

**The merging of the library catalogues of the
Edgewood College of Education Library
and the University of Natal, Durban
Libraries: lessons learnt**

by

Lovekumarie Naidoo

(N.D.L.I.S, B.A., B.A.(Hons-IsiZulu), B.Bibl. (Hons)

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Master of Information Studies (MIS), Information Studies Programme, School
of Sociology and Social Studies, Faculty of Humanities, Development and
Social Sciences, University of KwaZulu-Natal, Pietermaritzburg

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Declaration

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Dedication

This thesis is dedicated to my dad, Valaytham Pillay and my mum, Chinnamah Pillay, who instilled in me the value of education. And to my three children, Katelyn, Emily and Aaron who supported me throughout the completion of this thesis

“Success is be measured not so much by the position that he has reached in life as by the obstacles which he has overcome while trying to succeed”. Booker T. Washington

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Abstract

Mergers of higher education institutions in South Africa have had a significant impact on the higher education sector. Unfortunately, libraries are not often regarded as a key component in a merger between two institutions. Rather as a result of the merger, libraries have to find how they fit into the broader picture. Very little research has been published in terms of the effects these mergers have had on library catalogues.

In this study, the merging of the library catalogues of the Edminson Library at the Edgewood College of Education in Pinetown and the E.G. Malherbe Library of the University of Natal on the Durban campus was researched to determine how these library catalogues were merged and how successful this process was. To meet the objectives of this study, semi-structured interviews were conducted with the major role-players who were involved in, or affected by this process. Considering that this was the first time that a study of this nature pertaining to the merger of library catalogues was conducted in South Africa, a literature review was conducted to investigate similar studies involving library catalogue mergers. Important themes from the literature were identified. Unpublished material such as minutes of meetings and annual reports formed an integral part of the information gathering process. An analysis of the information collected at the interviews was done through content analysis. The evidence from all these sources finally resulted in conclusions and the lessons learnt throughout the process of the merger.

It was found that the merging of library catalogues should never be underestimated in terms of complexity and the volume of work involved. The merging of library catalogues involves extensive commitment of senior staff and must be organised to ensure that the service to existing users is not hampered during the procedure. The findings indicated that, while there had been a lack of appropriate management of the merger both employees and management had learnt from, and developed in, the process. The merging of library catalogues seldom occurs more than once in a librarian's term of office and therefore it is imperative that managers involved in this process ensure that they do it right the first time. Library catalogue mergers do not necessarily lead to savings, which is contrary to what is sometimes assumed by the initiators of mergers. The lessons learnt and the recommendations made can be used for future library catalogue mergers.

Table of Contents

Declaration.....	i
Dedication.....	ii
Acknowledgements.....	iii
Abstract.....	iv
Table of Contents.....	v
List of Tables.....	viii
List of Figures.....	viii
List of abbreviations and acronyms.....	ix
Chapter One: Introduction.....	1
1.1 Background and context	1
1.2 Factors necessitating the merging of institutions	2
1.3 Colleges of Education in South Africa	4
1.4 History of the Edgewood College of Education	4
1.4.1 A brief history of the Edgewood College of Education Library	5
1.5 History of the University of Natal	5
1.5.1 A brief history of the University of Natal, Durban libraries	6
1.6 The incorporation of the Edgewood College of Education with the University of Natal, Durban	6
1.7 Research Problem	7
1.8 Justification for the problem	7
1.9 Purpose of the study	8
1.10 Research Questions	8
1.11 Limitations of the study	8
1.12 Definition of terms	9
1.13 Structure of thesis	10
1.14 Summary of Chapter One	11
Chapter Two: The Edminson Library and the University of Natal Durban, Libraries	12
2.1 Introduction	12
2.2 The merger of the Edgewood College of Education and the University of Natal	13
2.3 Problems encountered with the merging of the catalogues	14
2.3.1 Titles with incorrect sub-titles	14
2.3.1.1 Solutions to correct incorrect titles appearing in the new merged catalogue	15
2.3.2 ISBNs	17
2.3.3 Titles and multi-volumes	17
2.3.4 The 2nd data transfer	17
2.3.5 Authority files	17
2.3.6 Stock relocation	18
2.4 Summary of Chapter Two	18
Chapter Three: Literature Review.....	19
3.1 Introduction	19
3.2 International arena	19
3.2.1 Australia	19
3.2.1.1 Transfer of materials and catalogue control	20
3.2.2 China	21
3.2.3 Chatham, Kent, England	22

3.2.4	Chicago, U.S.A.	23
3.3	The South African arena	26
3.3.1	Natal Technikon and M.L. Sultan Technikon	26
3.3.2	Project plan for database integration	27
3.3.2.1	Phase 1: ISBNS	27
3.3.2.2	Phase 2: Titles and multivolumes	28
3.3.2.3	The 2nd data transfer	28
3.3.2.4	Phase 3: Authority files	29
3.3.2.5	Stock relocation	29
3.4	Summary of Chapter Three	30
Chapter Four: Research Methodology		31
4.1	Introduction	31
4.2	Research design	31
4.3	Method	32
4.4	Population	33
4.5	Procedures for data collection	35
4.5.1	Literature review	35
4.5.2	Documentary sources	35
4.5.3	Interviews	35
4.6	Choice of methodology	35
4.6.1	Semi-structured interviews	36
4.6.1.1	Problems and errors in interviewing	37
4.6.2.	Interview schedule design	38
4.6.2.1	Opinion and attitude questions	39
4.6.2.2	Information questions	39
4.6.2.3	Open-ended questions	39
4.6.2.4	Closed questions	40
4.7	Response rate	41
4.8	Pre-test	41
4.9	Interview schedules	42
4.9.1	Interview schedule for cataloguers	42
4.9.2	Interview schedule for academics	42
4.9.3	Interview schedule for management	43
4.9.4	Interview schedule for subject Librarians and Edminson Library staff	43
4.10	Analysis of data	43
4.11	Types of content analysis	44
4.11.1	Procedure followed	44
4.11.2	Editing analysis of data	44
4.12	Summary of Chapter Four	45
Chapter Five: Presentation of Results		46
5.1	Introduction	46
5.2	Demographic data	46
5.3	Cataloguers	47
5.3.1	Pre-merger planning	47
5.3.2	Merger implementation	47
5.3.3	Outcomes and post-merger activities	48
5.3.4	Recommendations offered	49
5.4	Academics	50

5.4.1	Pre-merger planning	50
5.4.2	Merger implementation	51
5.4.3	Outcomes and post-merger activities	51
5.4.4	Recommendations offered	52
5.5	Management	52
5.5.1	Pre-merger planning	52
5.5.2	Merger implementation	53
5.5.3	Outcomes and post-merger activities	54
5.6.	Edminson Library Staff and Subject Librarians from the E.G.M. Library	55
5.6.1	Pre-merger planning	55
5.6.2	Merger implementation	55
5.7	Summary of Chapter Five	56
Chapter Six: Discussion of Results		57
6.1	Introduction	57
6.2	Demographic data	58
6.3	Mechanisms put in place prior to the merging of the library catalogues	59
6.4	Problems encountered by staff (management, cataloguers and subject librarians) when working on the new merged catalogue	62
6.5	Academics' experience when accessing the new, merged library catalogue.	63
6.6	Mechanisms adopted to resolve these problems	64
6.7	Recommendations offered in terms of future merging of library catalogues	66
6.7.1	Planning	66
6.7.2	Communication	67
6.7.3	Independent consultants	67
6.7.4	Feasibility study	67
6.8	Summary of Chapter Six	68
Chapter Seven: Conclusions and Recommendations		69
7.1	Introduction	69
7.2	Revisiting the purpose of the study	69
7.3	Summary of the findings	69
7.4	Conclusions	70
7.4.1	Lack of planning	70
7.4.2	Communication	70
7.4.3	Additional staff	71
7.4.4	Feasibility study	71
7.5	Recommendations	71
7.6	Suggestions for further research	73
References		74
Appendices		81
Appendix A:	Letter of Consent.....	81
Appendix B:	Letter to University Librarian	82
Appendix C:	Interview schedule to Management	83
Appendix D:	Interview schedule to Cataloguers	85
Appendix E:	Interview schedule to Academics	87
Appendix F:	Interview schedule to Subject Librarians and Edgewood Library Staff	89
Appendix G:	Example of merged catalogue.....	91
Appendix H:	SA MARC TAGS	92

List of Tables

Table 1: Years of experience of library staff interviewed	46
Table 2: Differences between Edminson and E.G.M. Library's cataloguing	48
Table 3: Frequency of library use	50
Table 4: Retrieval of information	51
Table 5: Future route to follow	54

List of Figures

Figure 1: University of Natal's hierarchical structure	34
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List of abbreviations and acronyms

AACR	Anglo American Cataloguing Rules
BRN	Bibliographic Record Number
DoE	Department of Education
DDC	Dewey Decimal Classification
DUT	Durban University of Technology
DVC	Deputy Vice-Chancellor
E.G.M. Library	Ernest Gideon Malherbe Library
FEFC	Further Education Funding Council
HEI	Higher Education Institution
ILIS	Integrated Library Information System
ISBN	International Standard book Number
LC	Library of Congress
LCSH	Library of Congress Subject Headings
LIS	Library and Information Science
OCLC	Online Computer Library Centre
ODA	Oversees Development Administration
OPAC	Online Public Access Catalogue
NRI	Natural Resources Institute
SA MARC	South African Machine Readable Code
SABINET	South African Bibliographic Information Network
TAF	Title Authority File
UKS	Universal Knowledge Software
UND	University of Natal, Durban
URICA	Universal Real-time Information Control Administration
U.S.A.	United States of America
VC	Vice-Chancellor

Chapter One: Introduction

1.1 Background and context

The reasoning behind the merger or incorporation of colleges into universities in South Africa from 1996 was to free its education system of the apartheid past (Sehoole 2005:164). According to Jansen (2002), the situation was to be resolved through the creation of a single, co-ordinated system of higher education that purposively dissolved the racialised inequalities that existed among institutions. The literature indicates that since 1996 the South African government had put various regulations into place to facilitate the process.

- The post-apartheid Constitution of the Republic of South Africa (Act 108 of 1996, Schedule 4) made all tertiary education “a national competence”. The legal implication for colleges in terms of the White Paper (DoE 1997a) and the Higher Education Act (Act No. 101 of 1997, Section 21, 2) was that colleges could either be established as autonomous institutions or as sub-divisions that would be incorporated into an existing University or Technikon (Sehoole 2005:165).
- In 1997, the White Paper on Higher Education emphasised regional reviews of institutional plans as an integral part of the national planning process for higher education in South Africa. The hope was expressed that this would promote regional co-ordination and collaboration as part of national strategies to enhance the articulation of programmes, sharing physical and human resources and reducing programme duplication (RSA DoE 1997:13).
- The National and Institutional Planning Framework for the Higher Education System of the Department of Education listed inter-institutional co-operation as one of its four priorities, together with size and shape, efficiency and equity (RSA DoE 1997:13).
- A Departmental Technical Committee was appointed in 1997, which produced a document called *The Incorporation of Colleges of Education into Higher Education Sector: a Framework for Implementation* (DoE 1998). It is this committee that recommended the option of incorporation or autonomy for colleges.
- At the end of 2000, a Government Notice (No.1383) was published which served as a Ministerial Declaration of Colleges of Education as Subdivisions of Universities and Technikons (Ministry of Education 2000).

The next section will discuss the many factors identified in support of the government's decision to propel the process of merging and the incorporation of institutions.

1.2 Factors necessitating the merging of institutions

Hay and Fourie (2002) emphasise the following factors that have contributed to the merging of institutions in South Africa:

1. The higher education systems inherited from the previous government policies in South Africa;
2. The profound inequities and distortions of the above-mentioned systems;
3. Incoherent and poor articulation between various types of further and higher education institutions;
4. Under-prepared students, from poorly resourced socio-economic and academic contexts;
5. The poor quality of the school system and particularly the collapse of the senior secondary school system, with resultant low entry into higher education and high failure rates;
6. Unequal distribution of resources and subsidy amongst further and higher education institutions;
7. Declining state subsidy mainly as a result of poor economic growth;
8. Impact of the new legislation such as the Labour Relations Act, resulting in the permanent appointment of temporary workers, increased salaries and the expansion of basic fringe benefits to all members of staff;
9. Increased competition in the system, particularly from international and private further and higher education institutions, and
10. Declining student enrolments.

In order to address the above-mentioned issues, the then Minister of Education, Kader Asmal, stated that the closing down of institutions did not provide an effective solution (Robbins 1999). He stressed that not only would this be counterproductive in the light of the huge education, training and development needs of South Africa, but such a decision would also be politically incorrect and insensitive. The Minister of Education proposed the merging

or amalgamation of existing higher and further education institutions at the regional level to reduce the effort of “all institutions trying to do the same thing” and to build academic and administrative capacity. Given the duplication of the previous further and higher education systems in terms of physical and human infrastructure, the merging of institutions seemed to be a viable route to follow.

At the beginning of 2000, it was reported that, despite the fact that provision had been made for mergers in the Higher Education Act of 1997, the process was slow. At that stage, only a few examples existed, e.g. the incorporation of the Johannesburg College of Education into the University of the Witwatersrand, Pretoria College of Education’s incorporation into the University of Pretoria and the Technikons of North West, Northern Gauteng and Pretoria signed an agreement to work more closely on issues such as teaching, research and development (Die teknikons werk ...1999; Technikon agreement ...1999).

This study focused on the Edgewood College of Education and the University of Natal. On 1 January 2004, the University of Durban-Westville and the University of Natal merged to form the University of KwaZulu-Natal. These two KwaZulu-Natal universities were among the initial group of higher education institutions to merge in 2004, in response to the South African government’s higher education restructuring plans. For the purpose of this study, the name University of Natal will be used because the merging of the library catalogues between the Edgewood College of Education and the University of Natal Durban, Libraries occurred prior to the merger. Before the merger they existed as separate entities.

Some background information on mergers and incorporations in this sector will now be provided, followed by background information on the colleges of education in South Africa. A history of the Edgewood College of Education and a history of the University of Natal will follow.

As pointed out by Reddy (2002) and Swanepoel (2003), even the term “mergers” has various interpretations. It is significant that in their report on mergers of British colleges, a wide range of examples are used, with only eight of the nineteen mergers being seen as a “true partnership of equals” (Centre for Education, 2003:13). In the South African literature relating to mergers of colleges of education and HEIs (Higher Education Institutions) various terms were used. This is exemplified by Jansen (2002: v), where he refers to the “merger and

incorporation processes” in the sense of incorporation of colleges of education into HEI and the merger of two technikons in KwaZulu-Natal and then typifies them as “merger cases”(Jansen 2002:vi). In this dissertation the term “incorporation” will be used, as it was the term used by the Department of Education for their entire process of having colleges of education move into the Higher Education sector (South Africa 2001:109).

Despite these interpretations, and despite distinguishing between different types of mergers, as Reddy (2002:92) does, in the discussion of the mergers of colleges of education the emphasis should be placed on an understanding of the circumstances of the merger (Moll 2004:2). It has been noted that in mergers involving higher education institutions, the library is not the key component. Rather, as a result of the mergers, libraries would have to find out how they fit into the new, broader pattern (Moll 2004:2).

1.3 Colleges of Education in South Africa

Prior to 2001, more than 120 colleges of education in South Africa served 80 000 students and were legally regarded as “a provincial competence’ (Parker 2001). Initially, colleges were the responsibility of the nine provincial governments. The provincial government employed the college staff, owned the college buildings and governed the college curriculum. As of 1 January 2001, colleges were required by new legislation to either close or be incorporated into higher education institutions such as universities, the latter institutions (together with technikons) being a ‘national competence’, according to the Constitution, that fall directly under the control of the national Minister of Education (Becker 2004 :154).

