

**THE CONTRIBUTION OF CONTINUOUS STAFF DEVELOPMENT PROGRAMS
TO SERVICE DELIVERY AT KABALE UNIVERSITY LIBRARY**

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LIBRARY AND INFORMATION STUDIES OF UGANDA CHRISTIAN UNIVERSITY**

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**UGANDA CHRISTIAN
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DECLARATION

I, Prudence Kembabazi, hereby declare that the contents of this research report are results of my own study and to the best of my knowledge they have never been presented for any academic award in any other institution of higher learning

Prudence Kembabazi

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Date: 5TH MARCH 2025

APPROVAL

I confirm that the work reported in this research report was carried out by the student under my supervision as research supervisor

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Date: 05 March 2025.

DEDICATION

I dedicate this research report to my dad, my husband and my children whose contribution will always be an inspiration

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TABLE OF CONTENTS

DECLARATION	i
APPROVAL	ii
DEDICATION	iii
ACKNOWLEDGEMENTS.....	iv
FIGURES.....	ix
TABLES	x
ACRONYMS.....	xi
ABSTRACT.....	xii
CHAPTER ONE: INTRODUCTION TO THE STUDY	1
1.1 Background to the study	1
1.2 Background to Kabale University Library.....	3
1.4 Statement of the problem	3
1.5 Aim of the study	4
1.6 Objectives of the study	4
1.7 Research questions	4
1.8 Scope of the study	4
1.8.1 Content scope	4
1.8.2 Time scope	5
1.9 Significance of the study.....	5
1.10 Definition of key operational terms Continuous Professional Development	5
1.10.1 Continuous Staff Development Programs.....	6
1.10.2 Service Delivery	6
1.10.3 University Library.....	6
CHAPTER TWO: LITERATURE REVIEW.....	7
2.1 Introduction.....	7
2.2 Theory that guided the study.....	7
2.3 The continuous staff development programs implemented in university libraries.	9
2.4 The efficacy of continuous staff development programs towards service delivery in university libraries.....	11
2.4.1 Improvement in Professionalism and Practice	11
2.4.2 Improved service delivery	11
2.4.3 Lifelong Learning and Capacity Building.....	12

2.4.4 Other purposes of Continuous Staff Development Programs	12
2.5 The challenges faced in the implementation of continuous staff development programs in university libraries.....	14
2.5.1 Time constraints.....	14
2.5.2 Financial constraints	14
2.5.3 Low motivation.....	14
2.5.4 Accessibility issues	14
2.6 Strategies to improve continuous staff development programs in university libraries.	16
2.6.1 Designing sound continuous staff development programs	16
2.6.2 Encouraging staff to participate in continuous staff development programs	16
2.6.3 Enshrining continuous staff development programs in legal frameworks.....	16
2.6.4 Encouraging various forms of continuous staff development programs	16
2.6.5 Working closely with professional associations.....	17
2.6.6 Providing sponsorships	17
2.7 Research gap	17
CHAPTER THREE: METHODOLOGY	18
3.1 Introduction.....	18
3.2 Research design.....	18
3.3 Research approach.....	18
3.4 Area of the study	19
3.5 Study population.....	19
3.5.1 Sample size.....	19
3.6 Data collection methods.....	20
3.6.1 Questionnaires	20
3.6.2 Interviews	20
3.7 Data analysis	21
3.8 Data quality control	22
3.9 Ethical considerations	22
3.9.1 Obtaining approval	22
3.9.2 Informed consent	22
3.9.3 Anonymity and Confidentiality	23
3.9.4 Risk of harm	23

3.10 Limitations and de-limitations of the study	23
CHAPTER FOUR: PRESENTATION AND DISCUSSION OF FINDINGS.....	24
4.1 Introduction.....	24
4.2 Response rate.....	24
4.3 Biographic information of the study participants.....	24
4.3.1 The biographic information for the interviewees	25
4.3.2 The biographic information of the respondents	27
4.3.3 Overall biographic information of the study participants	29
4.4 The continuous staff development programs that have been implemented at Kabale University Library.....	34
4.5 The efficacy of continuous staff development programs towards service delivery at Kabale University Library.....	37
4.6 The challenges faced in the implementation of continuous staff development programs at Kabale University Library	38
4.7 Discussion of the findings Continuous staff development programs at Kabale University Library	40
CHAPTER FIVE: SUMMARY OF THE FINDINGS, CONCLUSIONS AND RECOMMENDATIONS	44
5.1 Introduction.....	44
5.2 Summary of the findings.....	44
5.2.1 Continuous staff development programs at Kabale University Library	44
5.2.2 The efficacy of continuous staff development programs towards service delivery at Kabale University Library	44
5.2.3 Challenges affecting the implementation of continuous staff development programs at Kabale University Library	45
5.3 Conclusions.....	45
5.3.1 Continuous staff development programmes at Kabale University Library	45
5.3.2 The efficacy of continuous staff development programs towards service delivery at Kabale University Library	45
5.3.3 Challenges affecting the implementation of continuous staff development programs at Kabale University Library	45
5.4 Recommendations	46
5.5 Areas for further research	46
REFERENCES	48

APPENDICES	51
Appendix 1: Interview Guide.....	51
Appendix 2: Questionnaire Guide.....	55
Appendix 3: Consent Form.....	59
Appendix 4: Work plan of the study	62
Appendix 5: Study budget	63

FIGURES

Figure 2.1: Kennedy's Model of Continuous Professional Development Practices	8
Figure 2.2: Continuous staff development programs provided in university libraries in South East Nigeria	10
Figure 2.3: Reasons for pursuing continuous staff development programmes	12
Figure 2.4: Purposes for continuous staff development programs.....	13
Figure 2.5: Challenges faced in the implementation of continuous staff development programs.	15
Figure 4.1: Age group of the study participants	30
Figure 4.2: Gender composition of the study participants	31
Figure 4.3: Highest level of education of the study participants	32
Figure 4.4: Years of work experience of the study participants	32
Figure 4.5: Departments of the study participants	33

TABLES

Table 3. 1: Study population composition.....	19
Table 4.1: Number of responses Data collection instrument.....	24
Table 4.2: Age group of the interviewees.....	25
Table 4.3: Gender composition of the interviewees.....	26
Table 4.4: Highest level of education of the interviewees	26
Table 4.5: Years of work experience of the interviewees	27
Table 4.6: Interviewees' departments at Kabale University Library.....	27
Table 4.7: Age group of the respondents.....	28
Table 4.8: Gender composition of the respondents.....	28
Table 4.9: Highest level of education of the respondents	28
Table 4.10: Years of work experience of the respondents	29
Table 4. 11: Respondents' department at Kabale University Library	29
Table 4.12: Age group of the study participants.....	30
Table 4.13: Gender composition of the study participants	30
Table 4.14: Highest level of education of the study participants.....	31
Table 4.15: Years of work experience of the study participants.....	32
Table 4.16: Departments of the study participants	33
Table 4.17: The continuous staff development programs that have been implemented at Kabale University Library.....	34
Table 4.18: The efficacy of continuous staff development programs towards service delivery at Kabale University Library	37
Table 4.19: Challenges faced in the implementation of continuous staff development programs at Kabale University Library	38

ACRONYMS

DV:	Dependent Variable
EASLIS:	East African School of Library and Information Science (EASLIS)
IV:	Independent Variable
LIS:	Library and Information Science
MV:	Mediating Variable

ABSTRACT

Continuous staff development programmes are vital for staff because they ensure that they remain with relevant skills needed for their performance. This study examined the contribution of continuous staff development programmes to service delivery at Kabale University Library to recommend strategies to improve service delivery within the university library based on the study findings. The study's objectives were to: identify continuous staff development programs that have been implemented at Kabale University Library; ii) to determine the efficacy of continuous staff development programs towards service delivery at Kabale University Library; iii) to examine the challenges faced in the implementation of continuous staff development programs at Kabale University Library; and iv) to recommend strategies to improve continuous staff development programs at Kabale University Library. This study used a case study research design and a mixed methods research approach. The study population was composed of 30 people who were all adopted as the sample size (cluster sample size). Data was collected through the use of questionnaires and structured interviews. The study findings revealed that the continuous staff development programs implemented at Kabale University Library included workshops, conferences, seminars, online courses, higher education, in-house training, study visits, networking, on-the-job training, case studies, mentorship and coaching and digital literacy pieces of training. They study findings also demonstrated that continuous staff development programs improved staff competencies and expertise, enhanced staff professionalism, improved information access in the university library, facilitated the provision of quality university library services and enhanced customer satisfaction. The challenges faced included time constraints, poor staff attitudes, low motivation levels, inadequate training facilities, limited continuous development programs, limited funding, among others. It was concluded that Kabale University Library ought to adopt continuous staff development programs which promote the dissemination of information and knowledge transmission, should implement continuous staff development programs which enhance efficiency and effectiveness during service provision and that the challenges which affects the implementation of continuous staff development programs needed to be resolved. The study recommended strengthening communication and awareness about available continuous staff development programs, staff involvement in planning and implementation of continuous staff development programs and developing strategies to address the challenges faced as ways for improving continuous staff development programs at Kabale University library.

CHAPTER ONE: INTRODUCTION TO THE STUDY

1.1 Background to the study

Continuous staff development programs are avenues through which staff enhance their skills and competencies (Gautam & Vinit, 2020; Moonasar & Underwood, 2018). The importance of continuous staff development programs to service delivery has been recognized globally as essential to the growth and success of any organization. Globally, research has shown that continuous staff development programs can result in improved service delivery, increased productivity, and higher levels of job satisfaction among employees. These programs can also help to reduce staff turnover, which can be costly in terms of recruitment and training. It is widely recognized that continuous staff development facilitates the achievement of high productivity and quality service delivery to university library patrons. Academic libraries aim at advancing the goals and objectives of their parent institutions through the provision of information resources and associated services (Anyaeibu & Wali, 2019). Therefore, the effectiveness of academic libraries is framed in terms of the delivery of information resources and associated services. This implies that the quality of services provided by academic libraries is evaluated based on how best they advance the goals and objectives of their parent institutions by fulfilling their mandate of information service provision, which calls for highly competent library staff. According to Gautam and Vinit (2020), academic institutions in most countries such as India have instituted many continuous staff development programs to enhance service delivery within their university libraries. These have exposed library and information professionals to new skills and knowledge which have boosted their confidence and capacity to offer services which meet the changing needs of university library patrons and the priorities in their respective universities.

In Africa, several initiatives have been implemented to promote continuous staff development programs. For example, the African Union has launched the African Continental Qualifications Framework (ACQF), which aims to harmonize education and training across the continent (Oladokun & Mooko, 2022). Additionally, many African countries have established national training institutions to provide training and development opportunities for their workforce. The same has been reported by other researchers from West Africa who have found the continuous staff development programs offered to staff in university libraries as instruments that have advanced service delivery in the university libraries (Oladokun & Mooko, 2022). These interventions have been developed as a response to the dynamic environment in which university libraries operate which necessitate library and information professionals to continuously learn new skills and abilities to enhance their capacity to adapt to the changing world. However, despite the presence of continuous staff development programs in university libraries, the volatility at which changes are

occurring in academic institutions are creating a rapid shift in the skills and competencies required for university libraries as key pillars in academic institutions (Oladokun & Mooko, 2022; Ebong, Ogwo, & Nwachukwu, 2022). This has increased the need for the provision and uptake of continuous education in university libraries. It has also drawn more attention to continuous staff development programs being avenues for lifelong learning and changed the perception of continuous education being an outcome of on-the-job training to also include different learning avenues off-the-job where university library staff can increase their expertise (Arua, 2019). The need for continuous staff development programs is particularly important in Africa, where there is a growing demand for quality services in various sectors, such as healthcare, education, and public service. In many African countries, there is a shortage of skilled personnel, and those who are available often have limited training. This has resulted in poor service delivery and has been a major obstacle to development in many countries. Continuous staff development programs have, therefore, become a priority for many governments and organizations in Africa.

