collections strengths and obliges staff to reflect on the library’s goals.

4. The stated aims help other collection related activities such as cataloguing, preservation and storage to form a coherent strategy and support reader services, for example by identifying areas that are ripe for selection or more suitable for interlibrary loan, document delivery or internet access than for acquisition.

5. The librarians should thoroughly research the ownership history of a work prior to its acquisition, including making a rigorous effort to obtain accurate written documentation with its respect to its history, including import and export documents.

6. The administration should require sellers donors, and there representatives to provide all information of which they have knowledge, and documentation that they process related to the work being offered to the library as well as appropriate warranties.

7. The administration should promptly publish acquisitions of information materials in electronic form, including an image of the work (or representative images in the case of groups of objects) and its provenance, thus making the information readily available to the interested parties.

8. The library should have a written collection development policy which is to provide guidance to the staff when selecting and deselecting resources for the local collection development which serves as a guideline for each stage of materials handling. It should cover the selection, acquisition, processing, housing, weeding, retention, preservation and discard of all types of library materials which are of no use to the library collection.
Table 6: Librarians should also know how to submit orders and by for example in one of the following ways

| Details            | Order method                                                                                                                                 |
|--------------------|***********************************************************************************************************************************************|
| Online form        | If you want to use an online order form for your department, please consult your academic librarian administrator or the acquisition department. |
| Email              | Please leave space between each recommendation                                                                                           |
| printed lists      | Please leave plenty of space for annotations on any paper lists submitted. Two lines of space between each request and wide margins will help us. Library recondition |
| Slips              | The library can provide you with printed slips to fill in with details of required items. Please fill in one sup per item required. Contact your academic support librarian or the acquisition department for further information. |
| Marked up publisher/booksellers catalogues | Please indicate clearly which items you do require. On the cover, please note the page numbers which contain recommendations for the purchase. Please let us know if you want us to return the catalogue to you. |

Evaluating vendors and publishers, a periodical evaluation will be conducted to evaluate the performance of the vendors based on the following criterion;

- Fast reply on price inquiries;
- Competitive, unprecedented prices;
- Special offers and high discounts granted to the school
- Easy and professional communication tools.
- Delivery on time, every time
- Materials delivered in excellent condition.

Price inquiry process, the acquisition department should work directly with the daily output of the collection department. These selections should be formatted into a spread sheet and sent to the vendors for price inquiries. The following summarize the work procedures for price inquiries on the selected materials;
• After sending the price inquiry to various vendors, the acquisition department should require a price quotation within 3 to 4 days.
• If the price quotations are received after three working days, it will be discarded and not taken into considerations when comparing prices.
• All price quotations should be printed on the official letter head of the vendors company and stamped with the company’s official stamping.
• All price quotations received before the deadline are compared with other offers in order to determine the most competitive prices.

Purchase orders should be issued following the receipt of the price quotation based on the eligibility of the prices. The purchase order is sent to the vendors or the publishers and the original purchase order signed and stamped can be obtained from the acquisition department. These order purchase lists should be sent to the suppliers in order for them to approve the orders sent to them and they start making arrangements for delivery.

Delays in delivery;

• The acquisition department should issue claim letters to all vendors with delayed deliveries.
• Follow up procedures should be conducted to assure the vendor received the claim letter and to inquire when the titles were delivered.
• A maximum of two claim letters should be sent to each vendor; the first one should be sent after one week of the deadline of delivery and follow with the second one week later.
• In case the vendor doesn’t not deliver the ordered materials, the purchase order should be cancelled and a cancellation later should be sent to the vendor, the receiving and the financial department.

The incident should be recorded in the vendors file and will affect future dealings.

Evaluation of materials, after the items are purchased, the librarians should evaluate the materials alongside the ones selected for purchase to cross examine if the acquired materials were selected for purchase and this will enable them to find out which materials were selected for purchase and this will enable them to find out which materials were not delivered and the suppliers should be answerable about that.
Material processing, the acquired and the delivery library materials should be processed through the material processing and then will be catalogued and properly stamped and made available and ready for users.