1.4 History of the Edgewood College of Education

Miss Margaret Martin opened the Edgewood College of Education in 1966. For three years, Miss Martin pioneered, set the tone and held the morale of the college together in its temporary premises in Durban North (Le Roux 1982). Mr Eric Edminson was the rector of the Edgewood College of Education from 1969 to 1974. In 1969, Mr Edminson brought Edgewood from Durban North, where it was housed in Danville Park Girls’ High School, to the present location in Pinetown. At that time in 1969, Edgewood consisted of a kitchen, dining hall (which was incomplete), some residences and many prefabricated buildings. The

roads were untarred, with no proper lecture rooms. Most of them were prefabricated buildings, with very little equipment (Le Roux 1986). Mr Edminson, was instrumental in the building of the “swimming bath”, the library and the students’ union building (Le Roux 1986). As early as 1983 the University of Natal and Edgewood worked together in close collaboration. The Bachelor of Primary Education Degree was approved by the University of Natal and a decision was taken that the University and Edgewood would offer the degree. This was effective in 1983 (Le Roux 1982). The success of this agreement meant that this university-college co-operation became a prototype for all provincial teachers training in South Africa (Le Roux 1982). Initially, the Bachelor of Primary Education Degree was offered in conjunction with the University of Natal. The first three years of the degree were taught at the University of Natal and with only the fourth year at Edgewood. In 1990, the entire Bachelor of Primary Education Degree was transferred to Edgewood (Le Roux 1990).

1.4.1 A brief history of the Edgewood College of Education Library

The Resource Centre at the Edgewood College of Education was opened in 1973. It housed a collection of 40 000 books and audio-visual aids (Brian 1975:7). In 1980, the resource centre was converted into a library in honour of Mr Eric Edminson (Nsanzya 2003:6). On 26 June 1991, Old Mutual donated R 25 000 for the computerisation of the Edminson Library (Donations 1991:52). It was hoped that the card catalogue would become redundant once the computerisation was complete. Unfortunately this was not the case. In 2001, the library had a collection of 60 000 books and 10 000 videos, teaching packs and pictures (Roberts 2003). As a college library its primary function was to support and enrich the curriculum of the college, students and staff.

1.5 History of the University of Natal

The University of KwaZulu-Natal (formerly the University of Natal) is a university in KwaZulu-Natal (formerly Natal), South Africa. It was founded in 1910 as the Natal University College in Pietermaritzburg and expanded to include a campus in Durban in 1931. In 1947, the university opened a medical school for non-white students in Durban. Under apartheid, the university was known for the activism of its staff and students against government-imposed racial segregation (History of the University of Natal 2008).

1.5.1 A brief history of the University of Natal, Durban libraries

The library was established in 1931, when the Engineering Department of the Natal University College was established in the newly built Howard College. The Main library, which changed its location several times, was eventually named after the university principal, E.G. Malherbe, who guided the University to full University status in 1949 (University of Natal 2003c:2). The University of Natal Durban, Libraries consisted of a main library and four branch libraries. These included the Barrie Bierman Architecture Library, the G.M. Sweeney Law Library, Nelson Mandela Medical Library and the Eleanor Bonnar Music Library. The main library, known as the E.G. Malherbe Library, was established in 1988 and is responsible for the planning and co-ordination function of the libraries on the Durban campus. The function of these libraries is to provide resources and information services to support learners, teachers and the research and development endeavours of the University community (University of Natal Durban, Libraries 2002).

1.6 The incorporation of the Edgewood College of Education with the University of Natal, Durban

Incorporation was based on the Higher Education Act of 1997 and subsequent mid-1998 recommendations in a “Framework for Incorporation of Colleges of Education into the Higher Education sector”, that all colleges would have to form part of a merged institution or become autonomous. The choice of autonomy was soon seen to be unworkable (Reddy 2002:101) and colleges were told that “they could no longer investigate the route of autonomy” (Soobrayan 2002:27). The decision as to which institution to merge with was to be left to the colleges and institutions themselves, in other words the colleges had to find an institution willing to take them. With this directive, the Edgewood College of Education was incorporated with the University of Natal. Considering that the University of Natal and the Edgewood College of Education had worked together in close collaboration since 1983, it was only appropriate that the University of Natal should incorporate the Edgewood College of Education. In terms of its geographic location, the Edgewood College of Education lay in close proximity to the Durban campus and it was incorporated into the University of Natal, Durban in February 2001.

1.7 Research Problem

In 2001, the Edgewood College of Education was merged with the University of Natal. Subsequently, the library catalogues of the Edgewood College of Education and the University of Natal Durban, libraries were merged. The merger of these library catalogues in 2002 gave rise to many problems in the conversion and implementation processes. It is these problems and recommended solutions that provide the focus of the present study.

1.8 Justification for the problem

In South Africa, recent government plans to change the institutional landscape of higher education through strategies that include mergers have birthed a new field of studies on the origins, motives and processes and outcomes that result from combining various kinds of institutions (Kotecha & Harman 2001; Reddy 2001; Habib & Parekh 2000). The concept of mergers in higher education institutions was first introduced in South Africa in 1996 (Jansen 2002:7). Since then, research has not paid sufficient attention to the comparative process and the effects of combining institutions with particular reference to the library sector. The following is a list of some of the mergers which took place in South Africa in recent years:

2001 - Johannesburg College of Education with the University of the Witwatersrand

2001 - Giyani College of Education with the University of Venda

2001 - Edgewood College of Education with the University of Natal

2002 - South African College for Teacher Education with the University of South Africa

2003 - M.L. Sultan Technikon with the Natal Technikon.

Very little research has been published in terms of the effects these mergers have had on their library catalogues. This study intends to investigate the problems that arose out of the merging of the library catalogues of the Edgewood College of Education with the University of Natal Durban, libraries. Thus the institutions under investigation will be the Edgewood College of Education and the University of Natal. This study is of great significance to the Library and Information Science (LIS) profession, since the library catalogue forms the central core of the library. Efficient access to information relies on the status of the library

catalogue. Lessons learnt as a result of the merger could be of benefit to similar mergers in the same and other institutions in the future.

1.9 Purpose of the study

The purpose of this study was to investigate the merging of the library catalogue of the Edgewood College of Education with the catalogue of the University of Natal Durban, Libraries with a view to identifying the problems experienced and the lessons learned. For the purposes of this study, the Edgewood College of Education Library will be referred to as the Edminson Library and the University of Natal, Durban Libraries will be referred to as the E.G. M. Library.

1.10 Research Questions

The purpose given above leads to the following research questions:

1. What mechanisms were put in place prior to the merging of the library catalogues?
2. Did library staff (i.e. management, cataloguers and subject librarians) encounter any problems when working on the new merged library catalogue?
3. Did the academics experience any problems when accessing the new merged library catalogue?
4. What mechanisms were adopted to resolve these problems?
5. What recommendations can be offered in terms of future merging of library catalogues?

1.11 Limitations of the study

A major limitation with this study involves the time lapse since the merger took place. This has made it difficult to interview all individuals involved with the merger due to their unavailability for various reasons, such as having left the university or having relocated to another country.

1.12 Definition of terms

Institutional Merger

In higher education, Harman (2002:94) states that an institutional merger is taken to mean an amalgamation of two or more separate institutions that surrender their legally and culturally independent identities in favour of a new joint identity under the control of a single governing body. All assets, liabilities and responsibilities of the former institutions, including the human elements, are transferred to the single new institution.

Library Catalogue

A library catalogue is a comprehensive list of books, periodicals, maps, and other materials in a given collection or a number of collections (union catalogue), arranged in a systematic order to facilitate retrieval (usually alphabetically by author, title or subject). The purpose of a library catalogue as stated by Charles C. Cutter (1904) later modified by Bohdan S. Wynar in *Introduction to Cataloging and Classification* (7th ed., 1985) is to offer the user a variety of approaches or access points to the information contained in the collection. It helps to facilitate the retrieval of an item or items through searching from an appropriate access point, both for known items and by subject (Feather & Sturges 1997:49).

Merge

According to Nichols (2001:1203), the term “merge” implies to combine, blend, or unite gradually so as to blur the individuality or individual identity.

Merger

The *pocket Oxford Dictionary of current English* defines the word “merger” as the “joining or gradual blending of two previously discrete entities” (Thompson 1996:556).

UKS (Universal Knowledge Solutions)

UKS was formed in 1998 as result of a merger between two major library software companies that had existed in South Africa since the 1970s, namely Erudite and URICA . Their primary function is to promote, distribute and support library management software products throughout the African continent (UKS 2007).

University library

This is a library or libraries established, administered and funded by a university, to meet the information, research and curriculum needs of the students, faculty and staff. The focus of the university library is to supply information to meet the needs of students who are studying towards a degree. The university library is the focal point in the university, where relevant retrospective and current information supporting the teaching and research is best collected, stored and disseminated, irrespective of format (De Bruin 1985:3).

1.13 Structure of thesis

To achieve the key issues addressed in the study and to present the conclusions and recommendations, this dissertation is organised as follows:

Chapter One – Introduction

This chapter discusses the background and outlines the context of the study. The research problem, rationale for the study and the key questions addressed in the research are presented. A list of definitions is also included.

Chapter Two – The Edminson Library and the E.G.M. Library

The two libraries that were merged are discussed. The differences in the library software packages that were used by the two libraries are presented and their effects on the library catalogue once they were merged are also documented.

Chapter Three – Literature review

Attention is paid to the relevant literature and its contribution to the research is considered. Literature in the international, as well as in the South African sphere, is analysed.

Chapter Four – Research methodology

Chapter four expands on the research methods used in the study and explores qualitative data collection methods in particular. A qualitative method using semi-structured interviews is employed to gather the relevant data required for the study. A report of a pre-test is included in this chapter.

Chapter Five – Presentation of results

This chapter focuses on the analysis and results of the data collected from the respondents.

Chapter Six – Discussion of the results

Results obtained from the analysis are discussed here

Chapter Seven – Conclusion and recommendations

The last chapter provides a summary of the findings and gives recommendations based on the analysis of the data.

1.14 Summary of Chapter One

This chapter introduces the entire study, with its purpose and research questions. The research questions that will be used to determine the set purpose and its relevance to the study will be given. Specific concepts which have been used have been defined, as they will be applied in the study.

Chapter Two: The Edminson Library and the University of Natal, Durban Libraries

2.1 Introduction

As mentioned in 1.6 of Chapter One, the Higher Education Act of 1997 and subsequent mid-1998 recommendations in a “Framework for Incorporation of Colleges of Education into the Higher Education sector” stated that all colleges would have to form part of a merged institution or become autonomous. With the decision concerning which institution to merge with being left to the colleges and institutions themselves, the Edgewood College of Education was incorporated into the University of Natal, Durban. Historically, since 1983, the University of Natal and the Edgewood College of Education worked together and therefore it was appropriate that the University of Natal incorporate the Edgewood College of Education. The Edminson Library took up the role of a branch library of the University of Natal Durban, Libraries in terms of its position in the University Library system. Between February and March 2002, the library catalogues of both institutions were amalgamated. The Edminson Library’s catalogue was based on records created using the ILIS (Integrated Library Information System) library management system and the University of Natal, Durban Libraries made use of the URICA library management system. As mentioned in Chapter One, the Edgewood College of Education Library will be referred to as the Edminson Library and the University of Natal, Durban Libraries will be referred to as the E.G.M. Library. The differences that the two institutions experienced will be tabulated:

Edminson Library	E.G.M. Library
(a) Use of abridged edition of Dewey Decimal Classification (DDC) for classification.	(a) 18 th edition of Dewey Decimal Classification (DDC) used to assign classification numbers
(b) Key words used for subject headings.	(b) Library of Congress Subject Headings used for subject headings.
(c) Fiction catalogued using in-house system.	(c) Fiction catalogued using DDC
(d) In house cataloguing rules used for descriptive cataloguing.	(d) Anglo-American Cataloguing Rules 2 (AACR2) used for descriptive cataloguing.
(e) Material catalogued on system excluding ISBNs (International Standard Book Number	(e) Material catalogued on system including ISBNs.
(f) Excluded pagination.	(f) Included pagination.

2.2 The merger of the Edgewood College of Education and the University of Natal

On 1 February 2001, the Edgewood College of Education was incorporated into the University of Natal and the Edminson Library became a branch of the University of Natal Durban, Libraries. The management staff of both libraries visited the Edminson Library in March 2001, perused the collection and accessed the ILIS 2000 library management system. Telephonic conversations between the Head of Technical Services and the representative from UKS concerning the collection and the ILIS 2000 system followed in the next few months. The library continued to function using the ILIS 2000 system, until 2002, when the records were transferred to the University of Natal Durban, Libraries' catalogue. The Edminson Library's bibliographic records were loaded onto the database on 29 January 2002 (University of Natal, Durban, Libraries 2002:7). In March, 2002, a Librarian was appointed and on 1 April 2002, two library assistants were appointed at the Edminson Library (University of Natal Durban, Libraries 2001:9). Unfortunately this conversion was not without problems. The ILIS 2000 system utilised by the Edminson Library since 1992, used keywords instead of Subject headings. In the conversion process, the keywords were attached to the subject headings, thus creating screens of information when a particular search was conducted. The "subject headings" attached to these records made it extremely difficult to search the subject file. As quoted in the University of Natal, Durban Libraries Annual Report of 2002: "The offending headings were removed in September 2002 but there are still a great many Edgewood records that display the wrong title. There is no "quick fix" for these records – all have to be corrected individually with the physical item on hand. In September 2002, Edgewood's keywords were removed from the subject file and placed in the 300 note field. In 2002 it was estimated that about 40% of the bibliographic records required some attention". At the end of December 2002, Edgewood had a collection of 72 623 (books, teaching packs and other materials) and 780 bound volumes of journals. Unfortunately users could not retrieve these titles via a subject search (University of Natal, Durban Libraries 2002:7). It was reported in 2003 that, due to the state of the catalogue, users required one-on-one assistance (University of Natal, Durban Libraries 2003: 9).

2.3 Problems encountered with the merging of the catalogues

Once the catalogues of the two institutions were merged, several problems were highlighted in the new merged catalogue. To address the problems identified, solutions had to be devised to ensure efficient access to the catalogue.

2.3.1 Titles with incorrect sub-titles

When the Edminson Library's records were converted, those with proper titles which were the same, or very similar, and which translated to the same algorithm code, were linked to the title which was coded first and which received the plain algorithm code (code without an asterisk) (Tait 2002). In instances where an existing University of Natal, Durban (UND) title already had a plain code, Edminson records were linked to that title. That is why the wrong title was displayed in the 200 field of the affected records. The titles coded as asterisk forms did appear in the title authority file (TAF) and took the user to the corresponding records. In there were two links between the bibliographic record and each of its access points in the authority files. The links from the bibliographic record in the MAIN file to the access points in the authority files took the form of algorithm codes. The links from these access points to the bibliographic record took the form of that bibliographic record's number. When an access point was linked to more than one bibliographic record, its record in the authority file listed all the appropriate BRNS (Bibliographic Record Numbers).

In the case of the affected titles in the Edminson records, the links from the TAF were created correctly i.e. they were the correct BRNs. However, the links from the bibliographic records to the TAF were incorrect. Plain algorithm codes appeared where there should have been asterisk forms of these codes. As quoted in the 2002 Annual Report, "a great many of the Edgewood records display the wrong title" (University of Natal, Durban Libraries 2002:7). (A list of SA MARC tags are included in Appendix H)

Example:

BRN 360723

The title for this record in the title file is :

Mathematics: Exploring The World Of Numbers and Space

MATHICS*15

In the title file the record for MATHICS*15 contained the link 360723 and if you chose this title from the file it displayed the linked record 360723.

However the title in the 200 field of 360723 was:

Mathematics: form and function MATHICS

The link in the MAIN file record for 360723 to the TAF was: MATHICS (plain algorithm code) and not MATHICS*15 (asterix form of the code).

The Head of Technical Services had to assist the cataloguers by formatting procedures to help correct the incorrect titles. This resulted from the lack of expertise from the library vendor to assist with the technical aspect of the merging of the library catalogues. Examples of records from the merged catalogue are attached as Appendix G.

2.3.1.1 Solutions to correct incorrect titles appearing in the new merged catalogue

The following were instructions to be followed by cataloguers to correct incorrect titles resulting from the merging of the Edminson Library catalogue with the University of Natal, Durban Libraries catalogue. The Head of Technical Services indicated that there were two methods to be followed by the cataloguers. Both these methods were applicable from the initial stages, but if the 200 field had already been changed without first correcting the link, then the second method had to be used to remove the old title from the title authority file.