In Uganda, like in many developing countries, service delivery in various sectors such as health, education, and agriculture has been challenged by a number of factors including inadequate funding, limited resources, and low staff morale, among others. One of the solutions that have been proposed to address these challenges is the implementation of continuous staff development programs (Nzarirwehi & Atuhumuze, 2019). Research has shown that the implementation of continuous staff development programs can have a significant impact on service delivery in Uganda. For instance, a study conducted by Bakaira (2023) found that the implementation of a continuous professional development program for teachers resulted in improved instructional quality, better communication with students, and improved academic outcomes. Furthermore, continuous staff development programs have been found to improve staff morale and motivation, which can lead to increased productivity and a better work environment (Nzarirwehi & Atuhumuze, 2019). This can, in turn, lead to improved service delivery and better outcomes for the communities being served. However, challenges prevail that hinder institutions from promoting continuous staff development programs (Bakaira, 2023). This study examined continuous staff development programs at Kabale University.

1.2 Background to Kabale University Library

Kabale University Library is a library that serves Kabale University and the general public. Its goal is to support the research and education needs of the university and its community (Kabale University, 2023). The library possesses both soft and hard copies of information resources covering different subjects such as basic and health sciences, education and arts and humanities (Kabale University, 2023). The library has also embraced digital technologies which allow library users to access information resources outside the university library. As an information provider, library users rely on Kabale University Library to meet their information needs which calls for continuous staff development programs for library staff to keep abreast with global, regional and national trends so as to serve the library users better.

1.4 Statement of the problem

University libraries operate in dynamic environments which necessitates the need for university library staff to exhibit high skills and competencies for efficient service delivery (Alkatheeri, 2019). This calls for the uptake of continuous education as a strategy for enhancing and acquiring relevant skills, knowledge and competencies. However, a report on the need for digitalized service delivery in the 21st century by Tumuheirwe (2019) reported existing gaps in service delivery at Kabale University Library noting that the university library was failing to meet the actual needs of users. However, there was a lack of clear understanding of how staff development programs impact service delivery in academic libraries. Despite the growing recognition of the importance of staff development programs in enhancing service delivery, there was also a dearth of empirical evidence on the effectiveness of these programs at Kabale University Library. This knowledge gap made it difficult to determine the most effective strategies for improving service delivery in university libraries. Therefore, there was a need to conduct a study to examine the contribution of continuous staff development programs to service delivery at Kabale University Library and recommend strategies to improve service delivery within the university library based on the study findings.

1.5 Aim of the study

The study aimed at examining the contribution of continuous staff development programs to service delivery at Kabale University Library to recommend strategies to improve service delivery within the university library based on the study findings.

1.6 Objectives of the study

The study's objectives were in four-fold. These were:

- i. To identify continuous staff development programs that have been implemented at Kabale University Library.
- ii. To determine the efficacy of continuous staff development programmes towards service delivery at Kabale University Library.
- iii. To examine the challenges faced in the implementation of continuous staff development programmes at Kabale University Library.

1.7 Research questions

In line with the above study objectives, the research questions were:

- i. Which continuous development programs have been implemented at Kabale University Library?
- ii. What is the efficacy of continuous staff development programs towards service delivery at Kabale University Library?
- iii. What are the challenges faced in the implementation of continuous staff development programs at Kabale University Library?

1.8 Scope of the study

1.8.1 Content scope

The content scope for this study was limited to the study objectives. Thus, it was restricted to the continuous development programmes that have been implemented at Kabale University Library, the efficacy of continuous staff development programmes towards service delivery at Kabale University Library, the challenges faced in the implementation of continuous staff development programmes at Kabale University Library, and the strategies that can be adopted to improve continuous staff development programs at Kabale University Library.

1.8.2 Time scope

The time scope for this study was limited to 5 years that is from 2017 up to 2023 because this was the time when the University was taken by the government and funding improved which led to recruitment of more staff and increased funding for Continuous Development staff programs

1.9 Significance of the study

It is hoped that the study findings would inform the management of Kabale University Library and other university libraries in Uganda of the benefits of continuous staff development programs towards service delivery which will enhance their uptake and thus promote good information services.

The researcher also hopes that the study findings would inform policymakers in the education sector of the need to implement continuous staff development programs for university library staff as a way of enhancing their relevance and facilitating them to keep abreast with emerging trends and changes.

Lastly, the researcher expects the study findings would provide educative insights to other scholars interested in continuous staff development programs who could find them informative for their research studies and academic knowledge.

1.10 Definition of key operational terms Continuous Professional Development

According to Ebong et al (2022, p.6), "continuous professional development is a systematic and on-going process of broadening one's professional skills and competence in order to keep abreast with the new trends and innovations in the workplace". Nabunya(2021, p.3) defines it as "a process of improving staff knowledge standing as well as acquisition of greater competence and efficiency in discharging of professional obligations in and outside the university working environment". This study used continuous professional development to mean continuous staff education undertaken to improve professional prowess and competencies in a university library setting.

1.10.1 Continuous Staff Development Programs

Nabunya (2021, p.3) notes that continuous staff development programs are "programs organized at different levels that provide a platform for LIS (Library and Information Science) professionals to interact with each other, discuss issues and challenges, share their views and present papers that help in their professional up-gradation". Drawing insight from this definition, this study used continuous staff development programs to refer to all programs provided to staff with the aim of advancing their continuous education.

1.10.2 Service Delivery

Service delivery, according to Martins and Ledimo (2015, p.2) is "where, when and how a service product is delivered to the customer and whether this is fair or unfair in nature". Service delivery in this study was used to mean "where, when and how" services at Kabale University Library were delivered to library users and their effectiveness and efficiency.

1.10.3 University Library

A university library is "an academic library located in universities, polytechnics or college deliveries whose major purpose is to support the objects of the parent institution through the acquisition, organization, presentation and dissemination of information resources to support academic activities" (Ebong et al., 2022, p.3). This study adopted the above definition of a university library given its comprehensiveness although the focus was on an academic library located within a university.

CHAPTER TWO: LITERATURE REVIEW

2.1 Introduction

A literature review provides an overview of what other researchers have said about a particular topic. This is supported by Young (2017) who notes that researchers are unable to conduct effective studies without understanding what has been said about their topics of interest, thus justifying the need to conduct a literature review. For this study, the literature review involved synthesizing and analyzing published work about continuous staff development programs using the research objectives as a guide for reviewing relevant literature. The findings are presented based on the research objectives.

2.2 Theory that guided the study

This study was underpinned by Kennedy's Model of Continuous Professional Development Practices. The theory consists of nine models of continuous professional development which are merged into a framework which can be used to analyse and compare continuous professional development practices (Abakah, Widin, & Ameyaw, 2022). The first four models, according to Kennedy (2005), are for transmission. These include: "the training model, the award-bearing model, the deficit model and the cascade model" (Kennedy, 2005, p.14). Kennedy (2005) acknowledges the training model as the most popular continuous professional development practice. The model which is delivered to the beneficiaries by an expert aims at ensuring the beneficiaries gain new competencies or improve on their existing ones. The second model is the award-bearing model which is classified with the need to complete award-bearing programs (Kennedy, 2005). As such, the beneficiaries are subjected to ranking, scores or other forms of awards that are validated by professional bodies or other institutions. The deficit model is the third model which is designed to fill a specific gap (Kennedy, 2005). For instance, if university librarians have little knowledge in digital skills, a digital skills training is conducted to enhance their digital skills. Lastly, the cascade model is where selected staff attend training events and share their knowledge with their colleagues (Kennedy, 2005). These models are for transmission purposes and facilitate the dissemination of information, however, their role in ensuring that staff development is questionable.

The second set of models are three models which Kennedy (2005) categorizes as transition models because they increase the capacity for individual learning and development. These are the: "standards-based model, coaching/mentoring model and community of practice model" (Kennedy, 2005, p.14). The standards-based model advocates for developing standards or systems of teaching to ensure teacher effectiveness and student learning (Kennedy, 2005). Therefore, both the experts or professional trainers and beneficiaries or staff are considered in developing continuous professional development practices whose goals will be met. The next model is the coaching/mentoring model which is based on one-to-one relationships between experts and staff to support continuous staff development (Kennedy, 2005). Continuous staff development is therefore built from a relationship premise which involves transferring skill sets, as well as offering advice and support. Lastly, the community of practice model is similar to the coaching/mentoring model although it involves more than two people (Kennedy, 2005). In this case, groups of people meet to transfer their skill sets and knowledge as well as provide support and advice to each other. Kennedy (2005) also notes that whereas the coaching/mentoring model cultivates relationships built on trust and confidentiality, the community of practice model does not necessarily depend on that.

The last two models are categorized as transformative models because it is believed that they result in staff development (Kennedy, 2005). These are the: "action research model and the transformative model" (Kennedy, 2005, p.14). According to Kennedy (2005), the action research model involves study participants taking the lead role to improve their own competencies or skills. This implies that they shift from passive learning to active learning, which is a more effective form of learning. On the other hand, the transformative model involves combining different models as presented above with a transformative goal (Kennedy, 2005). Therefore, study participants are not only subjected to one model but a different set of them. The figure below is an illustration of Kennedy's Model of Continuous Professional Development Practices.

Figure 2.1: Kennedy's Model of Continuous Professional Development Practices

Model of CPD	Purpose of model
The training model The award-bearing model The deficit model The cascade model	Transmission
The standards-based model The coaching/mentoring model The community of practice model	Transitional
The action research model The transformative model	Transformative

Source: Kennedy (2005, p.14)

This study adopted the above model as a way of understanding the continuous staff development programs at Kabale University Library and their efficacy. The researcher was able to compare the continuous staff development programs provided with the nine models as proposed by Kennedy (2005) to have more insight into the kind of models that were being provided and what the ultimate outcome of providing them would be as per Kennedy (2005). Lastly, this provided a foundation for providing recommendations to improve the efficacy of continuous staff development programs at Kabale University Library in relation to service delivery.

2.3 The continuous staff development programs implemented in university libraries.

Continuous staff development programs have been a topic of interest in the literature, with several studies exploring the nature and extent of such programs in university libraries. Upon reviewing the literature, it was found that these programs are similar in nature across various regions. However, there are some differences in the types of programs offered and the models used to achieve the goals of these programs. Namaganda's (2019) study on public university libraries in Uganda revealed that traditional programs such as workshops, conferences and seminars were most commonly participated in. However, there was little involvement in nontraditional programs involving digital tools or learning. Similarly, Kennedy (2005) recognized the training model as predominant in these programs, indicating a focus on transmission purposes. This model involves imparting knowledge and skills to staff through various activities such as lectures, workshops, and on-the-job training.

Ebong et al's (2022) study further exemplifies this by presenting a figure on continuous staff development programs provided in university libraries in South East Nigeria. The figure shows various programs such as orientation, job rotation, on-the-job training and in-house visits.

Figure 2.2: Continuous staff development programs provided in university libraries in South East Nigeria

Table 2: Different CPD Programmes from which LIS Educators acquire skills in South East Nigeria (n =242)

Different CPD Programmes for LIS Educators	Agree		Disagree	
	f	%	F	%
13. Workshop	211	87.2	31	12.8
14. Conferences	205	84.7	37	15.3
15. Seminars	155	64.0	87	36.0
16. In-house-training	103	42.6	139	57.4
17. Short-courses	122	50.4	120	49.6
18. On-the-job-training	159	65.7	83	34.3
19. Distance Education/e-learning	136	56.2	106	43.8
20. Web based tutorials (YouTube, Webinar)	144	59.5	98	40.5
21. Professional talks	181	74.8	61	25.2
22. Networking with other professionals	168	69.4	74	30.6
23. Symposia	128	52.9	114	47.1
24. e-discussion group among professionals	99	40.9	143	59.1
25. Refresher courses	172	71.1	70	28.9
26. Sabbatical/ exchange programmes	125	51.7	117	48.3
27. Personal Training/Self study	109	45.0	133	55.0

Source: Ebong et al (2022, p.14)

In Ghana, Abakah et al (2022) found in-service training, continuing education and workshops to be the most common programs for staff development. However, peer class observations and collaborative teaching were also implemented, combining both the action research model and the community of practice model. This indicates a mixture of models being provided to achieve transmission, transition and transformative goals. Iwuchukwu and Echedom (2020) reported that academic libraries in Imo State, Nigeria provided an array of programs combining different models such as orientation, job rotation, on-the-job training, conferences, seminars, workshops and formal professional library education. This suggests that university libraries are using multiple models to achieve their goals of staff development, which can help to cater to the diverse needs and goals of their staff.