The library welcomes and encourages donations of materials but they should also be added to the collection according to the same criteria as purchased materials because the library reserves the right to decide whether to include donations in their collections and also dispose of those library materials/resources that are of no relevance to the library collection.

Librarians should also comply with all applicable locals, state, copy right laws most notably those governing ownership and title import and other issues pertinent to acquisition decisions.

The librarians should check the library catalogue to make sure that the item there ordering is not already owned by or on order for the library (unless you are ordering an additional copy of course).

It would be helpful if you could provide the following information for each item. The stared items are essential;

- ISBN(s) if available*
- Authors*
- Title (please be as accurate as possible)*
- Editors(s)
- Edition (if not first edition)
CHAPTER SIX: CONCLUSION RECOMMENDATIONS AND SUMMARY

6.1 Introduction

This chapter includes the summary of the findings, conclusions and recommendations of the project.

6.2 Summary of the findings

The research project was written basing on the existing literature, data analysed from the field and relevant information materials.

6.3 Experience

‘The researcher gained time management skills due to the fact that he had to balance the ongoing semester activities with the research and data collection of the project.

Work skills were gained .the researcher learnt to work together with many people towards the collection of information that can be of good use both in present and future situations.

The researcher developed good communication skills as he learnt to associate with all types of people according to their manners ranging from the polite to rude, arrogant people.

The researcher gained more research skills .for example most of the time while obtaining information on acquisition, he reviewed information from documents.

6.4 Profession response

‘The researcher found out that respondents with the degree class were more in number than those of the diploma class .the degree respondents were 95% and the diploma respondents were 5%.therefore with the above information it was confirmed that there were more respondents with degree as compared to diploma respondents and masters class of academic honours.

6.5 Users of the library

According to the researcher, the main users of the library are the teachers who borrow books that entail them with information which they use while teaching their students in respective classrooms. The library is accessed by pupils but due to few and limited resources as interviewed by the librarian, the teachers retain the biggest number of usage of the library
since pupils just access the library for their benefit of reading with few accessing Library materials.

6.6 Acquisition in the library

East High school Ntinda acquires most of its library materials through donations from the Islamic community.

6.7 Limitations during the project

One of the librarians was not willing to disclose some of the information she knew about the library. However, the researcher made more emphasis on confidential issues relating to the acquisition procedures used by the school at large and this enabled the researcher to get information he needed.

6.8 Conclusion

The project report has been written to enhance provision of information materials and non-information materials to East High School Ntinda Library.

The project report is clear and precise and can in any way help the library in any form of acquisition regarding library materials both information and non-information materials.

6.9 Recommendations

The researcher made the following recommendations

The guidelines for acquisition should be made available to the librarians at all times by following the steps carefully and clearly.

The administration should clearly identify the materials that have come in through donations as relevant and after they should be forwarded and introduced to the library.

The administration should come up with team within the acquisition department that is responsible for monitoring and evaluation of user needs as this helps to know relevant information materials for the users.

The library users most especially the teachers should identify their needs before acquisitions are made by the acquisition department to enable them purchase the relevant materials in order to satisfy the user needs.
Librarians should be in good terms with the school administration at all times to enable rectify their issues first before other issues arise within the school. Thus enabling acquisition become a smooth process in the school.

Librarians together with the administration should always be in good terms with the book vendors in that they should be available at all times when the materials are needed. This enables the book vendors to even offer free delivery services.

