STAFF TRAINING AND DEVELOPMENT IN UGANDAN PRIVATE CHARTERED UNIVERSITY LIBRARIES

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DECLARATION

I, Clement Lutaaya Nabutto, declare that:

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ABSTRACT

This research is a critical examination of the nature of training and development in Ugandan private chartered university libraries. For contextualization of the study, the nature of training and development were taken into account, the training needs, challenges and strategies for improvement of library staff training and development and implementation were delineated.

The study adopted a pragmatism paradigm. After outlining the research problem, which was inadequate skills of staff and lack of proper training and development programmes, the explorations of existing scientific work provided very little help. Therefore a decision was taken to carry out an empirical investigation. The Cybernetic Open Systems Model provided an appropriate conceptual framework for the study.

The study adopted the mixed method approach of qualitative and quantitative methodologies to explore the research questions. Methods are combined for overcoming the tensions between qualitative and quantitative research and also to obtain knowledge about the issue of the study which is broader than the single approach provided. Methods of data collection adopted included use of a self-administered questionnaire and interview schedule. The data was collected from university librarians, para-professionals and professional library staff of the Ugandan private chartered universities.

The chosen methodologies and the data generated enabled the researcher to examine the nature of training and development. Practical strategies for and solutions to the challenges of library staff training and development were generated. These include inadequate finances to support staff training and development, staff retention after training, negative attitudes of staff towards new technology, lack of support and overall direction from university management manifested in reluctance to finalize a training and developing policy and lack of human, physical and financial resources required to achieve efficient and effective service delivery.

Partnerships and collaborative service delivery solutions are required to address the backlog in training and development.

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DEDICATION

This thesis is dedicated to my loving family. To my husband Bazil Nabutto who has greatly supported me. In addition, to my children Cyril Joseph, Clarion Phillip and Claris Veronicah who have motivated and loved me through the production of this work. As well as my parents, Mrs. Laurence Naiga Lutaaya and to the memory of my late father, Phillip G. Lutaaya, who sacrificed a lot for me by laying a solid foundation for my education and their tireless effort and unquenchable love and support. To you Dad, I will always miss and pray for you.

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ACRONYMS

ACIE	African Center of Information Ethics
BLIS	Bachelor of Library and Information Science
BTVET	Business Technical and Vocational Education and Training
CD	Compact Disk
CD-ROM	Compact Disk-Read Only Memory
CDP	Continuing Professional Development
CE	Continuing Education
CEPD	Continuing Education and Professional Development
CICD	Centre for Information Carrier Development
CPD	Continuing Professional Development
CUUL	Consortium of Uganda University Libraries
DDC	Dewey Decimal Classification
DDK	Danish Krone
DE	Distance Education
DIS	Distance Education
DLIS	Diploma in Library and Information Science
DNL	Danish National Library
EALA	East African Library Association
EASLIS	East African School of Library and Information Science
ECSA	Ec-Council Certified Security Analyst
ESAL	Eastern Seaboard Association of Libraries
HR	Human Resources
HRD	Human Resource Development
HRM	Human Resource Management
ICE	International Communications Echo Mail
ICTs	Information Communication Technologies
IFLA	International Federation of Library Association
ILSNVQs	Information Library Services National Vocational Qualifications
INASP	International Network for Availability of Scientific Publications
ISNTO	Information Services National Training Organization

ISPs   Internet Service Providers

IT   Information Technology

KIU   Kampala International University

KOHA   Library Management Software

KPSVTC   Kenya Polytechnic and Sigalagala Vocational Training College

KSPS   Kenya School of Professional Studies

KU   Kyambogo University

LIASA   Library and Information Association for South Africa

LIS   Library and Information Science

LISNET   Library and Information Science Network

MaKLib   Makerere University Library

MBA   Masters of Business Administration

MOES   Ministry of Education and Sports

MUK   Makerere University

NCHE   National Council for Higher Education

NDU   Ndejje University

NLIA   National Library and Information Association

NPDRE   Norwegian Programme for Development Researcher and Education

NU   Nkumba University

NUC   National University Council

NUCOOP   Norwegian University Cooperation Programme

NVQ   National Vocational Qualification

OCLC   Online Computer Library Center

OPAC   Online Public Access Catalogue

OSUL   Ogun State University Library

PHD   Doctor of Philosophy

RETIG   Research Education Information Group

RLS   Royal Library School

RSLIS   Royal School of Library and Information Science

SA   South Africa

SABINET   South African Bibliographic and Information Network

SAQA   South African Qualifications Authority

SCECSAL   Standing Conference for Eastern Central and Southern Africa

SIDA/SAREC Swedish International Development Cooperation Agency

SMS   Short Message Services

T and D   Training and Development

TLSB   Tanzania Library Services Board

TNA   Training Needs Assessment

TUD   Technical University of Denmark

UCU   Uganda Christian University

UK   United Kingdom

UKZN   University of KwaZulu-Natal

ULA   Uganda Library Association

ULIA   Uganda Library and Information Association

UMI   Uganda Management Institute

UMU   Uganda Martyrs University

UNCHE   Uganda National Council for Higher Education

UPCU   Ugandan Private Chartered Universities

UPCULs   Ugandan Private Chartered University Libraries

UPNG   University of Papua New Guinea

USA   United States of America

Chapter one
Setting the scene

1.1 Introduction to the study

Chapter one gives a background of the study with emphasis on the importance of training and development (T and D) in the current changing world of service delivery across all institutions of higher learning and particularly in private chartered university libraries in Uganda. The chapter discusses the background to the problem and problem statement, the study purpose, the objectives, research questions, justification, scope and the study limitations. The definitions of key terms, structure and summary of the study are also explained.

1.2 Background to the study

Staff training and development forms the backbone of any healthy organization. Different organizations provide training with different objectives at various levels. Staff T and D are provided to give staff the knowledge and skills required to perform particular tasks (Mambo 2000:338; Sampson 2011:2).

Most people come to the job with limited knowledge, skills and experience for that particular job, therefore T and D is designed to ensure that they perform well. Thang (2009:17) gives an explanation on how productivity, wages and labour mobility are related to human capital investment. Human capital investment creates opportunity for improvement in technology, knowledge and skills of employees which enhances performance (Salas and Cannon-Bowers 2001). Organizations have realised that benefits such as enhanced market share, sales, productivity, quality and reduced employee turnover are a result of investment in staff training. Staff T and D therefore is crucial for improvement of service delivery among library staff in the private chartered universities of Uganda.

The current global technological advancements and their impact on information provision must be taken into consideration, Mambo (2000:338) emphasizes that the current trend of library staff training and development in developing countries should cope with the current trend in technology.

These changes are due to the combination of globalization and technology, which is transforming the way the global economy works (Barber, Donnelly and Rizvi 2013:9). People in different organizations come with different education backgrounds, experience, skills and knowledge. For example, in Japan, successful business is based on the high performance standards of workers which is attained through efficient staff T and D (Sampton 2011:2). Similarly Okello-Obura and Kigongo-Bukenya (20011:8) attribute these changes largely to the alignment of higher education to the competitive global trends.

Due to the modern changes in the world today, people must learn continuously (Roscoe 2002:3). As Roscoe (2002:3) states "no professional completes their initial training equipped to practice competently for the rest of their life." This implies that for professionals to maintain their skills they should retrain (Tasky and Cohen 2001:285). Similarly, Boerlijst (1994: 265) points out that professionals should be aware of the dramatic changes in their careers. Such realization gives high control of one's career and provides for further learning (Browne 1997).Continuous training increases one's capacity to respond to the challenges at work which eases transition to new positions.

According to Mathews (1997:86-87), library staff are the face of the institution in higher institutions of learning. Their training therefore ensures production of high quality services. The level of training for library staff will enhance their competence to effectively utilize the resources and offer good service to the end-users. Skaggs and Youndt (2004:86) points out that for organizations to be able to address the challenges of change, they should invest in the human capital. Commitment to training provides the library with potential to maintain the quality of services since its staff will be well positioned to be proactive to change. There is evidence that central governments and the private business sector have committed and continue to commit funds to training and development; but it is worth finding out if the resources invested in this endeavour are adequately rewarded (Sampson 2011:3).

Mathews (1997:88) notes that the competence of the support staff and their behaviour impacts on the image and performance of the library. This emphasizes the need to train the library assistants

in addition to the professional librarians. To keep up-to-date therefore, libraries in higher institutions of learning should consider training as fundamental. According to Mathews (1997:87), librarians should be able to know the complexities of the system and be in position to explore and obtain strategies to become proficient researchers. From the above perspective, training should be continuous and staff should know that changes have occurred hence the need for refining the strategies. To achieve organizational objectives therefore, human resource assets must be trained. Bratton and Gold (2007:314) state that "training and development attempt to close the gap by bringing employees up to, but not beyond, the desired standard or competence".

1.2.1 Developments in academic library services delivery

In the past thirty years, libraries in higher institutions of learning have become used to the rapid changes as a result of increased use of information technology. Originally, the purview for academic librarianship primarily focused on the book and availability of library resources. The role of the librarian was formally focused on book protection and control (Rice-Lively and Racine 1997:31). In the past, librarianship was not considered as a profession until the late 19th century when Melvil Dewey's article (in Vann 1974-1987) emphasising the current role of librarianship tasked librarians to go beyond keeping and preserving books (Rice-Lively and Racine 1997:31-32).

According to Morgan (1996:41), speculation on what the library of the future will look like has become increasingly popular. Predictions range from the idea of information technology retaining its role in support of printed texts for many years to come, through to the library as a physical entity disappearing completely. Today, the libraries are keeping materials which are in electronic and microform formats. Developments in technology have taken place in various areas such as networking, telecommunication, digitization and electronic publishing which has radically changed professional skills that have sustained the libraries in the past. This is because librarians have to keep up with technological developments (Barber, Donnelly and Rizvi 2013:9) and the skills and knowledge of users has changed. The Y generation, that is to say any individual born after 1981, who have constant access in information technology (Leyden and Teixeira 2007:2) so university libraries have to adapt their service for such users.

According to Missingham (2006:257), library staff development in the information technology in the 21st century is crucial. Such developments require specialised skills for the library staff if they are to support the library services and activities. For instance, the question 'new technology, new librarians?' was posed and Missingham (2006:257) commented:

> "We are no longer just the 'guardians' of books. We are information providers in an environment that is constantly changing and where information needs to be gathered quickly and effectively. Today, our mission is to promote services for the ever increasing amount of information. And even if we don't like it, information technology has changed our jobs".

Given the new trends of information sharing explained above, personal experience shows that university libraries in Uganda like the public universities, have adopted sophisticated approaches to information storage, access and dissemination and this has changed the skills requirement for the library staff to perform effectively. Some of the strategies required by library staff to acquire new skills include staff orientation, library workshops, conferences, job rotation, research about publication, communication skills and information technology skills (Abell 2000:33-41). According to Hoskins (2002:51), every librarian should be familiar with all components of an office suite: word processing, spreadsheets, databases, and scheduling programmes. In a similar vein, Morgan (1996:41) highlights the skills related to Information Technology (IT) and emphasizes that IT is essential in daily work. Librarians in higher institutions remain with the basic role of connecting people with the required information.

Development of information technology will remain as a means through which connectivity can be achieved as we focus on the future skills requirement, proficiency is required in some key areas of traditional information work such as; identification and meeting of users` information needs, availability, organization, interpretation and evaluation of knowledge and information; communication and interpersonal skills and development of professionalism. Regardless of the sector, these core skills will apply to any librarian and information professional in their day-to-day work. In the 21st century, libraries have become new and exciting places. Utilization of IT, in learning environment and collaboration in collection development through consortia have gained a stronger emphasis. Greater opportunities in delivery of services in this dynamic environment

have emerged through the use of wikis, Short Message Services, and podcasting. These new ways of service delivery in the changing world require identifying relevant skills for training and developing librarians (Morgan 1996:41).

Looking at the various institutional needs at different levels, (Missingham 2006:259) proposed the establishment of a new approach to skills development. The training of Library and Information Science (LIS) professionals must change to meet the various challenges that have resulted from knowledge-based environment and the current complex (Myburgh 2003:226). The changing roles of library services have required the acquisition of training in various areas and a lot of literature has been produced on the appropriate skills in view of the role of librarians. Overall, strength should be put on the T and D of library staff to ensure proper service delivery (Missingham 2006:259).

Private chartered university libraries in Uganda have moved to adopt the application of modern library technology but have been constrained by the inadequate skills of their staff to cope with the global trends, which is worsened by an absence of proper training and development programmes for their staff (Businge 2013:19). The challenge therefore is for the private university libraries to develop appropriate library staff training and development strategies to ensure proper skills for service delivery.

1.2.2 Private chartered universities in Uganda

The study focused on the six private chartered universities in Uganda: Bugema University (BU), Kampala International Universities (KIU), Ndejje University (NDU), Nkumba University (NU), Uganda Martyrs University (UMU), and Uganda Christian Universities (UCU) (National Council for Higher Education 2013a:25). Private chartered universities were selected because they hire inadequately trained staff and have struggled to implement staff training and development plans (Businge 2013:19). Also because particularly private universities depend heavily on libraries, for teaching and research, they need well qualified staff with modern and competitive LIS training. University libraries in Uganda recognize the demand for well trained library staff for appropriate information service delivery (Ocholla 2007:467).

Private chartered universities also have accreditation which means they must meet the requirements and standards of academic excellence set by the National Council for Higher Education (NCHE) (Businge 2013:23). They thus attract many students, so there is a need to reflect on their capacity to provide the required services.

Chartered means the university has a higher education institutions' accreditation and this is a process of quality assurance in which evaluation of activities and services of higher educational institutions are carried out. The NCHE is the body whose main mandate is to regulate the establishment, management and the quality of education in higher education institutions. The charter is granted by the President as provided in the statutory instrument for establishment and regulation of higher institutions of learning in Uganda. Academic libraries, the providers of information and the heart of higher learning institutions should be at the forefront of T and D of library staff to improve their ability to perform. Additionally, the Cybernetic Open Systems Model of human resource management (HRM) requires training and development of staff for better service delivery. This model forms the conceptual framework for the study and is discussed in detail in Chapter Two. A brief discussion of each of the universities studied is now provided.

1.2.2.1 Ndejje University (NDU)

In 1992, NDU was established. It was owned by the Christian based Centre for Higher Learning. In 1995, the university received its current status under the ownership of the six Anglican Dioceses in Buganda. In 2009, the university was chartered by the Ugandan government. This university has several faculties and these include education, business administration, engineering, basic and social sciences and forestry. The university offers postgraduate, undergraduate, diploma and certificate programmes. Ndejje University has three campuses which include: Main and Lady Irene campuses which are located on 200 acres of land in Luwero at Ndejje Hill about 26milesalong Kampala-Gulu highway. The Kampala branch is located in the urban setting at plot 51, Balintuma Road in Mengo (Ndejje University [2014a]: Historical Background).

The university has three branch libraries. The main branch library is found at the Main campus and the other two at Balintuma Road in Mengo. The vision of the library is "to provide information resources in support of the teaching, research and community endeavours of Ndejje University". The mission of the library is to develop an appropriate information system to support teaching, research and community endeavours. The objective of the library is "to acquire and organise information services and make them readily accessible so as to encourage successful teaching, learning and research and assist in preparing students to become professionals"(Ndejje University Library [2014b]: Services).The library offers a variety of library services which include the following: reference, circulation, technical, acquisitions, shelving, internet, photocopying and binding.