Lastly, Anyaegbu and Wali (2019) discovered a wide range of continuous development practices in university libraries in South-South Nigeria, such as case studies, job rotations, seminars, conferences, workshops, research publications, study visits, mentorship and coaching, long distance learning, computer literacy and simulation exercises. This reflected a combination of transmission, transition and transformative models, which can help to achieve a more holistic approach to staff development. In conclusion, the literature suggests that continuous staff development programs are valuable for staff to continually improve their skills and knowledge. The use of multiple models and the provision of a variety of programs can help university libraries to cater to the diverse needs and goals of their staff. By investing in staff development, university libraries can ensure the provision of high-quality services and maintain their relevance in the ever-changing landscape of academia.

2.4 The efficacy of continuous staff development programs towards service delivery in university libraries

Continuous staff development programs are essential for university libraries to improve their service delivery. Such programs enhance the expertise and competence of staff members, as they learn new skills and acquire knowledge that keeps them up-to-date with the trends in the library and academic fields. The following illustrate the benefits of continuous staff development programs:

2.4.1 Improvement in Professionalism and Practice

According to Abakah et al (2022), continuous staff development programs elevate professionalism among staff members, resulting in improved professional practice. The way in which staff members deliver their duties improves, enhancing service delivery within university libraries. This is especially important for librarianship, which requires staff members to keep up with the rapid changes in the field.

2.4.2 Improved service delivery

Continuous staff development programs improve staff expertise and competences resulting in improved service delivery (Namaganda, 2019). The figure below presents reasons why public

university library staff in Uganda participated in continuous professional development programs as portrayed by Namaganda (2019) with the need to improve service delivery among the reasons.

Figure 2.3: Reasons for pursuing continuous staff development programmes

Table 2. Reasons for Pursuing CPD (n=39)

Reason	Frequency	%
Tenure and promotion	18	46.2
Stay up-to-date	36	92.3
To get publication ideas	26	66.7
Knowledge & Skills	36	92.3
Improve service delivery	34	87.2
Competitive advantage over others	18	46.2
Learn new technologies	31	79.5
Maintain professionalism	28	71.8

Source: Namaganda (2019, p.10)

2.4.3 Lifelong Learning and Capacity Building

Continuous staff development programs enable university library staff members to gain proficiency in new skills and improve on their existing ones, as the trends in library and information science necessitate them (Arua, 2019). This makes them lifelong learners and enhances their capacity to use and instruct library users on emerging technologies. Further, continuous staff development programs facilitate self-improvement, which acts as a motivational instrument for university library staff, ultimately enhancing service delivery.

2.4.4 Other purposes of Continuous Staff Development Programs

The study of Ebong et al (2022) provides an array of the purposes of continuous staff development programs for library and information science educators in university libraries in South East Nigeria. These include improving the quality of teaching and learning, enhancing research and scholarship, and fostering collaboration among staff members. By garnering different skills and knowledge from continuous staff development programs, university library staff members become more professional, competent, and capable of delivering quality services in university libraries. These are presented in the illustration below:

Figure 2.4: Purposes for continuous staff development programs

Table 1: Purposes for CPD for LIS Educators in South East Nigeria (n =242)

Purposes for CPD for LIS Educators	Agree		Disagree	
	f	%	f	%
1. Promotes on-going professional development through life-long learning activities	187	77.3	55	22.7
2. Enhance the acquisition of expertise, skills, knowledge and competence among LIS educators	165	68.2	77	31.8
3. Helps one to achieve full working potentials and improved ability for problem-solving	132	54.5	110	45.5
4. Promotes positive change and best practices in working environment	119	49.2	123	50.8
5. Ensures quality service delivery and sustainable education	124	51.2	118	48.8
6. Fills-in the gap that formal training is unable to address	122	50.4	120	49.6
7. Ensures that staff remains relevant and up-to-date with current trends and standards	201	83.1	41	16.9
8. Helps one to advance in his career progression and contribute meaningfully in his workplace	148	61.2	94	38.8
9. Helps to open up new opportunities, new skills and knowledge to adapt to the emerging trend in the field	144	59.5	98	40.5
10. Helps to increase professional confidence and visibility	153	63.2	89	36.8
11. Empowers LIS educators with skills and competence to remain relevant in the digital library environment	190	78.5	52	21.5
12. Encourage collaboration, networking and resource sharing among LIS professionals	202	83.5	40	16.5

Source: Ebong et al (2022, p.13)

Therefore, investing in continuous staff development programs is essential for improving the quality-of-service delivery in university libraries. By gaining different skills and knowledge from continuous staff development programs, university library staff are able to become more professional, competent and capable of delivering quality services in university libraries.

2.5 The challenges faced in the implementation of continuous staff development programs in university libraries

Continuous staff development programs are crucial for the growth and development of staff within university libraries. However, the successful implementation of these programs is often hindered by several challenges. This literature review summarizes the challenges reported in various studies and highlights the need for addressing them to create a conducive environment for staff development.

2.5.1 Time constraints

Time constraints remain one of the primary challenges faced in the implementation of continuous staff development programs. According to Abakah et al. (2022), staff have to balance their time between work, personal, and family life, which limits their ability to participate in these programs. This challenge is particularly acute for part-time staff who may have limited availability outside of work hours.

2.5.2 Financial constraints

Another significant challenge is financial constraints. Moonasar and Underwood (2018) report that limited budgetary allocations limit both the number of programs that can be implemented and the number that staff can attend. This challenge is further compounded by the fact that fees for some programs may be prohibitive, thereby reducing the number of staff who can participate.

2.5.3 Low motivation

Low motivation among staff is also a significant challenge that affects the successful implementation of continuous staff development programs. Namaganda (2019) reports that most staff are not motivated to participate in these programs and thus avoid participation or are not committed enough. This lack of motivation may stem from a lack of clear incentives for participating in the programs, or a lack of understanding of the potential benefits of such programs.

2.5.4 Accessibility issues

Finally, accessibility issues also hinder staff participation in continuous staff development programs. Moonasar and Underwood (2018) indicate that physical attendance without catering for

travel expenses discourages staff from attending. This challenge may be particularly acute for staff living in rural or remote areas or those with mobility issues.

In conclusion, the implementation of continuous staff development programs in university libraries faces a range of challenges that require a multi-faceted approach to address. While time and financial constraints are significant, addressing low motivation and accessibility issues is also crucial for creating a conducive environment for staff development. Thus, university libraries need to develop strategies that address these challenges and create an enabling environment for staff to develop their skills and knowledge continuously. The figure below shows some of the challenges faced in the implementation of continuous staff development programs as reported by Ebong et al (2022).

Figure 2.5: Challenges faced in the implementation of continuous staff development programs

Table 5: Challenges for Effective CPD Programmes for LIS Educators in South East Nigeria (n = 242)

Barriers to Effective CPD Programmes for LIS Educators	Agree		Disagree	
	f	%	f	%
45. Lack of motivation and incentive for innovation	215	88.8	27	11.2
46. Technophobia	168	69.4	74	30.6
47 Lack of permission for further studies	200	82.6	42	17.4
48 Insufficient fund and limited budget for the library	188	77.7	54	22.3
49. Resistance to change	139	57.4	103	42.6
50. Lack of Technological know-how	169	69.8	73	30.2
51. Poor availability of internet facilities and other IT infrastructure	224	92.6	18	7.4
52. Lack of properly trained instructors in emerging technologies	231	95.5	11	4.5
53. Too much teaching work load and other tasks	182	75.2	60	24.8
54. Lack of interest	76	31.4	166	68.6
55. Lack of awareness	66	27.3	176	72.7
56. Inadequate LIS curriculum	54	22.3	188	77.7

Source: Ebong et al (2022, p.16)

As seen in the previous studies, the challenges faced are both organizational and individual. These challenges affect the implementation of continuous staff development programs denying staff from enjoying the benefits that come with continuous staff development.

2.6 Strategies to improve continuous staff development programs in university libraries.

To improve continuous staff development programs in university libraries, the following strategies were recommended by earlier researchers:

2.6.1 Designing sound continuous staff development programs

The study of Ebong et al (2022) recommends the creation of sound training programs which are up-to-date and expose staff to emerging and new trends in the library and information science field to enhance their expertise and proficiency. This will ensure that the knowledge possessed by university library staff is well-rounded and up-to-date.

2.6.2 Encouraging staff to participate in continuous staff development programs

Staff need to be motivated to participate in continuous staff development programs (Ebong et al., 2022). This can be done by educating them about the benefits, providing countless opportunities for continuous staff development and disseminating information about continuous staff development programs early enough. The provision of rewards is also recommended as a vital instrument in motivating staff to participate in continuous staff development programs (Ebong et al., 2022).

2.6.3 Enshrining continuous staff development programs in legal frameworks

Namaganda (2019) recommends entrenching continuous staff development programs in legal frameworks of associations and institutions for university library staff. This will enhance participation and the importance provided to continuous staff development programs for university library staff.

2.6.4 Encouraging various forms of continuous staff development programs

Various forms of continuous staff development programs should be provided to allow for knowledge and skills transfer (Moonasar & Underwood, 2018). This will also expose university library staff to a wide array of programs which they can utilize for their own benefit as they embark on lifelong learning.

2.6.5 Working closely with professional associations

According to Moonasar and Underwood (2018), university libraries should work closely with professional associations. This will provide university library staff with greater flexibility in participating in continuous staff development programs, obtaining access to coaching and mentorship, and addressing financial challenges faced in the implementation of continuous staff development programs.

2.6.6 Providing sponsorships

Universities should sponsor university library staff to participate in selected continuous development programs (Anyaeibu & Wali, 2019). This will enhance participation rates in continuous staff development programs.

2.7 Research gap

The literature review presented above explored the nature and extent of continuous staff development programs in university libraries. The review also highlighted the array of programs provided by university libraries, which combine different models such as orientation, job rotation, on-the-job training, conferences, seminars, workshops, formal professional library education, and more. Despite their importance in improving service delivery and enhancing staff expertise, the implementation of these programs often faces various challenges. The challenges identified in the literature included time constraints, financial constraints, low motivation, and accessibility issues. However, the literature review did not address the exact situation at Kabale University Library because it was based from studies conducted in other areas or regions. The continuous staff development programs undertaken by library staff at Kabale University have not been assessed for their effectiveness. This left a research gap which needed to be filled.

CHAPTER THREE: METHODOLOGY

3.1 Introduction

Methodology is the systematic theoretical analysis comprising of the methods and principles applied in a research study (Patel & Patel, 2019). This section provides the body of methods followed by the researcher while conducting the study. It shares information about the research design and approach, area of the study, study population and sample size, data collection methods and the corresponding data collection instruments, data analysis and quality control, ethical considerations, and the limitations and de-limitations of the study.

3.2 Research design

The research design provides the conceptual structure within which a study is conducted in the most efficient way as possible while generating enough information (Patel & Patel, 2019). Given the research purpose, this study employed a case study research design. According to Takahashi and Araujo (2019), the case study research design allows for a particular case or situation to be explored.. The researcher used a case study research design because it allows detailed evaluation of Continuous Development Programs focusing on feedback from staff members involved in the programs and how they perceived the training values. It enabled a detailed study of the phenomena.

It also helps to track the long-term impact of Continuous Development Programs by evaluating staff performance, motivation and skills improvement over a certain period

3.3 Research approach

The research approach shows the method(s) used to conduct a study (Askarzai & Unhelkar, 2017). This study used a mixed-methods research approach by integrating both quantitative and qualitative research approaches in the same study. Patel and Patel (2019) define the quantitative research approach as one concerned with measurement based on quantity while the qualitative research approach is concerned with human behaviors. The researcher integrated both quantitative and qualitative studies as a way of obtaining richer findings. Askarzai and Unhelkar (2017) observe that mixed-methods studies provide richer findings compared to what a study produced with one research method can provide.

3.4 Area of the study

The study area was Kabale University Library which is located in Kabale University, Kikungiri Hill, Kabale Municipality, South Western Uganda (Kabale University, 2022). This was selected as the area of study because it provides continuous staff development programmes, however, they had not yet been examined or assessed to demonstrate their effectiveness. Therefore, this study sought to fill this gap.