6.10 Areas of further study.

Research has been carried out on the need of an acquisition plan and various acquisition guidelines for east high school library but however, further research can be carried out on the library operations within east high school library.
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APPENDICES

Appendix A; Interview guide

I am Lugoloobi Emmanuel an undergraduate student at East African School of library and information sciences, Makerere University pursuing a Bachelor’s degree in Library and Information sciences. As part of the programme I am carrying out a research project on a plan for material acquisition at East High School Ntinda Library. The interview is intended to gather information to ascertain the magnitude of user facts in relation to a materials acquisition plan. The study is purely academic and the information provided will be treated with confidentiality. Thank you and May the good Lord bless you throughout our cooperation.

1. What is your occupation in the East High School Library?
2. What is the highest level of education you have attained?
3. How do you acquire materials in this library?
4. How often do you acquire materials (library)?
5. What current acquisition procedures do you follow in the library?
6. Identify the acquisition requirements you currently use in this library.
7. Who is responsible for acquiring library materials?
8. What challenges do you face when acquiring the materials in the library?
9. Are there any possible ways of overcoming constraints in acquisition of materials in the library?
11. What recommendations would you make towards the challenges facing acquisition of materials in the library?
12. What is the most common way you acquire materials.
13. Who are the basic stakeholders in the acquisition process?
14. Do you think the materials acquired in this library meet the standards of a library?
15. Support your statement.
16. Do you keep records of acquired materials?
17. Evidence your answer.
Appendix B; questionnaire

I am Lugoloobi Emmanuel an undergraduate student at East African School of library and information sciences Makerere University pursuing a bachelor’s degree in library and information sciences. As part of the programme, I am carrying out a research on a plan for material acquisition at east high school-Ntinda library. The questionnaire is intended to gather information to ascertain the magnitude of user facts in relation to a materials acquisition plan. The study is purely academic and the information provided will be treated with confidentiality. Thank you and May the good lord bless you through.

Please tick appropriately

1. Gender
   Male [ ] Female [ ]

2. Age
   15-17 [ ] 18-20 [ ] 21-30 [ ] Others [ ]

3. Education level
   MASTERS [ ] DEGREES [ ] DIPLOMA [ ]

4. Marital status
   Single [ ] Married [ ] Others: ………………………………………

5. State of library
   Standard [ ] Sub-standard [ ] doesn’t meet standard [ ]
   Others: ……………………………………………………………

6. Times you often use the library
   Daily [ ] Twice a week [ ] Once a week [ ] Others [ ]

7. To what extent is it of use to you?
   Large [ ] Small [ ] Fair [ ]
Appendix C; Observation guide

I am Lugoloobi Emmanuel an undergraduate student at East African School of library and information sciences Makerere University pursuing a bachelor’s degree in library and information sciences. As part of the programme, I am carrying out a research on a plan for material acquisition at east high school-Ntinda library. This method is intended to gather information to ascertain the magnitude of user satisfaction in relation to improving acquisition services thus helping in developing a materials plan and therefore the researcher will use a participatory method and examine the following procedures included in the questions below is intended to gather information.

I. Ways how library materials are acquired at EHS Ntinda Library.

2. The acquisition process at EHS Ntinda Library

3. The person responsible for acquisition

4. The quality of materials

5. The collection development practices at East High School Ntinda Library

6. The effective acquisition requirements at East High School Ntinda Library

THANK YOU VERY MUCH
April 12, 2017

The Librarian
East High School Ntinda
Kampala - Uganda

Dear Sir/Madam,

RE: INTRODUCTION LETTER – LUGOLOOBI EMMANUEL
REG. NO. 14/U/8692/EVE

This is to introduce to you the above named student of East African School of Library and Information Science under the College of Computing & Information Sciences, Makerere University. He is offering a Bachelor’s Degree in Library and Information Science (BLIS) Year III.

As part of the study program, he is supposed to carry out a project entitled, “A Materials Acquisition Plan for East High School Ntinda Library”.

The purpose of this communication is to request you to offer him the necessary assistance required.

Please note that all information obtained shall be for academic purposes only.

Sincerely,

Dr. Joyce Bukirwa
HEAD OF DEPARTMENT
LIBRARY & INFORMATION SCIENCES