According to the Ndejje Human Resource Manual (2011:36-37) the university encourages its staff to develop their careers by utilizing every available opportunity to do so in whatever area of academic interest or professional specialization. Where the university does not offer any suitable on job training for staff, the staff may request to attend normal academic programmes within or outside the university. If the requests are granted, the university will contribute 60% of tuition costs to a staff member who choose to study at Ndejje University and 40% tuition to those that choose to join other universities in Uganda as long as such training does not interfere with the university's programmes. Where permission is given to use university working hours, the time granted will become part of the university's contribution. Where the university incurs expenses to train staff or allows a staff member to attend training during official working time, the staff member is obliged to serve the university for a specific period of time as may be agreed upon in writing. If, after the course, the staff member does not serve the university as agreed, she or he will have to refund all the expenses incurred by him or her during the course whether given money or official time in order to study as the university will determine. Failure to comply with the policy will culminate in the university taking legal action against that staff member. It is important that a staff member involved in any private study programme obtains permission from the immediate supervisor or head of department. If a staff member studies at a university outside Uganda, appropriate arrangements may be made to assist him or her regarding tuition fees, he or she is again obliged or bonded to serve the university on completion of training for an agreed

period of years (Ndejje Human Resource Manual 2011: 36-37). However, as noted by Businge (2013:19), the plan for staff training and development exists but it is not fully implemented.

1.2.2.2 Uganda Martyrs University (UMU)

Uganda Martyrs University was established in 1993. The university had two departments:

- Institute of Ethics and Development Studies
- Faculty of Business Administration and Management.

It is located in Nkozi town, approximately 84 kilometers west of Kampala on the Kampala-Masaka highway. It has three other campuses at Lubaga, Mbale and Kabale. Uganda Martyrs University received it charter on 2nd April 2005. The university now has several faculties which include:

- Faculty of Agriculture;
- Faculty of Business Administration;
- Faculty of Education;
- Faculty of Environment;
- Faculty of Health Sciences; and
- Faculty of Science (Uganda Martyrs University Library [2012]: About us).

The Archbishop Kiwanuka Memorial Library is the Main Library of UMU and acts as the centre of administration for the library. The library has three main divisions and these are; electronic and Reference Services; User Services and the Technical Services. The mission of the library is "to support the university's teaching, learning and research objectives by means of facilitating access to all forms of information efficiently and effectively" (Uganda Martyrs University Library [2012]: Library).

According to the University Librarian, the University Library does not have a specific library training policy. Library staff training is handled within the general university training policy. The general policy supports staff to be trained and remain current in their knowledge and practice. The general staff training committee approves finances for staff to upgrade at whatever level. Staff also participated in orientation, visitations, workshops, conferences and seminars which are facilitated by the university. The university has no staff retention policy (Nannozi 2013).

1.2.2.3. Uganda Christian University (UCU)

The university was founded in 1997 when Bishop Tucker Theological College was promoted to a university. From 1913to1997 Bishop Tucker Theological College trained educators and clergy. The land on which the college operates from in Mukono was granted by the local chief, Hamu Mukasa. To be sure that the college had the necessary intellectual and other capital resources, the Church Mission Society teamed up with Ugandan leaders and others. In the 1990s through the higher education of clergy and other professionals, the Church of Uganda sought to have a broader impact on society. In 1997, UCU was established. It is located in Mukono town which is approximately 26 kilometers east of Kampala on the Kampala-Jinja highway. The university received a charter in 2004. The first private university to receive a charter was Mukono University. It offers the following programmes:

- Education and Arts;
- Law;
- Science and technology; and
- Business and Administration (Uganda Christian University [2014b]: Home).

The Mission of the library is "to support the university's teaching, learning and research objectives by means of facilitating access to all forms of information efficiently and effectively" (Mukungu 2014). The library offers a variety of library services which include the following: acquisitions, technical, circulation, shelving, reference, photocopying, binding, internet services and training among others (Mukungu 2014).

Uganda Christian University believes that effective Continuing Professional Development (CPD) is an essential part of post-school education and benefits both staff and students in the education sector. Therefore, the university library offers a range of personal and professional development resources to provide practical help to users. Bringing together material from a variety of education specialists, as well as contributions from UCU members working in the field, the library aims at helping develop excellence and confidence in teaching, learning and professional practice (Uganda Christian University [2014a]: CPD).

According to Mukungu (2014), the university library does not have its own training policy but library staff training is considered in the general university training policy. The general policy

supports staff to be trained and remain current in knowledge and practice. The General Staff Committee approves finances for staff to upgrade. Finances for upgrading are only available for staff studying towards Masters degrees and above. Staff also participate in orientation, visitations, workshops and seminars which are facilitated by the university.

1.2.2.4 Bugema University

The university sits on a 640-acre piece of land in Luwero district. It was established in 1948 to train Seventh-day Adventist pastors and teachers and it was known as Bugema Missionary College. Its status changed to a university (Bugema University) in1994. In 2010 it acquired a charter. The university offers courses in

- Business Administration;
- Management;
- Accounting; and
- Bachelor of Arts in Education.

The university has Postgraduate, Undergraduate and Diploma programmes (Bugema University Library [2012a]: Background information).

The library was named after the founder of the university, E. W. Pedersen. The library provides information materials for all the programmes offered at the university. The library mission is "to effectively serve faculty, researchers or any users in the community with adequate, high technology facilities, services and resources that will encourage academic achievement for a better future" (Bugema University Library [2012b]: Services). The library vision is "to organize and have a readily accessible collection of appropriate materials by having updated materials and technology equipment to support and meet the institution's academic curriculum requirements, instructional, research work and individual needs" (Bugema University Library [2012b]: Services).

The Staff Training and Development Policy in Bugema was not documented. However, any library staff seeking training must obtain a recommendation from the university librarian which is forwarded to the university administration. All staff including library staff are fully sponsored for training such as upgrading, workshops, seminars, short courses and attachments. Facilitation

for further academic studies, however, is only reserved for committed Seventh-day Adventists (Lwabi 2014).

1.2.2.5 Kampala International University (KIU)

Kampala International University was chartered in 2008. Kampala International University works in close collaboration with the Association of African Universities, commonwealth universities and the Inter-university Council of East Africa. The university was established in 2004 with two campuses, one in Kampala and another in Bushenyi. The university offers both undergraduate and postgraduate courses in education, applied sciences, technology, law, economics and management (Kampala International University [2012a]: History). Similar to libraries in other institutions of higher learning, the library objective is "to support the teaching, learning and research activities of the university by providing the most relevant and up-to-date information resources and services".

> "The library has the following distinctive areas: reading area, special collection, reserve collection, audio visual collection and acquisitions area for processing materials. Being one of the most important facilities in any academic institution, a library's function is knowledge creation, acquisition, selection, organization and dissemination of information. Hence the library provides the following services: information service, accessing tools, i.e. card catalogue as well as an Online Public Access Catalogue (OPAC), user education programmes, establishing and promoting cooperation with similar centers at national as well as at international level" (Kampala International University [2012b]: Facilities).

According to Tibenderana (2014), KIU does not have a training and development policy for the library. However, some staff are given opportunities to attend workshops, seminars and conferences. Those who are given the opportunity to attend these programmes train the rest of the staff upon their return. The university does not sponsor library staff for upgrading. If a library staff member manages to secure sponsorship from elsewhere, it is not automatic that the staff member will be given a salary increment or even promotion. This makes it difficult to retain staff after they have completed training.

1.2.2.6 Nkumba University

Nkumba University is one of the largest private universities in East Africa (Nkumba University 2011: About the university). In 2006, the university was awarded a charter.

> "The university is a non-profit, non-denominational institution providing an enabling environment for students to achieve competence, creativity, confidence and character so as to think critically and act responsibly in an increasingly competitive national and global environment" (Nkumba University 2010:About the university).

The university promotes education in business, science and technical disciplines, the arts, social sciences, communication as well as cultural fields. It is located 27 kilometers along the Kampala-Entebbe Highway, which is 10-minutes drive from Entebbe International Airport. The vision of the library is to:

> "Provide the university community with wide access to information by incorporating Information Communication Technologies (ICTs) in all library operations in order to enhance the position of Nkumba University as a centre of academic and professional excellence. The mission of the library is to plan, avail and facilitate access to a broad spectrum of information resources and services in order to promote and support teaching, learning and research activities of the University and the community (Nkumba University [2010]: About the university)".

The library engages in the acquisition, processing, organizing, storage and dissemination of information in line with the broader mission of the university. To this end, the library aims "to develop, maintain and promote high quality print and electronic collections, advance user-centered services that anticipate and respond to the needs of the university community"(Nkumba University [2010]: Library).The collection includes: resources on generalities, social sciences, religion, computing, languages, pure sciences, psychology and education. Journals, periodicals and pamphlets, a computer laboratory for internet access and access to online resources, card and online catalogues, electronic copies (compact disks) of books, reading space for individual study, photocopying services, binding and laminating services, newspapers-current and bound copies, reserve section/short loan collection, circulation desk, open carrels, and online resources are some of the services and resources provided by the library.

The training and development policy in Nkumba University is not specific for the university library but is for the entire university. The development committee is the one that handles issues concerning training and development of all university staff. The committee sponsors only staff that are undertaking a course which is in line with their work. A staff member is granted remission of fees if they study at the university. However, if they choose to study at a different university, Nkumba University contributes half of the tuition fees. While for other training types like workshops, seminars among others, the university sponsors the participants (Ssebbale 2013).

1.3 Statement of the problem

Numerous changes have occurred in the library and information world over the years. For instance, the convergence of globalization and technology has led to a transformation in the way the global economy works. These dramatic changes have implications for the universities. For example, these changes have altered the nature and pattern of demand for skills and knowledge in the library workforce (Barber, Donnelly and Rizvi 2013:9-10). Damonse (2006:9) observed that in order to keep pace with those changes and to provide a relevant service, library staff need to keep abreast of the new developments in society and particularly in their field of service where all levels of staff are supposed to be trained, to ensure that their knowledge and skills are up to date. In the same vein Anunobi (2013:33) pointed out that to ensure continuing relevance in the services of the university community, libraries must ensure that their staff possess the necessary competencies. This can be achieved through university library staff training and development.

Similarly, the government of Uganda has pledged support for staff T and D to manage the competence requirements of the institutions and individuals as provided for in the Equity and Quality Principles (Ministry of Public Service 2006:ii). In addition the Ministry of Education and Sports (2011:8) *Skilling Uganda* emphasises the need for skills development. The strategy is to adopt Business, Technical and Vocational Education and Training (BTVET) to bridge the skills gap in Uganda. This plan is expected to emerge from an educational sub-sector into a comprehensive system of skills development for employment, enhanced productivity and growth. The main purpose is to "create employable skills and competencies relevant in the labour market" (Ministry of Education and Sports 2011:8). However, according to Raseroka (1999) and Damonse (2006:21) university staff development plans do not consider participation

of library staff in continuing education programmes. Despite changes and expected follow-ups in information service delivery, the rate at which the new information services are developed and provided in libraries leaves much to be desired (Anunobi 2013: 34). In relation to the above, Businge (2013:19) pointed out that private chartered universities in Uganda fail to implement staff training and development programmes or plans and they also hire inadequately trained staff (Kigongo-Bukenya 1999:96). Based on the above, library staff training and development is vital because it develops professional skills, knowledge, learning capabilities and competencies to meet current work commitments and to recognize, adapt and embrace future changes. In agreement to the above, Maund (2001:307) points out that training of library staff at all levels within an organization is a vital component in maintaining the competitiveness in an international arena. To further support the above, Song (2005:22) emphasized that

>"There is an urgent need for libraries to continuously train and educate their staff, not only with basic knowledge of LIS, but also with the subject knowledge and professional skills needed to keep up-to-date".

A lack of implementation or inadequate training and development of library staff results in inefficient library service delivery. This will always undermine the libraries' vision and mission. As argued by Damonse (2006:21) the setbacks of libraries are linked to inadequate skills possessed by LIS professionals.

Though staff training and development in Ugandan private chartered university libraries is timely and important as discussed above, it is not well represented in Ugandan literature. However, a few empirical studies have been conducted on the topic. It is therefore important to establish the challenges of library staff training and development which are often overlooked in efforts to improve library staff training and development in the Ugandan private chartered university libraries.

1.4 Purpose of the study

The purpose of this study was to examine staff T and D in UPCULs with a view to improving staff T and D programmes in these libraries. Therefore, the researcher aimed to examine and design or suggest appropriate library staff training and development strategies to align the

desired library staff skills with the modern technological trends to ensure efficient and effective library service delivery.

1.5 Research objectives

Based on the above mentioned purpose, the objectives of the study were:

1. To investigate the nature of staff training and development activities in Ugandan private university libraries.

2. To establish the challenges faced in staff training and development of library staff.

3. To propose strategies that can be adopted by the private university libraries to improve on staff training and development.

1.6. Research questions

According to De Vos et al. (2011:89), "research questions typically deal with needed information to solve practice problems". What is it about this topic that the researcher wants to find out? The questions asked will largely control the way the rest of the research process is conducted. Given the above objectives the following questions guided the study:

1. What was the nature of staff T and D programmes or activities in the Ugandan private chartered university libraries?

2. What were the T and D needs of staff in the Ugandan private chartered university libraries?

3. What role did management play in the implementation of staff T and D in the Ugandan private chartered university libraries?

4. What challenges did the Ugandan private chartered university libraries face regarding T and D of staff?

5. What strategies could be adopted by the Ugandan private chartered university libraries to improve on staff T and D?

1.7 Justification for the study

The constant changes in economic, political, educational and social developments which occur leave the library profession with no alternative but to adapt their services in response to these changes. Staff training has become increasingly important as jobs have become more

sophisticated and influenced by technological changes. To this end staff training needs should be taken seriously so as to keep up with the rapidly changing trends. For instance, an appropriate training environment is one that mirrors the actual experience. Most often, resources such as funding are wasted when the organization fails to link training with organizational goals and strategies. Rapid changes in job requirements are increasing the importance of cross job retraining. For organizations to obtain the best returns on the investment made on its employees, they should take T and D programmes seriously. It is a fact that organizations that use training technologies to acquire skills and knowledge also enable employees to apply whatever they have learned to the job rather than solely relying on lectures as a means of training employees. Training enables the individual to apply the knowledge and skills required of the job or task. Staff are an important component of any library management system so their training and development needs must be assessed on a continuous basis. This would enable staff to perform effectively in a rapidly changing environment. A lack of knowledge, skills, and attitudes prevents satisfactory job performance.

Higher Education institutions face a wide range of rapidly changing political, social, economic, educational, legal and technological developments. Such changes have led to an increased emphasis on provision for training and development. Change in the sophistication of users and their expectations influences staff needs in the educational institutions. The technological changes in information retrieval and storage are almost overwhelming and information professionals are swept along with the tide of the technological revolution.