Method One:

1. The title for the record one wished to correct had to be found. This would have taken some time searching for, but if one searched for the title proper that appeared in the record one would have found it. Using the above as an example, searching for Mathematics would have brought up all the titles with this word as the Title proper. If the book was in one's possession, it would not present any difficulty locating the right title.

2. Once the title had been found, it needed to be written down exactly as it appeared concerning wording, capitalisation and punctuation even if these were “wrong”. The algorithm code also had to be written down.
3. Having done this, one had to go to the record, call up the 200 field and replace what appeared there with the title that one had written down. One had to make sure that one typed the information exactly as it was in the title file. Once one had typed it and pressed enter, the algorithm code would have been the same as the one, which had been written down. One would have now corrected the incorrect link i.e. the link from the bibliographic record to title authority file. (Note: if one had pressed enter, one would have seen that the algorithm code was not the same as one, one had written down, one would have made a mistake in what one would you have typed).
4. Once one had corrected this link one could go back and change the title so that it was corrected according to AACR2.

Method Two

1. Same as Method One
2. Same as Method One
3. One had to go to the record and add the title. Type the title written down as a 500 title – it did not matter which 500 type. One had to ensure that it was typed correctly to ensure that one got the right algorithm code. Having entered it, one had to use FD to delete it.
4. Then, if the 200 field had not already been corrected, one had to correct it.

The Head of Technical Services recommended that cataloguers follow one of these methods when correcting titles in Edminson’s records. She cautioned that failure to do so would result in the old, incorrect titles remaining in the title authority file and linked to bibliographic records, even though they were not visible in the records. As a final warning to cataloguers, she indicated that she realised that these processes were tedious but they were the only way to clean up the title authority file. She cautioned that if cataloguers tried to user an easier method by simply going to the records and changing the 200 field, which may make the record look correct and add the “NEW” title to the title file, the problem would still remain.

2.3.2 ISBNs

The concept of using ISBNs to link similar titles could not be employed. Edminson's records did not contain ISBNs. The "merge program" software that was available from software vendors could not be adopted. To further exacerbate the situation, Edminson's records did not contain descriptive details such as pagination, illustrations or maps. This made the task of matching records very time-consuming.

2.3.3 Titles and multi-volumes

Duplicate titles could not be merged as the Edminson Library created individual records for every copy that was added to the database. The fact that there were no ISBNs and the lack of descriptive details, made the task of merging records time-consuming.

2.3.4 The 2nd data transfer

A second data transfer had to be done in September 2002 to remove the so called "offending subject headings". Each record had to be corrected individually with the item on hand (University of Natal, Durban Libraries 2002:7).

2.3.5 Authority files

Edminson Library's records were not included in the authority files. Edminson Library used keywords that were eventually slotted into the 300 note field. The 300 note field was not accessible to the users of the Online Public Access Catalogue (OPAC). The E.G.M. Library used the Library of Congress Subject Headings. Several unauthorised headings existed in the authority file thus presenting an OPAC that was not a true reflection of what both libraries housed. Conducting subject searches produced an incomplete reflection of the holdings of the libraries.

2.3.6 Stock relocation

In 2003, a total of 7 490 volumes were transferred and interfiled with the Edminson collection. Adult education books that were classed at 374 were sent to Edminson Library in error. These books had to be retrieved and sent back to the E.G.M. Library. There was also confusion with books placed on reserve. A list of education lecturers' names was needed to resolve this issue. UKS changed the location of all education books so that users could access their materials in their new locations (University of Natal, Durban Libraries 2003:9).

2.4 Summary of Chapter Two

This chapter presented the background insight concerning the two institutions involved in the study. Descriptions and detail regarding the cataloguing practices of the two libraries were presented. The differences between their library software packages were highlighted and trouble- shooting mechanisms were explained.

Chapter Three: Literature Review

3.1 Introduction

The literature review indicates that a wide range of information exists pertaining to mergers throughout the world. In the South African context, there is a fair amount of information. However, in the South African library context, very little published information can be located. In terms of the researcher's personal experience, from working on the library catalogue at the E.G.M. Library that was merged with the Edminson Library catalogue at the Edgewood College of Education, primary experiences would be an important contribution to this research. The literature review indicates that most studies undertaken in terms of mergers are unique to the particular institution. The literature search identified various studies conducted in terms of library mergers, which will be discussed in this chapter:

3.2 International arena

A study of the relevant international literature indicates that there were no comparable studies on library catalogue mergers; to the one the researcher intended doing. The literature on library mergers has covered other areas but nothing has been done on the merging of library catalogues. Four studies were identified that were related to the study at hand.

3.2.1 Australia

David Waters wrote about a library merger or amalgamation that occurred in Tasmania and highlighted some of the many "hidden" problems and complications which result from such processes. On 20 February 1980, the Tasmania Minister of Education announced that the Tasmania College of Advanced Education at Mt. Nelson (Hobart) would close (Waters 1981:167). The University of Tasmania Library was faced with the take-over of the library collection. The Mt. Nelson collections at the Tasmania College of Advanced Education consisted of 90 000 monographs, 24 000 serial volumes and 60 000 audio visual items. The University of Tasmania Library was faced with the dilemma of identifying, relocating and achieving catalogue control of 90 000 items, while minimizing disruption to the continuing teaching programmes of the departments involved.

The systems of the two libraries were quite different. The catalogues could not be merged in any straightforward way, and different classification systems were used (Waters 1981:168). The Mt. Nelson collections at the Tasmania College of Advanced Education Library had employed the Dewey Decimal Classification (DDC) system and had a traditional card catalogue. Plans to automate the card catalogue had failed to materialise in 1976. The University Library had used Dewey in the early days, but in the 1950s the collections were mainly reclassified to Bliss. In the 1970s, it was decided to reclassify to the Library of Congress (LC). The card catalogue was replaced by a machine readable database (Waters 1981:169).

3.2.1.1 Transfer of materials and catalogue control

The Mt. Nelson Library staff at the Tasmania College of Advanced Education, in conjunction with the relevant academic departments, undertook the task of identifying materials of primary relevance to each course. This was completed in mid-1980, allowing a holdings check of the materials appropriate for transfer to the University Library to commence well before the transfer date. A team of casual employees was formed to check the relevant portion of the Mt. Nelson Library at the Tasmania College of Advanced Education monograph shelf list against the University Library to commence well before the transfer date (Waters 1980:169). By dividing the shelf list into two categories, “not held” and “held”, the team provided a basic list of all titles intended for transfer to the University. The University’s computer was used to produce multiple copies of the lists of “not held” titles. By entering brief data for each “not held” item, the dual functions of establishing brief data for each “not held” item, the dual functions of establishing interim records for the library’s database, and the automatic production of lists in various sequences were achieved (Waters 1980:169).

At the end of 1980, the problem of when and how to transfer materials and, more significantly, how to transfer catalogue control, remained (Waters 1981:170). Brief data for all “not held” items had been put into the University computer, providing limited catalogue control of the books to be transferred. There was no desire to introduce a new classification system. Suggestions were presented to management for funding to purchase fully catalogued

records from outside vendors. Management indicated that there was no prospect of available funding to undertake this venture. A compromise had to be found. LC call numbers were allocated to all serials and monographs that needed full cataloguing. By adding this call number to the data already in the computer, a new microfiche listing of all monographs to be transferred was produced in April 1981. The LC number was shown if one had been allocated. Otherwise, the original Dewey call number was shown (Waters 1981:171).

A re-labelling team was set up at Mt. Nelson on 22 April 1980, allowing just over five weeks for locating and processing the books before they were required on the central library shelves. The books were retrieved in LC order, and once labelled, were stored on holding shelves, awaiting transportation.

However, the unresolved problem of creating or acquiring full bibliographic records for the transferred items and their inclusion in the catalogue proper still remained (Waters 1981:172). At the end of 1981 the catalogue had over 50 000 entries. There were no subjects or added entries for the transferred books (Waters 1981:172). According to Waters (1981:173)

“it will be clear that the rationalization of tertiary education in Tasmania Library has had a significant impact on the University of Tasmania Library. Countless man hours have been occupied in discussions and planning over the last 18 months, and we are by no means out of the woods yet. Such hidden costs are, of course, never catered for by the architects of such amalgamations. Nor indeed, are the more obvious costs of identifying, reprocessing and transferring library collections. It is difficult to imagine that sufficient funds to clear up all the loose ends of this transfer exercise will ever be available. One can only hope that libraries involved in future amalgamations will be able to convince the powers-that-be of the magnitude of such a project and its likely costs, but it is more likely they will not want to know”.

3.2 2 China

In a study conducted in China by Hong-Wei & Zhang, in 2000, it was found that mergers between colleges and universities were a solution to the duplication of programmes among

colleges and universities in the same geographic area and competition in terms of funding and resources among the various institutions. Mergers between these institutions were encouraged to enhance educational quality, improve institutional efficiency and share educational resources. In terms of the library sector, online cataloguing systems which had been developed either in-house or by different vendors existed in these libraries. When the catalogues of these libraries were merged, all parties concerned faced incompatible system issues. To overcome these issues, the merging libraries invested substantially in a unified online system. Each of the libraries shared information when preparing for the combining of online cataloguing systems. It was suggested that this data be shared among the merging libraries prior to the physical moves. A centralized cataloguing section was adopted to ensure that the same standards were maintained among the merged libraries.

3.2.3 Chatham, Kent, England

In a relevant study conducted by Lumley, Datta and Wright (1991) at the Natural Resources Institute in Chatham, Kent, similar problems and issues emerged from the Institute's merger experience. The Scientific Units of the Overseas Development Administration (ODA) were merged in 1990 to form the Overseas Development Natural Resources Institute, which is now called the Natural Resources Institute (NRI). The process involved a five- phase programme and the library was involved from phase 1. In December 1987, two working parties were set up to identify existing similarities and differences in operating procedures, with a view to making recommendations concerning the most important and efficient method for the integration of systems and services for relocation. The working parties consisted of professional library staff that were required to consider the following work areas: documentation services and bibliographic services, cataloguing (classification and indexing); database management and maintenance. A questionnaire was used as a data collection instrument to determine the expectations and requirements of the users. Prior to the merger, each library had its own in-house database. The merger posed problems in merging these records and therefore a new system was analysed and adopted. Cataloguing and classification procedures were standardised and the procedures manuals were revised. Records were entered manually into the new system while the old system was kept running until all records were incorporated into the new library catalogue.

Although the data collection instrument used in this study at Chatham, Kent, England was a questionnaire, it could not be adopted because this was a study that was undertaken prior to the merger between the Scientific Units of the Overseas Development Administration (ODA) and the Overseas Development Natural Resources Institute in 1990.

3.2.4 Chicago, U.S.A.

In the merger between the John Crerar Library and the University of Chicago Library, Cairns (1986) indicated that the entire process was conducted in the manner of a survey. The survey was based on the fact that the University of Chicago Library used the LC Classification Scheme; LC–authorized name headings and LC–authorized subject headings and presented comprehensive cataloguing data to the public in a card catalogue where names, titles and subjects were interfiled alphabetically. The John Crerar Library used the DDC scheme, name headings and subject headings according to locally devised schemes and presented all cataloguing data to the public in a divided catalogue, with one section arranging name and title cards alphabetically and the other section arranging the subject cards in classified Dewey number order. This is particularly difficult when two libraries are using completely different systems of cataloguing.

At the beginning of the merger between the John Crerar Library and the University of Chicago Library, the following issues were resolved:

1. To continue use of LC Classification schemes, LC authorized name headings and LC authorized subject headings;
2. A single public card catalogue for LC Classed materials; and
3. To convert Crerar and Chicago cataloguing data to machine readable form (this involved the reclassification of Dewey classed materials to LC according to staff set priorities and within limits of the special merger budget).

Given these intents, the survey focused on the parameters of the Crerar collections as set against the Chicago collections. Two sampling approaches were considered: One approach was through the selection of records from the Crerar shelf list (a card file) for comparison with Chicago’s general (public card) catalogue and other files.

The second approach was through a selection and brief description of Crerar volumes as they stood on the shelves for later combination with photocopies of the Crerar shelf list cards and subsequent searching against Chicago's files. A project leader spearheaded the entire project. It is suggested in this study at Chicago in the U.S.A. that having a project leader would be advantageous in terms of negotiations between the two libraries. Data collectors/searchers, using specially designed survey worksheets were used to gather all the data. The interesting aspect of this study was that a feasibility survey was conducted before the merger. This helped to identify problems and methods of resolving the problems. Another important aspect of the study described is that most of the research was undertaken before the mergers. Various authors have highlighted issues relating to mergers in libraries. Swanepoel (2005), in an article entitled "Lessons learned from library mergers at colleges of higher education in Flanders", outlines the following lessons:

1. Library mergers at institutions of higher education should not be underestimated in terms of complexity and the volume of work involved. Even relatively small libraries, such as college libraries indicate that the task of merging libraries is not merely about integrating information sources, staff, facilities and budgets. Sacks (1994:169) states: "Mergers involve an enormous amount of adjustment to change in a dramatically short period of time. There are limits to the amount and rate of change library staff members may be able to assimilate". He quoted another publication which does not refer to libraries but is found to be applicable to library mergers. The Further Education Funding Council (FEFC) gives the following warning:

"It cannot be over emphasised that an institutional merger is a complex and time consuming process. The work associated with the achievement of a merger should never be underestimated. The merger process involves extensive commitment of senior staff time, and must be organised to ensure that the service to existing customers and clients does not suffer during the process" (FEFC: 1998:4).

2. Swanepoel states that it would be to the advantage of library managers to involve independent consultants. The survey identified a variety of tasks whereby a consultant could assist library managers or merger task teams and in so doing relieve some of the burdens caused by merger demands. Independent consultants can also be invaluable when library managers and task teams lack the necessary skills and knowledge to perform merger-related tasks.

3. Even in circumstances where the organisational cultures of merging libraries differ only marginally, it may still necessitate deliberate actions to manage those differences. This is in line with the overall sentiment in the merger literature that emphasises the importance of (a) understanding organisational cultures and (b) managing different corporate cultures effectively. A number of writers even consider the ability of merging partners to adjust to a new organisation as one of the conditions for merger success (Hirshon 1998:9 cited by Swanepoel 2005; McKnight, 2002:10; Walker & Price, 2000:4). This emphasis on organisational cultural issues is understandable when considering Harman's statement that "Cultural conflict has proved to be the norm in the post-merger phase of most institutions" (Harman 2002:108).
4. It is unlikely that there will be a second time to do it correctly. The reality is that mergers seldom occur more than once in a librarian's term of office. It is therefore imperative that people involved in library mergers ensure that they follow the correct procedures.
5. In the list of do's and don'ts, three issues or themes were stressed over and over again. The first is to plan a merger thoroughly. The second is effective and regular communication to all stakeholders. The third issue is to focus on the vision of the merger and refrain from becoming too involved in detail (Appealbaum *et al.*, 2000:658; Lucenko, 1999:8-24).
6. From the experiences of colleges participating in mergers, it is clear that library mergers could lead to positive outcomes, including benefits to the library, the institution and the wider library community. However, one should be aware that such positive outcomes could come with a price, for instance, an increase in the complexity and volume of work, a loss of independence and an even more complex organisational structure.
7. Smaller partners in a library merger can benefit greatly in a merger, since they become part of a bigger set-up, with more or sometimes better facilities, infrastructure and resources.
8. Library mergers at institutions of higher education do not necessarily lead to savings. This is contrary to what is sometimes assumed by the initiators of mergers (Hong-Wei & Zhang, 2000). It also seems that the savings in one area are often cancelled out by increased expenditure in another area. In a study of library mergers at two Australian universities, Gamage (1992:85) reported a similar phenomenon.
9. There is no uniform way of merging libraries at institutions of higher education. Although there were noticeable similarities between the types of merger challenges and

problems that libraries in this survey experienced, they did not all react in the same way to those challenges and problems, but nevertheless managed to succeed.

3.3 The South African arena

A study of the relevant South African literature identified one study that was related to the merging of library catalogues. In 2001, the Natal Technikon and the M.L. Sultan Technikon merged to form the Durban University of Technology.