3.5 Study population

Majid (2018) describes a study population as the population a researcher intends to study. The same study calls for following an eligibility criteria to obtain a target population or population of interest for a given study (Majid, 2018). For this study, the researcher was interested in staff that worked at Kabale University Library. Therefore, the major inclusion criteria used when identifying the suitable study participants was whether they worked at Kabale University Library. The researcher adopted a population of 30 staff who worked in different departments at Kabale University Library (Kabale University Human Resource Manual, 2021). These staff met the inclusion criteria and were thus included in the study. Below is the staff composition:

Table 3. 1: Study population composition

Department	Number
ICT Department	8
User Department	12
Technical Department	8
Administration Department	2
Total	30

Source: Kabale University Human Resource Manual (2021)

3.5.1 Sample size

According to Majid (2018), a good sample size is one which is statistically representative of the entire target population and is large enough to inform the study. Majid (2018) recommends sampling for large population of interests whose number is too large to be absorbed by a given

research project. However, given that this study's population was small (30 staff), the researcher opted to take all the members of the study population as the sample size. This was to ensure that the sample size remained representative and to avoid bias that is common with few study participants. The whole population was considered as sample size which is census sampling with 30 Library staff members

3.6 Data collection methods

The study used primary qualitative and quantitative data collection methods given that this was a mixed-methods study. This is supported by the study of Patel and Patel (2019) who note that data collection methods arise from the research design and approach. Data was collected through questionnaires and interviews. The methods are further elaborated below:

3.6.1 Questionnaires

Questionnaires contain lists of questions used to obtain data from research participants in an economical way (Patel & Patel, 2019). The researcher designed closed-ended questionnaires using a 5-Lickert Scale as a measurement scale to obtain primary quantitative data from the study participants. The questionnaires were issued to twenty five study participants from the four departments (ICT, User, Technical and Administration) at Kabale University Library). The closed-ended questionnaires contained questions guided by the four research questions of the study. They were distributed to each of the four departments after obtaining informed consent and explaining the purpose of the research to the study participants. 12 questionnaires were received back out of the 18 which were issued. The researcher gave them a week to review and answer the questions. A questionnaire guide (refer to appendix 2) was prepared to guide this process of data collection.

3.6.2 Interviews

Patel and Patel (2019) refer to this method as a fast process for obtaining information by probing study participants to answer a set of questions in real-time. The researcher conducted structured interviews to obtain primary qualitative data for the study. The interviews involved obtaining answers to the different questions which were designed to address the research questions. The interviews were conducted with five study participants whose consent to participate in the study was obtained prior to the interviews. These interviews were scheduled earlier and appointments

made. The researcher made sure to honour the appointments in the scheduled time. The interviews were conducted over a period of three days with 11 study participants. An interview guide (refer to appendix 1) was used to guide this data collection process. The interviewees were given codes for identification based on their departments, for example, I1 to represent an interviewee from the ICT department.

3.7 Data analysis

Data analysis is the process through which collected data is analysed (Patel & Patel, 2019). The researcher used a sequential mixed analysis to analyse the collected data given that this was a mixed-methods study. Combs and Onwuegbuzie (2010) provide different methods of analyzing data obtained through mixed-methods research, including a non-sequential mixed analysis. Following this approach, the quantitative data was analysed first followed by the qualitative data. This is termed as a sequential quantitative-qualitative analysis (Combs & Onwuegbuzie, 2010). The researcher used mixed methods but basically the study was qualitative in nature with some statistical data. The research methods were handled non-sequentially where both qualitative and quantitative data was collected and analyzed concurrently without a direct ordering or reliance on one phase to inform the other

The researcher used non-sequential method because it allows collection of qualitative and quantitative data at the same time, which can be especially valuable in research with time constraints or when data needs to be gathered over a relatively short period.

More to that it allows for triangulation of qualitative and quantitative data, where the two types of data can validate and support each other in real time. When analyzed concurrently, researchers can compare findings from one type of data (qualitative) with the findings from the other (quantitative) to check for consistency and reliability

3.8 Data quality control

Data quality control refers to the ways in which the quality of data is enhanced or guaranteed (Zohrabi, 2013). Validity and Reliability were the criteria used for evaluating the quality of the data for this study. According to Zohrabi (2013), since researchers use different data collection instruments, they have to be validated to ensure that they generate findings that can ably inform a study. The content of the data collection instruments was validated by allowing the research supervisor and research review committee to review the data collection instruments and advise on any vagueness or unclear questions. The researcher also used triangulation by employing two data collection methods to strengthen the validity of the data. On the other hand, Zohrabi (2013) notes that reliability is about how consistent, dependable and replicable the data obtained is. To enhance the reliability of the data, the researcher provided detailed information on how the research was conducted thus leaving an audit trail which can be followed.

3.9 Ethical considerations

According to Fleming and Zegwaard (2018), researchers are expected to adhere to ethical principles if collecting data from human participants. While conducting this study, a set of ethical principles were adhered to as described below:

3.9.1 Obtaining approval

The researcher obtained approval from the research directorate and ethical committee at Uganda Christian University as a requirement for conducting this study. This preceded collecting field data for the study. The researcher also obtained permission from Kabale University to conduct this study at Kabale University Library.

3.9.2 Informed consent

Fleming and Zegwaard (2018) refer this to the hallmark of ethical research studies. The researcher fully informed all the study participants about the purpose of the study, how the data they provide would be used and the level of commitment required. The researcher also advised the study participants on how potential risks will be mitigated and their freedom to withdraw from the research in case of doubt or unforeseen circumstances. The researcher requested each study

participant to sign on a consent form as a way of demonstrating their consent in participating in the study.

3.9.3 Anonymity and Confidentiality

The researcher kept the identity of the study participants anonymous by using codes based on their departments to refer to them. The researcher also refrained from using any self-identifying information to ensure that the study participants remained anonymous.

3.9.4 Risk of harm

The researcher devised strategies to minimize potential risks such as reputational, emotional and resource risks that could affect the study participants due to their participation in the study. Reputational and emotional risks were minimized by refraining from sharing any identifying and personal information and honouring the privacy of the study participants. Resource risks were minimized by giving ample time to the study participants to participate in the study and scheduling appointments with the interviewees to ensure that no time was wasted. The researcher also minimized the risk of study participants incurring costs such as transport/fuel costs by meeting them at their designated places of work.

3.10 Limitations and de-limitations of the study

The major limitation faced while conducting the study were time constraints due to the period through which the research was conducted. This period coincided with the recess session which presented difficulties in accessing the study participants because most of them were in annual leave. However, the researcher re-scheduled appointments with those study participants who could not be accessed within that time to ensure that the study's response rate was high.

CHAPTER FOUR: PRESENTATION AND DISCUSSION OF FINDINGS

4.1 Introduction

This chapter provides the field findings. It provides information about the response rate, the biographic information of the study participants, presents the findings as per the research objectives and a discussion of the findings in relation to the aim of the study.

Part I: Response rate and the biographic information of the study participants

4.2 Response rate

The researcher conducted eleven interviews out of the twelve expected interviews and issued out twelve questionnaires out of the eighteen expected questionnaires. This constituted the number of responses. This information is summarized below.

Table 4.1: Number of responses Data collection instrument

	Expected responses	Received responses	Percentage
Interviews	12	11	91.7%
Questionnaires	18	12	66.7%
Total	30	23	

Source: Primary data (2023)

The response rate was thus 76.7%. This was obtained by dividing the number of received responses by the expected responses and multiplying the obtained number by 100%. The response rate was high enough to inform the study.

4.3 Biographic information of the study participants

The biographic information of the study participants was obtained to get more insight into who the study participants were and their credibility in informing the study. Biographic information on age, gender, level of education and work experience at Kabale University Library was obtained. These biographic factors can provide valuable context for interpreting the results of the study and ensure that the continuous development programs at Kabale University Library are effective and inclusive for all staff. Particularly, age demographics can help identify any generational trends in

participation, learning styles, or preferences towards specific development topics. This information can be used to tailor program formats and content to better resonate with different age groups. Gender distribution can reveal if there are any inequalities in access or engagement with continuous development programs. This information can inform strategies to encourage participation from underrepresented groups. Work experience can be a proxy for skill level and familiarity with library practices. Segmenting participants based on experience allows for programs that cater to specific needs, offering introductory content for novice staff and advanced topics for experienced personnel. Lastly, education levels indicate the degree of prior knowledge and skill in certain areas. This can facilitate the identification of potential knowledge gaps and required program content to address specific needs for different educational levels.

This is presented below in three parts, that is, the biographic information for the interviewees, the biographic information for the respondents and details of the overall biographic composition of the study participants based on age, gender, level of education, level of work experience and department at Kabale University Library.

4.3.1 The biographic information for the interviewees

The researcher asked the interviewees to disclose their age group. Based on the provided information, it was revealed that 1 interviewee was aged between 20 and 29 years, 6 interviewees were aged between 30 and 39 years, 2 interviewees were aged between 40 and 49 years and 2 interviewees were aged 50 and above years. This showed that most of the study participants were youths and therefore, most perspectives that were shared were from youths (younger generation). This information is presented in the table below.

Table 4.2: Age group of the interviewees

Age group	Frequency
20-29 years	1
30-39 years	6
40-49 years	2
50 and above years	2
Total	11

Source: Primary data (2023)

The researcher also asked the interviewees to disclose their gender. The results showed that 7 interviewees were male while 4 interviewees were female. This is presented in table 4.3 below.

Table 4.3: Gender composition of the interviewees

Gender	Frequency
Male	7
Female	4
Total	11

Source: Primary data (2023)

Information about the interviewee's highest level of education was obtained. It was revealed that 7 interviewees had Bachelor's degrees, 3 interviewees had Master's degrees and 1 interviewee had PhDs. This showed that the interviewees were literate and could ably share valuable information for the study. This information is presented in table 4.4 below.

Table 4.4: Highest level of education of the interviewees

Highest education level	Frequency
Bachelor's degree	7
Master's degree	3
PhD	1
Total	11

Source: Primary data (2023)

Furthermore, the researcher sought information about the years of work experience of the study participants to find out how knowledgeable they were about the activities conducted at Kabale University Library. The results revealed that 1 study participant had a level of work experience of 0-4 years, 4 study participants had a level of work experience of 5-9 years, 4 study participants had a level of work experience of 10-14 years while 2 study participants had a level of work experience of 15 years and above. This information is presented in table 4.5 below.

Table 4.5: Years of work experience of the interviewees

Years of work experience	Frequency
0-4 years	1
5-9 years	4
10-14 years	4
15 years and above	2
Total	11

Source: Primary data (2023)

Lastly, the researcher asked the study participants to share the department to which they were attached to at Kabale University Library. 2 interviewees shared that they were attached to the ICT department, 4 interviewees shared that they were attached to the user department, 3 interviewees shared that they were attached to the technical department while 3 interviews shared that they were attached to the administration department. In general, most of the interviewees were attached to the user department. This information is presented in table 4.6 below.

Table 4.6: Interviewees' departments at Kabale University Library

Department	Frequency
ICT department	2
User department	4
Technical department	3
Administration department	2
Total	11

Source: Primary data (2023)

4.3.2 The biographic information of the respondents

In the same vein, the researcher captured the biographic information of the respondents or those who answered the questionnaires. For the age group, the results revealed that 16.7% of the respondents were aged between 20 and 29 years, 50% of the respondents were aged between 30 and 39 years, 16.7% of the respondents were aged between 40 and 49 years while 16.7% of the

respondents were aged 50 years and above. Similarly, most of the respondents were youths. This information is presented in table 4.7 below.

Table 4.7: Age group of the respondents

Age group	Frequency	Percentage
20 - 29 years	2	16.7%
30 - 39 years	6	50%
40 - 49 years	2	16.7%
50 and above years	2	16.7%

Source: Primary data (2023)

Additionally, the researcher asked the respondents to tick the gender they identified with. 75% ticked male while 25% ticked female. This is presented in table 4.8 below.

Table 4.8: Gender composition of the respondents

Gender composition	Frequency	Percentage
Male	9	75%
Female	3	25%

Source: Primary data (2023)

The researcher further asked the respondents to tick their highest education level. 8.3% ticked Diploma, 58.3% ticked Bachelor's degree, 25% ticked Masters while 8.3% ticked PhD. This information is presented in table 4.9 below.