As a result of the above mentioned factors, it is imperative that staff training and development needs and activities be researched to establish their existence and to evaluate their effectiveness in Ugandan private chartered university libraries. The study findings will provide a source of literature for academicians and will influence university decision-makers to establish staff training and development strategies. In Uganda, the study will help universities adopt strategies for improving library staff T and D to cope with current trends which will in turn improve library service delivery.

1.8 Delimitation and limitation of the study

The study was limited to the Ugandan private chartered universities. These are Ndejje, Nkumba, Bugema, Mukono, Kampala International, and Uganda Martyrs universities (NCHE 2013:25, 2013:27). Private chartered universities were selected because they struggle to implement staff training and development plans and they also hire inadequately trained staff (Businge 2013:19). These universities also have a higher level of educational accreditation which means they must meet the requirements and standards of academic excellence set by the higher Education regulatory body (NCHE) (Businge 2013:23). They thus attract many students so there is a need to assess their capacity to provide the required services hence the need for the study. Library staff were included in the study because they are the people who provide library services to the users and they are the same people to be trained for efficient library service delivery.

The researcher faced a problem with data collection, because library staff were scattered in different locations around the country. However, to overcome the problem the researcher employed research assistants who helped in collecting the questionnaire from the respondents. The researcher was also aware of insider bias since she worked in one of the libraries of the private chartered universities studied. However this was also overcome by the use of research assistants.

1.9 Definitions of key terms

Terminologies can be so confusing when a variety of terms are used interchangeably throughout the literature. The study thus adopted the following definitions of key terms.

1.9.1 Library

This is a "collection of information sources, resources and services, organized for use and maintained by a public body, an institution, or a private individual" (Tiwari 2011:iv). According to Mittal (2007:35), a library is a social institution charged with the most enviable function of dispensing knowledge to the ignorant and the informed alike. The main function of the library is the collection and preservation of knowledge for its dissemination to all. Sharma and Vishwanathan (2001:10) define a library as a place where, documents, CDs and so forth are available for users to look at or borrow. Or a collection of books, records and so forth that belong to one person or are related to one particular subject (*English dictionary* 2005:821).

1.9.2 Virtual library

"A Virtual Library can be used for detecting some formal communication units as well as most informal types. A virtual library is bringing together the diverse kinds of information which researchers draw on during the process of conducting and disseminating research" (Lally 2001:84).

1.9.3 Training

> "Training is the way in which an organization uses a systematic process to modify the knowledge and skills and behaviour of the employees to enable them to achieve its objectives. It is task oriented because it focuses on the work performed in an organization based on job or task descriptions. The job or task requirements will determine the training standard for a particular job" (Erasmus, Loedolff, Mda and Nel 2012:20).

According to Connor and Shaw (2008:357), and Kavanagh and Thite (2009:310), staff training is a learning process primarily facilitating the transfer of knowledge, rules, concepts, and skills so that the employee can accomplish a specific activity or task. Training therefore aims to improve employee performance in an organization usually when work standards are low because of lack of knowledge and or skills and or poor attitudes among individual employees or groups (Erasmus, Loedolff, Mda and Nel 2012:20). Training therefore has a fairly short term nature in that the trainees are expected to perform the job adequately soon after the training has been completed (Hunter 2002:196).

Nel (2001:467) describes training as

> "a learning experience aimed at bringing about a relatively permanent change in an individual that will heighten the individual's ability to do the job. Training may consist of induction into a system or routine, organization of new skills or attitudes, or development of existing skills towards greater efficiency, job satisfaction, commitment, interchangeability, co-operation, or promotion".

According to Prytherch (2000:733) it is important that

> "Training should be carefully prepared in response to needs, and its effectiveness monitored. Libraries may join co-operative training groups to reduce costs and spread expertise. Training specifically aimed at promotion opportunities may be termed as staff development".

1.9.4 Education

Education is defined as the

> "Deliberate, systematic and sustained effort to transmit, evoke, or acquire knowledge, attitudes, values, skills, sensibilities and any learning that results from the effort that is intended or unintended" (Nel, Werner, Poisat, Sono, Du Plessis and Ngalo 2011:359).

In a very broad sense, learning activities which involve the skilled and unskilled workers within the organization constitute the concept, education. Basic adult education helps the unskilled workers to develop basic literacy and numeracy skills.

> "Education and training both create circumstances in which an employee can acquire and apply the skills, knowledge and attitudes that will satisfy organizational objectives. The underlying philosophy is that education creates a general basis that prepares the individual to perform specific tasks in a particular job" (Erasmus et al. 2012:20).

1.9.4.1 Continuing Education

Ramcaiah and Moorthy (2002:24) define Continuing Education as "the provision of opportunities for people to continue their learning". It can also be referred to as continuing professional development, continuing professional education or continuing library education (Stilwell 1997:208-208), can be described as a career-long process of improving and updating skills, abilities and competencies of staff by regular in-service training and education, supported by external courses.

According to Kigongo-Bukenya (1999:94),

> "Continuing education has multiple meanings, one meaning being: any education beyond the initial professional qualification, regardless of form. Another meaning excludes work

for advanced degrees and refers only to activities that are more limited in their focus and duration, though still formally organized".

1.9.5 Development

The effort to improve the ability of human resource to produce results in acquisition of skills, knowledge capabilities using avenues such as training, personal assessment, compensation, recognition among others results into human capital development. It is intended to give the staff strategies to manage both the current and future demands of the organization (Saha, Ghosh and Mondal 2007:294). Pravakar (2004) and Saha, Ghosh and Mondal (2007:294) further noted that education and training are crucial for empowering human resources to meet the organizational goals. Therefore, library and information science education is the strong motivator behind not only improving professional knowledge and understanding different concepts but also to update skill abilities, capabilities and competencies in a complex working environment (Pravakar 2004). According to Hunter (2004:163), staff development has a medium to long term nature in that staff acquire knowledge, skills, attitudes and values that will help them cope with more difficult and challenging jobs in the future. Anderson (2002:34) asserts that "staff development provides connections between technology curriculum and information processes". Training and development is a complex mixture of activities intended to improve the performance of individuals and groups within an organization.

According to Cole (2002:330),

> "the focus of development tends to be primarily on an organization`s future person requirements, and then on the growth needs of individuals in the workplace. Examples of development needs might be the need for managers to be able to utilize the facilities offered by microcomputers in the operation of the service, the need for replacing senior staff with potential candidates from within the organization, and the need for preparing employees to accept change".

According to Erasmus et al. (2012:21), the concepts of training and development as described above are commonly and often synonymously used in organizations according to the unique needs of those organizations. Training, development and education cannot be divided into

watertight compartments as a variety of methods and terms may be used within organizations. For example, employees who are trained for a specific purpose are being developed in the process, and training courses also contain some elements of education. Human resource development could be viewed as a term used to include training, development and education, and described as "an integrated and holistic and conscious to changing work related knowledge and behaviour, using a range of learning strategies and techniques" (Joy-Matthews, Megginson and Surtees 2004:6-9). These strategies and techniques are intended to assist individuals, groups and organizations to realize their full potential. Ultimately, their main aim is to improve the organization's performance. An integrated approach is suggested to achieve organizational training and development. The broad education task remains the domain of primary, secondary and higher educational institutions (Erasmus et al. 2012:21). The above definitions reflect the various meanings and overlap given to some of the terms that are important to this study that have been used by different writers. This study adopted the definition of staff training and development used by Hunter (2002:196; 2004:163).

The researcher intends to use a broader definition of staff development which encompasses the definitions of continuing education and in-service training (see 1.9.5.1). In this research, development will be seen as a training event geared towards future demands and career growth.

1.9.5.1 In-service training

In-service education and training is a scheme whereby trainees or the more junior members of staff are given instructions in the routines carried out in the library and on wider and more general aspects of librarianship (Prytherch1995:326). This is "any training programme of learning opportunities offered to staff members of schools, colleges or other educational agencies for the purpose of improving the performance of the individual already in the assigned position" (Stilwell 1997:208-209).

1.10 Overall theoretical approach of the study

The study adopted a pragmatism paradigm. After outlining the research problem, which was inadequate staff training and development programmes or activities in Ugandan private chartered university libraries, the explorations of existing scientific work provided very little help.

Therefore, a decision was taken to carry out an empirical investigation. The cybernetic open system model for human resource management provided an appropriate conceptual framework for the study. The study adopted the mixed method approach with data drawn from the university librarians and other professional and para-professional library staff via questionnaire and interviews. The theoretical framework for the study is discussed in greater detail in Chapter Two.

1.11 Structure of thesis

This thesis is constituted by seven chapters as provided below.

Chapter One: Setting the scene

This chapter provided background to the study. It identified the research problem and the research question. The significance of the study as well as the limitations and delimitations is explained. Finally, it explained the key concepts of the study and a brief discussion of the research methodology and ethical considerations of the study.

Chapter Two: Theoretical Framework

This chapter provides a theoretical framework based on the Cybernetic Open Systems Model of Human Resource Management (HRM).

Chapter Three: Literature review

The chapter reviews the various literatures related to the study. Focus was placed on the nature of library staff training and development followed by the types of courses required by library staff to improve on their performance and the role of management in training and developing library staff. The focus then moved to challenges encountered in training and development of library staff and finally the strategies to improve library staff training and development in Ugandan private chartered university libraries.

Chapter Four: Research methodology

This chapter presents the research design, paradigm, population of the study, data collection methods and the instruments used. It also discusses evaluation methods, ethical issues, data analysis and presentation as well as limitations of the study.

Chapter Five: Data presentation and analysis

The chapter provides the results of the study. Data is presented along with its analysis.

Chapter Six: Interpretation of results

Findings of the study which resulted from the analysis of data presented in Chapter Five will be discussed in relation to the research questions and the body of literature examined.

Chapter Seven: Summary of research findings, conclusions and recommendations

This chapter provides a summary, conclusions and recommendations based on the findings of the study and suggests areas for further research. Appendices appear at the end of the thesis and they include letters related to the study, interview schedule and questionnaire.

1.12 Summary of chapter one

In this introductory chapter, the problem with which the study concerns itself has been articulated as well as the purpose of the study including its justification, scope and the limitations of the study. Definitions of the terms used in the study have been provided including introduction to the Cybernetic Open Systems Model for HRM which provides the overall theoretical approach to the study. The methodology of the study is discussed in terms of the methods and procedures used to collect data from the population of the study. The chapter ends with a brief discussion on the structure of the study. In the chapter that follows, the Cybernetic Open Systems Model will be discussed in detail.

Chapter Two
Theoretical Framework

2.1 Introduction

The chapter provides the theoretical foundation for the study and the model used. The presentation of the theoretical framework for the study covers the research paradigm and approach used as well as the model selected, the Cybernetic Open Systems Model of HRM. The purpose of this chapter in the study is, according to Bak (2004:18), to establish the theoretical framework for the study, to indicate where the study fits into the broader debate, and thus to justify the significance of the research project against the backdrop of previous research.

2.2 The Theoretical Framework and Model used in the study

A theoretical framework is a general theoretical system with assumptions, concepts and specific social theories (Neuman 2006:74). In a similar vein Brink, van der Walt and van Rensburg (2012) claimed that a theoretical framework is based on propositional statements resulting from an existing theory. Manda (2002:95) states that theoretical definitions (that is conceptualization) of the key concepts are an integral component of the development of theories in any discipline and consequently central to any scientific research. Therefore, a theoretical framework provides an orientation to the research study, and positions the research in the discipline or subject to reflect the research goals (Henning, van Rensburg and Smit 2004:25). The purpose of a theoretical framework is to make research findings meaningful and generalizable. It helps to stimulate research and the extension of knowledge by providing both direction and impetus (Polit and Beck 2004:119).Neuman (2003:42) defines a theory "as a system of interconnected abstractions and ideas that condense and organize knowledge".

Theories can be portrayed as clear descriptions of events. Creswell (2009:51) defines theory as "an interrelated set of constructs (variables) formed as propositions or hypotheses that specify the relationship among variables". A theory may be viewed as a system which orders concepts in a way that produces understanding or insights. A theory includes more than one concept and links the concepts together (Welman, Kruger and Mitchell 2005:21). Theory is "a set of

interrelated constructs (variables), statements, definitions and propositions that present a systematic view of a phenomenon by specifying relations among variables, with the purpose of explaining natural phenomenon"(Welman, Kruger and Mitchell 2005:21). The theoretical perspectives that guided this study are presented in section 2.2.2.

A model is frequently described as a symbolic depiction of reality. It provides a schematic representation of certain relationships among phenomena, and it uses symbols or diagrams to represent an idea. A model helps us to structure the way we can view a situation, event or group of people (Brink, van der Walt and van Rensburg 2012:26). Another perspective looks at a model as a representation of a phenomenon which is simple but explaining complex situations in real life (Thomas 2009:66). It possesses five different characteristics, namely: levels of analysis, boundaries, specificity, a construct relationship statement and assumptions.

> "A good model can enable us to see something which we do not understand because in the model it can be seen from different viewpoints (not available to us in reality) and it is this multidimensional replica of reality that can trigger insights which we might not otherwise develop" (Finkelstein and Hambrick1997:13).

According to Krishnaswami and Ranganathan (2010:16), a conceptual or theoretical model is a simplified systematic conceptual structure of the interrelated elements of a body of knowledge in some schematic form such as a narrative statement or mathematical equation. It describes relationships between and among concepts and variables. The Cybernetic Open Systems Model of HRM used in this study is presented in section 2.2.2.5.

2.2.1 Theoretical framework in quantitative and qualitative studies

Creswell (2009:55) revealed that "in quantitative studies, theory is used deductively and the relevant theory is placed towards the beginning of the plan for the study". When quantitative research is performed within the context of a theoretical framework, previous theory is used as a basis for generating predictions that can be tested through empirical research; and the findings may have a broader significance and utility (Polit and Beck 2004:49). The objective is

> "The testing or verifying of a theory rather than developing it. The researcher advances a theory, collects data to test it, and reflects on its confirmation or disconfirmation by the results. The theory becomes a framework for the entire study, an organizing model for the

research questions and/or hypotheses and for the data collection procedure" (Creswell 2009:55).

Qualitative studies use theory "as an inductive process for building from the data to broad themes to a more generalized model or theory" (Creswell 2003:133). A researcher`s interaction with the respondents enables the conceptualization of the subject since they are in position to explain research patterns. In other words, a researcher uses "information from the participants inductively as the basis for developing a theory firmly rooted in the participants' experiences" (Polit and Beck 2004:29). Information gathered from respondents by researcher is categorised into themes which are generalised and compared to the experiences of people and the available literature about the study. Creswell (2003:133) noted that "the development of themes and categories into patterns, theories or generalizations suggests varied end points for qualitative studies". This study used a quantitative as well as a qualitative approach because its nature demanded a combination of approaches to soliciting and analyzing data. Ngulube (2005:131) states that "both qualitative and quantitative methods have something to offer". University librarians were more easily interviewed. Given the numbers of library staff, it was easier to administer a self-administered questionnaire.