3.3.1 Natal Technikon and M.L. Sultan Technikon

During the planning stages for the institutional merger in 2001, a cataloguing merger work group was formed. They consisted of representatives from the cataloguing divisions of the M.L.Sultan Technikon and the Natal Technikon. This group concerned itself with discussions pertaining to the implications of the pending merger and the integration of the M.L. Sultan Technikon and Natal Technikon library databases. In this merger there was the distinct advantage of both libraries having used the URICA system, but there were differences in the way they had used it. There were also differences in the way bibliographic records had been compiled.

Various options were explored for the merging of the databases such as the purchasing of records from South African Bibliographic information Network (SABINET) or Online Computer Library Centre (OCLC), or asking the service provider, Universal Knowledge Solutions (UKS), to write a program to merge the databases. Finally the group made a recommendation which was accepted by library management, to instruct UKS to load all the records onto one database and for the cataloguers to do the matching and merging of records.

Gierke (2006) lists the following reasons for adopting this decision:

1. The libraries at the two institutions had differing policies for handling multivolume works which would have complicated the merging of these records.
2. The two libraries were using different editions of the Dewey Decimal Classification System and Library of Congress Subject headings.

3. A portion of the Natal Technikon records still had keywords instead of subject headings and these keywords had to be converted.
4. The libraries employed different rules for assigning subject headings (e.g. English versus American spelling and the use of localized and unauthorized headings).

3.3.2 Project plan for database integration

Gierke (2006) indicated that the integration project saw the appointment of a project manager for the Durban University of Technology (DUT) Library and a project manager for UKS. M.L. Sultan Technikon and Natal Technikon merged in 2003 to become the Durban University of Technology (DUT). Together they drew up a schedule of tasks and target dates. The decision was to start the integration project in September 2002, in order to ensure a “go live” date at the beginning of February 2003, before the beginning of the new academic year.

During the preparatory phase, weeding of outdated material was conducted; replacement of 7113 duplicate barcodes and the establishment of uniform descriptive cataloguing rules for the new database were undertaken. On 5 September 2002, UKS created the new DUT bibliographic database. All bibliographic records from the larger of the two library databases (i.e. Natal Technikon with 77 500 records) were copied to the new database whilst the 52 500 M.L. Sultan records were appended to the database, and identified by a 900 prefix attached to their BRNs (Bibliographic Record Number). In the meantime, circulation, acquisitions and periodicals staff continued to work on their respective Natal Technikon and M.L. Sultan Technikon databases during this period. The second data transfer was planned for the end of December in order to incorporate the additional data added to the system during the months from September to December 2002.

Gierke (2006) indicated that the integration of the catalogues involved three phases:

3.3.2.1 Phase 1: ISBNs

UKS created a list of ISBNs with more than one BRN (Bibliographic Record Number) indexed against them and these were split into manageable save lists. Merge Program software was provided by UKS. This program operated in such a manner that records with identical ISBNs were identified and this gave the cataloguer the opportunity to choose the

preferred record. Data from the non-preferred record, such as notes, abstracts, subject headings and classification numbers, could be copied across before merging the individual records. Approximately 11 000 records were merged in this way.

3.3.2.2 Phase 2: Titles and multivolumes

This phase consisted of merging duplicate titles (either for items with no ISBNs or for items where the cased and paperback ISBNs had been entered on separate records). Save lists were created for these records, which totalled about 18 000. This proved to be a very time-consuming task as records had to be carefully checked to see whether or not they were, in fact, identical before they could be merged. It was decided to seek the help of volunteers from other library departments, who had experience in cataloguing. These staff members assisted in moving the project forward.

The Merge Program was not used in the more complex merging of multivolume works. The single record approach was adopted as the preferred method and this meant that the holdings of the non-preferred records had to be re-entered on the preferred single record entry and these records then deleted.

Media records were difficult to identify as being exactly the same record, especially in the case of video recordings where publisher and distribution details were often misleading and so many duplicate records remained on the system. A decision was taken to deal with this special project on a “find it, fix it” basis in the course of everyday activities.

3.3.2.3 The 2nd data transfer

A second data transfer had to be done at the end of December 2002, in order to incorporate data added to the databases by other library departments, during the period September to December 2002. When cataloguers returned to work after the December vacation, it was found that the newly merged records were corrupted – this had affected title data, subject headings and copy specific shelf numbers. Cataloguers then had to spend many hours on quality control and reporting errors to UKS.

3.3.2.4 Phase 3: Authority files

Many duplicate authority entries existed which were not ideal for facilitating effective and efficient OPAC searching and so it was decided to start with the title authority entries, in order to provide an important access point to users. Thousands of duplicate entries were checked and merged one by one. Approximately 32 200 entries were merged by the cataloguers. The checking and verification of subject headings followed. Cataloguers consulted printed and electronic versions of the Library of Congress Subject Headings to check approximately 38 000 entries. This part of the project took several months to complete as thousands of records had to be deleted, amended and expanded. Personal author authorities numbered 130 000 at the time of the merger. Cataloguers succeeded in reducing these to 97 500, by careful checking and merging.

3.3.2.5 Stock relocation

The relocation of library stock followed as faculties merged and repositioned themselves across the various DUT campuses. Although most of the cataloguers were engaged in the database merger project, one of them, along with the periodicals cataloguer, was involved with the stock relocation project. Tens of thousands of items were identified for relocation. It was decided that where necessary, shelf numbers would be altered to match the receiving library's numbers. The dispatching library was responsible for the re-spinning and re-labelling of all items and for altering the relevant database entries in order to reflect new locations and shelf numbers. Whilst the pressure was on to complete the relocation project as quickly as possible, advantage was taken of this opportunity to upgrade and correct low grade catalogue entries encountered, to a more acceptable level. This conscientious attention to detail contributed to the desired outcome of a "cleaner", more accurate, library database.

Gierke (2006) indicated lessons that emerged from the merging of the library catalogues of Natal Technikon and M.L. Sultan Technikon to become DUT in 2004.

1. DUT cataloguers indicated that it would have been impossible to achieve successful results without proper planning. It was imperative to document decisions and consult them when there was doubt. Practical solutions are often achieved through

consultation and discussion and the differences of opinion amongst staff needed to be respected and consensus reached before proceeding with the tasks.

2. Additional staff are vital for catalogue integration. Ideally all cataloguing staff should be free of other everyday work activities and allowed to devote their attention to the merger project.
3. It is essential that the data is checked after each phase of data loading or transfer. Checking data is useful to identify, in advance, a good- sized representative sample of data that can be used each time. Manual records can be most useful when dealing with data corruption problems.

3.4 Summary of Chapter Three

Various aspects of the subject have been highlighted in this literature review, the purpose of which was to present international and South African information and to indicate where the present study fits into the broader picture, thereby justifying the significance of the study. The literature review brought important understandings and insights that were necessary for the development of the logical framework of the research. It identified some gaps in previous research and indicated that the proposed study will be able to fill some of the gaps in research pertaining to library catalogue mergers in the South African context.

Chapter Four: Research Methodology

4.1 Introduction

In this chapter, the research methods chosen to investigate the limitations and benefits of merging the catalogues of the two libraries are described and evaluated. The purpose of the study was to conduct an analysis of the merging of the library catalogues of the E.G.M. Library with the Edgewood College of Education catalogue. The findings would provide library managers with information that would assist them in dealing with the future merging of library catalogues.

The means, techniques and frames of reference by which researchers approach and carry out inquiries is known as methodology (Busha & Harter 1980:11). In its narrowest sense, it is the collection of methods or rules by which a particular piece of research is undertaken (Somekh & Lewin 2005:346-347). Thus methodology can be viewed as the essence of scientific investigation. One of the most widely used methods is observation, the direct surveillance and recording of dimensions of a phenomenon that is to be measured or evaluated. This close perception of a phenomenon facilitates a detailed and exact explanation of how the phenomenon behaves under known conditions. Data collection usually involves measuring some research phenomenon, whether it is a process, an object, or a human subject's behaviour. Instruments are devices that facilitate the assignment of measurement symbols which cannot be obtained through human perceptual organs alone. The instruments used include devices such as interviews (Busha & Harter 1980:11-12).

4.2 Research design

The research measured and identified which groups of people should be included in the study. According to Kumar (1996:74), a research design is a blue-print or detailed plan of how a research study should be completed, utilising variables that can be measured, selecting a sample of interest to study, collecting data to be used as a basis for testing hypotheses and analysing the results.

Frazer & Lawley (2000:8) simply say that a research design indicates how the information to answer the research problem will be gathered and answers the question “how will we collect information to answer the research problem?” (Frazer & Lawley 2000: 8). Conclusions are based on the data collected and systematically presented and analysed (De Vos 2002:137). The study was intended to add to our understanding of the advantages and disadvantages of merging the two library catalogues. Data was required from library staff (including subject librarians, cataloguers and management) and academics, to compare their experiences of the previous and present catalogues. To attain this, data was collected in different ways. The methods of data collection for this study were: a literature review, use of documentary sources, surveys of the population of library staff and academics through interviews with the previous Edgewood librarian, Director of Library Services, Head of Technical Services Division, Deputy Vice-Chancellor of University of Natal, Durban, Cataloguers from the E.G.M. Library, Academics from the Edgewood Campus and Subject librarians from the E.G.M. Library.

4.3 Method

Mouton & Marais (1988:48) state that the research method must suit the purpose of the research. They list description, explanation, prediction, exploration and evaluation, as the aims of research and the types of studies that incorporate these aims are descriptive, explanatory and exploratory. The purpose of surveys is to acquire current information pertaining to the experiences and opinions of people; the interview serves as a useful survey tool. Verbal communication with research subjects generated more complete and pertinent answers to questions than a printed survey instrument. Verbal responses of the interviewee are very original therefore very useful in the research process (Busha & Harter 1980:78). The survey method using semi-structured interviews was employed to conduct the research. Babbie (2001:51) states that survey research is most appropriate for making descriptive assertions about a population and discovering the distribution of certain traits and attributes. They can also be used to make explanatory assertions about the population. This study is descriptive, as it attempts to document how the library catalogues of the two institutions were merged and what problems were found, thus providing assistance for the future merging of library catalogues. Considering the scarcity of information related to the field of research

Busha & Harter (1980:62) feel that surveys would help to collect information that is available from no other source.

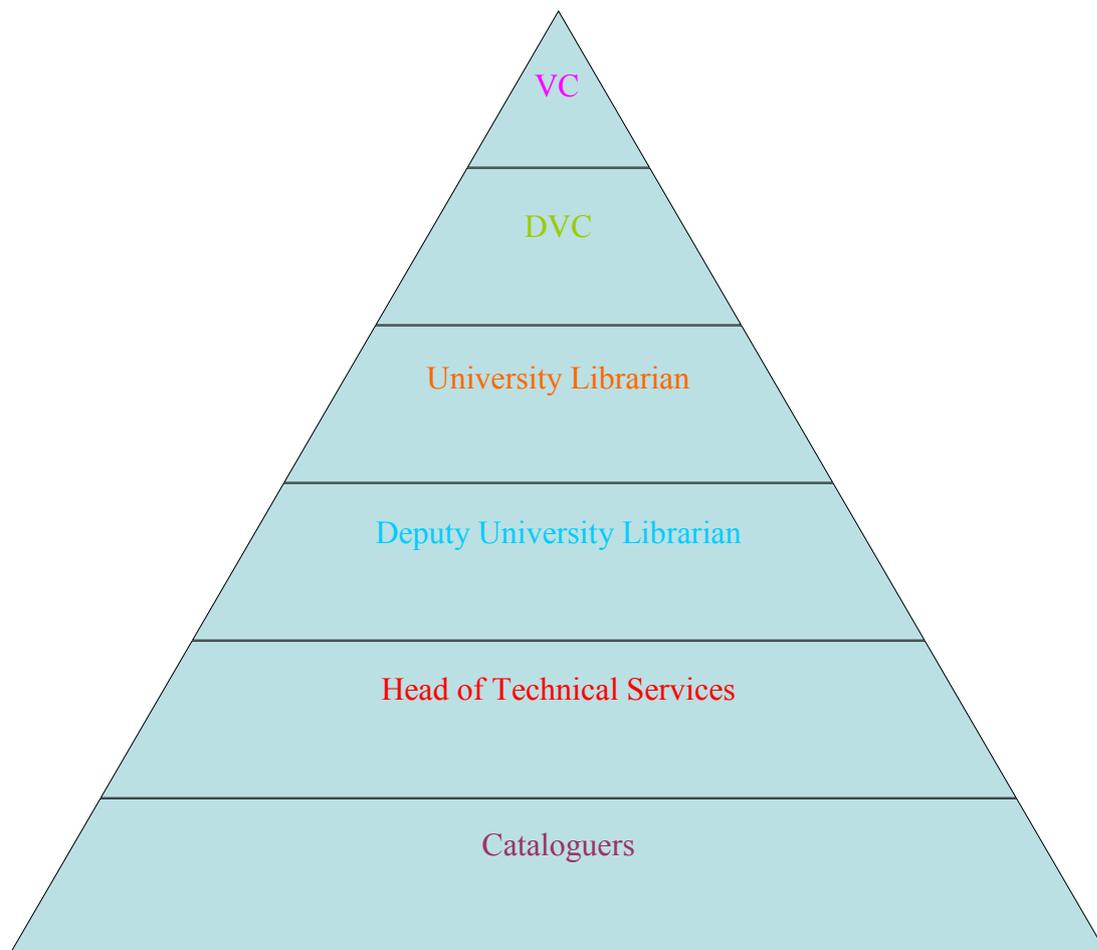
4.4 Population

The first step in survey research is to define the population to be studied (Moser & Kalton 1979:53). A population is any set of persons or objects that possesses at least one common characteristic (Busha & Harter 1980: 56). Bless & Higson-Smith say that a population, sometimes referred to as a “target” population, has at least one characteristic to differentiate it from other groups (Bless & Higson-Smith 1995:87). The concept of population is fundamental to survey research, because it sets the boundaries on the study units. The present research population consists of four groups of individuals, namely: cataloguing staff at the E.G.M. Library, who worked on the library software package. The population consisted of four library staff. The cataloguing staff formed the first group of individuals to be interviewed. The academics that had been employed by the Edgewood College of Education prior to 2001 but were still employed by the University of Natal were interviewed. The population consisted of five academics. The third group of individuals included the Deputy-Vice Chancellor (DVC), University Librarian (not available), Deputy University Librarian (now called Director of Library Services), Head of Technical Services and the Head of Edminson Library who worked at the Edminson Library prior to and after the incorporation of the library catalogues. She initially worked on the ILIS 2000 library management system and later on the URICA library management system. The University Librarian had retired and several attempts were made to secure an interview but these were not successful. A population of four formed the management category of individuals.

The library staff at the Edminson Library worked on the ILIS 2000 library management system prior to 2001. This population consisted of three library staff. They were the Subject Librarians at the E.G.M. Library that were familiar with the retrieval of information from the University of Natal Library catalogue, but in 2002 had to accommodate the Edgewood College of Education collection. This population consisted of four library staff members. These two groups of individuals were banded together to form the fourth category called Edgewood library staff and subject librarians from the E.G.M. Library.

It is imperative to provide a hierarchical structure of the different role-players in the merging of the library catalogues and how their roles fit into the University of Natal, Durban's broader structure. The following structure indicates their roles in the organisation.

Figure 1: University of Natal's hierarchical structure



The DVC (Deputy Vice-Chancellor) was responsible for making decisions concerning library policies. He had to co-ordinate and oversee the libraries on all campuses of the University.

The University Librarian was responsible for the management of libraries on the Durban Campus. He had to deal with staff and daily operations of the Libraries. He reported to the DVC for final decisions. The Deputy University Librarian managed the Technical services and Finances and reported to the University Librarian with regard to the daily operations of the Technical Services and Finances of the libraries on the Durban Campus. The Head of the

Technical Services Division managed the Cataloguing, Acquisitions and Periodicals Departments. She reported to the Deputy University Librarian. The cataloguers reported to the Head of Technical Services.

4.5 Procedures for data collection

Having selected the basic methodologies to be used, the next step was to select or design the specific technique or techniques to be used to collect the necessary data.