Table 4.9: Highest level of education of the respondents

Highest education level	Frequency	Percentage
Diploma	1	8.3%
Bachelor's degree	7	58.3%
Master's degree	3	25%
PhD	1	8.3%

Source: Primary data (2023)

The respondents also revealed their years of work experience. 8.3% had a work experience of 04 years, 33.3% had a work experience of 5-9 years, 41.7% had a work experience of 10-14 years while 16.7% had a work experience of 15 years and above. This information is presented in table 4.10 below.

Table 4.10: Years of work experience of the respondents

Years of work experience	Frequency	Percentage
0-4 years	1	8.3%
5-9 years	4	33.3%
10-14 years	5	41.7%
15 years and above	2	16.7%

Source: Primary data (2023)

Lastly, the researcher asked the respondents to tick the departments they were attached to at Kabale University Library. 16.7% ticked the ICT department, 41.7% ticked the user department, 25% ticked the technical department while 16.7% ticked the administration department. This information is presented in table 4.11 below.

Table 4. 11: Respondents' department at Kabale University Library

Department	Frequency	Percentage
ICT department	2	16.7%
User department	5	41.7%
Technical department	3	25%
Administration department	2	16.7%

Source: Primary data (2023)

4.3.3 Overall biographic information of the study participants

In general, 13% of the study participants were aged between 20 and 29 years, 52.2% of the study participants were aged between 30 and 39 years, 17.4% of the study participants were aged between 40 and 49 years while 17.4% of the study participants were aged 50 years and above.

This information is presented in table 4.12 below.

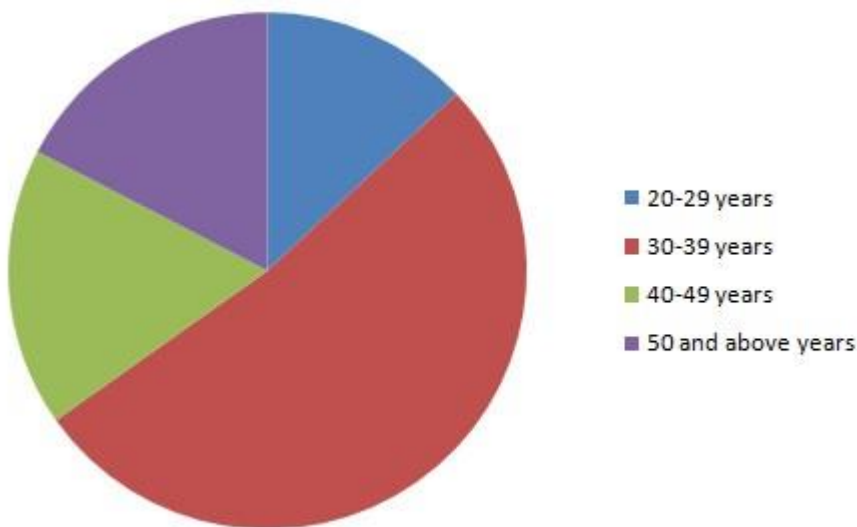
Table 4.12: Age group of the study participants

Age group	Frequency	Percentage
20-29 years	3	13%
30-39 years	12	52.2%
40-49 years	4	17.4%
50 years and above	4	17.4%

Source: Primary data (2023)

The illustration below depicts the age groups of the study participants.

Figure 4.1: Age group of the study participants



Source: Primary data (2023)

For the gender, 69.6% of the study participants were male while 30.4% of the study participants were female. Table 4.13 below shows the above the information.

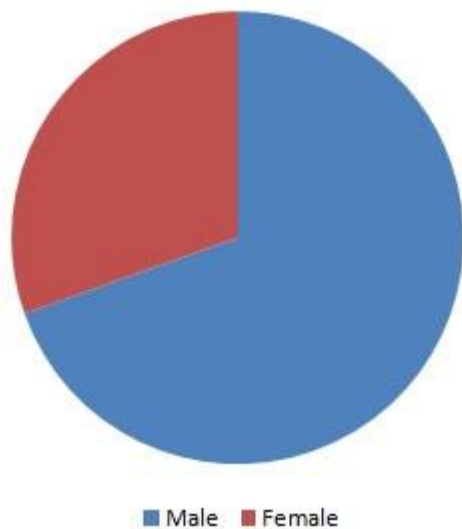
Table 4.13: Gender composition of the study participants

Age group	Frequency	Percentage
Male	16	69.6%
Female	7	30.4%

Source: Primary data (2023)

Figure 4.2 below depicts the gender composition of the study participants.

Figure 4.2: Gender composition of the study participants



Source: Primary data (2023)

It was also revealed that 4.3% of the study participants had Diplomas, 60.9% of the study participants had Bachelor's degrees, 26.1% of the study participants had Master's degrees while 8.7% of the study participants had PhDs. This information is presented in table 4.14 below.

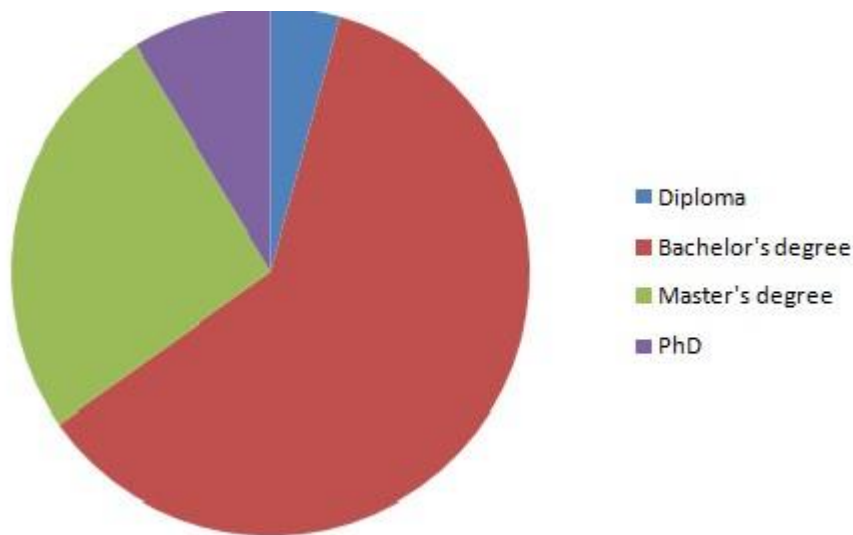
Table 4.14: Highest level of education of the study participants

Highest education level	Frequency	Percentage
Diploma	1	4.3%
Bachelor's degree	14	60.9%
Master's degree	6	26.1%
PhD	2	8.7%

Source: Primary data (2023)

Figure 4.3 below depicts the above information.

Figure 4.3: Highest level of education of the study participants



Source: Primary data (2023)

It was further revealed that 8.7% of the study participants had 0-4 years of work experience, 34.8% of the study participants had 5-9 years of work experience, 39.1% of the study participants had 10-14 years of work experience and 17.4% of the study participants had 15 years and above years of work experience. This information is presented in table 4.15 below.

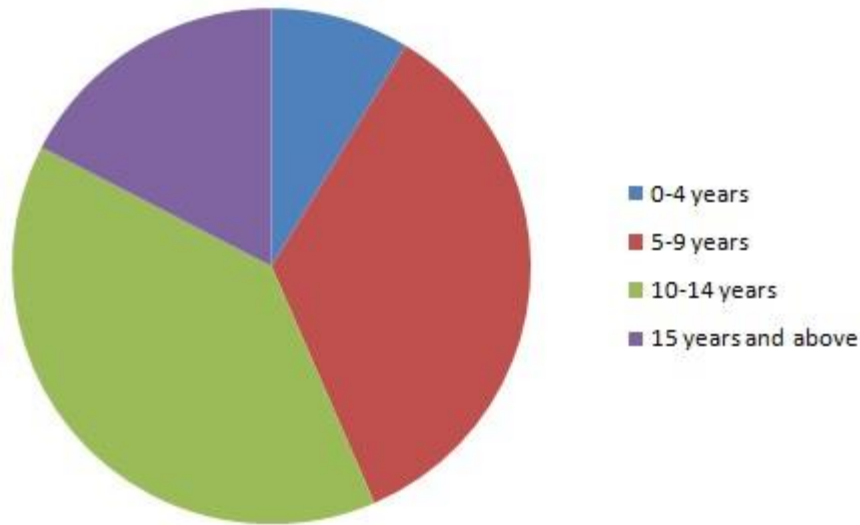
Table 4.15: Years of work experience of the study participants

Years of work experience	Frequency	Percentage
0-4 years	2	8.7%
5-9 years	8	34.8%
10-14 years	9	39.1%
15 years and above	4	17.4%

Source: Primary data (2023)

The information is presented in figure 4.4 below.

Figure 4.4: Years of work experience of the study participants



Source: Primary data (2023)

Lastly, from the results, 17.4% of the study participants worked at the ICT department, 39.1% of the study participants worked at the User department, 26.1% of the study participants worked at the technical department, 17.4% of the study participants worked at the administration department. This information is presented in table 4.16 below.

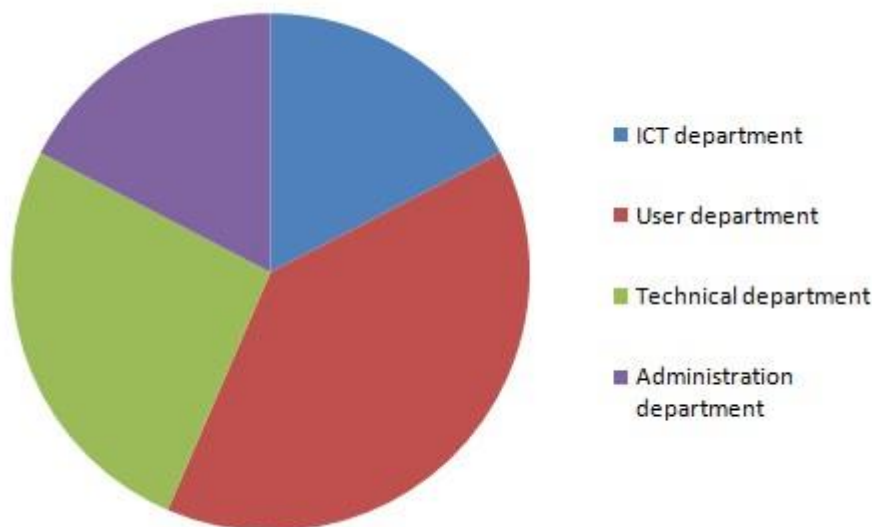
Table 4.16: Departments of the study participants

Department	Frequency	Percentage
ICT department	4	17.4%
User department	9	39.1%
Technical department	6	26.1%
Administration department	4	17.4%

Source: Primary data (2023)

The above information is depicted in figure 4.5 below.

Figure 4.5: Departments of the study participants



Source: Primary data (2023)

Part II: Field findings as per the research objectives and a discussion of the findings

4.4 The continuous staff development programs that have been implemented at Kabale University Library

The first objective of the study was to find out the continuous staff development programs that have been implemented at Kabale University Library. The responses obtained from the respondents are in table 4.17 below. "SA" stands for "strongly agree", "A" stands for "agree", "NS" stands for "not sure", "D" stands for "disagree" while "SD" stands for "strongly disagree".