2.2.2 The theoretical perspectives that guided the study

This research was conducted within the paradigm of pragmatism. Bryman (2008:605) defines a paradigm as "a model or framework for observation and understanding, shaping both what we see and how we understand it". Polit and Beck (2004:13) defined a "paradigm as a way of looking at natural phenomena that encompass a set of philosophical assumptions and that guide one's approach to enquiry". According to Creswell (2009:10), "pragmatism is a world view arising out of actions, situations and consequences rather than antecedent conditions". It is concerned with applying what works and finding solutions to problems. Punch (2009:291), explains that pragmatism has two implications: firstly, the research question(s) is of higher value compared to the approach and the paradigm and secondly, a decision regarding the use of any approach will be determined by the questions which the research is addressing. The researcher used this paradigm because the intention of the research examined the nature of T and D of library staff across Ugandan private chartered universities (UPCUs) and by applying different

approaches to data gathering. In this study, the research questions were posed in such away asto answer the research problem.

The most common theories related to this study are HRM theories. However, Wright and McMahan (1993:6) noted that "one of the most glaring inadequacies of HRM theories is the lack of a strong theoretical basis for viewing the human resource (HR) function". To make Human Resource Management research feasible, Zedeck and Cascio (1984:463) stated that "HRM issues are part of an open system, and research is theoretically lacking unless placed in a broader context of organizations". Dyer (1985:10) further pointed out that "with regard to dependant variables of HRM research, it would be helpful to have a fully articulated theory of HRM on which to draw".

As pointed out earlier, "HRM writers have complained of a lack of any theoretical foundation for describing the HRM function in organizations" (Wright and McMahan 1993:10). Much as the above is valid for the past years, it is important to note that the current HRM researchers are relying on the literature of organizations to develop clear HRM theories and the researcher is confident that the foundation in theory which was lacking in HRM will be addressed.

Among the study objectives is the examination and suggestion of appropriate library staff training and development strategies to align the desired library staff skills with modern technological trends to ensure efficient and effective library service delivery in Ugandan private chartered universities. "The knowledge and skills of workers acquired through training have become so important in the face of the rapidly increasing changes in technology, services, and systems" (Barber, Donnelly and Rizvi 2013:9). "Most organizations invest in training because they believe that improved performance will be the result" (Thang 2009:20). In this study, the linkage between performance and staff training is discussed. Several theories have in this regard been discussed inclusive of the resource-based view, the Fombrun, Tichy and Devanna (1984) HRM model, HRM Guest's model (1987), the behavioural perspective, and the multi-level model. However, this study is underpinned by the Cybernetic Open Systems Model.

2.2.2.1 Resource-based view

This model is rooted in the belief that managers consider their staff as a great asset to the organization rather than a cost and the rewards to staff are valued. With the advancement of technology, organizations have become superior through their staff performance improvement. A valuable source of advantage to out compete others is in the capability of the organizations human capital which should be highly knowledgeable and experienced. However, a lot of queries about this model regarding learning, training and development as a means of competitive advantage have been left unanswered.

The model according to Selznick (1957) looks at institutions/organization as competitive entities with different abilities to outcompete others in the same field of operation. Wright and McMahan (1993:11) understood an organization "as a collection of productive resources of the organization." Penrose (1958:1) "distinguished between physical and human resources, and drew attention to issues of training and development, including the knowledge, skills and experience of the management team". Penrose (1958:12) stresses that "many organizational theorists take for granted that organizations are heterogeneous".

A good analysis of the characteristics, capabilities and skills of the organization will enable it to obtain sustainable competitive advantage over others (Teece, Pisano and Shuen 1997:209). This theory relates to library training from the perspective that it emphasizes people's knowledge and expertise as a potential in increasing competitiveness. Library training is aimed at skills development which will in turn increase the library staff capacity to serve and make libraries more competitive in terms of knowledge and skills or expertise.

Institutional/organizational resources are categorised into physical and non-physical resources. Physical resources include the staff, technology and financial resources while non-physical includes the expertise, name and reputation of the organization. There is need to make university library resources valuable and peculiar for purposes of distinction. The sum of skills, knowledge and competencies of the university libraries and coordination of staff constitutes the capability of the organization. It is important to recognize that a university library or an organization does not

require special people with special capabilities to become distinctive when compared to what other university libraries or competitor possesses.

According to this model, organizations like universities depend on the physical and non-physical capital to improve their efficiency and effectiveness. However, Wright and McMahan (1993:12) noted that these resources have four distinctive characteristics; "they must be valuable, rare, and imperfectly imitable and cannot be replaced with another resource by competing companies." Thang (2009:21-22) noted this as "a sustainable competitive advantage and attempted to evaluate the conditions under which library staff meet these criteria". First of all, they must provide value to the university library or organization. Second, Wright, McMahan and McWilliams (1992:12) pointed out that library staff who possess superior ability levels are not common as a result of the even distribution of abilities. Organizations or university libraries should be recruiting the best skilled people who are selected and rewarded. Third, well developed library staff should be unique or imitable as mentioned earlier. Finally, the resources should not have close alternatives if they are to enjoy sustainable advantage over others. In case the innovation is available in the market place, other competitors can easily purchase theirs and the only remaining area of competitive advantage will be the library staff. An organization's resources determine the strength of an organization or university library in the long-term. Therefore, human capital or library staff is the principle avenue for attaining competitive advantage over other competitors.

In the context of training and development of library staff, the Resource-based View suggests, like the Cybernetic Open Systems Model, advanced by Thang (2009:22) that "training and development can provide knowledge and skills for library staff and in turn may lead to high performance". This model is different from others because of its emphasis on linkage between strategy or T and D for library staff and the internal resources for the university library or organization while the former is organization-focused and the latter focuses on industrial status.

However, an idea that HRM makes organizations well placed to out compete with others has been known for a long period. Wright and McMahan 1993:12) analysed the fact that "the potential for capitalizing on superior HRM is a means of gaining and maintaining a competitive advantage". Wright and McMahan (1993:13) further stressed that "the mode of competitive

advantage includes organizational or university culture, distinctive competence and strategic unity as mediators in the strategy-competitive link". Additionally, the desire to incorporate the HR practice at the starting point of an organization's person plan (training and development of library staff) is very important in ensuring sustainable HRM. This model recognises that a strong HR base is necessary for the implementation of the organizations overall strategy to ensure competitiveness.

2.2.2.2 Fombrun, Tichy and Devanna model
The Fombrun, Tichy and Devanna model (1984) stresses the relationship between HR policies and performance levels. This model looks at the performance of individuals as a function of the HRM activities and organizational performance which is allied to the open system cybernetic model. Training and developing should empower the managers in the organization to handle and address problems when confronted. Their responses and questions should be leading to problem solving other than confrontation thus they should be able to understand the employee values and needs, what the general public expects of them, what the government requires from them and their own values. Human resource managers should initiate policies and systems that attract reward, motivate and develop the staff to ensure retention of the best people.

The original perspective of the matching model was brought out in Fombrun, Tichy and Devanna's (1984:37) work: "HR systems and organizational structures should be managed in a way that is congruent with organizational strategy". Chandler (1962) shared the same view in distinguishing between structure and strategy when he pointed out that structure follows strategy. In this model, the strategy and structure depend on each other and are only affected by the environment under which they operate. Beer et al. (1984) stressed the linkages between strategies and goals and explained how each strategy can offer a goal.

As the Fombrun, Tichy and Devanna (1984) theory asserts that training increases individual performance, library staff training inevitably increases not only the individual performance but also the performance of the entire university library. Library staff training can be seen as a strategy by the universities to increase their person power capacity to produce results; and as this

theory suggests, this strategy can help to attract, motivate and utilize their employees for effective service delivery.

Human resources and organizational results are directly affected by the policies of HR as advanced in the Guest theoretical model. This model is strong in studying the interdependency between HRM policies and organizational performance since it carefully expresses the easiest and empirical way of testing the outcome. Guest (1987) considered commitment as very important result of the linkage between goals and organizational performance for instance the goal to have high quality will lead to good and quality library services offered to users. Allied to the Cybernetic Open Systems Model that also emphasizes skills development and performance of library staff, Guest (1987) who is latter cited by Thang (2009:21) pointed out that "training and development policy plays an important role in HRM and contributes to improved strategic integration, library staff commitment, flexibility and quality/efficient library service delivery". The outcomes of good HRM will result in good problem-solving abilities, less absenteeism, limited conflicts among the library staff, a cost-effective operation and good job performance as well as less staff turnover. This model is both idealistic and prescriptive as it relies on assumptions that distinguish HRM from personnel management.

The theory acknowledges that the role of training and development plays an important part in employee commitment and quality of work. From the same perspective, library staff training and development plays a key role in quality of work produced by university staff. Absence of library staff training and development can lead to high staff turnover as suggested by Guest's model and this is one of the biggest challenges that universities in Uganda are facing (Businge 2013:19). Guest however noted that it is difficult to give a clear cut difference between commitment and high performance which makes the concept less feasible.

2.2.2.3 Behavioural Perspective Model

One of the most popular and original models used across human resource literature is the Behavioural Perspective Model (Jackson, Shuler and Rivero 1989; Shuler 1991; Shuler and Jackson 1987). According to Wright and McMahan (1993:15), "This behavioural perspective has its roots in contingency theory". With this model, the behaviour of employees plays a vital role

as a mediator between strategy (library staff training and development) and organization or university library performance (Schuler and Jackson 1987; Schuler 1991). This model is based on the assumption that HR practices will elicit and control the staff attitude and behaviour. The behaviours which are required in any organization vary from one organization to another and may be dependent on the, characteristics and overall strategy of the organization as well as the enforcement plan.

Behaviour management is concerned with ensuring that once individuals with the necessary competencies are available, the organizational strategy will be supported. In the same way, Wright and Snell (1991) explained two behaviour strategies in organizational management. First, behaviour control which is composed of performance appraisal and control measures like the payment system which impacts on the behaviour and goal of the organization and second, behaviour coordination which is composed of the development issues that influence the organizational strategy. An example of behaviour approach is Schuler and Jackson's (1987) model for linking HR practice with competitive strategies. Schuler and Jackson adopted Porter's (1980) competitive strategies by explaining innovations, increasing the standards and reducing the costs. According to them, there is a relationship between HRM practices and the strategies which give competitive advantage.

The study findings for the theories and implications are in two fields. First, it is very specific on the hypothesised behaviour of the various strategies implying that validity can be tested. Second, the behaviour perspective assumes that strategies such as training and development results in HR practice which determines employee or library staff behaviour. This behaviour leads to a number of outcomes like efficient library service delivery, motivated library staff with low turnover, which is a benefit to an organization.

Allied to the Cybernetic Open Systems Model, library staff training and development will not only improve knowledge and skills, but will improve staff's behaviour. These behaviours as suggested by the theory will change people's attitude towards their jobs and with training and development in place, positive attitudes will be attained which in turn will positively affect performance of the staff. The unacceptable behaviours of some staff will affect the entire

library's performance and if this is handled through training and development, then the results will be positive.

In conclusion therefore, it should be noted the Behavioural Perspective Model does not only emphasize development of skills, knowledge of staff but also the behaviour of the individuals in the organization. Therefore, staff behaviour is fundamental in creating the competitive advantage of an organization.

2.2.2.4 The Multilevel Model

A multilevel approach to staff training was advanced as a good analytical framework, (Kozlowski and Klein 2000). This theoretical perspective views organizations such as university libraries in a form of unfolding processes over a period of time. This model can bridge the gap between organizational effectiveness and the relevant theoretical models. Salas and Cannon-Bowers 2001:474) focused on "training transfer is embedded in two distinct transfer types: horizontal and vertical transfer".

Horizontal transfer emphasises training effectiveness as advanced by the traditional models. Kozlowski and Klein (2000) suggested some factors that affect both transfers and learning directly and these may be group or organizational. They are normally top-down processes which exert a lot of pressure on the individual and group perceptions, and they shape the behaviours and experience of such people.

A vertical transfer reveals the relationship between the individual training outcomes and the organizational performance. According to Thang (2009:23), there are two distinctive forms of vertical transfer processes: composition and compilation. Composition concentrates on individual contribution at the same content, while compilation focuses on individual contribution at the different or diverse content.

Since the model emphasizes training transfer for organizational effectiveness, it is relevant to library staff training and development since it also looks at how the skills attained can be transferred to other members or users of the library. Such transfers involve knowledge sharing

and developing the expertise of other library staff. In line with the Cybernetic Open Systems Model, Salas and Cannon-Bowers (2001:474) suggested an approach to organizations such as university libraries of improved "development based on enhancing knowledge, skills and attitudes or abilities to the workforce. This may be accomplished through training and development activities though at the individual level".

2.2.2.5 Cybernetic Theoretical Model (Open Systems Model)

Thang (2009:22) viewed the Cybernetic Open Systems Model as a set of popular theoretical models applied to HRM research. According to Wright and McMahan (1993:19), "cybernetic systems models vary in their treatment of the system. Some models focus on closed systems that seek to set up mechanisms to buffer the technological core from the environment".

This study is mainly underpinned by the Cybernetic Theoretical Model (Open Systems Models) by Von Bertalanffy (1950). The Cybernetic Open Systems Model described organizations in form of input, throughput and output which interacts with the environment they operate under. According to Wright and McMahan (1993:19), "organizations consist of the patterned activities of individuals aimed at some common input or outcome". The inputs into the system may include; people, skills, knowledge, abilities and technology and the outputs include the products we get from the activities. An illustration of the model is provided in Figure 1 below.
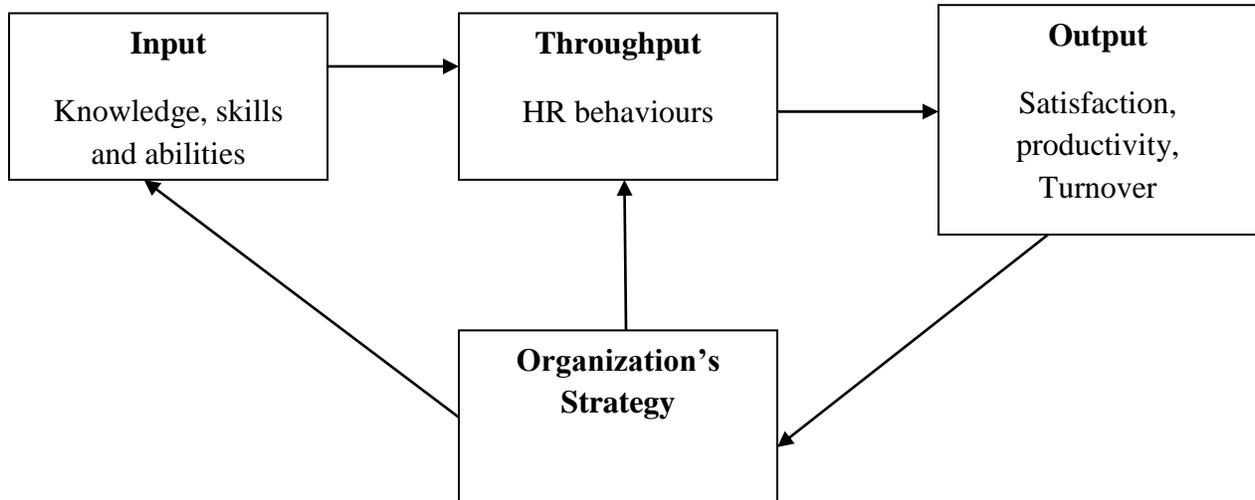
Figure 1: Cybernetic Open Systems Model

Source: Wright and McMahan (1993:20)

According to Wright and McMahan (1993:20), "the inputs in this system are competencies (that is, skill and abilities) of the individuals in the organization that the organization must import from the external environment". Throughput processes are the behaviours that the organizational staff exhibit while outputs are levels of performance and effects of job satisfaction such as turnover rate. This theory denotes that positive results in an organization are a function of competence and behaviour which is a role of the HR.