4.5.1 Literature review

The literature review helped to identify, locate and synthesize completed research on the topic at hand. By analysing the various scholarly publications, the research problem was clearly delineated and assisted with the choice from methodologies that were employed in similar studies (Jupp 2006:162).

4.5.2 Documentary sources

Since there was very little published material on the mergers of library catalogues in the South African context, unpublished material such as minutes of meetings and annual reports formed an integral part of the information-gathering process.

4.5.3 Interviews

Interviews were conducted with the DVC, the Director of Library Services, the Head of the Technical Services Division and the Edminson Librarian. Interviews were also conducted with the cataloguers from E.G.M. Library and the staff from the Edminson Library. In spite of repeated attempts to arrange an interview, the University Librarian was unavailable.

4.6 Choice of methodology

Durrance & Fisher (2005:40) defined interviews as question and answer sessions with an individual participant, conducted either by telephone, through face-to-face interactions, or

online. They continue to state that interviews provide a valuable opportunity to probe and explore responses, resulting in the collection of data regarding library services that is rich in content and clear in meaning. In addition, it provides the right circumstances (where trust and anonymity are established). Interviews are useful to collect more sensitive information that respondents may not wish to write down.

4.6.1 Semi-structured interviews

Semi-structured interviews were used as a data-gathering instrument because they offered flexibility. The interviews could be adjusted to meet the diverse situations. The interview employed a readiness to change, to correct and adjust the course of study, as required by the research. They assisted in engaging open discussion with the respondents and maintaining a stimulating but not a dominating role. One was able to follow the course that emerged through the interview (Sarantakos 2005:270). The interview reminded the researcher that the respondents were the experts who provided valuable information. Their role was as vital as the researcher and not just as a source of data. They were easy to administer because the respondents did not need the ability to read or to handle complex documents or long questionnaires. They presented an opportunity to observe non-verbal behaviour. This process proved less tedious thus requiring less patience and motivation than other methods. Participation and not just response was required. According to Sarantakos (2005:270) participation involves another person with whom the respondent interacts to complete the task. The interview is perceived as a co-operative venture rather than a one-sided exercise. Interviewing gave a friendlier and a more personal emphasis to the data-collection process. Personal contact was of special importance, because the questions referred to matters that were confidential, unflattering, embarrassing and sensitive in some way (Gorman & Clayton 1997:125).

This approach offered a capacity for correcting misunderstandings by respondents. There was control over the order of questions. Respondents did not have the opportunity to know the sequence of the questions to alter the order of the questions they had to answer. There was an opportunity to control the conditions under which the questions were answered. The interviews were conducted in the work environment of the respondents. Thus offering a sense of comfort and security. Spontaneous answers could be recorded. One was able to

exercise control over the time, date and place of the interview. Interviews were conducted exactly as planned, regarding the time and date, according to specified conditions. They attracted a relatively high response rate. Immediate response to a question was available thus avoiding delays in the data-collection process (Gorman & Clayton 1997:125). Such a guarantee cannot be given when questionnaires are used. Ability to handle complex questions was possible due to the presence of the interviewer. The fact that the interviewer presented the questions guaranteed that all questions would be attempted and the interview would be complete. Life as a process was quite evident, because it helped to ascertain aspects of personal experience displayed in everyday life. They offered naturalism because the interviews were directed towards studying reality as it really is and as it is manifested in everyday life (Sarantakos 2005:270).

Although the semi-structured interview offered many benefits to the researcher, there were still limitations, such as bias, where interviews could be affected by the 'interviewer' factor and the possible bias associated with it that had to be considered. They are less convenient than other methods, such as questionnaires. They pose less anonymity than other methods, since the interviewer knows the identity and personal details of the respondent. They also become less suitable than other methods when sensitive issues are discussed. People prefer to write about sensitive issues rather than to talk about them. These interviews are more costly and time-consuming than other methods (Sarantakos 2005: 286). These limitations present restrictions in the survey method, but, the researcher still saw the semi-structured interview as the most appropriate method for collecting data for this study. A further limitation that the researcher had to accommodate was the time lapse that had occurred between the interviews and the actual merger. A major advantage being that the interviewer had been working in the Cataloguing Department at the E.G.M. Library catalogue at the time of the merger. The interviewer could provide prompts to activate the memory of some of the respondents.

4.6.1.1 Problems and errors in interviewing

In order to provide an accurate analysis of the data, the researcher had to adhere to some of the precautions offered by Sarantakos (2005: 286), to overcome some of the problems and errors related to recording interviews. These included selective hearing, the leniency effect when extremely negative responses are avoided, and projection effect, when personal

prejudice and stereotypes are projected onto the respondent, affecting perception and evaluation of responses. Considering that the researcher had been familiar with most of the respondents, caution had to be exercised to overcome the contact effect which results in loss of objectivity caused by knowing the respondent thus leading to mild evaluation of responses. In addition, caution had to be exercised so that information that had been collected was not withheld and one did not fall into the trap of replacing non-responses with another person's responses or forgery of parts of the data.

The following procedures were considered when conducting the interviews:

Permission was obtained from the interviewee. Confidentiality of the interview was emphasized. An explanation was given concerning the purpose of the interview, how the participants were selected, how the responses would be used and whether or not participants would have the opportunity to see the results of the study. The interviewees were encouraged to ask questions about the interview (Durrance, J.C. & Fisher, K.E. 2005:41).

4.6.2 Interview schedule design

A questionnaire written to guide interviews is called an interview schedule. An interview schedule provides the researcher with a set of predetermined questions that is used as an appropriate instrument to engage the participant (De Vos 2002: 303). Designing a good interview schedule involves selecting questions needed to meet the research objectives, testing them to make sure they can be asked and answered as planned and putting them into a form to maximize the ease with which the respondents and interviewers can do their jobs. The variables to be measured should be listed in categories or areas that make sense. An analysis plan should be developed to go with the list of variables to be measured (Fowler 1984: 100). The preparation of an effective interview schedule entails writing questions or items that elicit required information. The nature of the questions indicated that a theme was explored. The questions varied among the different groups of people. The order of the questions varied between the different groups of people. Several types of questions were formulated, including factual, opinion and attitude, information, self-perception and standards of action. Factual questions related to the respondents' term of employment at the University of KwaZulu-Natal and the designation occupied at the University of KwaZulu-Natal.

4.6.2.1 Opinion and attitude questions

These types of questions helped to obtain information about the respondents' beliefs, feelings and values. With these questions, data of a subjective nature were produced. These opinions are normally presented simultaneously and response opinions are offered dichotomously or scaled (De Vos 2002:182). Busha & Harter (1980:66) define an attitude as 'a relatively enduring organisation of interrelated beliefs that describe, evaluate, and advocate action with respect to an object or situation, with each belief having cognitive, affective and behavioural components.' Opinion and attitude questions were used in the survey to determine the respondents' ideas, inclinations, prejudices and convictions.

Scales are normally used to measure the intensity of the views held by people. The interview schedule included multiple choice questions and the respondents were asked to choose the 'best' or most appropriate of several options. A rating scale was used with some of the questions in the study, so that the respondents could indicate which the most preferred choice was. When the data was analyzed, a close positive relationship was found between the respondents' attitudes and actions.

4.6.2.2 Information questions

Information questions are adopted to determine what respondents know about a given topic and how or when the research subjects gained that knowledge. Information questions were included in the interview schedule to determine the respondent's knowledge of the library and its services, library catalogue and computer expertise. Action questions provide valuable information about future respondent behaviour (Bush & Harter 1980: 66). Questions concerning past and present behaviour were included to predict future behaviour.

4.6.2.3 Open-ended questions

The questions were phrased at the respondents' level of understanding. Open-ended and closed questions were included in the questionnaire. Open-ended questions allowed the respondent flexibility in choosing how to answer the questions. Few restrictions were imposed on the participants, so that they could offer their true thoughts and opinions.

Although the questions helped to lead the respondents in a particular direction or suggest a specific point of view, individuals were free to express their own thoughts (Gravetter 2009: 363). One thought which had to be borne in mind when compiling the open-ended questions was that the answers would be difficult to summarize or analyse with conventional statistical methods. Responses to open-ended questions may be limited by the participant's ability or willingness to express his or her thoughts.

Inarticulate or tired people may give very brief answers that do not completely express the true breadth of their thinking.

4.6.2.4 Closed questions

Fixed or closed questions offered the respondents a set of responses from which a choice had to be made. These are sometimes referred to as a restricted question, where it presents the participant with a limited number of response alternatives, thus restricting the response possibilities (Gravetter 2009:363). With these questions, there was the possibility that the information obtained would lack depth and variety. Investigator bias could also creep in when the researcher listed the response patterns that he/she is interested in or those that came to mind. The given response pattern for a question could condition the thinking of the respondents' opinions. They may reflect the extent of agreement or disagreement with the researcher's opinion or analysis of a situation. The ease of offering a ready-made list of responses may create a tendency among respondents and interviewers to respond to a category, without thinking through the issue (Kumar 1996:119). With these disadvantages a decision was made to limit the number of closed questions presented in the interview. Apart from the few concerns listed above these questions provide 'ready made' categories within which respondents reply to questions asked by the researcher and help to ensure that the information needed is obtained. The possible responses are already categorised and are easy to analyse (Kumar 1999:119). These questions were excellent in securing factual information and eliciting expressions of opinion (Powell 1985:95).

4.7. Response rate

A 90% response rate was obtained from the semi-structured interviews that were conducted on the various groups of people. The University Librarian of the University of Natal Durban, libraries was not available for the interview. Several attempts were made to set up a suitable date and time but they were not successful.

4.8 Pre-test

Once the instrument was compiled and the researcher was confident about the way the questions had been formulated, a pre-test was conducted. A pre-test involves the 'trying out' of a particular research instrument (Baker 1994: 182-183). Every interview schedule must be pre-tested no matter how skilled the researcher. Almost every question could be changed in some way to make it easier for respondents and interviewers to meet the researcher's objectives. If the final instrument is closer to perfection, then the chances of the success of the research process is increased. One has to remember that once the final questions are printed and the data collection has begun, changes would be difficult and expensive to make (Fowler 1984:103). One of the advantages of conducting a pre-test is that it gives advance warning about where the main research project could fail, where research protocols may not be followed, or whether or not proposed methods or instruments are inappropriate or too complicated (van Teijlingen 2003).

De Vos (2002: 210) cautions researchers not to begin their main inquiry unless they are confident that the chosen procedures are suitable, valid, reliable, effective and free from problems and errors, or at least that they have taken all possible precautions to avoid any problems that might arise during the study. The pre-testing of a measuring instrument consists of "trying it out on a small number of persons having characteristics similar to those of the target group of respondents" (De Vos 2002:211). Reliability and validity were used to determine whether the most suitable research method and instrument had been employed in the study at hand. Pre-test is the most conservative way to estimate reliability. Reliability can be described as the degree to which the instrument measures the same way each time it is used under the same condition with the same subjects (Tharenou, P, Donohue, R & Cooper, B 2007:269).

Validity is the best approximation to the truth. To establish validity and reliability, the questionnaire from the semi-structured interview was pre-tested in October 2008 on a sample of Academic staff, Library staff (management, cataloguers, subject librarians) at the University of KwaZulu-Natal, Westville campus, to examine the clarity, content, validity and relevance of questions on the interview schedule. The staff at the University of KwaZulu-Natal, Westville campus was considered sufficiently similar to the population under study. The sample for the pre-test was one staff member from each category of staff, that is, one academic, one subject librarian, one cataloguer and one member from library management. The respondents were informed that the purpose of the interview was to ensure that the questions covered in the interview schedule were clear and unambiguous. The relevant changes were made in consultation with the supervisors of the research.

4.9. Interview schedules

There were four sets of interview schedules addressed to the four groups of people:

4.9.1 Interview schedule for cataloguers

An interview schedule consisting of twenty open and closed questions targeted the cataloguers working at the E.G.M. Library. The questions were formatted to elicit information pertaining to demographics, cataloguing and classification knowledge, computer expertise and usage.

4.9.2 Interview schedule for academics

A separate and slightly different interview schedule, consisting of seventeen open and closed questions, was aimed at the academics that were employed at the Edgewood Campus, prior to the merger but still employed under the University of Natal, Durban banner. The questions were formulated to obtain information relating to demographics, library usage, library catalogue usage and computer expertise.

4.9.3 Interview schedule for management

An interview schedule consisting of twenty-two open and closed questions was directed at the management of the University of Natal Durban, Libraries. It was hoped to obtain information in relation to demographics, computer expertise, and management decisions. These questions were set to establish information on their position and status in the University.

4.9.4 Interview schedule for subject Librarians and Edminson Library staff

An interview schedule consisting of 13 open and closed questions directed at the subject librarians at the E.G.M. Library and Edminson Library staff was drawn up.

4.10 Analysis of data

Data analysis is the process of bringing order, structure and meaning to the mass of collected data. The purpose of this process is to search for general statements about relationships among categories of data (Gorman & Clayton 1997:200). The coding of open-ended questions poses a challenge when conducting data analysis. Coding of open-ended questions require the response categories to be developed first through a process called content analysis (Kumar 1996:209). Content analysis can be defined as a research method which examines words or phrases within a wide range of texts, including books, conversations and interviews. By examining the repetition of certain words and phrases, researchers are able to make inferences about the study at hand (Babbie 2001: 491). By breaking down the content materials into meaningful and pertinent units of information, librarians attempt to discern certain characteristics of messages (Busha & Harter 1980:171). Content analysis is aimed at exactness and the elimination of bias in the investigative process; its methods are employed to decrease the degree of subjectivity inherent in procedures designed to analyze or evaluate the contents of materials (Busha & Harter 1980:172). In addition, it classifies textual material by reducing it to more relevant, manageable bits of data (Gorman & Clayton 1997:207).

4.11 Types of content analysis

There are at least four major types of content analysis: descriptive, contextual, comparative and particularistic content analysis (Sarantakos 2005:300). Contextual analysis seeks to understand the context through the meaningful statements of the authors found in the texts. Contextual analysis is also referred to as thematic analysis because it is the themes or issues in the text that the researcher wishes to analyse (Wilkinson & Birmingham 2003:70). Contextual/thematic analysis was the most appropriate for the present research.

4.11.1 Procedure followed

1. The four sets of interview schedules, including the responses were read. Categories or themes that came to mind were recorded.
2. Each of the schedules were examined and thought about in terms of their underlying meaning, rather than the substance.
3. A list of themes was compiled. Similar themes were placed together. These themes were placed in columns indicating major themes, unique themes and leftovers. The themes were pre-merger, merger and post-merger.
4. Categories emanated from ascribing the most descriptive words to coincide with the themes.

According to Tharenou, Donohue & Cooper (2007:254), a category is a “group of words with similar meaning or connotations”. The total list of categories was reduced by grouping themes that related to each other. Once relationships between the data had been established, data was grouped together so that it would be able to stand alone as independent thoughts in the absence of additional information other than a broad understanding of the context. Caution had to be exercised not to decontextualize a phrase or word by removing it from its written or spoken framework (Gorman & Clayton 1997:207).

4.11.2 Editing analysis of data

Editing analysis involves an ‘interpreter’ rearranging the text in order to identify meaningful segments that stand on their own and relate to the purpose of the study (Tharenou, Donohue

& Cooper 2007:256). The present researcher identified meaningful units that were relevant to the study. These units were then organised into categories, which were explored to determine the themes and patterns that connected them.

The data was grouped into categories representing three themes. According to Wilkinson & Birmingham (2003:76), this process does not require a predefined coding frame to be adapted, nor does it require complex numerical analysis. The researcher chose to use index cards where all the responses were grouped into the three categories. Like responses were allocated according to the themes chosen. These three themes were analysed to achieve the final results.

4.12 Summary of Chapter Four

This chapter presented and discussed the methodology that was employed in the study. The organization of the interview schedule and its response rate were discussed. There was a ninety percent response rate.

Chapter Five: Presentation of Results

5.1 Introduction

This chapter presents the results of the study as acquired from the semi-structured interviews. Bell (1993) states that data collected by questionnaires, interviews or any other method are meaningless until they are analysed and evaluated. The present study aimed at investigating the merging of the library catalogues between the Edgewood College of Education and the University of Natal, Durban Libraries. The aim of this chapter is to present the analysis of the data obtained from the semi-structured interviews. It also presents the results accruing from the analysis of that data. A selected number of questions were discussed as they related specifically to the research questions.