Table 4.17: The continuous staff development programs that have been implemented at Kabale University Library

Measurement Items	SA	Rate	A	Rate	NS	Rate	D	Rate	SD	Rate
Workshops	4	33.3%	8	66.7%	0	0%	0	0%	0	0%
Conferences	0	0%	6	50%	4	33.3%	1	8.3%	1	8.3%
Seminars	0	0%	8	66.7%	2	16.7%	2	16.7%	0	0%
Online courses	3	25%	5	41.7%	4	33.3%	0	0%	0	0%

Self-paced learning	3	25%	5	41.7%	4	33.3%	0	0%	0	0%
Higher education	5	41.7%	6	50%	1	8.3%	0	0%	0	0%
Research and publications	4	33.3%	6	50%	2	16.7%	0	0%	0	0%
In-house training	2	16.7%	5	41.7%	4	33.3%	1	8.3%	0	0%
Study visits	4	33.3%	3	25%	4	33.3%	1	8.3%	0	0%
Library exchange programmes	1	8.3%	4	33.3%	3	25%	3	25%	1	8.3%
Networking	3	25%	3	25%	6	50%	0	0%	0	0%
On-the-job training	6	50%	5	41.7%	1	8.3%	0	0%	0	0%
Orientation	7	58.3%	5	41.7%	0	0%	0	0%	0	0%
Case studies	0	0%	6	50%	2	16.7%	4	33.3%	0	0%
Mentorship and coaching	4	33.3%	5	41.7%	3	25%	0	0%	0	0%
Simulations	1	8.3%	2	16.7%	7	58.3%	2	16.7%	0	0%
Consultancy	2	16.7%	3	25%	5	41.7%	2	16.7%	0	0%
Digital literacy	4	33.3%	3	25%	3	25%	2	16.7%	0	0%

Source: Primary data (2023)

The research conducted on continuous staff development programs provided at Kabale University Library indicated that a variety of staff development programs were provided for the university's staff. The results showed that workshops, conferences, seminars, online courses, self-paced learning, higher education, research and publications, in-house training, study visits, library exchange programmes, networking, on-the-job training, orientation, case studies, mentorship and coaching, consultancy, and digital literacy were all provided to some extent. In terms of the level of agreement, the results indicated that the majority of the respondents either strongly agreed or agreed that these programs were provided. In a few cases, there were some respondents who were

not sure or disagreed, but overall, the results suggested that Kabale University Library was committed to providing a wide range of staff development opportunities to its employees. It is worth noting that there were a few areas where respondents were unsure or disagreed, such as simulations. This may indicate a need for the library to provide more information about these programmes or to make them more readily available to staff. In general, however, the results of this research suggest that Kabale University Library is providing a comprehensive range of staff development opportunities, which should help to support the professional development of its staff and enhance the quality of the library's services.

During the interviews, the interviewees shared that the continuous staff development programs that have been implemented at Kabale University Library included workshops, one-to-one trainings, academic professional development, online trainings, higher education, online courses, cataloguing using Koha system, hands-on-training programs, refresher programmes on service delivery trainings and further education. A participant shared that:

'We have received training on how to use library systems like the Koha system, digital repository usage, anti-plagiarism software usage such as TurnItIn and using the institutional repository.'

A study participant also shared that:

'Kabale University Library encouraged self-sponsorship for further education, benchmarking, study leaves and conference sponsorships.'

These continuous development programs, according to the interviewee had enabled them to improve their professional skills, improve the professional standards of librarians, gain more experience, retrieve information easily, keep abreast with the changes in technology, know the number of books kept by the library and offer quality and timely services to library users. The study participants also shared that the continuous staff development programs had been received positively and highly by the library staff due to their benefits.

4.5 The efficacy of continuous staff development programs towards service delivery at Kabale University Library

The second objective of the study sought to examine the efficacy of continuous staff development programs towards service delivery at Kabale University Library. The findings from the questionnaires are presented in table 4.18 below. "SA" stands for "strongly agree", "A" stands for "agree", "NS" stands for "not sure", "D" stands for "disagree" while "SD" stands for "strongly disagree".

Table 4.18: The efficacy of continuous staff development programs towards service delivery at Kabale University Library

Measurement Items	SA	Rate	A	Rate	NS	Rate	D	Rate	SD	Rate
Improves staff competence and expertise	7	58.3%	5	41.7%	0	0%	0	0%	0	0%
Enhances customer satisfaction	3	25%	8	66.7%	0	0%	1	8.3%	0	0%
Improves information access	5	41.7%	6	50%	1	8.3%	0	0%	0	0%
Improves information exchange	4	33.3%	6	50%	1	8.3%	0	0%	0	0%
Enhances professionalism	7	58.3%	4	33.3%	0	0%	1	8.3%	0	0%
Results in the provision of quality services	4	33.3%	6	50%	2	16.7%	0	0%	0	0%

Source: Primary data (2023)

Based on the findings presented above, it was deduced that continuous staff development programs had a positive impact on various aspects of the organization. Specifically, the majority of respondents strongly agreed or agreed that these programmes improved staff competence and expertise, enhanced professionalism, improved information access, resulted in the provision of quality services, and enhanced customer satisfaction. These findings suggested that investing in continuous staff development can yield benefits for the organization and its stakeholders. By improving staff competence and expertise, organizations could increase their capacity to deliver high-quality services and products, while enhancing professionalism can help to improve the organization's reputation and build trust with customers. Additionally, improving information access and exchange could help to streamline processes and improve communication within the

organization, leading to greater efficiency and effectiveness. Overall, these findings support the importance of continuous staff development for organizational success.

In the interviews, the researcher was told that due to the implementation of continuous staff development programs, there has been improved customer care, library staff are more receptive to changes such as technological changes, staff competencies have improved and staff can easily utilize library management systems to process, disseminate and search for information online. An interviewee disclosed that:

'We have more library users due to the provision of quality services and due to refresher hands-on training, staff are able to easily disseminate and search for information both manually and online'.

These findings led the researcher to conclude that continuous staff development programs at Kabale University Library were enabling staff to provide quality services thus improved service delivery.

4.6 The challenges faced in the implementation of continuous staff development programs at Kabale University Library

The third objective of the study aimed at finding out the challenges faced in the implementation of continuous staff development programmes at Kabale University Library. The findings obtained from the questionnaires are presented in table 4.19 below. "SA" stands for "strongly agree", "A" stands for "agree", "NS" stands for "not sure", "D" stands for "disagree" while "SD" stands for "strongly disagree".

Table 4.19: Challenges faced in the implementation of continuous staff development programs at Kabale University Library

Measurement Items	SA	Rate	A	Rate	NS	Rate	D	Rate	SD	Rate
Time constraints	2	16.7%	7	58.3%	1	8.3%	1	8.3%	1	8.3%
Financial constraints	4	33.3%	7	58.3%	0	0	1	8.3%	0	0%
Poor staff attitudes	4	33.3%	4	33.3%	2	16.7%	1	8.3%	1	8.3%
Low motivation levels	2	16.7%	6	50%	4	33.3%	0	0	0	0%
Low commitment levels	1	8.3%	6	50%	3	25%	1	8.3%	1	8.3%

Limited continuous staff development programmes	2	16.7%	4	33.3%	3	25%	3	25%	0	0%
Staffing challenges	3	25%	6	50%	3	25%	0	0%	0	0%
Corruption	1	8.3%	0	0%	7	58.3%	2	16.7%	2	16.7%
Cut-off-age	2	16.7%	2	16.7%	6	50%			2	16.7%
Low awareness levels about continuous staff development programmes	2	16.7%	2	16.7%	5	41.7%	1	8.3%	2	16.7%
Inadequate training facilities	1	8.3%	7	58.3%	2	16.7%	2	16.7%	0	0%
Technophobia	2	16.7%	2	16.7%	5	41.7%	1	8.3%	2	16.7%

Source: Primary data (2023)

The presented results show the challenges faced by respondents in a certain context. The analysis concluded that time constraints, financial constraints, poor staff attitudes, low motivation levels, low commitment levels, limited continuous staff development programmes, staffing challenges, and inadequate training facilities were challenges faced by the respondents. However, corruption, the cut-off age, low awareness levels about continuous staff development programs, and technophobia were uncertain if they were challenges faced as the respondents were either not sure or had opposing views. It is important to note that these results are specific to the context being studied and may not be generalized to other contexts. These findings can be used to identify areas of improvement and develop strategies to address the challenges faced by the respondents. Further research can also be conducted to gain a deeper understanding of these challenges and how they can be addressed effectively.

From the interviews, the interviewees disclosed a number of challenges which were affecting them. These included limited funds, lack of needs-based training, network challenges, low motivation levels, insufficient infrastructure, unstable electricity, lack of team work, understaffing and poor staff attitudes. The interviewees also shared that they faced time constraints as they were overloaded with other duties, lacked computer skills and were under a lot of pressure to meet delivery targets especially in situations where assigned staff were away for further studies or on leave. A participant also disclosed that:

'When you have been sponsored for further studies and you fail to finish on time, you are fired or chased. This de-motivates us on taking on sponsorships for further education. We also have frequent power outages which push us to manually provide services instead of electronically which is more efficient and cheaper'.

These were some of the challenges faced by the staff at Kabale University Library. It was concluded that these challenges affected information retrieval and access, and also affected service delivery thus limiting Kabale University Library from achieving its goals.

4.7 Discussion of the findings Continuous staff development programs at Kabale University Library

The research conducted on continuous staff development programs provided at Kabale University Library has revealed that a wide range of programs are offered to staff members. The table of responses indicates that workshops, conferences, seminars, online courses, self-paced learning, higher education, research and publications, in-house training, study visits, library exchange programmes, networking, on-the-job training, orientation, case studies, mentorship and coaching, consultancy, and digital literacy are all provided to some extent. The majority of respondents either strongly agreed or agreed that these programs were provided. However, a few respondents were unsure or disagreed about some programs, indicating a need for more information or availability of these programmes. Overall, the study suggests that Kabale University Library is committed to providing comprehensive staff development opportunities that can enhance the quality of the library's services.

During the interviews, it was revealed that the continuous staff development programs offered at Kabale University Library included workshops, one-to-one trainings, academic professional development, online trainings, higher education, online courses, cataloguing using Koha system, hands-on-training programs, refresher programmes on service delivery trainings and further education. The study participants also shared that the library encourages self-sponsorship for further education, benchmarking, study leaves and conference sponsorships. Some of these continuous staff development programs had been reported in earlier studies such as those of Oladokun and Mooko (2022) and Namaganda (2019). These programs have enabled the library staff to improve their professional skills, gain more experience, keep abreast with the changes in

technology, and offer quality and timely services to library users. The study participants also expressed a positive attitude towards these programs due to their benefits. The research indicates that Kabale University Library has a strong commitment to providing a comprehensive range of staff development opportunities to enhance the quality of the library's services. The library provides a variety of programs, including workshops, online courses, higher education, mentorship and coaching, and digital literacy. The library also encourages self-sponsorship for further education, benchmarking, study leaves and conference sponsorships. The study participants expressed a positive attitude towards these programs due to their benefits, including improving professional skills, gaining more experience, and keeping abreast with the changes in technology. To enhance the effectiveness of the programmes, the library should provide more information or make some programmes more readily available to staff.

Based on Kennedy's model for continuous development practices, Kabale University Library's continuous staff development programs fall under the "training model, award-bearing model, deficit model, and cascade model." According to Kennedy (2005), these models are primarily aimed at transmitting information. However, transformative models, such as action research, are better suited to promote staff development as they encourage active learning and participation. However, although the continuous staff development programs provided at Kabale University Library can facilitate staff development, their efficiency is limited as they aim at transmitting information. Therefore, it is necessary for Kabale University Library to adopt transformative continuous professional development practices to achieve effective staff professional development. By combining different continuous development practice models, the library can promote both transmission and transition to achieve staff professional development. Kabale University Library should consider adopting transformative continuous professional development practices that promote both transmission and transition to achieve effective staff professional development. This will improve service delivery within the university library and enhance the professional competencies of its staff.

Efficacy of continuous staff development programs towards service delivery at Kabale University Library

The second objective of the study aimed at examining the efficacy of the continuous staff development programs towards service delivery at Kabale University Library. The findings showed

that continuous staff development programs have a positive impact on various aspects of the organization at Kabale University Library. The majority of respondents strongly agreed or agreed that continuous staff development programs improved staff competence and expertise, enhanced professionalism, improved information access, resulted in the provision of quality services, and enhanced customer satisfaction. This indicates that investing in continuous staff development can yield benefits for the organization and its stakeholders. The interviews conducted with the library staff also supported the positive impact of continuous staff development programs. The implementation of these programs had led to improved customer care, staff competencies, and the ability to easily utilize library management systems to process, disseminate and search for information online.