Competence management involves the ability to scan the environment and be able to attract and retain people with the best knowledge and skills to foster organizational goals. These competencies include:

- Acquisition: This emphasises the existence of the necessary competencies which can be attained through training and selective recruitment.
- Utilization: This involves the utilization of skills possessed by the individuals in the organization which were previously not in use.
- Retention: This is the reduction in the turnover especially for the skilled people that the organization depends upon.
- Displacement: It involves getting rid of the undesired competencies in the organization which may not add value to the organizational goal.

- Behaviour management: This involves identifying and rewarding behaviours that contribute positively to the organizational goals. From the behavioural view, strategies such as behavioural control and coordination should be encouraged. These involve practices such as performance appraisal, management of pay system and general organizational development (Wright and McMahan 1993:20).

Applicability for cybernetic open systems approach to this research is that the organizational strategy to be employed is the staff training and development which will result in knowledge, skills and abilities (inputs) and also change of behaviours among staff (throughput). These together will result in productive and satisfied staff (outputs) with low turnover and staff who will offer a more efficient library service.

The Cybernetic Open Systems Model can further be understood in relation to the practical knowledge of the library staff T and D function among private chartered universities in Uganda using the following variables. There is a need for library policy procedures to be developed by the Ugandan Government (extraneous variable) through the National Council for Higher Education (NCHE) to ensure that all private chartered universities maintain a standardized library service for effective or efficient service delivery (dependent variable). A uniform or appropriate curriculum (independent variable) should be developed for library staff to ensure that the staff undergo proper training and development (independent variable) to acquire the required skills for the management of libraries. The Ugandan Government as custodian of the education sector should liaise with the private universities to lobby for external support (extraneous variable) in terms of infrastructure, finance, expatriates and appropriate technology to be used by staff for better service delivery. There is also a need for university library management to support the library departments in terms of funding, policy reviews and regular training for library staff to ensure that they cope with the changing environment, which includes new technologies.

From the above variables, the linkage to the cybernetic model is relevant for this study as explained below. The efficient or effective library services are the outputs, the staff T and D function is an input, the government intervention and external support constitute intervening factors, and T and D constitute the organization's strategy, while to top management support is

the throughput since it regulates the work environment and behaviour of workers in the Ugandan private chartered universities in this case. These concepts can be illustrated diagrammatically as per the conceptual model in Figure 2 below:
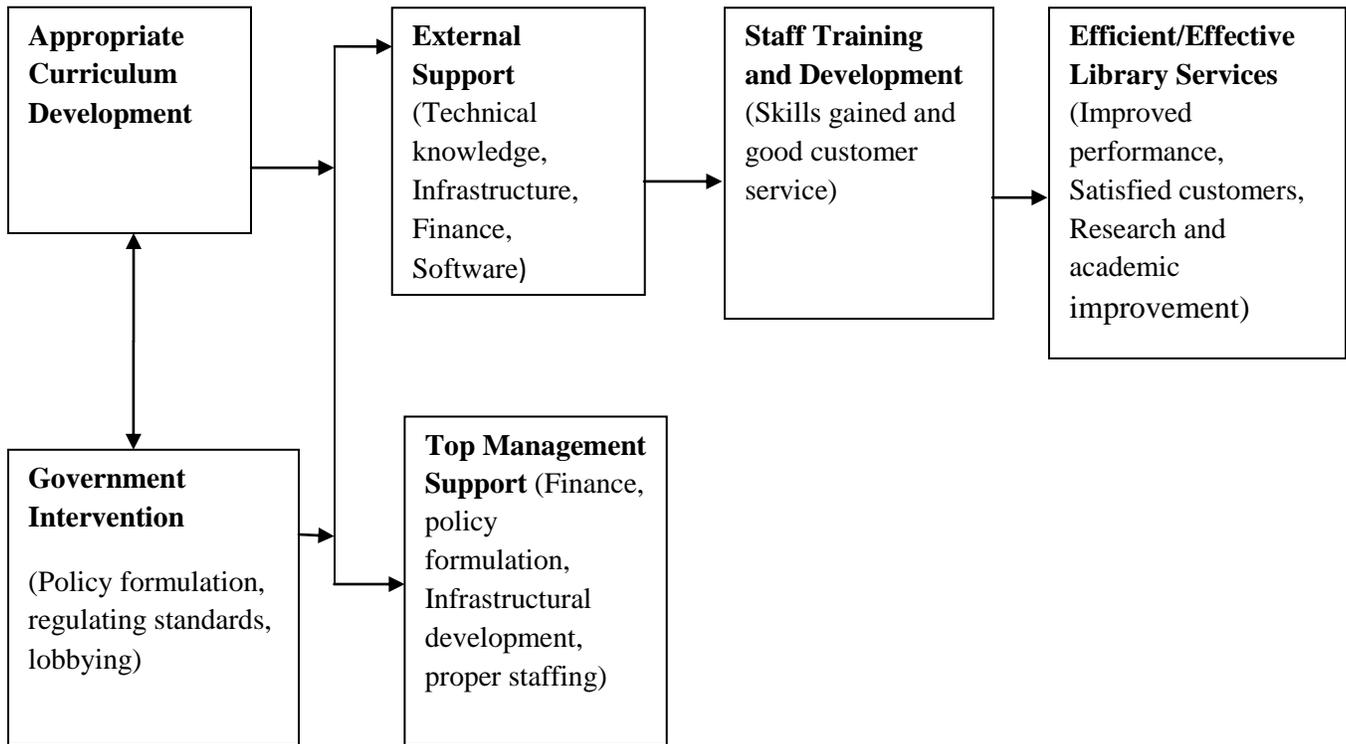
Figure 2: **Conceptual Model for the study**

Source: Researcher

2.3 Justification for applying the Cybernetic Model to the current study

The Cybernetic Model was chosen particularly for this study because of its practical relevance to the concepts being studied. The model emphasizes skills development as a tool for competence and performance, which was the main theme of the study. Positive organizational results will therefore be achieved through training as it improves on the knowledge, skills and abilities of the library staff.

Another reason is that this model has been successfully used by other researchers. For example, Katz and Kahn (1978) used this cybernetic theory of open systems. They stated that it contains a

framework that encompasses training and development functions or inputs to the organization, in this case the university library. Variable inputs are skills, knowledge and abilities of employees in the private chartered university libraries, alongside these are factors like library staff rank, competence and staff satisfaction. Wright and Snell (1991) also applied open systems Cybernetic Open Systems Model to strategic human resource management and proposed that two major foci are competence and behaviour.

The quality of training and development is very important in determining the library services provided. The input energies or T and D functions help in behavioural control since it brings about efficient library service delivery. The input stage is vital because, it is when the performance of staff is clearly seen.

The level of effectiveness that university libraries change the skills, knowledge and abilities/inputs acquired through training, into outcomes/results, will later explain the standard of library services provided with motivated library workers, and lower staff turnover. Like the inputs, it is important for the outputs to be energetic too. Energy can be gained from the input environment constantly within the open system. A case in point for the applicability of the theory would be the situation where a once failing private university library appoints a new university librarian and the library services are rejuvenated.

However, one of the disadvantages of the cybernetic open systems approach in HR is that it requires the organization or university library in this case, to align all the various HR functions with the general organizational strategy instead of looking at one practice to support the university library's strategy. Additionally, the model does not consider inter-relations with the environment and the responses to such relations by the HR practices.

The above challenges can be solved by university libraries through controlling inputs, throughput and outputs. With inputs, this can be done through selection and training. For example, university libraries will consider the type of training programmes offered to library staff so as to improve skills, knowledge and abilities. "Throughput, behaviour-based appraisal and reward

systems may be considered; and with outputs, outcome based appraisal and reward system may be considered" (Wright and McMahan 1993:20).

2.4 Summary of chapter two

The chapter has provided an interrogation of the theoretical body of knowledge pertaining to training and development of library staff. First, one should note that there is a relationship between the HRM models regardless of the origin. These models based their views on the HR practices and considered training to be a central factor in the improvement of skills, knowledge, attitudes and employee morale. Second, managing staff consists of different sets of HR policies that are integrated with the strategic goal of the organisation to ensure high standards of performance. Third, the models universally acknowledged that an organizational strategic position can only be achieved using the staff who are knowledgeable, skilled, able and have good attitudes. Lastly, researchers should reflect on the dimensions of staff training with special consideration of the methods, design, time spent and the type of employees trained while analysing the organizational performance.

In the following chapter, an attempt is made to link staff T and D to the university library's performance. The aim is to examine the nature of training and development, the courses required by library staff to improve performance, challenges faced in training and development of library staff in Ugandan private chartered university libraries and the strategies to improve staff training and development for efficient and effective service delivery.

Chapter Three
Literature review

3.1Introduction

In this chapter, the researcher attempts to analytically review the scope of both local and international literature on the subject of T and D of library staff. According to Brink, van der Walt and van Rensburg (2012:70), literature refers to all the written sources relevant to the topic of interest. A literature review is defined by Taylor and Procter (2005:1) as an account of what has been published on a topic by accredited scholars and researchers. Such a review involves finding, reading, understanding and forming conclusions about the published research and theory as well as presenting it in an organized manner (Brink, van der Walt and Rensburg 2012:71). Bryman (2008:81) explains that "by reviewing literature, one wants to know what is already known about your area of interest so that you do not simply reinvent the wheel. One's literature review is where you demonstrate that you are able to engage in scholarly review based o your reading and understanding of the work of others in the same field". Burns and Grove (2005:96) explain that "a literature review is a systematic and explicit approach to the identification, retrieval and bibliographic management of independent studies (usually drawn from published resources)". This is done in order to identify literature related to the study, draw necessary decisions, point out new areas for study and design procedures for practical implementation. Polit and Beck (2008:757) refer to the literature review as a summary of prevailing knowledge on a topic of interest, often prepared in order for the research problem to be placed in context. According to Burns and Grove (2011:189), the specific aims of a literature review depend on the role of the researcher. A researcher can use the review to obtain knowledge on the topic or to critique existing practices, to develop research-based protocols and interventions, to develop a theory; or to develop policy statements or practice guidelines.

In line with Brink, van der Walt and van Rensburg (2012:71), the researcher conducted a literature review for the following reasons:

- To conduct a critical analytical appraisal of the recent scholarly works on the T and D of library staff. By determining the existing information on the study the researcher obtained a detailed picture of the state of knowledge.
- To identify the research problem and refine the research questions.
- To place the study in the context of the general body of training and development which minimizes the possibility of unintentional duplication and increases the probability that the new study makes a valuable contribution.

The literature was reviewed following the study's objectives. This chapter begins by unpacking the concepts of T and D followed by the nature of library staff T and D. The focus then moves to challenges and strategies to improve library staff T and D in Ugandan private chartered universities. Finally, the research gap is discussed.

3.2 Training and development

"There is no doubt that part of an organization's knowledge resides in the people who form it. The library staff's knowledge value depends on their potential to contribute to the achievement of organization competitive advantage. This process can only be successful if UPCULs raise performance and productivity standards through skill enhancement and development (Grobler et al. 2002:340)".

Establishing that a university libraries' workforce will have an integration of; level of knowledge, skills, behaviours and attitudes is the responsibility of two complementary systems namely, T and D (Kiat 1994:14; Grobler et al. 2002:340). In order for Africa to excel in the current era there is need to set up staff with key competences according to the following four levels (Meyer 1995:24):

I.   Competencies drawn through the country's economic strategy;
II. Corporate competencies at organizational levels;
III. Vocational competencies through career development at occupational level; and
IV. Competencies resulting from individual drive and ability (Grobler et al 2002:340).

The emphasis of this study was on competencies two and three above. The quality of an organization such as a university library is dependent largely on the quality of staff employed.

University libraries attaining success is dependent on identifying staff possessing the skills needed to realise their universities goals (Robbins and De Cenzo 2001:184).

Erasmus, Loedolff, Mda and Nel (2012:20), and Milkovich and Boudreau (2004:535) pointed out that training is an ordered process where the characteristics, skills and drive of the existing staff are changed in order to meet the job requirements. According to Noe (2010:5), "training refers to a planned effort by a company to facilitate employees' learning of job related competencies". The latter consist of information, and abilities necessary to accomplish the job to be done. Training is done for promotion purposes, to align labour to the new technology at work, and to initiate the staff to the library work as they start their employment.

According to Armstrong (2009:665),

> "Development is concerned with ensuring that a person's ability and potential are grown and realized through the provision of learning experiences or self-directed (self-managed) learning. It is an unfolding process that enables employee to progress from a present state of understanding and capability to a future state in which higher-level skills, knowledge and competencies are required. Training involves the application of formal processes to impart knowledge, and helps employees to acquire the skills necessary for them to perform their jobs satisfactorily".

Development is intended to fulfil the university's future staff needs at the workplace. Development is a process that attempts to provide library staff with information skills and an understanding of the organization and its goals.

Training and development is receiving much attention in terms of policy making and management research throughout the world. Greater emphasis is placed on the library staff qualifications and skills, with the growing view that the university should be a learning organization. It is especially applicable to countries with economic problems, so that an effort to improve economic growth and productivity can be made (Noble 1998:87). The ability to perform should therefore be developed (Griesel 2004:96). The university's investment in HRD with the focus on library staffs' development sends a strong signal of the university's intention with regard to its employees and the community (Gold 1999:274). Therefore, HRM should

concentrate on promoting and supporting learning throughout the whole university (Bramham 1989:28).

According to Naong (2009:106), a country's history, technological innovations, competitive pressures, restructuring and downsizing, the low level of literacy and numeracy and the increasing diversity of the workforce, are some of the important issues which force universities to re-train staff and to provide basic literacy training, thus ensuring that staff are ready to face present challenges and to prepare themselves for the future.

According to Milkovich and Boudreau (2004:534-535), companies including university libraries are beginning to regard T and D expenses as no less a part of their capital costs than plant and equipment. Just as a percentage cost may be set aside to maintain an expensive piece of equipment, funds are now allocated to maintain the necessary skills in the workforce. Employment planning identifies skills shortages, which can either be filled through staffing or through strengthening those skills in the present workforce.

Baron and Kreps (1999:372) formulated a question: "why do library staff need to be trained by their universities?" The answer to this question entails a definite effort to improve the performance of the university library. To further answer the question, Milkovich and Boudreau (2004:539) pointed out that technological change is one of the most cited reasons for T and D of library staff. As the pace changes, it may become useful to think of training as a process of continuous learning.

Missingham (2006:257-268) points out that

"Librarians are at the heart of many exciting developments in information service in the twenty first century. New online services in particular, enable libraries to deliver relevant and vibrant services to existing and new audiences".

These developments have however led to the need for new and different skills for library staff to support library services and activities. For example, as far back as 1998, the question "new technology, new librarians?" was posed and Erlendsdo´ttir (1998) commented:"

"We are no longer just the 'guardians' of books'. We are information providers in an environment that is constantly changing and where information needs to be gathered quickly and effectively. Today, our mission is to promote services for the ever increasing amount of information. And even if we don't like it, information technology has changed our jobs".