5.2 Demographic data

Questions 1 and 2 (Appendices C, D, E, F) related to background data and experiential data of the respondents. The background data collected on respondents included their number of years of employment at the institution and their positions in the university. These were closed questions. It was important to determine the range of responses – the respondent with the lowest and the respondent with the highest number of years employed by the institutions under study. Having gone through the interview schedules, a range had to be established to divide the data into a number of categories. The range in the study was 8 to 36 years. The following categories were selected: 7-14, 15-22, 23-29, 30-36. Positions held by the various respondents were also placed into categories.

Table 1: Years of experience of library staff interviewed

No. of years experience	7-14 yrs	15-22 yrs	23-29 yrs	30-36 yrs	Total
Management	2		1	1	4
Academics	3	1	1	-	5
Librarians	4	1	2	-	7
Total	9	2	4	1	16

Content analysis requires data to be placed in categories with themes. The four categories identified were the cataloguers, academics, management and subject librarians. These four categories were analysed according to the three themes. Pre-merger planning, merger implementation outcomes and post-merger activities were the three themes identified for this research.

5.3 Cataloguers

The questions (Appendix D) posed to the cataloguers at the Howard College campus of UKZN were placed into categories to highlight the themes:

5.3.1 Pre-merger planning

In Question 4, the cataloguers had to indicate whether or not they worked on the Library system or the ILIS 2000 system. All cataloguers (5) interviewed had worked on the system. None of them were familiar with the ILIS 2000 system, which was previously used by Edminson Library prior to 2001.

In Question 5, the cataloguers had to indicate the levels of communication that took place during the merging of the library cataloguers. All five cataloguers interviewed indicated that there was no communication or consultation concerning the merger between management and the cataloguers.

5.3.2 Merger implementation

Question 6 asked whether or not the merging of the catalogues was a success. The majority of cataloguers indicated that it was a merger with major problems. The responses obtained were:

- there was a mix-up with titles because the main titles were attached to incorrect subtitles
- subject searching was impossible because the so-called “subjects”/keywords were placed into the note field, thus making them inaccessible.

- there were incomplete records because some of the titles were just reduced to title only information.

Questions 7-13 relating to merger implementation revealed that all of the cataloguers indicated that the merging of the catalogues was problematic. They indicated that it was not successful largely because both these institutions used two different cataloguing systems prior to the merger in 2001. As mentioned earlier, the following differences were highlighted:

Table 2: Differences between Edminson and E.G.M. Library’s cataloguing

Edminson library	E.G.M. Library
a) Abridged edition of Dewey Decimal Classification system used for classification numbers.	a) 18 th edition of Dewey Decimal Classification System used to assign classification numbers.
b) Key words used for subject headings.	b) Library of Congress Subject Headings used for subject headings.
c) Fiction catalogued using in house system.	c) Fiction catalogued using DDC.
d) In house cataloguing rules used for descriptive cataloguing.	d) AACR2 (Anglo American Cataloguing Rules 2 nd edition) used for descriptive cataloguing.
e) Material catalogued on system excluding ISBNs (International Standard Book Number).	e) Material catalogued on system including ISBNs (International Standard Book Number).
f) Excluded pagination.	f) Included pagination.

5.3.3. Outcomes and post-merger activities

With questions 15 and 16 relating to outcomes and post-merger activities it was found that the majority of cataloguers felt that they needed to be consulted about a process like this because:

- they could have assisted with planning considering that they had worked on the system on a daily basis, and
- they could have foreseen the repercussions of merging the two different databases because they had experienced the differences between the two systems.

Question 17 asked how communication with the cataloguers could have assisted with the merger. The following suggestions were offered by the cataloguers to improve communications during the merger:

- Prior to the merger there should have been discussions between management and cataloguers.
- Management could have consulted with the cataloguers on a regular basis, and
- Management should have provided regular updates to keep the cataloguers informed.
- Cataloguers could have visited the Edminson Library.

Questions 18 and 19 focused on the feedback from the University community in terms of the merged catalogue and the mechanisms put in place.

The majority of the cataloguers reported that there were complaints and trouble-shooting mechanisms had to be devised.

5.3.4 Recommendations offered

In Question 20 cataloguers were asked for their recommendations relating to the future merging of library catalogues. Their responses are summarized as follows:

- There should be more communication between all persons related to the merger so that they are informed about the process and the steps.
- Regular test runs should be conducted to ascertain whether or not the system is going to meet the needs of the library.
- There should be more consultation and regular communication between management and the cataloguers, for the process to be a success.
- A project manager should have been appointed to oversee the process because managers and cataloguers cannot conduct their normal work and assist with a merger. A person

dedicated to the entire project would be more suitable to take the library through the process.

- More staff should have been employed because a merger usually increases the workload and staff dedicated to work on merger-related issues would be of benefit to the process.

5.4 Academics

Academics from the Edgewood College of Education (Appendix E) were selected and interviewed for the study. Five academics who had worked at the College prior to the merger were purposefully selected in order to document their personal pre and post-merger experiences of the library catalogue.

5.4.1 Pre-merger planning

Question 3 related to the frequency of accessing the Edminson Library by the academics interviewed.

Table 3: Frequency of library use

Academics	Daily	Weekly	Monthly
Academic 1	*		
Academic 2			*
Academic 3	*		
Academic 4		*	
Academic 5	*		
Total	3	3	3

Question 4 related to how information was accessed at the Edgewood Library.

Table 4: Retrieval of information

Academics	Library Catalogue	Browsing the collection	Consultation with library staff
Academic 1	*		
Academic 2		*	
Academic 3	*		
Academic 4		*	
Academic 5		*	
Total	2	3	

Three of the respondents indicated that they preferred to browse the collection for resources whilst two indicated that they consulted the library catalogue.

5.4.2 Merger implementation

Question 12.1 related to the use of the newly merged catalogue by the academics at the Edgewood College of Education. All of the academics interviewed indicated that they chose not to use the new system. Question 12.2 was used to determine their reasons for not using the newly merged catalogue. They gave the following reasons:

- They found the new “Urica” catalogue difficult to understand.
- They were confused with accessing the new “Urica” catalogue. There were no staff to offer training.
- They experienced problems with accessing information. The format displayed in the system was very different from the ILIS 2000 system.
- The information relating to material housed in the Edgewood Library was incorrect. Titles had incorrect subtitles and keywords were inaccessible.

5.4.3 Outcomes and post-merger activities

Question 16 related to the introduction of the new, merged catalogue. The five academics interviewed indicated that no mechanisms were put in place to introduce them to the new, merged catalogue.

5.4.4 Recommendations offered

In response to Question 17 regarding suggestions for the future merging of library catalogues, the academics at the Edgewood College of Education indicated that:

- There should be regular communication between academics and library staff.
- The library should employ more library staff to offer training.
- The library should provided regular updates on new products relating to the library.
- The library should provide more information concerning the activities that they are involved with.

5.5 Management

The Deputy Vice Chancellor, the University Librarian, the Deputy University Librarian and the Head of Technical Services formed the management structure relating to the merging of the library catalogues of the University of Natal and Edgewood College of Education.

Interviews (Appendix C) were conducted with the Deputy Vice Chancellor, the Deputy University Librarian, the Head of Technical Services and the Head of Edgewood Library.

The University Librarian was unavailable.

5.5.1 Pre-merger planning

Question 5 attempted to establish whether or not the managers interviewed were informed about the incorporation of the Edgewood College of Education into the University of Natal.

All managers that were interviewed indicated that they were aware of the incorporation of the Edgewood College of Education into the University of Natal.

Question 6 related to whether or not managers were informed about the incorporation of the Edgewood College of Education into the University of Natal prior to 2001. All managers that were interviewed indicated that they were informed about the incorporation in 2000.

Question 7 dealt with the steps taken by management once they were informed about the incorporation. All managers indicated that there was not much consultation with library staff.

There were no meetings held among concerned parties. According to the responses from

management, there was little interaction between the University Librarian, the Head of Technical Services and the Head of Edgewood Library.

Question 8 focused on the steps taken by management once they had heard about the incorporation. Responses obtained included the following:

- There was not much consultation between the different levels of management.
- There were no meetings between the different managers to discuss the process to be followed.
- There was no interaction between the University Librarian, the Head of Technical Services and the Head of Edgewood Library.

Question 9 related to the communication offered to the university community by library management. All of the managers interviewed indicated that there was no communication to inform the university community about the merging of the library catalogues.

Question 10 attempted to determine the main role player in the merging of the library catalogues. All the managers maintained that they had unofficially appointed the Head of Technical Services to lead the project.

Question 11 tried to determine whether or not there were any consultants employed by management. All of them indicated that no consultants were employed to assist with the merger of the library catalogues.

Question 12 tried to establish whether or not management had consulted with the cataloguers at the E.G.M. Library. All of them indicated that there was no consultation with the cataloguers at the E.G.M. Library.

5.5.2 Merger implementation

Question 13 attempted to determine if additional staff was employed to assist with the merger. All of the respondents indicated that no additional staff were employed to assist with the merger because there was a lack of finances and they did not realise how “bad” the merging of the catalogues would be.

Question 14 related to whether the cataloguers were dedicated to working only on the new merged catalogue. All of them indicated that the cataloguers were expected not only to work on the new merged catalogue but had to continue with their normal everyday work as well. In response to Question 17 which was to determine whether they regarded the conversion as successful, almost all the managers interviewed with the exception of the University Librarian, who was unavailable, indicated that the merger of the Edgewood Library catalogue with the University of Natal Library catalogue was not successful.

Question 19 was concerned with the reactions of the students, academics, cataloguers and subject Librarians. All users (students, academics, cataloguers, subject librarians) gave negative feedback regarding the new merged catalogue.

5.5.3 Outcomes and post-merger activities

Question 22 related to the lessons learned from the merger. The managers who were instrumental in executing and implementing the merging of the library catalogues indicated that this was not the best way to have conducted the merging of the library catalogues of the University of Natal and the Edgewood College Library. They did indicate remorse and regret.

Table 5: Future route to follow

Management	Would you select this route Yes/No
DVC	No
University Librarian	Not available
Deputy University Librarian	No
Head of Technical Services	No
Edgewood Librarian	No

All the managers interviewed indicated that they would not attempt to use this method again because of the problems encountered.

5.6. Edminson Library Staff and Subject Librarians from the E.G.M. Library

The same questions from the interview schedule were addressed to the Subject Librarians at the E.G.M. Library and the library staff at the Edminson Library

5.6.1 Pre-merger planning

Question 4 was used to establish which system was familiar to the library staff and Question 5 to indicate whether or not it was user-friendly. The four Subject Librarians at the E.G.M. Library were familiar with the system and they indicated that it was a user-friendly system. The two library staff at the Edminson Library were familiar with the ILIS 2000 system and indicated that they had worked on it and it was a user- friendly system.

5.6.2 Merger implementation

Question 6 concerned accessing the merged catalogue. The four Subject Librarians and the two staff at the Edminson Library accessed the new merged catalogue to assist users with information retrieval in terms of the availability of material housed in the two libraries. All of the respondents in this category indicated that the retrieval of information from the new, merged catalogue was confusing and time-consuming. It was not as easy to access the system as it was with the system they had previously worked on. This was true for both campuses owing to the fact that the new merged catalogue placed Edminson Library's keywords in the note field, thus making it inaccessible.

Question 7 attempted to establish what communication had come from library management concerning the merger prior to 2001. All of the respondents indicated that there had been no communication from library management concerning the proposed merger.

Question 8 related to whether or not there had been consultation concerning the merger, prior to 2001. All of the respondents indicated that there had been no consultation with library management.

Questions 9-11 attempted to establish the main problems associated with the new, merged catalogue. The following responses were obtained from the respondents:

- The new system was not easy to access because complete subject searches were not possible.
- Users did not appear to adapt to the new system easily.
- There were problems related to the retrieval of information because there was no systematic organization of the information.

5.7 Summary of Chapter Five

Chapter Five presented the results of the interviews conducted. The data collected enabled the researcher to answer the research questions which were identified in Chapter One. The aim of the semi-structured interviews were to investigate the merging of the library catalogues of the Edminson Library and the University of Natal, Durban Libraries. The results reflected the experiences of the four groups of individuals who were directly affected by the merging of the two library catalogues.

They also revealed that a number of problems were encountered by the respondents.

The findings indicated that the merging of these library catalogues was not successful.

Recommendations and suggestions were made by the respondents to ensure that the future merging of library catalogues would be successful. These could be of assistance to library staff for any future merging of library catalogues. In the next chapter the results obtained in the study are discussed in relation to the literature reviewed in Chapter Three.

Chapter Six: Discussion of Results

6.1 Introduction

In this chapter the findings are discussed in relation to the research problem. Information presented in the literature review from Chapter Three will be referred to. The purpose of the present study was to investigate the merging of the library catalogues of the Edgewood College of Education and the University of Natal Libraries, Durban. Recommendations were made, so that library personnel will benefit from the lessons learnt in any future merging of library catalogues.

The research questions investigated were:

- What mechanisms were put in place prior to the merging of the library catalogues?
- Did library staff (i.e. management, cataloguers and subject librarians) encounter any problems when working on the merged catalogue?
- Did the academics experience any problems when accessing the new merged library catalogue?
- What mechanisms were adopted to resolve these problems?
- What recommendations can be offered in terms of future merging of library catalogues?

The research was conducted on four groups of individuals. The first group was the cataloguing staff at the E.G.M. Library, who worked on the URICA library software package. The second group consisted of academic staff who worked at the Edgewood College of Education prior to 2001. The third group consisted of individuals from management. It consisted of the Deputy Vice-Chancellor (2001), the University Librarian (2001) (not available because he had retired. Although several attempts were made to set up the interview, they did not materialise), the Director of Library Services (then Deputy University Librarian), the Head of Technical Services, and the Head of the Edminson Library who worked at the Edminson Library prior to and after the incorporation of the library catalogues. The Head of the Edminson Library initially worked on the ILIS 2000 software and later on the library software package. The fourth group included the library staff from the Edminson Library and the subject librarians from the E.G.M. Library. The Edminson Library staff had worked on the ILIS 2000 library software package prior to 2001 and the Subject Librarians at

the E.G.M. Library who were familiar with the retrieval of information from the University of Natal, Durban Libraries' catalogue, but in 2002 had to accommodate the Edgewood College of Education collection based on the library software package.

Content analysis was the method used to analyse the data. This process results in a set of categories summarising the data at hand. The data collected was placed into three categories, namely pre-merger planning, merger implementation and outcomes and post-merger activities. These categories were interpreted to answer the research questions. This was conducted by relating the categories to each other in some way to tell a story in relation to the research questions (Tharenou, Donohue & Cooper 2007:256). The order of the discussion in this chapter will stem from the research questions. The results from each population group will be discussed according to the findings.

6.2 Demographic data

Certain demographic data was gathered at the start of the interviews to discover relevant facts regarding the staff which may have been important information for the later questions. These factors may have influenced the situation regarding the merging of the library catalogues. In order to ascertain the mechanisms that were put in place prior to the merger it was important to understand how the demographic data, library usage, computer expertise and management experiences of university personnel influenced the merging of the two libraries' catalogues. Even though few cases cited in the literature review were similar to the exact merger situation under study, comparisons were made and parallels were indicated.

The demographic data was a common question to the four groups of respondents. Questions 1 and 2 related to background experiences and experiential information on respondents. The background data collected on respondents were their number of years of employment at the institution and their position in the university. The results obtained from the interview schedule indicated that the university personnel involved in the study showed experiential information ranging from seven years to thirty six years. The findings revealed that the managers had the highest number of years of experience. One manager had thirty six years of experience and another had twenty six years of experience. Two managers had nine and eleven years of experience, respectively.

6.3 Mechanisms put in place prior to the merging of the library catalogues

The information obtained from the interviews from individuals in the management category indicated that inadequate time had been devoted to planning and organising the merging of the library catalogues. The interviews showed that management was aware of the merger towards the latter part of 2000. The integration of the library catalogues took place on 29 January 2002.