These findings confirm that continuous staff development programs at Kabale University Library were enabling staff to provide quality services and improve service delivery. Overall, the findings from both the questionnaires and interviews strongly support the importance of continuous staff development for organizational success. By investing in such programmes, organizations can improve staff competence and expertise, enhance professionalism, improve information access and exchange, resulting in the provision of quality services and enhanced customer satisfaction. Namaganda (2019) also reported that such programs enabled staff to learn new technologies and maintain professionalism. Earlier studies (Abakah et al., 2022; Ebong et al., 2022; Arua, 2019) also noted the importance of these programs in elevating professionalism, enhancing service delivery, and facilitating self-improvement. These findings indicate that implementing continuous staff development programs can significantly improve the efficiency and effectiveness of service provision, ultimately enhancing service delivery. Therefore, it is essential to prioritize continuous staff development programs at Kabale University Library to ensure that customers receive quality services.

Challenges faced in the implementation of continuous staff development programs at Kabale University Library

The third objective of the study sought to find out the challenges faced in the implementation of continuous staff development programs at Kabale University Library. The results highlighted the challenges faced by respondents in the implementation of continuous staff development programs at Kabale University Library. These challenges included time and financial constraints, poor staff

attitudes, low motivation and commitment levels, limited continuous staff development programmes, staffing challenges, and inadequate training facilities. It is important to note that these challenges are specific to the context of Kabale University Library and may not be generalized to other contexts. From the interviews, it was revealed that limited funds, lack of needs-based training, network challenges, low motivation levels, insufficient infrastructure, unstable electricity, lack of teamwork, understaffing, and poor staff attitudes were also challenges faced by the staff at Kabale University Library. These challenges affected information retrieval and access, and also affected service delivery, hindering the library from achieving its goals. These findings can be used to identify areas of improvement and develop strategies to address the challenges faced by the staff at Kabale University Library. Further research can also be conducted to gain a deeper understanding of these challenges and how they can be addressed effectively. It is important for the management of Kabale University Library to address these challenges to ensure that the library is able to provide quality services to its users and achieve its goals. These challenges have a considerable impact on staff participation and learning, limiting the effectiveness of continuous staff development programs. Previous studies have shown that such inhibitors affect staff commitment levels, attendance rates, and participation rates, and limit the number of interventions that can be implemented (Moonasar & Underwood, 2018; Namaganda, 2019; Abakah et al., 2022). Therefore, it is essential to address these challenges to enhance the implementation and impact of continuous staff development programs at Kabale University Library. By doing so, staff members can acquire new skills and knowledge, leading to improved job performance and better service delivery to library users.

CHAPTER FIVE: SUMMARY OF THE FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter provides a summary of the findings, conclusions and recommendations based on what has been presented and discussed in chapter four.

5.2 Summary of the findings

5.2.1 Continuous staff development programs at Kabale University Library

It was reported that Kabale University Library provides a wide range of continuous staff development programs, including workshops, conferences, seminars, online courses, self-paced learning, higher education, research and publications, in-house training, study visits, library exchange programmes, networking, on-the-job training, orientation, case studies, mentorship and coaching, consultancy, and digital literacy. Further, most respondents either strongly agreed or agreed that these programmes were provided. Areas with less agreement included simulations and some respondents being unsure or disagreeing about study visits and library exchange programmes. Interviews revealed additional staff development initiatives, including one-to-one trainings, academic professional development, hands-on training programs, and refresher programmes. The library encourages self-sponsorship and sponsorships for further education, benchmarking, study leaves, and conferences

5.2.2 The efficacy of continuous staff development programs towards service delivery at Kabale University Library

The findings suggest that these programs have a positive impact on various aspects of the organization. Specifically, the majority of respondents strongly agreed or agreed that these programs improved staff competence and expertise, enhanced professionalism, improved information access, resulted in the provision of quality services, and enhanced customer satisfaction. The interviews also revealed that due to the implementation of continuous staff development programs, there has been improved customer care, staff competencies have improved, and staff can easily utilize library management systems to process, disseminate and search for information online.

5.2.3 Challenges affecting the implementation of continuous staff development programs at Kabale University Library

The results presented showed that the implementation of continuous staff development programs at Kabale University Library was facing numerous challenges. The challenges included time and financial constraints, poor staff attitudes, low motivation and commitment levels, limited continuous staff development programs, staffing challenges, and inadequate training facilities. These challenges have a negative impact on information retrieval, access, and service delivery, thereby limiting the achievement of the library's goals.

5.3 Conclusions

5.3.1 Continuous staff development programmes at Kabale University Library

Kabale University Library demonstrates a strong commitment to continuous staff development. The variety of provided programmes and positive feedback from staff suggest it effectively supports professional growth and enhances the quality of library services. Areas with lower agreement or limited information, like simulations, could benefit from further investigation and potential improvement.

5.3.2 The efficacy of continuous staff development programs towards service delivery at Kabale University Library

The study suggests that investing in continuous staff development can yield benefits for the organization and its stakeholders. By improving staff competence and expertise, organizations could increase their capacity to deliver high-quality services and products, while enhancing professionalism can help to improve the organization's reputation and build trust with customers. Additionally, improving information access and exchange could help to streamline processes and improve communication within the organization, leading to greater efficiency and effectiveness. Therefore, continuous staff development programs at Kabale University Library have been enabling staff to provide quality services and improve service delivery.

5.3.3 Challenges affecting the implementation of continuous staff development programs at Kabale University Library

The study concluded that the challenges which affected the implementation of continuous staff development programmes needed to be resolved to enhance the implementation and impact of

continuous staff development programs at Kabale University Library. The challenges faced in the implementation of continuous staff development programs at Kabale University Library are numerous and require urgent attention. Addressing these challenges will not only improve the library's service delivery but also enhance the professional growth and development of its staff.

5.4 Recommendations

To strengthen its continuous staff development programs and ensure that staff remain equipped to provide excellent library services, it is recommended that Kabale University Library should strengthen communication and awareness about programmes like simulations to address uncertainties among staff; analyze the reasons for limited participation in study visits and library exchange programmes and consider modifications to make them more attractive; continue monitoring and evaluating the effectiveness of different staff development programs to ensure they meet staff needs and contribute to library goals; and consider collecting feedback and suggestions from staff on new or desired development opportunities.

Kabale University Library should adopt transformative model of Continuous Professional Development Practice which combines both Transmission and Transition models to enable staff acquire requisite skills so as to serve library users effectively.

Kabale university library should involve staff members in the whole process of Continuous Staff Development programs like planning and budgeting

.

5.5 Areas for further research

The researcher recommends the following areas for further research:

- i. The impact of continuous staff development programs on the retention of staff in university libraries in Uganda.
- ii. The contribution of continuous staff development programs on the ranking and performance of public universities in Uganda.
- iii. Causes for limited participation in study visits and library exchange programs at Kabale University.

- iv. The impact of continuous staff development programs on different departments in public universities in Uganda.

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APPENDICES

Appendix 1: Interview Guide

Appendix 1: Proposed Interview Guide

A. Letter To Participants

Dear Participant,

I am Prudence Kembabazi, a student pursuing a Masters in Library and Information Science at Uganda Christian University. I am conducting a study examining the contribution of continuous staff development programmes to service delivery at Kabale University Library. The research objectives are: i) to find out the continuous staff development programmes that have been implemented at Kabale University Library, ii) to examine the efficacy of continuous staff development programmes towards service delivery at Kabale University Library, iii) to find out the challenges faced in the implementation of continuous staff development programmes at Kabale University Library, and iv) to recommend strategies to improve continuous staff development programmes at Kabale University Library.

I humbly request you to participate in this study by providing relevant data related to the objectives above. As a way of maintaining confidentiality, I will uphold all key information that can be used to identify you. Additionally, do note that the interviews will be recorded to guide me in writing down the findings. If for any reason you feel the need to withdraw from participating, you are free to do that any time as you wish because participation in this study is voluntary. Kindly let me know when you are available for the interview so that I can update the time on my schedule. The interview will take 25-40 minutes of your time.

I await to hear from you.

Prudence Kembabazi
pkembabazi8@gmail.com



B. Consent To Participate In The Interviews

1. I hereby confirm that I have been informed by the researcher, Kembabazi Prudence, about the nature and conduct of this study.
2. I have the opportunity to ask any questions related to this study.
3. I have received, read, and understood the participant letter of information about the study.

4. I understand that all the information the researcher gathers is confidential and will not prejudice me in any way.

5. I voluntarily agree to take part in this research.

Please tick the box below to indicate your consent.

I have read the consent form and hereby agree to participate in this study.

Section C: Bio-Data Questions

1. Age Bracket (Please tick what is applicable):

- 20-29
- 30-39
- 40-49
- 50 and above



2. Gender (Please tick what is applicable):

- Male
- Female

3. Highest Level of Education (Please tick what is applicable):

- Diploma
- Bachelor's Degree
- Master's Degree
- PhD

4. Years of Work Experience:

- 0-4 years
- 5-9 years
- 10-14 years
- 15-19 years
- 20 years and above

5. Department at Kabale University Library:

- ICT Department
- User Department
- Technical Department
- Administration Department

Section D: The continuous staff development programmes that have been implemented at Kabale University Library

1. What continuous staff development programmes have been implemented at Kabale University Library?
2. How have the above continuous staff development programmes been implemented at Kabale University Library?
3. Why have the above continuous staff development programmes been implemented at Kabale University Library?
4. How have the above continuous staff development programmes been received by university library staff at Kabale University Library?

Section E: The efficacy of continuous staff development programmes towards service delivery at Kabale University Library

5. What has been the impact of continuous staff development programmes to the way services are delivered at Kabale University Library?
6. What has been the impact of continuous staff development programmes to the way university library staff provide services at Kabale University Library?
7. Which example can you give on how continuous staff development programmes have made a positive/negative contribution to service delivery at Kabale University Library?

Section F: The challenges faced in the implementation of continuous staff development programmes at Kabale University Library

8. What challenges have been faced by the management of Kabale University in the implementation of continuous staff development programmes at Kabale University Library?



9. What challenges have been faced by the management of Kabale University Library in the implementation of continuous staff development programmes at Kabale University Library?
10. What challenges have been faced by library staff in the implementation of continuous staff development programmes at Kabale University Library?
11. What challenges have been faced by library users in the implementation of continuous staff development programmes at Kabale University Library?



Appendix 2: Questionnaire Guide

Questionnaire Guide

Introduction

I am Prudence Kembabazi, a student pursuing a Masters in Library and Information Science at Uganda Christian University. I am conducting a study examining the contribution of continuous staff development programmes to service delivery at Kabale University Library. The research objectives are: i) to find out the continuous staff development programmes that have been implemented at Kabale University Library, ii) to examine the efficacy of continuous staff development programmes towards service delivery at Kabale University Library, iii) to find out the challenges faced in the implementation of continuous staff development programmes at Kabale University Library, and iv) to recommend strategies to improve continuous staff development programmes at Kabale University Library.

I would like you to participate in my study by sparing some time to complete this questionnaire. Your responses will be treated with utmost confidentiality and for academic purposes only.

SECTION A: Respondent Information

For each of the following questions, please tick what applies to you.

1. Age Bracket (Please tick what is applicable):

- 20-29
- 30-39
- 40-49
- 50 and above



2. Gender (Please tick what is applicable):

- Male
- Female

3. Highest Level of Education (Please tick what is applicable):

- Diploma

- Bachelor's Degree
- Master's Degree
- PhD

4. Years of Work Experience:

- 0-4 years
- 5-9 years
- 10-14 years
- 15-19 years
- 20 years and above

5. Department at Kabale University Library:

- ICT Department
- User Department
- Technical Department
- Administration Department

Section B: The continuous staff development programmes that have been implemented at Kabale University Library

On a scale of 1-5 (Strongly Disagree (SD) = 1, Disagree (D) = 2, Not Sure (NS) = 3, Agree (A) = 4 and Strongly Agree (SA) = 5), kindly indicate your level of agreement by ticking the most appropriate number.