Training of staff is key in human resource management and it is part of career development; training is fundamental for the success and failure of any university library and organization. Moreover universities require necessary training for the staff to be in step with their customers' needs (Eze 2012:1).It serves the purpose of strengthening services provided by library staff.

In the same vein Krissoff and Konrad (1998) support the view that the development of computer skills and confidence among library employees is achieved through training in order to determine what library users should know. Training and development serves to equip library staff with competencies which are crucial in their performance both currently and at a later date since these staff will have all they require to do the work. According to Marx (1993:365), T and D comprises a systematic process in which library staff obtain knowledge, skills, attitudes and information required in achieving the goals of the university, as well as staff objectives. Dransfield, Howkins, Hudson and Davies (1996:55) insist that training is the investment in employees/library staff and affects output, remuneration and labour mobility; it also fills the gap created between that which a library staff is able to do at a specific moment in time and what he/she is able to do after training.

> "This exercise leads to creativity and chances to obtain new technological skills; create a competitive advantage for the university to raise library staff competencies, and university output" (Salas and Cannon-Bowers 2001:2).

Universities are aware that putting resources in T and D for library staff could improve university performance (Salas, Tannenbaum, Kraiger and Smith-Jentsch (2000). In relation to the Cybernetic Open Systems Model, this is the input stage that emphasizes that the competencies required of every worker in the university should be imported from the external environment. Salas and Cannon-Bowers (2001:2) further highlight the output explained in the cybernetic model when they explain that T and D will lead to improvements in organizational performance.

According to the cybernetic model, the output derived from knowledge, skills and abilities is performance and satisfaction.

According to Lundy and Cowling (1996:246) and Noe (2010:5), T and D aims at bringing HRM management in line with the university strategy. The focus is set on providing and organizing a learning experience in order to ensure the realization of the university's goals and to bring it in line with the university's mission, knowledge, abilities and enthusiasm. This will enable continuous growth for both the library staff and the university (Harrison 1994:300). According to Carrell et al. (2000:308), T and D is seen as a key factor in enabling the university to achieve its strategic, business and operational goals. In addition, Bartol and Martin (1991:419) indicate that the distinction is not clear, because upgrading of skills in the present job (training) improves performance in future jobs (development).

Today, T and D involve developing ones skills and teamwork. At times forms of training such as cross training is intended to equip library staff with skills they can employ when working with groups of teammates to help them perform together effectively as a group (Smith-Jentsch, Cannon-Bowers, Tannenbaum, and Salas 2008:79).

Training and development is also aimed at library staff in terms of knowledge, experience, views and other elements of behaviour, but library staff will only accept and embrace this change if they benefit from the process. Training should be recognized as a need by both the library staff and the university.

Moore (2000:14) pointed out that library staff T and D aids in speeding up for LIS professional's growth, having up-to-date practices, and general upgrading of the existing programmes. They spark curiosity, motivation and new ways of thinking, and they empower library staff with problem solving skills. Staff T and D yields the desired results if it is continuous and involves relevant training activities, punctuated with follow-ups and individual evaluations, library workers interfacing mentoring and coaching at group levels. Moore (2000:14) emphasizes that "good library staff development and training is not something that is undertaken every now and

then. Training should be a vital and daily aspect of our work, or personal and professional identities".

King, McMenemy and Poulter (2006:268) identified a number of studies pointing out the relevance of training for library staff; the authors include Garrod (2001), Ondari-Okemwa (2000), and McNicol (2002); these emphasize the fact that training enables staff to serve users better, integrate information communication technologies (ICTs) into daily library activities. Moore (2000:14) explains that institutions in America annually invest a lot in training which activities which enable the institutions' libraries to operate competitively and realise their objectives. Training and development reduces errors in highly technical sections at workplaces and also helps conventional workplaces like universities to keep their staff relevant. Moreover these organizations acknowledge the role of training in employee output. Training programmes should follow a defined procedure. Findings from research reveal the following:

First, that T and D of library staff works; and second, that the way library staff training programmes are conducted matters. Training is a defined procedure and it should be in position to ensure that the organizations realize their labour needs. Armstrong (2009:677-678) notes that training should involve skilled trainers; in the library, staff training should have clearly set objectives which can be tested to realize whether the objectives have been realized.

Prytherch (1986:38) pointed out that a notoriously difficult area of training is evaluation. A great deal of time and effort must be expended in order to ensure that money and time have been effectively spent. Effectiveness of library staff training can be measured in many ways depending upon the type of instruction used (for example, courses, job training, programmed learning, and so forth). It is understandable that many areas of library services are extremely difficult to measure, and staff work and training may often be geared to non-measurable standards. Prytherch (1986:38) further explains that the popular method of evaluation is the post-course questionnaire, where at least there is an attempt to evaluate the course its self. (Was it well planned, and organized? Were the teaching or learning methods appropriate?) and with more difficulty what the trainee learnt and how it may be applied in his or her job in future.

The effects of training can be realised through examining the differences between the skills possessed before and after the training. Timely evaluation of the training programme helps organizations to realise their goals (Yawson 2009:30).

It should be noted however, that successful T and D "not only considers the elements that will influence training beforehand, but it also examines facets within the transfer environment" (Salas, Tannenbaum, Kraiger and Smith-Jentsch 2012:78) to ensure that the trained personnel use the acquired skills effectively at the place of work (Chiaburu and Marinova 2005).

In line with the above, Stagal (2009) pointed out that for library staff training to be effective, a training programme must accomplish a number of goals such as:

- It must be based on university and library staff needs (meaning training for trainings sake is not the aim);
- The library staff training objectives should spell out which problem will be solved;
- All trainings should be based on sound theories of learning; that is a major reason that library staff training and university/library management development are not tasks for amateurs; and
- Training must be evaluated to determine whether the training programme is working.

Training of workers in libraries takes the form of pre-training, in-service and continuing education and is conducted in the form of short courses and often conducted at workshops and meetings of professionals. Curry and Watson (2000) and Mark (1999:12) too observed that the development and training of library staff involves getting computer and IT skills to help them in sourcing electronic information. These skills are all acquired through continuous training, and attending other forms of training. There are three main techniques used to train library staff according to researchers in the field of library management, human resource and career development; field trips, in-service training, industrial attachments, on-the-job training, training programmes by international organizations, conferences, seminars and workshops (Ajidahun 2007).

Anwar (1998:26) emphasized that library staff training initiatives per se may not prove beneficial. Training programmes will only be meaningful if they are based on a comprehensive assessment of current and future skill requirements of the university library. He further points out that this can only be done through the process of a Training Needs Assessment (TNA) (Anwar 1998:26). It is only when a TNA is employed in the university library or organization that it will be better placed to develop customized training packages governed by real needs (Anwar 1998:27). Training needs are assessed by focusing on the university library and its library staff, by collecting information through examination of existing data, observation, questioning and interviews.

The kind of staff training relevant for any university depends on the following factors; job required skills, prior qualifications, and the skills gaps identified among the library workers. The techniques used in training are categorised into on-the-job and off-the-job training. According to Noe (2010:55) the strategy employed by a university's library impacts on the nature of skills required by the library personnel and this strategy will strongly determine:

- How much training is proposed for the jobs and skills of the library staff;
- The level to which the training given meets the staff's individual needs;
- Whether the training is intended for a particular category of staff or for all staff;
- Whether the training is implemented as a result of staff skills shortcomings or in response to what other universities are doing; and
- The emphasis put on training as opposed to the rest of the HRs management practices such as selection and compensation of library staff (Noe 2010:55).

As Noe (2010:55) pointed out, the cybernetic model emphasized the role of the university library strategy to be adopted in attaining the desired input. The university library's strategy will greatly impact on the type of skills that will be desired and adopted within the library for proper performance.

To determine whether library staff training is intended to correct a workplace shortcoming, library administrators have to examine the nature of the staff's performance input, output, and

outcomes and provide the needed feedback. This can be done by the library administrators assessing the following.

- How grave is the library staff shortcoming in performance and its impact on the university costs in terms of finances, output and users?
- How knowledgeable is staff about effective performance? There is a possibility that the staff received insufficient or irrelevant training.
- Do library staff skills correspond to the knowledge acquired? This is influenced by how often they have been able to put their knowledge and skills into practice.
- How clear are the performance results? What physical factors affect the library staff performance?
- What rewards are in place for good performance? Dissatisfaction with the remuneration of individuals or unions may negatively impact on the speed of work and results in a number of consequences.
- Do library staff get objective feedback from the performance appraisals?
- Are there expensive options such as staff transfers and job redesign? (Noe 2010:122).

Desai's (2002:1) survey revealed that librarians preferred activities in line with instructional technology, learning about the selection, administration and influence of electronic resources and science programmes; on the other hand topics related to career progress were least attractive to the staff.

According to Noe (2010:123), if there is a deficiency in staff skills and knowledge at work training is the best option, however if the former are present and deliverables of the system are deficient then training is the wrong option. For instance in case the challenge is a faulty machine and absence of feedback on performance, this will not require training.

The benefits of training are that with a well trained workforce, the university library will produce a high standard of services, probably in a more cost effective manner than others and therefore stand a better chance of achieving university library goals (Erasmus 2012:21-22; Eze 2012:2). More generally, the benefits of training are shared between the university library and staff and whether training is specific or general, and who pays for the cost of training (Erasmus 2012:22).

As suggested by Robbins and De Cenzo (2001:184),

> "It is explicitly recognized that no organization can attain its goals or strategy without staff that has the right knowledge, skills, abilities, behaviour, and attitudes. Therefore, training plays an important role in improving the quality of staff and affects library's performance through HR outcomes".

However, universities should address the influence of library staff T and D programmes, the activities, category of library staff to train, and duration of the training exercise all in the bid to improve staff output. Training and development frameworks are key in HRM and impact on the organization's strategic wellbeing, staff loyalty, and resilience. In line with the cybernetic open system model, HR management outcomes result in quality job output, higher efficiency, and increased commitment at work and good employee relations.

3.3 Nature of library staff training and development

This section presents literature on the nature of T and D, and staff T and D in libraries, particularly in academic libraries. It then reviews literature on staff T and D in Uganda, and finally in Ugandan libraries.

3.3.1 Staff training and development in libraries

Libraries and their information professionals today are facing problems of dwindling resources and problems of changing roles. While the latter may be seen as opportunities for exciting developments and wider applications of expertise, the former evoke a sense of frustration for library staff (Prytherch 1986:2). Yet in the face of harsh economic climates, librarians are realizing that their major resource (their staff) can be made more effective, more efficient and better motivated by the implementation of training programmes. Staff training became a popular growth area in the mid 1970's but has since declined, frequently on the grounds of its low priority, although a hand full of universities, mainly in the public sector, have succeeded in devising excellent T and D programmes for all grades of staff. It should be noted however, that the priority given to T and D, the resources available, and the ways and means in which training is conducted vary enormously among the various branches of the LIS profession.

According to Prytherch (1986:1), T and D in libraries is defined as the systematic direction of staff at all levels in new attitudes or skills. Random bits of continuing education or mere learning on the-job cannot be called training; the term implies a scheme of direction which is more-or-less formal and ongoing, which is planned, systematic, consistent, pervasive and monitored to measure its effectiveness. Although T and D may be usually re-active, (a response to a perceived demand or pressure) it should be developed to become pro-active (an advance response, instigating new services, skills and methods, identifying unsuspected problems, and leading the way towards an imposed standard of service). Prytherch (1986:1) further points out that very few staff indeed do their jobs in an 'ideal' way; many jobs are done for the wrong reasons, or in the wrong place, or by the wrong staff. According to Prytherch (1986:1), effective staff do not happen; they must be created through T and D. Stueart and Moran (1998:193) affirm that although training may be expensive in terms of the time it takes, it is false to try to minimize it. Over time, the cost to the university is returned in the form of quality performance.

According to Kaniki (1997:1) training can be used as a means of up-lifting and up-dating library staff to cope with the changing African socio-political situations. Kaniki (1997:1) further says that except in cases where some university libraries have organized their own programmes for their staff there have been no training programmes conducted specifically for library staff in educational institutions such as university libraries (Kaniki 1997:8). This was observed by Kaniki 17 years ago.

Research carried out after the implementation of the Danish Library Act in 2003 showed that library staff who were trained indeed met the needs of users. Therefore anybody who desired training received an offer to upgrade through elementary training. Thorhauge (2004:162-168) observed that the training which is organized by the various libraries still remain very relevant to these libraries which is key to success.

According to Murphy (2009:68-69), a university library needs to have in place guidelines to follow as they train library staff and instruct them about their work. Overseers need to emphasize training to every staff as a means of keeping skills up-to-date and to foster career development. Technological advancements give chance for staff to acquire several applications needed to

execute duties of a librarian. Mid-level library staff gain from management training while library supervisors need to acquire the same skills to be more efficient in communicating with their subordinates.

Oldroyd (1996:ix-x) pointed out that university libraries must have a staff development policy to analyze needs, draw up plans, and allocate resources; and the implementation of the resulting programmes must be evaluated in order to inform future training cycles. Oldroyd (1996:ix-x) argues that library staff are a major resource and that T and D is an investment in that resource. Similarly, Kaniki (1997:12) argues that a number of factors need to be considered in the successful running of library staff training and development programmes.

In the effort to meet the user's ICT library needs the Danes passed the Danish Act on Library Services in 2000. The policy aimed at enabling library users access and learn how to use internet resources. To implement the, act the Danish National Library (DNL) received funds to create programmes for skills and competence development for library staff (Thorhauge 2004:162-168). Library training in Denmark was better than in most other countries; for instance The Royal School of Library and Information Science (RSLIS) on a yearly basis receives thousands of trainees, releases new curriculum with current and interesting topics. Each region in Denmark organizes its training. Thorhauge 2004:162-168) explains that the library skills needs are in categories; music librarianship targeted new librarians; equipping librarians with professional web skills; and providing web-design services for various persons including library users.

The African library curriculum has been designed along European, American and Australian institutions' curriculum where many of the former professionals attained their training. This results in workers whose skills do not match the local environment (university libraries) where they are employed. Several libraries in Africa are reviewing their curriculum as a result of challenges in libraries resulting from developments in ICT. In the same line university libraries are integrating their core courses with new disciplines like entrepreneurship and information science (Aina 1998:27), 16 years ago. According to Anwar (1998:27) the Trafford library service in Manchester has a more formal approach to assessment for new library staff whereby a report

is sent by the supervisor to the training officer who assesses their capabilities and identifies weakness and further requirements.

Kangulu (2000) affirms that there is no common library academic programme; the courses and course durations vary with institutions as need arises and their relevance are questioned; moreover the courses are intended to equip library staff to run the university libraries. There are limited libraries that offer comprehensive library T and D programmes.

According to Prytherch (1986:37), Hampshire Library in the United Kingdom (UK) has a staff counselling and career development scheme in operation, which takes the form of annual interviews with university library supervisors. There is an interview summary form completed for each staff who is subsequently interviewed by a personnel and training officer and this provides a good indication of the library staff's perception of training needs analysis as part of the annual training plan and budget. Each member of the library staff receives a training needs assessment form which enables staff to assist in planning their own training programmes. These forms are divided into sections containing further education, in-service/short external courses and practical trainings. When completed, the forms are checked by library supervisors. When staff T and D requirements have been agreed upon and approved, the form is returned to the library staff indicating which type of training will be most appropriate (Prytherch 1986:37).