Sehoolo (2005:159) stated that for individual institutions the most critical factor in determining the outcome of a merger is the quality and capacity of the leadership that is put in place to steer the merger process. According to Swanepoel (2003), library managers are cautioned that library mergers at institutions of higher education should not be underestimated in terms of complexity and the amount of work involved. He added that even relatively small libraries, such as college libraries, indicate that the task of merging libraries is not merely about integrating information sources, staff, facilities and budgets. Sacks (1994:169) cautioned: "Mergers involve an enormous amount of adjustment to change in a dramatically short period of time. There are limits to the amount and rate of change library staff members may be able to assimilate". The Further Education Funding Council (FEFC) gives the following warning: "It cannot be over-emphasised that institutional merger is a complex and time-consuming process. The work associated with the achievement of a merger should never be underestimated. The merger process involves extensive commitment of senior staff time, and must be organised to ensure that the service to existing customers and clients does not suffer during the process" (FEFC 1998:4).

The present research revealed that no consultants were employed to assist with the merging of the Edminson Library and E.G.M. Library catalogues. Swanepoel (2003) advised that it would be to the advantage of library managers to involve independent consultants. The present study identified a variety of tasks whereby a consultant could have assisted the library managers or merger task teams thus relieving some of the pressures caused by merger demands. According to the literature consulted for this study it was found that independent consultants have the ability to offer invaluable assistance when library managers and task teams lack the necessary skills and knowledge to perform merger-related tasks (Hong-Wei &

Zhang 2000:123). Even in circumstances where the organisational cultures of merging libraries differ only marginally, it may still necessitate deliberate actions to manage these differences. This is in line with the overall sentiment in the merger literature that emphasises the importance of understanding organisational cultures and managing different corporate cultures effectively (Walker & Price 2000).

The interviews conducted with the four groups of individuals concerning the merging of library catalogues of the Edminson Library and the E.G.M. Library, showed that the discussions and planning were minimal. The discussions were restricted to the individuals in the management group. Planning and consultation did not include the cataloguers, academics, subject librarians and Edgewood library staff. The importance of planning was seen in case studies which involved the merging of library catalogues. In Australia, Waters (1981:173) pointed out that adequate time had been allocated in discussions and planning over an eighteen- month period.

The data received from the present study indicated that no structured programme was designed to assist with the merging of the library catalogues of the Edminson Library and the E.G.M. Library. The DVC admitted “there was very little time for planning and planning was done as we went”. Lumley (1990), who reported on a case study in Chatham, UK, recorded that their process involved a five-phase programme in which the library had been involved from phase one.

The present study revealed that no working parties were assigned the task of investigating and providing recommendations concerning the most efficient method for the integration of Edminson and the E.G. M. Library’s catalogues. Lumley (1990) stated that two working parties were instrumental in investigating, and providing recommendations for the most important and efficient method for the integration of systems. The working parties at Chatham in Kent consisted of professional library staff that were required to consider the various work areas. These included documentation services and bibliographic services, cataloguing (classification and indexing), database management and maintenance. The interviews during the present study indicated that in the management category the task of merging the two catalogues was delegated to the Head of Technical Services. The interviews revealed that the Head of Technical Services had to spearhead this project while conducting her normal work.

The results of this study showed that no data collection instrument was used to determine the requirements and expectations of the users. Lumley (1990) stated that a questionnaire was used as a data collection instrument to determine the requirements and expectations of the users. Cairns (1986) reported that a survey was used as a communication tool in Chicago. In the present study, it was found that no data collectors/searchers were appointed to assist with data collation. Data collectors/searchers were used to gather all the data. The results obtained from the interviews in this study revealed that no feasibility studies were conducted with the merging of the library catalogues between the Edgewood College of Education and the University of Natal libraries, Durban. Cairns (1986) mentioned a feasibility study that was conducted prior to the merger. The present interviews revealed that no project leader was appointed to assist with the merging of the library catalogues of the Edgewood Library and the University of Natal, Durban Libraries. In the study at the University of Chicago, a project leader was appointed to steer the merger project.

The present study revealed that there was lack of consultation and communication among all persons concerned with the merging of the library catalogues. Swanepoel (2005) stressed that mergers should be planned thoroughly with effective and regular communication among all concerned personnel. Gierke (2006) indicated that it is impossible to achieve successful results without proper planning. She emphasised that documented decisions and consulting them was vital in the merging of library catalogues. According to Jansen (2002:177) alienating technical, academic and administrative staff in merger weakens the support base of institutions during negotiations. The institution that provided clear, open, frequent and honest communication with all staff was able to rely on their support. The institutions that ignored its staff not only antagonised the most talented but found it very difficult to regain the support, interest and motivation of the personnel. He added that in the absence of honest communication, rumours flourish and these have a negative reflection on management who plan and implement merger decisions (Jansen 2002:177). Since management steered the entire process of merging the library catalogues of the Edminson Library and E.G.M. Library, staff complained that they were not included. There was no clear and frequent communication and staff were not given the opportunity to offer suggestions to help with the merging of the library catalogues.

6.4 Problems encountered by staff (management, cataloguers and subject librarians) when working on the new merged catalogue

In this study, the success of the merging of the library catalogues hinged on whether or not the library staff was able to work on the new merged catalogue with ease. Library staff encountered several problems when working on the new merged catalogue. As stated in chapter two the conversion of the Edminson Library's records took place on 29 January 2002 (University of Natal, Durban Libraries 2002:7). The new merged catalogue made it very difficult for library staff to conduct their daily work. The interviews indicated that it was impossible to conduct subject searches; titles were jumbled and there were duplicate titles. Generally, a lack of consistency in the entire catalogue inhibited library staff from working on the new merged catalogue.

Hill (2002:8) stressed that well-organized collections are the foundation of all library services. Competence in organizing collections involves thorough knowledge of bibliographic and intellectual control principles and standards, understanding of how to apply these principles and standards in practical, cost effective operations and the ability to collaborate with those who provide systems for managing organizational functions, such as library vendors and institutional computer centre staff members.

The value of a library catalogue lies in its efficiency in providing its users with the required data in the least amount of time. In the merging of library catalogues the data goes through a series of processes. According to Harman (2002), an amalgamation is successful if staff and students do not experience significant pain and extended disruption as a result of it. A successfully amalgamated institution exhibits fairly stable organizational features. In any process of rapid organisational change, those affected tend to feel disoriented, unsettled, frustrated, unprepared for change and unable to compete with the demands of the newly created institution. All the library staff (i.e. Management, Cataloguers and Subject Librarians) at the E.G.M. Library said that working on the new merged catalogue was problematic. From the responses obtained it is evident that consultation and planning would have possibly alleviated some of the problems experienced by the library staff.

The research revealed that three groups of library staff felt a sense of disruption and anxiety when they tried to access the new, merged library catalogue. As cited by Harman 2002 Much of the literature supports the notion that most institutional mergers, apart from being wasteful of human and material resources, inflict pain and anxiety, are disruptive and take years to settle down (Meek 1995:134).

The problems relating to access of the new merged catalogue presented negative repercussions in terms of the role of the library service in the University. De Bruin (1985:5) felt that the university library is the focal point of the university, where relevant retrospective and recent information supporting teaching and research is best collected, stored and disseminated, irrespective of format. He stressed that the increased emphasis on more independent activity by students demands effective library services (De Bruin 1985:5). Ineffective library services lead to users satisfying their information requirements elsewhere. This type of environment leads to unnecessary duplication, ineffective systems and dissipation of costly work and equipment.

Difficulties experienced by the library staff indicated the numerous problems they had to deal with when working on the new merged catalogue.

6.5 Academics' experience when accessing the new, merged library catalogue

The research results revealed that the five academics who were interviewed frequented the library. Usage of the library was vital for the academic staff to perform their teaching role in the university. Three of the five lecturers indicated that they preferred to browse the collection, as apposed to accessing the library catalogue. Questions 12.1 and 12.2 revealed that the academic staff chose not to use the new system. The reasons offered by the academics were that the Edminson Library's catalogue information was incorrect and their lack of expertise in accessing the new catalogue was based on lack of communication and insufficient library staff to offer training.

When conducting the merging of the library catalogues it was imperative for the main stakeholders to revisit and understand how the library supported the lecturer. According to De

Bruin (1985), the library supports the lecturer by, assisting with the identification, location and supply of relevant information and information sources; helping the lecturer keep abreast of recent relevant literature, by retrospective and current awareness services and by optimal availability of its services and facilities. The library's responsibility is to ensure that each lecturer is familiar with all the services and facilities that the library offers, knows how to make optimum use of these services and facilities and is aware of the importance of information in his work and the library's place and role in this respect and has a positive attitude to the library service (De Bruin 1985:5). In addition, the library should consult with the lecturer when necessary about the best strategy by which the library can contribute to the lecturer's attainment of goals. The library together with the lecturer, is responsible for the planned development and maintenance of a balanced collection of information resources required for university teaching.

The responses from the academic staff infer that there was a lack of consultation between the academics and the major stakeholders involved with the merging of the library catalogues. The library failed to offer updates in terms of the stages of the merging of the library catalogues and did not offer a service to assist the academics with training on the new catalogue. As a result the academics were not aware of the problems causing inaccuracies in the catalogue. When the situation became apparent, academic staff indicated their reluctance to use the new merged catalogue. These problems may have stemmed from the possibility of inadequate staffing of the library. The results from the all the groups interviewed implied that this merger was not attempted with a clear and realistic vision. The literature on library mergers suggests that, in order to ensure successful post-merger integration, it is vital to establish a clear vision. According to Habeck, Kroger & Tram (2000:21), poor vision or lack of vision can determine the success or failure of a merger.

6.6 Mechanisms adopted to resolve these problems

The Head of Technical Services had the highest level of experience (thirty six years) and was therefore the most suitable person to assist with the mechanisms that were adopted to resolve the problems which arose from the merging of the Edgewood Library with the University of Natal Durban, Libraries.

As stated in Chapter Two the Edminson Library's bibliographic records were loaded onto the URICA database on 29 January 2002 (University of Natal, Durban Libraries 2002:7). Chapter Two also highlighted the various problems resulting from the merging of the library catalogues. The problems with the converted Edgewood library's records did not allow for subject searching and so library patrons were unable to conduct subject searches. To alleviate this problem, the Edminson Library made a printed copy of author, title and subject files from the ILIS 2000 system. Library patrons accessed the printed copies of these files in order to retrieve the material they required. This, in a sense, defeated one of the aims of the catalogue merger. Asmal (1999) stated that the primary purpose of merging or the amalgamating of higher education institutions was to reduce duplication. In effect, this meant that, although the Edgewood College of Education and the University of Natal had merged, the patrons had to search two catalogues in order to retrieve the required information. Hong-Wei & Zhang (2000:123) pointed out that independent consultants have the ability to offer invaluable assistance when library managers and task teams lack the necessary skills and knowledge to perform merger-related tasks. Even in circumstances in which the organisational cultures of merging libraries differ only marginally, deliberate actions may still be necessary to manage those differences. Library mergers at institutions of higher education do not necessarily lead to savings. Asmal emphasised that savings in one area can often be cancelled out by increased expenditure in another area. The intention behind the merging of the two catalogues was to provide a better service to the patrons, but in reality this was not the outcome (Robbins 1999).

In the merger of the library catalogues no additional staff were employed in the library to assist with the merger. Cataloguers had to continue with their daily work and deal with the catalogue integration issues as they presented themselves. Gierke (2006) stressed that additional staff are essential for catalogue integration and suggested that all cataloguing staff should be freed from their daily work and be allowed to devote their full attention to the merger project.

As stated in Chapter Two, the Head of Technical Services had to assist the cataloguers by formatting procedures to help correct the incorrect titles. As a result of personnel difficulties, the library vendor experienced difficulties with the technical aspect of the merging of the library catalogues. The cataloguers had to familiarise themselves with the procedures formulated by the Head of Technical Services in order to continue with their daily

cataloguing. Library staff from the E.G.M. Library and the Edminson Library had to familiarise themselves with the Edminson Library's records, so that they could assist the library patrons.

6.7 Recommendations offered in terms of future merging of library catalogues

In the interviews, various recommendations were made by staff to avoid similar problems in any future library catalogue mergers. The most significant recommendations from all four groups will be discussed below, with insights offered from the literature consulted.

6.7.1 Planning

The information obtained from individuals in the management, academic staff, cataloguers and subject librarians' categories revealed that inadequate time had been allocated to planning and organising the merging of the library catalogues. The interviews showed that management were aware of the merger towards the latter part of 2000 and the integration of the library catalogues took place on 29 January 2002.

Planning is the number one priority when it comes to merging library catalogues. Gierke (2006), Swanepoel (2005) and Jansen (2002) emphasise that in order to ensure successful merging of library catalogues proper planning is essential. The FEFC also indicated that the merger process requires extensive commitment of senior staff time and must be organised to ensure that the service to existing customers and clients is not hindered in any way (FEFC 1998:4). In the case study pertaining to the merger in Australia, Waters (1981:173) states that countless hours were spent in discussions and planning over an 18-month period. According to Jansen (2002), a well-planned merger is of paramount importance in ensuring the success of any merger. Coupled with planning is the essential aspect of time management. Fielden (1997) believed that mergers completed in less than a year seemed to result in extremes of outcome. By this he tried to imply that mergers that were implemented very quickly presented more adaptation problems. The present research revealed that the merger between Edgewood and the University of Natal Durban was completed in less than a year.

6.7.2 Communication

The present study indicated that, since management steered the entire process of merging the library catalogues other library staff felt excluded from the process. It appears as if there was no clear and frequent communication and staff were unable to offer suggestions to help with the merging of the library catalogues.

Communication has been identified as a critical factor in a merger. The present study revealed a lack of communication. Muller (2003) stated that communication is not just about passing on information, but that it has an essential role in alleviating anxiety, managing expectations, demonstrating concern, building trust and encouraging involvement through feedback and two-way communications. As mentioned earlier, Jansen (2002:177) stressed the importance of clear and frequent communication to the entire staff. He indicated that it would be to the interest of the institution to communicate effectively as this would help to build the morale of the staff and produce a more successful merger. He emphasised that if this was not done, it would reflect negatively on management who are responsible for the planning and implementation of mergers.

6.7.3 Independent consultants

The research found that no consultants were employed to assist with the merging of the catalogues. The study identified a variety of tasks with which a consultant could have assisted the library managers or merger task teams, thus relieving some of the pressures caused by merger demands. As indicated in the literature Swanepoel (2005); Hong-Wei & Zhang (2000), the appointment of independent consultants may be invaluable as they have the essential skills and knowledge to perform merger-related tasks. Even in circumstances in which organisational cultures of merging libraries differ to a small extent, it may still necessitate deliberate actions to manage those differences.

6.7.4 Feasibility study

No data collection instruments were used to determine the feasibility of merging two different library catalogues. The original catalogues from both institutions were formed using

different software. Lumley (1991), Cairns (1986) and Gierke (2006) emphasised the significance of conducting feasibility studies prior to the merging of library catalogues. In their studies a feasibility survey was conducted prior to the merger, to help identify problems and methods of solving the problems. Staff were given an opportunity to work on the test catalogues to ensure efficient accessibility.

6.8 Summary of Chapter Six

This chapter discussed the results of the findings, which were based on the research objectives presented in Chapter One. The study demonstrated that the merging of library catalogues is a complex and time-consuming process. A project of such a nature requires strategic planning and dedicated management. Problems experienced by library staff and academic staff and their recommendations in dealing with these problems were included in the discussion.

Chapter Seven: Conclusions and Recommendations

7.1 Introduction

This chapter provides the conclusions of the study and various recommendations made in response to the analysis of the data and interpretation of the results presented in the previous chapters.

7.2 Revisiting the purpose of the study

The purpose of the study was to investigate the merging of the library catalogue of the Edminson Library of the Edgewood College of Education with the catalogue of the E.G.M. Library of the University of Natal Durban, Libraries with a view to identifying problems experienced and lessons learned. The study achieved the following objectives:

- Mechanisms that were put in place prior to the merging of the library catalogues were investigated.
- Experiences and problems encountered by the library staff (Management, Cataloguers and Subject Librarians) when working on the new merged catalogue were established.
- Experiences and problems encountered by academics when accessing the new merged catalogue were recorded.
- Mechanisms that were adopted to resolve these problems were presented.
- Recommendations to assist with the future merging of library catalogues were made.