CODE	Measurement Items	SA	A	NS	D	SD
C	Continuous Staff Development Programmes					
C1	Workshops	5	4	3	2	1
C2	Conferences	5	4	3	2	1
C3	Seminars	5	4	3	2	1
C4	Online courses	5	4	3	2	1
C5	Self-paced learning	5	4	3	2	1
C6	Higher education	5	4	3	2	1
C7	Research and publications	5	4	3	2	1
C8	In-house training	5	4	3	2	1
C9	Study visits	5	4	3	2	1
C10	Library exchange programmes	5	4	3	2	1
C11	Networking	5	4	3	2	1
C12	On-the-job training	5	4	3	2	1
C13	Orientation	5	4	3	2	1
C14	Case studies	5	4	3	2	1
C15	Mentorship and coaching	5	4	3	2	1
C16	Simulations	5	4	3	2	1
C17	Consultancy	5	4	3	2	1
C18	Digital literacy	5	4	3	2	1

Section C: The efficacy of continuous staff development programmes towards service delivery at Kabale University Library

On a scale of 1-5 (Strongly Disagree (SD) = 1, Disagree (D) = 2, Not Sure (NS) = 3, Agree (A) = 4 and Strongly Agree (SA) = 5), kindly indicate your level of agreement by ticking the most appropriate number.



CODE	Measurement Items	SA	A	NS	D	SD
E	Efficacy of continuous staff development programmes towards service delivery					
E1	Improves staff competence and expertise	5	4	3	2	1
E2	Enhances customer satisfaction	5	4	3	2	1
E3	Improves information access	5	4	3	2	1
E4	Improves information exchange	5	4	3	2	1
E5	Enhances professionalism	5	4	3	2	1
E6	Results in the provision of quality services	5	4	3	2	1

SECTION D: The challenges faced in the implementation of continuous staff development programmes at Kabale University Library

On a scale of 1-5 (Strongly Disagree (SD) = 1, Disagree (D) = 2, Not Sure (NS) = 3, Agree (A) = 4 and Strongly Agree (SA) = 5), kindly indicate your level of agreement by ticking the most appropriate number.



Appendix 3: Consent Form

Informed Research Consent form

Title of Research: The Contribution of Continuous Staff Development Programs to Service Delivery at Kabale University Library

Principle Investigator: Kembabazi Prudence Tel. contact +256788417059

Uganda Christian University, Faculty of Education and Arts P.O Box 4, Mukono, Uganda.

1. Introduction and Purpose of the Study

The study is about Continuous staff development programs which are avenues through which staff enhance their skills and competencies, it is widely recognized that continuous staff development facilitates the achievement of high productivity and quality service delivery to university library patrons. Academic libraries aim at advancing the goals and objectives of their parent institutions through the provision of information resources and associated services .The general objective of this study is to examine the contribution of continuous staff development programmes to service delivery at Kabale University Library and to recommend strategies to improve service delivery within the university library based on the study findings.

The information you give me will be confidential and only used for purposes of this study. In the process of report writing, your name will never be used and so everything you tell us will remain anonymous. I shall ask questions about contribution of continuous staff development programs to service delivery at kabale university library .If you do not want to respond to a particular question, you can simply say so, and i will not insist.

2. Description of the Research

A case study research design will be used in this study which will allow a particular case or situation to be explored.

3. Subject Participation

Participants will be kabale University library staff members who are from different departments of ICT, User Department, Technical Department and Administration department

4. Potential Risks and Discomforts

This is a research involving two way conversation between the researcher and the respondents on continuous staff development programmes that have been implemented in kabale University Library. efficacy of continuous staff development programmes towards service delivery.



challenges faced in the implementation of continuous staff development programmes at Kabale University Library and strategies to improve continuous staff development programmes

5. Potential Benefits

The findings will inform Management of Kabale University about the contribution of Continuous staff development programs to wards service delivery in the library.

6. Confidentiality

The information you give me, will be confidential and only used for purposes of this study. In the process of report writing, your name will never be used and so everything you tell me will remain anonymous. I will ask questions about continuous staff development programmes that have been implemented in kabale University Library. efficacy of continuous staff development programmes towards service delivery, challenges faced in the implementation of continuous staff development programmes at Kabale University Library and strategies to improve continuous staff development programmes .every participant will be asked to sign a written study informed consent form before participating in the study as this ensures voluntarism and acceptability to participate in the study.

7. Authorization

By signing this form, you will be authorizing me to use the information from this research; for example, for Education purpose

8. Participation

Your decision to participate in this study is completely voluntary. If you decide to not participate in this study, it will not affect your work in any way.

9. Withdrawal from the Study and/or Withdrawal of Authorization

As a participant in this study, you can withdraw at any point if you choose not to continue.

10 Whom to contact in case of ethical related concerns.

This study was Approved by Uganda Christian university Research Ethics Committee (UCU-REC) .In case of any Ethical related concerns or inquiries, you can contact UCU-REC chairperson; Prof. Peter Waiswa on 0772 405 357, pwaiswa@musph.ac.ug or UCU-REC Secretariat, Mr. Osborn Ahimbisibwe on 0775737627 or oahimbisibwe@ucu.ac.ug

I voluntarily agree to participate in this research program; to tick appropriately

Yes

No.



I understand that I will be given a copy of this signed Consent Form.

Name of Participant (Optional):

Signature:

Date:

Name of Researcher:

Signature:

Date:



Appendix 4: Work plan of the study

Activity	Period from 2019 to 2023						
	2019	2020/2021	2022	2023			
				June	August	October	November
Presentation of the topic							
Proposal development, and lockdown							
Change of supervisor							
Submission of proposal							
Data collection							
Data analysis and interpretation							
Submission of research report							

Appendix 5: Study budget

Item	Amount
Stationery	300,000
Typing	100,000
Printing	10,000
Transport	300,000
Accommodation	400,000
Airtime and data	100,000
Binding	200,000
Miscellaneous	300,000
Total	1,800,000



UGANDA CHRISTIAN UNIVERSITY

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11th August, 2023

TO WHOM IT MIGHT CONCERN

Dear Sir/Madam,

RE: INTRODUCTORY LETTER FOR KEMBABAZI PRUDENCE

Warm greetings from the School of Research and Post-Graduate Studies, UCU!

This serves to introduce the above named; Kembabazi Prudence as our student pursuing a Master's degree of Master of Library and Information Studies registration number S18M63/110.

Prudence is conducting a research as a requirement for the award of the above mentioned degree entitled; *The Contribution of Staff Development Programs towards service Delivery at Kabale University Library*.

She has fulfilled all clearance requirements such as getting faculty and Research Ethics Approval from UCUREC; accredited by Uganda National Council for Science and Technology (UNCST). Her work has minimal risks and deemed not harmful to both individual participants and the institution.

Any assistance given to her to achieving this goal will be highly welcome.

Thank you so much.

Yours faithfully,

.....
Dr. Owor Joseph
Head, Post Graduate Studies.
Uganda Christian University
jowor.ucu.ac.ug





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03/08/2023

To: Prudence Kembabazi

Uganda Christian University - Mukono
0788417059

Type: Initial Review

Re: UCUREC-2023-545: The Contribution of Staff Development Programs towards service Delivery at Kabale University Library

I am pleased to inform you that the Uganda Christian University REC, through expedited review held on 16/07/2023 approved the above referenced study.

Approval of the research is for the period of 03/08/2023 to 03/08/2024.

As Principal Investigator of the research, you are responsible for fulfilling the following requirements of approval:

1. All co-investigators must be kept informed of the status of the research.
2. Changes, amendments, and addenda to the protocol or the consent form must be submitted to the REC for re-review and approval **prior** to the activation of the changes.
3. Reports of unanticipated problems involving risks to participants or any new information which could change the risk benefit: ratio must be submitted to the REC.
4. Only approved consent forms are to be used in the enrollment of participants. All consent forms signed by participants and/or witnesses should be retained on file. The REC may conduct audits of all study records, and consent documentation may be part of such audits.
5. Continuing review application must be submitted to the REC eight weeks prior to the expiration date of 03/08/2024 in order to continue the study beyond the approved period. Failure to submit a continuing review application in a timely fashion may result in suspension or termination of the study.
6. The REC application number assigned to the research should be cited in any correspondence with the REC of record.
7. You are required to register the research protocol with the Uganda National Council for Science and Technology (UNCST) for final clearance to undertake the study in Uganda.

The following is the list of all documents approved in this application by Uganda Christian University REC:





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SCHOOL OF RESEARCH & POSTGRADUATE STUDIES

DISSERTATION CORRECTION COMPLIANCE REPORT BY THE CANDIDATE (POST VIVA FORM)

Date: 1/3/2025

Name of Candidate: KEMBABAZI PRUDENCE Reg. No: S18M63/110

Title of Dissertation: THE CONTRIBUTION OF CONTINUOUS STAFF DEVELOPMENT PROGRAMS TO SERVICE DELIVERY AT KABALE UNIVERSITY LIBRARY

SN	COMMENTS BY EXTERNAL EXAMINER	ACTION TAKEN	INDICATOR
1	Methodology- The external examiner recommended that justifications should be made on the use of the Case study design and relate it to the objectives of	The researcher used a case study research design because it allows detailed evaluation of Continuous Development Programs focusing on feedback from staff members involved in the programs and how they perceived the training values. It enabled a detailed study of the	Page 19

	the study /variables of the study	<p>phenomena.</p> <p>It also helps to track the long-term impact of Continuous Development Programs by evaluating staff performance, motivation and skills improvement over a certain period</p>	
2	<p>Data Analysis</p> <p>The external examiner asked if the researcher used mixed methods or if one method dominated the study and how it was handled sequentially or non-sequentially</p>	<p>The researcher used mixed methods but basically the study was qualitative in nature with some statistical data.</p> <p>The research methods were handled non-sequentially where both qualitative and quantitative data was collected and analyzed concurrently without a direct ordering or reliance on one phase to inform the other.</p>	Pg. 21
3	<p>Data Analysis methods</p> <p>The external examiner also asked the researcher to give justification for the choice of methods</p>	<p>The researcher used non-sequential method because it allows collection of qualitative and quantitative data at the same time, which can be especially valuable in research with time constraints or when data needs to be gathered over a relatively short period.</p> <p>More to that it allows for triangulation of qualitative and quantitative data, where the two types of data can validate and support each other in real time. When analyzed concurrently, researchers can compare findings from one type of data (qualitative) with the findings from the other (quantitative) to check for consistency and reliability</p>	Pg. 21

4	<p>Recommendations</p> <p>The external examiner noted that the recommendations did not bring in new and insightful aspects. The study should come out with key competencies and skills requirements for inclusion in the Continuous Staff Development Programs</p>	<p>Recommendations of the study were that</p> <p>Kabale university Library should adopt transformative model of Continuous Professional Development Practice which combines both Transmission and Transition models to enable staff acquire requisite skills so as to serve library users effectively.</p> <p>Kabale university library should involve staff members in the whole process of Continuous Staff Development programs like planning and budgeting</p>	Pg. 46

SN	COMMENTS FROM THE VIVA VOCE PANEL	ACTION TAKEN	INDICATOR
1.	The document should be edited	The document was edited by an editor.	
2	<p>Research topic</p> <p>The Viva voce panel suggested that the topic should be rephrased and CSDP should be replaced as CPD</p>	CSDP and CPD are two different but related concepts. The researcher maintains CSDP in her research because it is on this concept that the research was conceptualized.	Cover page
3	Program and programme should be used consistently	In the document, program was adopted and used throughout the document	Throughout the dissertation
4	Rephrase the title (remove the word contribution) examining CPD program in Kabale University.	The research topic was maintained as it was. The justification was that the researcher needed to maintain two variables, that is, Contribution of Staff Development programs to service delivery at Kabale University Library. Change of topic would lead to lose sight of the research variables.	Throughout the dissertation
5.	<p>Objectives of the study</p> <p>The viva voce panel suggested that objective one should be rephrased and objective 4 to be removed.</p>	Objective one was rephrased to read: To identify Continuous Development Programs that have been implemented by Kabale University Library. Objective 4 has been expunged.	Page 4
6	<p>Population</p> <p>The viva voce panel said that if the whole population</p>	The whole population was considered as sample size which is census sampling	Page 20

	is considered then the term census is used		
7	The candidate needs to specify between retooling programs and academic programs	The research is basically concerned with retooling programs and that is the concept which the researcher pursued.	Throughout the dissertation
8	Scope of the study The viva voce panel said the time scope should be limited to the period between 2018 to 2024	The time scope for this study was limited to 5 years that is from 2017 up to 2023 because this was the time when the University was taken by the government and funding improved which led to recruitment of more staff and increased funding for Continuous Development staff programs	Page 5

Kembabazi Prudence (Candidate's Name)

Dr Sarah Kaddu (Supervisor's Name)

Signature