Vink (1991:42-43) emphasized that university management must accept responsibility for training. The university under which the library falls, could provide for general training such as training in management and training for supervisors and training officers. The library management should be responsible for training in specialized library subjects and routines and also for general aspects that concern the library. A committee or an individual should be assigned responsibility for planning and coordinating training. The Chief Librarian or Deputy Librarian should also be involved. Libraries with more than 200 staff could consider appointing a full-time training officer. Libraries with less staff should consider making training part of the responsibility of a specific person (Vink 1991:43). The training officer is not the only person who should be involved in training. A variety of suitable people from within or outside the library can participate as the need arises. All library supervisors should take responsibility for

on-the-job training. They can also make a valuable contribution to the development of the library staff by the example they set, the guidance they give, and the standards they prescribe for staff in the library (Vink 1991:43).

According to Naong (2009:340) organizations such as university libraries must begin to recognize the importance of monitoring the effectiveness of any training programme they put their employees through, especially for lower-level staff, and not just comply with the various (South African) legislative requirements. The tendency to simply add up numbers of staff who have undergone training, without linking it to a strategy, could be a futile exercise and defeat the purpose of training.

Mutula (2000:326) pointed out that universities are the major trainers for librarians in Eastern and Southern Africa, however the graduates are ill prepared for the labour market due to the inadequate logistics and curriculum during the training process. The deficiency in skills among the graduates has forced the latter to search for relevant training elsewhere. Librarians are receiving training in the fields of searching the internet and website design from Internet Service Providers (ISPs) while libraries in some universities have started training in the field of library information studies; a case in point is the University of Nairobi Library (Mutula 2000:327).

According to Mutula (2000:327),

> "Donor agencies have also been active in training librarians in various key areas such as the internet, Web design, and Agricultural Information Systems. The training offered by such donor agencies lasts for a couple of weeks to six months. In some African countries, other institutions apart from universities offer training in library studies with the most common exit point being a Diploma or Certificate qualification".

According to Murphy (2009:67), ongoing training is considered valuable to staff and therefore institutions are devoting resources to train their staff. Large institutions have training programmes covering a range of management courses and the curriculum is customized to the needs of the trainees. Online training and distance learning via the internet has been embraced by librarians for example, in the former Technikon SA (Johannesburg) training in the field of

cataloguing was produced and the University of South Africa, Department of Information Science, offers information literacy. Aina's survey findings (1998:185-98) revealed 31 library schools conducting programmes ranging from certificates to doctoral degrees in South Africa (SA), Kenya, Ethiopia, Tanzania, Zimbabwe, Botswana, Namibia, Uganda and Zambia "Despite the large number of schools in the region, most graduates from these schools are not well prepared owing to poor training facilities and inadequate curricula" (Mutula 2000:328). "In South Africa the number of LIS students has fallen over the years. This has affected T and D initiations in the country" (Ocholla and Bothma 2007:4).

In conclusion therefore, proper staff T and D in libraries should be seen as essential to performance rates rather than merely due to advances in ICT, though often ignored despite various people's claims of HRs being considered the most valuable resource of an institution. The literature shows that not enough support is given by libraries to the training and skills development of library staff.

3.3.2 Staff training and development in academic libraries

As university libraries increase in Africa, their aim is to contribute to HR and economic development of the nations (Chiware 2010:391).

> "Technical higher education and skills development in Africa must make a meaningful contribution towards solving the continent's main problems. Science and technology skills and many other skills in Africa are in short supply and it has always been argued that the more science and technology graduates the continent can produce the more it can prepare the ground work for better and sustainable economic development. The migration of some of Africa's best skills to developed countries has worsened the skills gap on the continent, thereby denying it the capacity to industrialize and create more jobs" (Chiware 2010:391).

Universities play an important role in the T and D of library staff in Africa. Chiware (2010:391) points out that

> "Although university education is still open to a few privileged Africans, the demand has been growing. In many parts of Africa, parallel university programmes are offered to

those in full-time employment to study at night. Distance education programmes are expanding to cater for the demand in higher education. The establishment of the African Virtual University based in Nairobi, Kenya, has shown that Africa has the capacity to expand higher education to disadvantaged communities".

According to Made (1984:392), "prior to independence, libraries in Africa were originally based on the set up in the European universities. This trend changed during the post-independence era when governments and private partners started establishing universities to address the demand for skills and higher education".

According to Chiware (2010:392), availability of information resources is the basis for enhancement of research, teaching and learning in universities. Libraries in higher institutions of learning therefore play a great role in the fulfilment of the mission and vision of universities. In Africa, information resources are scarce and with the current rapid change in technology, a comparison with the west, Asia and Latin America gives African libraries opportunity to improve on their resources.

Ajidahun (2006:155) asserts that libraries without the desired equipment and inadequate funding do not enhance technical competence within their staff. It is therefore necessary for the libraries in Africa to support the researchers with academic information resources. Libraries in Africa should therefore be in position to respond to the needs of required job skills if they are to help in bridging the information gap.

According to Powis (2004:83), the shift from a support role to one of active engagement in the learning process means that library staff now need a wider understanding of adult learning and more highly developed teaching skills to fulfil their role. There has been a shift in emphasis from referring users to physical resources to a combination of physical and electronic resources.

Changes in society, especially technological changes, necessitate that library staff are equipped to function in the ever changing society. These changes are also felt in the university library. Anwar (1998:26) points out that developments in information technology have challenged the ability of library staff to learn new skills and make appropriate adjustments. Anwar (1998:26)

emphasized that this phenomenon has exposed the weakest point in library management, which is the lack of adequate knowledge, skills and attitudes of library personnel to meet the current challenges. Oldroyd (1996:viii) states that the only constant factor in academic libraries, and their parent institutions, is change.

According to Stueart and Moran (1998:199), no library is immune to change, and every library, regardless of size or type, needs a planned staff development programme. Such programmes provide the means by which library staff can grow on the job and prepare to advance as opportunities become available.

According to Webb (2004:102-103), De Montfort University (UK) allocates all staff an annual number of training hours to spend on training and development opportunities. According to Oldroyd (2004a:165), however, in Australian university libraries it is reported that although conferences and both external and internal short courses are the most common library staff development activities; a number of other methods are common. Publications and research were used by 44% and 38% of library staff respectively. These are the methods for which encouragement by example from senior staff is important. Internal job exchanges were used by 75% of library staff and 60% exchanged staff with other universities (Oldroyd 2004a:165).The University of Papua New Guinea (UPNG) oriented new staff by giving each a session where issues of targets, challenges, industrial relations with academic staff and public relations were discussed and the recruits were given a description of how the library operates. The staff were given various training options based on their academic attainments (Damonse 2006:17).

According to Anwar (1998:28), Malaysian academic libraries allocated a reasonable amount of money in their operating budgets for staff T and D. Writing about his research carried out at seven Malaysian academic libraries with 122 library staff, Anwar (1998:28) states that only two had a written policy on continuing professional development. All seven chief librarians responded that they encouraged their staff to participate in local, national and international continuing professional development programmes, and that information on continuing professional development opportunities was circulated to all staff. However, participation in those continuing professional development activities that affect work on a regular or long term

basis was not favoured by the chief librarians (Anwar 1998:29). About half (49.1%) of the library staff had not attended any continuing professional development programmes (Anwar 1998:29). Library staff considered the parent organization and its library, the Department of Library and Information Science, and the Library Association of Malaysia as having an important role in continuing professional development (Anwar 1998:33).

The Technical University of Denmark (TUD) used various IT-based routes such as bulletin boards, electronic conferencing and discussion groups to empower the library staff to facilitate their own transition from a paper-based to a digital library. The library provided all staff with their own work-stations at home with access to the internet, Microsoft office products and other resources, and paid the telecommunications costs. Independent training through activities planned and performed by the staff was accomplished (Oldroyd 2004a: 165).

In the UK, the Information and Library Services National Vocational Qualifications (ILS NVQs) are recognized qualifications for support staff in the library world launched in1995, ILS NVQs are competence-based qualifications and learner-centred. Candidates compile portfolios of evidence in order to demonstrate that they have reached levels of occupational competence and can demonstrate knowledge in clearly defined activities like circulation, dealing with queries or using IT. Each candidate has an assessor and the work is also verified internally and externally. Rather than following a prescriptive assessment route, candidates can select what evidence they wish to use to complete each unit of the NVQ, and can work at their own pace (Webb 2004:103).

At De Montfort University, NVQ Levels 2 and 3 have been offered to library staff, with assessment and internal verification provided in-house. Over 20 support staff had achieved a qualification at Level 2 or 3, and 10 staff were enrolled on the ILS NVQ programme in 2003. Similar programmes and certification are offered at various other British libraries, like the North West Academic Libraries Consortium, where 119 were registered. By July 2003, six people had achieved the full certification, while another 21 were close to completion (Webb 2004:104-106). The Information Services National Training Organization (ISNTO) in the UK, conducted a major skills foresight project, which mapped the competencies required by staff under four major headings: external links (customers, research, forecasting and influencing), job related

(education, training, ICT and technical), management, and personal. People management and ICT figured highly in the list of the top twenty training needs, and generic management and personal skills were identified as key areas for training provision. The most urgent skill gaps were identified as marketing and promotion, supporting the users, and performance management. These priorities were derived from the whole of the LIS sector (Oldroyd 2004a:160-161).

Mozenter, Sanders and Bellemy (2003:399) state that a study of four-year colleges and universities in the United States of America showed that 80% provided no formal in-service training, and that very few had any systematic training and development programmes. Mozenter, Sanders and Bellemy (2003:399) say that for the most part, training and development had not kept pace with the new tasks library staff are now being asked to carry out.

Writing about Chinese academic libraries, Song (2005:22) states that universities should prioritize training for LIS professionals so as to update their skills and knowledge. Song (2005:23) adds that

> "With the rapid growth of digitization of training resources, networking of training and internationalization of staff exchange, university libraries are entering a new educational environment, and are changing into academic research institutions. In addition to supporting training, they are expected to have the capability to support faculty members that are undertaking academic research at a high level in a variety of subjects and tutoring people with high abilities. To contribute to these goals, university libraries must expand their training function to assist in the development, not only of their own staff but also to improve the independent study skills of the university's students".

Libraries are constrained by obsolete and inappropriate techniques among the professional LIS staff, however the provision of further education and T and D programmes are not a priority in the university's development plan (Damonse 2006:21). This has hindered the desired paradigm shift towards communication and T and D skills' enhancement.

Libraries possess varied expertise essential for the academic activities which necessitates the librarians to master IT skills needed for them to work alongside the academic staff in supporting

students' learning (Damonse 2006:21).The staff therefore have to exploit electronic information technology and assist library users to access data. This calls for the integration of theory with practice in teaching library and information studies (Damonse 2006:21).

In a Nigerian study on career development of library professionals, carried out at the Ogun State University Library (OSUL), Onatola (2000:68) found that little attention was given to career development at this institution. Many of the library staff were unable to attend seminars, conferences and workshops due to lack of sponsorship from their employer. Job rotation did not occur, leaving employees demotivated and unhappy. The library staff indicated that they would like regular deployment to different units of the library, regular hosting of seminars, provision of literature on librarianship, and further exposure to other opportunities on the job (Onatola 2000:68).

Kaniki's (1999:3) discussion of the use of the internet and training needs of staff of the Eastern Seaboard Association of Libraries (ESAL) consortium, KwaZulu-Natal, SA, included the following institutions, some were then known as technikons: Magsosuthu, ML Sultan and Natal; universities: Zululand, Durban-Westville and Natal (Durban, Pietermaritzburg and Medical campuses). All the institutions had full internet connectivity. Of the 80 library staff, 70% were unfamiliar with other internet capabilities besides email. According Damonse (2006:23) the internet was underutilized, mainly because of lack of skills and knowledge of its use among all library staff. All 80 library staff felt that they needed to train in various aspects of the internet, not only for their current job requirements, but in order to continue to keep up with the trends in the field (Kaniki 1999:4).

According to Hunter (2004:163), performance appraisal forms can provide information on the skills, knowledge and qualifications that library staff have. Neerputh, Leach and Hoskins (2006:58) carried out research on guidelines for performance appraisal of subject librarians in KwaZulu-Natal academic libraries. Their major finding was that there was a lack of commitment to performance appraisal in KwaZulu-Natal academic libraries.

In the Rhodes University Library Annual Report (2004:9), it was stated that the Rhodes Library attaches a high premium to staff development, not only as a benefit for individual growth, but also because the library is isolated from other academic libraries. The report adds that the library needs to make constructive efforts to keep up-to-date with developments in LIS. The report notes, that during 2004 nearly every professional librarian attended at least one training session outside Rhodes, and these staff in turn gave valuable feedback and insights into developing trends to staff who had stayed behind. An example of some of these included: Dewey Decimal Classification (DDC) 22 edition, SABINET (Open Access Journal)training sessions, conferences on indigenous knowledge, acquisitions, open access, workshops on bibliographic standards and the Millennium library automated system. In addition, many staff also attended a variety of courses offered at Rhodes (Rhodes University Library Annual Report 2004:9). The courses attended included: strategic management, first aid, computers, HRM, SA Census Statistics workshops and various database training sessions (Rhodes University Library Annual Report 2004:9).

According to Raju (2001:63), the Rhodes University Library Annual Report (2004) also discussed the staff T and D programmes that were organized by the University of Natal, Durban library staff. Questions whether librarians are being trained to keep abreast with changes were asked. It is critical that libraries have staff T and D programmes to ensure that staff are equipped to deal with changes to their working environment.

According to Raju (2001:66) the programme resulted in renewed staff motivation, decreased absenteeism, and development of skills which enhanced work performance, increased mobility within the university and the open labour market. He argued that in terms of employment equity and skills development, the programme set a strong foundation for the future application of the Employment Equity Act of 1998; and the Skills Development Act of 1998 and that it highlighted the role that professional bodies and unions can play in the development of the profession as a whole (Raju 2001:66).

Mabengu (2001:79) investigated the training activities carried out at the University of Natal Library, Durban. The research population consisted of 70 qualified and non-qualified library

staff involved in library tasks at the university. The study revealed that most library staff attained their highest qualification more than ten years ago. The research showed that there was sufficient staff training and development activities being carried out at the Durban library. The most practiced and desired staff development activity at all levels was IT training. New developments in IT require more qualified and sophisticated library staff who can provide an effective service for library users.

According to Chiware (2010:394), given the contribution of libraries in the development of education in Africa, support should be given to libraries in form of sufficient funds, adequate skills and infrastructure to enable them provide adequate services for higher education.

> "With limited library facilities within the university libraries, the academic library in Africa remains an important source of information for many types of users and hence its role in HRD is enhanced".

Since the staff of an academic library are key to its effectiveness and therefore they should be committed to training in order to be able to help end users know the relevance of the library and how to use the available resources. Mathews (1997:86-87) states

> "That staff are the university's prime investment in its future ability to be proactive and ready to face the challenge of change through innovation". Mathews (1997:86-87) goes on to emphasize that "T and D are valuable and necessary for all staff to perform effectively in a proactive library. Training and development must be a fundamental part of an academic library's objectives if the library is to keep up-to-date with new developments and exploit new resources effectively. Making a commitment to training will ensure that a library maintains its quality of service through adapting to change in a proactive rather than reactive manner".