7.3 Summary of the findings

- Lack of planning was highlighted in the responses obtained from the interviews.
- All the library staff indicated that they had experienced problems when working on the new, merged library catalogue.
- The academic staff interviewed expressed the problems they had experienced when accessing the new, merged catalogue.
- The mechanisms used by the Head of Technical Services to correct the problems that were displayed on the new merged catalogue were highlighted.

- Recommendations were made by the respondents on how to conduct the merging of library catalogues in the future. Included in these suggestions were planning, communication, independent consultants and a feasibility study.

7.4 Conclusions

The study accomplished its original intention of investigating the merging of the library catalogue of the Edminson Library with the E.G.M. Library, with a view to identifying the problems experienced and the lessons learned. After analysing the results of this study, the researcher concluded that the merging of the library catalogues was not at all successful. The problems resulting from the merger of the two catalogues have still not been completely resolved. The effects of the merger are still being encountered by the users of the catalogue. The researcher concluded that the merging of the library catalogue was not successful, owing to the following aspects:

7.4.1 Lack of planning

The time frame allocated to the merging of the library catalogues contributed to the lack of planning. Library management received the directive from the Deputy Vice-Chancellor to merge the two library catalogues within a very limited time and with no additional finance being made available.

7.4.2 Communication

Inadequate communication among all those concerned with the merger of the catalogues was evident. The study documented a lack of regular communication among staff involved. Library staff were uninformed and unable to contribute suggestions to assist with the merging of the library catalogues.

7.4.3 Additional staff

The absence of additional library staff to assist with the merger of the library catalogues exacerbated the problem. Additional library staff were not employed and it was impossible to have dedicated staff to work on merger related matters.

7.4.4 Feasibility study

A lack of time allocated to the merger process did not allow a feasibility study to be conducted. A feasibility study could possibly have predicted certain problems which may have been solved before the catalogue merger actually took place ensuring its greater success.

7.5 Recommendations

The research has revealed that library catalogue mergers are complex in terms of the various processes required and the volume of work involved. The merging of library catalogues is not merely about information sources, budgets, staff and facilities. Mergers involve an enormous amount of adjustment to change in a dramatically short period of time. According to Harman (2002), an amalgamation is successful if staff and students do not experience significant pain and extended disruption as a result of it. In order to produce a more successful merged library catalogue, recommendations are made by the researcher. Many of these recommendations emanate from those made by the respondents in Chapter Five.

The following recommendations are made by the researcher:

➤ Pre-merger evaluation

Preliminary evaluation is an important step to undertake before merging library catalogues. Library management needs to evaluate assumptions regarding costs, risks and benefits, early in the process. The research revealed that the results obtained from merging the library catalogues of the Edminson Library with the E.G.M. Library were disappointing because there was inadequate pre-merger evaluation. Feasibility studies or test-runs are vital for the success of library catalogue mergers.

➤ **Planning**

Successful merging of library catalogues demand strategic planning. Allocating time for the merger process and the preparation for it will allow for thorough evaluations to take place and for trust and favourable relationships to be established between the institutions.

➤ **Communication**

The merging of library catalogues requires effective communication among all people involved and affected by the process. Library managers need to explicitly highlight the benefits of the library catalogue merger to the university community. Announcements related to the merger should be effectively communicated. It is vital to build staff morale by offering communication that is clear, open, frequent and honest.

➤ **Additional staff**

Library catalogue mergers are complex and time-consuming. In order to avoid disruption to the daily activities of the library, employment of additional staff to assist with merger-related queries is essential. A project leader should be appointed to take the institution through the entire process of merging the library catalogues. The selection process of a skilled project leader should be based on an objective assessment of skills and competencies. Strong and reliable leadership is essential for the success of a catalogue merger.

➤ **Independent consultants**

Independent consultants should be appointed to steer the project. Independent consultants are equipped with the expertise to evaluate the different library systems and recommend how best to merge the systems with the least amount of disruption to the university community.

➤ **Management time**

Management should be prepared to devote time to the demands made on them before, during and after the catalogue merger. This could be related to various issues including communication and staffing.

➤ **Costs**

Management should prepare adequately and not underestimate the costs and time involved in a catalogue merger. These may include integration of library systems and procedures and staff development.

7.6 Suggestions for further research

- This study was limited to the E.G.M. Library and the Edminson Library. The phenomenon of library catalogue mergers should be investigated at other colleges of education that have merged with universities in South Africa. These include the Johannesburg College of Education with the University of the Witwatersrand; Giyani College of Education with the University of Venda and the South African College for Teacher Education with the University of South Africa.
- The concept of merging higher education institutions in South Africa saw the reduction of 36 universities and technikons to 21 higher education institutions as well as the renaming of technikons as universities of technology. Library catalogue mergers should be investigated at these 21 higher education institutions, to determine how successful these catalogue mergers have been.
- A further suggestion for research is to evaluate the conversion of the library catalogue at the University of KwaZulu-Natal Libraries from one software package to another. In 2006 the library software was replaced with the SirsiDynix library software package. A survey of library staff and users could be undertaken.

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Appendices

Appendix A: Letter of Consent

Information Studies Department
Faculty of Humanities,
Development and Social Studies
University of KwaZulu-Natal
PIETERMARITZBURG
3200

Dear Respondent

I am a Masters student in Information Studies at the Faculty of Humanities, Development and Social Studies at the University of KwaZulu-Natal and I am investigating the merging of the library catalogues of Edgewood College of Education Library with the library catalogue of the University of Natal Durban, library.

Your assistance is kindly requested in the interview in order to ascertain relevant information for this research topic. It would take approximately 15 minutes of your time. It would be highly appreciated if you would add any other vital information which you think would be useful to this study. Be assured that your confidentiality will be respected.

I will contact you telephonically to arrange a time that is suitable for you in order for the interview to be conducted.

Thank you for your co-operation.

Yours sincerely

L. Naidoo

Appendix B: Letter to University Librarian

129 Mt Vernon Road
Hillary
4094

24/11/08

Mr. G.H.Haffajee
University of KwaZulu-Natal
Varsity Shop
Howard College Campus
Durban
4001

Dear Mr Haffajee

Re: Interview relating to thesis

As you played an important part in the merger process between the Edgewood Library and University of Natal Durban, Libraries in 2001. I would very much like to secure an interview with you before the 26/11/08 as I intend to submit my thesis on 28/11/08.

If I have not heard from you before this date I will understand. Should you wish to have the interview, please call me at ext. 2444.

Thank you in anticipation of a favourable response.

Yours faithfully

L. Naidoo (Mrs)

Appendix C: Interview schedule to Management

1. How long have you been employed by the University?.....
2. What position do you hold at the E.G.M. Library?.....
3. How long have you occupied this position?.....
4. Briefly describe your role in the E.G.M. Library.....
5. As you know the library Annual Report of 2001, indicated that on 1 February 2001 that the Edgewood College of Education was incorporated into the University of Natal and the College library became a branch of the University of Natal Libraries, Durban. Is this correct?.....
6. Prior to 2001, the annual reports do not indicate Edgewood's incorporation into the University of Natal. When were you first informed about the incorporation?.....
7. Could you kindly indicate the steps taken once you had heard about the merger?
Prompt: Who did you consult?
 - (a)
 - (b)
 - (c)
9. What was done to inform the university community about the merging of the library catalogues?
10. Who were the key role players in the merging of the library catalogues.
11. Were any consultants employed?
12. Were the cataloguers at the E.G.M. Library consulted?
13. Were there any new staff employed to assist with the merger?
Yes, why?
No, why?
14. Were the cataloguers dedicated to only working on the new merged catalogue ?
15. If no, did they have to continue with their normal everyday work?
Yes
No
16. On what date did the conversion take place?
17. Was it a successful conversion?

Appendix D: Interview schedule to Cataloguers

1. How long have you been employed by the University of Kwazulu-Natal?
.....
2. What is the designation of your post?
.....
3. How long have you worked in the cataloguing section?
.....
4. Which library system did you work on prior to 2001?
URICA.....
ILIS2000
5. Was there any communication concerning the merger of the library catalogues?
Prompt: Between cataloguers and management.....
If yes what form did this take: Prompt: email..... verbal.....
6. Did you think it was a merger of the catalogues with:
 - (a) No problems? Why?.....
 - (b) Minimal problems? Why?.....
 - (c) Major problems? Why?.....
7. Did the two institutions use the same classification systems?

Yes
No
8. If yes what edition was used?
.....
9. If no what editions were used?
10. Did the two institutions use the same list of Subject Headings?

Yes
No.....
- 11.1 If yes what was it called and is it still used?.....
- 11.2. If no what was it called?.....
11. Were any other differences in the way the two catalogued their collections?
If yes please explain what the differences were?.....
.....
No.....
12. Are there any similarities between the two options in terms of subject headings?
Yes.....Why
.....
.....

- 12.1 No? Why?.....
- 12.2 Yes Why?
13. Was it easy to work on the new merged catalogue?.....
- YES Why.....
- No Why.....
14. Did the new merged catalogue increase or decrease your work load?.....
- If yes How?.....
- If no How?.....
15. Were you consulted about the merging of the two catalogues?
- Yes.....
- No.....
16. Do you think that cataloguers need to be consulted about a process like this?
- If yes, please elaborate.....
- No, why.....
17. What do you think could have been done to improve communication during the merger?
-
-
-
18. Were there complaints or compliments in terms of the new catalogue:
- Complaints , pls elaborate how were these resolved (if all).....
-
-
- Compliments
19. Were any mechanisms put in place to resolve these problems?
- Yes.....
- No
20. What recommendations can be offered in terms of future merging of library Catalogues?
-
-
-
-
-
-

Appendix E: Interview schedule to Academics

1. How long have you worked at this institution and at which campus?
.....
2. What position do you occupy?
.....
3. How often do you access information from the library?
Daily Weekly Monthly
.....
4. How do you retrieve information to satisfy your research needs?
 - a. Library catalogue
 - b. Browsing the collection
 - c. Consultation with library staff.....
- 5.1. If you have selected option(a) then why?.....
.....
- 5.2. If you have selected option(b) then why?.....
- 5.3. If you have selected option(c) then why?.....
6. Do you access the library catalogue?.....
If you do not use the library catalogue please say why?.....
7. Are you familiar with library catalogue currently available?.....
8. If yes? Why?.....
9. If no? Why?
.....
10. Prior to 2001 did you use the library catalogue.....
Can you remember which system you used?
Prompt: Was it:
 - (a) ILIS 2000
 - (b) URICA
 - (c) Can't remember.....
11. Was it a user-friendly system?
 - Yes? Why?
 - No? Why?

12. After the merging of the library catalogues with Edgewood and the University of Natal in 2001. Did you use the new merged catalogue?

12.1. If yes, Was it easy to use.....

12.2. If no, What was your experience?

13. Does the new merged catalogue assist you with locating material in the Edgewood Library.....

14. If yes, How?.....

15. If no, Why?.....

16. Were any mechanisms put in place to introduce you to the new catalogue?

(a) Yes.....What were these?

(b) No.....

(c) Don't remember

17. Can you offer any suggestions pertaining to the future merging of library catalogues?

.....
.....
.....
.....
.....
.....
.....

Appendix F: Interview schedule to Subject Librarians and Edminson Library Staff

1. How long have you been employed at this institution and at which campus?
2. What position do you occupy in the Library?
3. Did you use the library catalogue prior to 2001?
4. Which system did you use?
 - (a) ILIS 2000
 - (b) URICA
5. Did you find it to be a user friendly system?

Yes Why
No Why
6. After the merging of the library catalogues with Edgewood and University of Natal. Did you use the new integrated library system? How did you find using the new integrated library system. Please elaborate?.....
Yes Was it easy to use
No Why?
7. Was there any communication from library management concerning the merger prior to 2001?

If yes, what was the nature? Prompt: email.....
No
8. Were you consulted concerning the merger prior to 2001?
9. Were there any problems with using the merged catalogue?
Yes? What
No?
10. Does the new merged catalogue add effectiveness to the retrieval of information?
Yes, Why
No, Why
11. What do you consider were the main problems associated with the new library catalogue?.....
.....
.....
12. Did you get any feedback from the users with regard to the new system. If yes, please elaborate?
 - a. Yes Why?
 - b. No Why?

13. Were the users able to adapt to the new system easily?

Yes..... Why?

No..... Why?

14. Can you offer any suggestions for future merging of library catalogues?

Appendix G: Example of merged catalogue

Search for title "Pianists at Play" would have produced these records.

JND 1.2 UNIVERSITY OF NATAL - DURBAN CAMPUS URICA
Titles close to PIANISTS AT PLAY
Works
1 1 Pianist's at play \$3 PISPLAY*2
2 1 Pianists at play : interviews, master lessons and technical regimes
\$3 PISPLAY
3 1 Pirates At Play \$3 PISPLAY*1

3.4 UND CATALOGUE AMENDMENT SUSHEILA NAIDOO Page 1 of 1
Titles close to PIANISTS AT PLAY
BRN 120373 19880323
000 nam [monograph]
010 0-900707-91-7 [ISBN]
200 10 Pianists at play \$e interviews, master lessons and technical regimes
\$f by Dean Elder \$3 PISPLAY \$n 1
210* London \$c Kahn and Averill \$d 1986 \$3 LNKAVEL \$n 23
215 324 p. \$c ill
606* PIANISTS - INTERVIEWS \$3 PISINTS \$n 4
606* PIANISTS - BIOGRAPHY \$3 PISBIOY \$n 6
606* PIANO - PERFORMANCE \$3 PIOPERE \$n 31
700*1 Elder, Dean \$3 ELDERD \$n 2
990 120373 \$b 88/06452 \$c 03 \$n 786.1092 ELD
996 786.1092 \$n 16

1.2 UND CATALOGUE AMENDMENT SUSHEILA NAIDOO Page 1 of 1
BRN 391624 19960918 JILL TAIT
000 nam [monograph]
010 1-86049-234-7 [ISBN]
200 10 Pianists at play \$e interviews, master lessons and technical regimes
\$3 PISPLAY \$n 1
204 bk
210* London \$c Virago Press \$d 1996 \$3 LNVPRES*3 \$n 6
300.1 B /
300.2 ITALY : FICTION
300.3 ENGLAND : FICTION
300.4 ROMANCE : FICTION
300.5 HISTORICAL NOVELS - ENGLAND
700*1 Trefusis, Violet \$3 TREFSISV \$n 3
990 391624 \$b 00/0459 \$c 06 \$n EF TRE
996 EF \$b TRE \$n 172

Appendix H: SA MARC TAGS

SA MARC TAGS

010	\$a	ISBN
	\$c	pbk.
	\$d	price
	\$x	erroneous ISBN
101		Language (English)
102		Country
200	\$a	Title
	\$e	Subtitle
	\$f	Statement of responsibility
	\$g	2 nd statement of responsibility
205		Edition
210	\$a	Place
	\$c	Publisher
	\$d	Date
215	\$a	Pages
	\$c	Illustrations
	\$e	Accompanying material
225	\$a	Series added entry
	\$v	Vol. No.
300	\$a	General notes
309	\$a	Title note
310	\$a	Title note
334	\$a	Description note
336	\$a	Accompanying material note
340	\$a	Thesis note
342	\$a	Special collection
360	\$a	Review
365	\$a	Contents note
382	\$a	“with” note

383 \$a "in" note
 510 \$a Parallel title
 512 \$a Cover title
 516 \$a Spine title
 517 \$a Alternate title
 532 \$a Expanded title
 600 \$a Person as subject
 \$b First name
 \$f Dates
 601 Corporate name as subject
 606 \$a Topic as subject
 \$x Topical subdivision
 \$y Geographical
 \$p Chronological
 607 \$a Geographical name as subject
 \$x Topical subdivision
 \$y Geographical subdivision
 650 \$a Keyword
 676 Dewey No.
 700 \$a Author surname
 \$b First name
 701 \$a Alternate author surname
 \$b First name
 702 \$a Translator etc. surname
 \$b First name
 710 \$a Corporate author
 \$b Name subdivision
 984 SABINET field
 996 \$a Call number