3.3.3 Library Association's Role in Staff Training and Development

Professional bodies are charged with the responsibility of solving conflicts through a co-operative approach. Professional associations are voluntary associations, and voluntary associations date back to when library personnel worked together in groups to support the development of the LIS professional and themselves. The 16th Century saw the development of

guilds devoted to the promotion of various business interests, later reflected in the 19th Century by trade unions, adult education organizations, co-operatives, farm organizations and the foundations of today's trade associations and professional societies. Bird and Johnson (1983:20) emphasize that professional associations work on the principles of voluntarism and co-operation; for example organizations like LIS associations are both enriched and constrained by their nature: they are goal orientated; they attract professional members who are united by a common vision; and they derive their power from the spirit of membership embedded in the belief in diversity, dynamism, T and D and education.

According to Kigongo-Bukenya (2012:1) library associations embrace the philosophy of establishing an "umbrella body" under which LIS personnel from related fields and organizations could discuss issues of concern. In addition, library associations adopt policy guidelines for example, education, training and development for appropriate curricula, and the information science and technology to ensure use of ICT and also liase with training institutions to produce necessary expertise (Kigongo-Bukenya 2012:2). However, professional organizations must pay attention to their diversified nature and respond urgently to changes in attitudes and values of the membership and their profession if they are to fulfil their roles.

3.3.3.1 Uganda Library Association (ULA)

Kawooya (2001:3) remarked that ULA came into existence in 1972 following the act that ended the East African Library Association (EALA), the latter which covered Uganda, Kenya, Tanganyika, and Zanzibar was born in 1970. The East African Library Association disintegrated due to geographical barriers that prevented professionals from participating effectively and therefore making national associations more relevant. The ULA has survived political, social, economic and technological changes throughout its existence. Although T and D is primarily a local activity for which the incentive arises from the needs and opportunities of an individual's job and the employer's role in staff development, it is also expected that guidance and encouragement should come from national bodies. Professional organizations like the Uganda Library Association (ULA) should play a key role in training and development (Kaniki 1997:4).

The ULA had a goal of integrating and building a culture among the people of valuing information to boost development. There was a plan which intended to promote the development of librarians and practitioners of information science (Kawooya 2001:4).

Okello-Obura and Kigongo-Bukenya (2011:5) explain that in 2004, ULA became ULIA, which today is the heart and brain of the Ugandan library profession. The ULIA unites all the information science professionals through a common forum to resolve professional issues. It also creates awareness and support among the citizens and the government. One of the key responsibilities of the ULIA is to ensure quality services through accreditation of education and training institutions. Furthermore, ULIA must create active and supportive member institutions and individuals, and should conceive and implement the professional register and International Communications Echo mail (ICE) such that only registered members participate in its professional activities which include T and D. In support of the above, Batambuze (n.d.) explains that among the objectives laid out in its founding constitution, the ULA was to promote the education and training of information workers through formal programmes and professional and welfare development of information workers.

According to Kawooya (2001:1), the relevance of library and information associations in the socio-economic transformation of communities and development of the LIS profession cannot be underestimated. Associations create a forum through which challenges are addressed, views are exchanged; programmes are accredited and have a code of conduct (Johnson 2007:67). According to Lugambwa (2008:1) a strong association is supported by training. ULIA provides training to members, participates in library curriculum development for several training levels and emphasizes the library skills needed in the labour market.

Mutula (2000:326) pointed out that some national library associations like ULIA and the Consortium of Ugandan University Libraries (CUUL) and national and regional library associations organize training for the members and these help professionals to improve their skills.

3.3.4 Staff Training and Development in Ugandan Private Chartered University Libraries

Library services in Uganda were deteriorating and in 1967 the government instituted a commission of inquiry to establish the existing state of library services and conduct an assessment of the services to develop the services for the future. Among the recommendations made by the commission of inquiry was to encourage participation by the locals and recruitment of qualified staff (Matogo1975:309). Kigongo-Bukenya (1999:93) points out that there is a continuous change in the library and information profession in Uganda with the challenges below:

> "Information professionals must be contingent, meaning that their orientation, skills and techniques must be 'the best fit' to measure to the ever changing information society needs. If one does not attempt wholeheartedly to take on new skills, even ones which may seem faddish, the danger is that library and information science graduates and indeed schools, will be squeezed out of the future by practitioners of avowedly high tech subjects like computer science and human factors" (Kigongo-Bukenya 1999:93).

He pointed out that "developments showing persistence, consistency or prevalence in library and information fields have been "baptized" by the name Trends" (Kigongo-Bukenya 1999:94). Trends are symptoms of societal change calling for transformation of the status quo to meet the predominant needs of Ugandan society including the LIS professional.

> "Trends are important because they pinpoint developments in Uganda to which library and information services must address themselves if they are to play a useful role in society. They are important in library because they point to the evolving characteristics in society for which appropriate information professionals must be produced. Social aspects have caused consuming habits; demographic, cultural and political aspects have caused ideological, international relations, and religious changes; while economic aspects have generated inflationary problems, dwindling budgets and global competition changes" (Kigongo-Bukenya 1999:94).

Social aspects include the use of social networks like Face book, Skype, and WhatsApp among others by library users and have affected consumption in terms of internet data they use on such networks which would be used for library information.

In light of this, Ugandan society including university libraries are required to equip staff continuously through T and D.

This implies that there is need to review the curriculum to accommodate relevant programmes to equip professionals to execute the duties of dissemination of the information relevant to the new era; professionals are therefore required to update themselves through the modern information demands in order to remain relevant (Kigongo-Bukenya 1999:93-94).

According to Uganda's Ministry of Public Service (2006:7) all officials need to undergo training due to the job requirements. Moreover library staff officials are expected to train for the specific skills in their field of specialty.

Training and development therefore is obtained in neighbouring countries. Training and development in the Eastern and Southern Africa region are obtained in the neighbouring nations due to the absence of library schools. The challenges are the incompatibility of the acquired skills for national problems. Kigongo-Bukenya (1999:96) observes the uncoordinated position of T and D or Continuing Education (CE) in Uganda. In agreement to the above, the Mortenson Center for International Library Programmes (2004:2) pointed out that many librarians in Africa had participated in regional and local T and D opportunities and were quite enthusiastic about the experience. The common complaint was that there needed to be more T and D adjusted to local needs, paced at the right speed, and with possibilities of follow-up. Many of the library staff had received technical T and D before they had access to a computer and were not able to retain much of the training. Several library staff mentioned the need for better access to technical assistance when implementing a new library system. Some of the libraries were beginning to organize a staff development office in the library, recognizing that library staff needs would be better met by well-trained experts within the library.

In Uganda, Public service is mandated to plan and coordinate training programmes for retirees inclusive of library staff to prepare them for further productivity after retirement (Uganda Ministry of Public Service 2006:7).

"All government officials are allowed to undertake part-time courses regardless of the duration as long as they are relevant and do not interfere with the fulfilment of official duties. In situations where training requirements conflict with official duties, the latter shall take precedence" (Uganda Ministry of Public Service 2006:7).

"Government officials will not undertake long-term training without being granted study leave. Requests for study leave must be submitted to the relevant service commissions by the respective line ministry, department or local government. Government officials who attain higher educational qualifications are rewarded with salary increments as detailed in the policy implementation guidelines" (Uganda Ministry of Public Service 2006:8).

Realizing that training is an investment, the Uganda Ministry of Public Service (2006:8) emphasizes that:

- Every government official including library staff, sponsored by government is bonded for three years on completing training;
- Officers such as LIS professionals working with government universities who sponsor themselves and are granted study leave shall be bonded for a time period equivalent to the length of time of the course of study;
- Bonding applies to trainings which are on long term arrangement;
- Government will be compelled to recover from the officer, the costs of training in case of breach of the bonding agreement. The breach of contract will automatically lead to recovering costs as stipulated when one breaches the contract.

Many organizations argue that the new graduates they receive came without skills to perform the job. For example, Anderson (2002:34) observes that

"Graduates may not know how to use particular systems that have been implemented by an organization. This type of criticism results from confusion of the purposes of education and training. Training leading to specifically situated knowledge and skills is the responsibility of the employing organization. All organizations have particular procedures tailored to their particular environments. No professional education

qualification can substitute for the comprehensive induction programmes that are the responsibility of the university library".

Upon the identification of the above loophole, tailor-made courses were designed by EASLIS to ensure productivity of the graduates at the work places. The courses were designed in consultation with prospective employers taking into consideration their needs (Okello-Obura and Kigongo-Bukenya 2011:2).

Internship programmes exist and run for a duration of two months and are supervised by the hosting institutions (Okello-Obura and Kigongo-Bukenya 2011:3). All changed and new programmes necessitate training programs to ensure the best use of the new services and technology. Institutions need to nurture the skills of their library staff for better performance; and there is need for lifelong learning; and T and D since education and training are intertwined (Okello-Obura and Kigongo-Bukenya 2011:3-4).

3.4 Challenges of Library Staff Training and Development

According to Johnson (1998:2), "against the background of the growing recognition of the potential T and D of library staff and the value of information in every aspect of human development, there is a growing awareness that the nature and volume of contemporary information provision presents new challenges which calls for new knowledge and skills".

In support of the above, Mathews (1997:86-89) argues that with the identification of the role played by T and D, an effective staff training for library staff should be given priority to enable them fully utilize the facilities. It should however be noted that the trainer and staff will face challenges due to the nature of the academic libraries

According to Kigongo-Bukenya and Musoke (2011:7), Okello-Obura and Kigongo-Bukenya (2011:5), and Gosh (2005:185), non-appreciation of the importance of library and information services for development by the government is a challenge to library staff T and D. History has it that effective library development took place in some African countries such as Ghana and Tanzania because of the full appreciation of their key role for national development by

Presidents Kwameh Nkrumah and Mwalimu Julius Nyerere respectively, whose personal support provided the momentum for the growth of libraries and information services in those countries. The decline of libraries in these countries at the demise of these great presidents left no doubt that support in the highest echelons makes a difference to the development of these institutions. It is perplexing that even during this era of the information or knowledge society, library and information services development are still not top priorities in many African countries. If it were not for support from development partners, the state of national libraries would be further compromised in Africa.

Similarly, Okello-Obura and Kigongo-Bukenya (2011:5) emphasised that policy makers do not appreciate the role of libraries in national development.

> "In the increasingly knowledge-based economy, information has emerged as the fourth most critical resource after land, labour, and capital since it constitutes the very foundations of almost every sector of society" (Macgregor 2005:11).

Regrettably, the administrators and bureaucrats do not appreciate the importance of LIS management in Uganda. In view of the importance of records management, it was disappointing to many Ugandans when the government scraped the Bachelor of Library and Information Science course at Makerere University from the list of government sponsorship (Okello-Obura and Kigongo-Bukenya 2011:5). Concerned nationals raised the matter through the Ministry of Education and Sports using different media like newspaper articles to which the government later responded by reinstating the programme (Okello-Obura and Kigongo-Bukenya 2011:5). This was however an indicator of the lack of appreciation and recognition of the role played by libraries in national development.

Kigongo-Bukenya and Musoke (2011:7) and Chiwari (2010:401) have pointed out that the lack of full-time LIS professional associations is another challenge. Library and Information Science curriculum development is strong in developed countries and some developing countries because of professional agitation by the national library associations. USA, UK and SA are examples where the National Library and Information Associations (NLIA) are at the forefront advocating for the LIS profession through accreditation. ULIA is a part-time association and as such, the executive committee members do not spend much time doing ULIA's work. This weakened the

association and reduced its visibility. Consequently, the impact of the LIS profession has not been as effective as it should be hence affecting the T and D of library staff, which also affects the quality of library service provision.

Furthermore, Okello-Obura and Kigongo-Bukenya (2011:5) and Stilwell (1997:207) have pointed to the non-standardization of LIS programmes as another challenge for library staff T and D worldwide. Extensive efforts have been made not only in enforcement of international information management standards but also their creation. This calls for standardizing LIS T and D programmes at national levels. ULIA constitution provides for monitoring the standards of LIS T and D across the country but this has not been well implemented. In most cases, T and D programmes are conducted without any input from ULIA. Much as the academic programmes accreditation is a role performed by the NCHE, professional associations like ULIA need to be involved in the development of the T and D programmes. Since the professional bodies support LIS T and D, such support should be monitored so as to improve T and D which will lead to quality service provision in UPCULs.

Another challenge is lack of LIS curriculum specialists (Kigongo-Bukenya and Musoke 2011:7). Uganda so far has one specialist in LIS curriculum development. Therefore the LIS curriculum in Uganda has been designed with limited experience and therefore the process has not been given the priority it deserves. It is feared that this might have led to the adoption of other programmes from LIS institutions which might not be reflecting the unique skills and needs of Ugandan's library and information environment, and thus affecting library service provision since graduates are not trained for the local context.

According to Ocholla (2008:467-468), and Ocholla and Bothma (2007:154), the most significant challenge of T and D is that library "staff or students in some developing countries like Uganda do not have a broad-based general education before beginning their LIS studies". In addition, it is cheaper in terms of costs and time for one to become an information professional yet it also takes considerably longer to obtain a formal T and D LIS qualification. Ocholla (2008:468) emphasized that

"Limited T and D in library science although initial LIS schools in Africa focused on the T and D for library staff in libraries, the focus of current LIS schools in the region has grown more diverse as libraries alone are unable to provide enough job opportunities for LIS graduates".

In addition, Ocholla (2008:468) remarked that "libraries are also facing stiff competition from emerging information provision centers and services". Based on the above, library staff should keep abreast of the new changes in technology in order to be able to offer an efficient service to the users including the Y generation.

Ocholla and Bothma (2007:64, 2008:154), further explain that

"Libraries in Africa are largely stocked with western literatures that are written in non-African languages. The library's collections rarely address Africa's context or readers` information needs and they are few and located far away from those who could benefit from their services".

Ocholla and Bothma (2007:154) talk of the diversity of languages in Africa which prohibits information sharing. Information available in a particular language cannot be understood by some people which call for translation. Issak (2000) and Ocholla and Bothma (2007:159) noted that such factors have affected the enrolment to library courses within Africa and a case in point is the sharp decline in the students number in LIS schools in SA. "However, as more Ugandans graduate with a PhD in LIS, the situation is gradually improving (Kigongo-Bukenya and Musoke 2011:8).

In terms of ICT modules offered the low financial rewards have resulted in scarcity of ICT personnel as such professionals seek better rewarding jobs elsewhere and given this high rate of brain drain, universities have limited teaching staff to develop and champion ICT programmes. Khan and Bhatti (2012:3) reviewed the status in Bangladesh and their established that "the majority of institutions in Bangladesh do not have well-equipped computer laboratories or sufficient numbers of computers for students", which is also the case with UPCULs. Ugandan private chartered university libraries have inadequate collections of textbooks. The status of some professionals is also found to be very low as a result of less promotion opportunities and low salary scales.

Additionally, Kigongo-Bukenya and Musoke (2011:8), Ocholla and Bothma (2007:154), Kavulya (2004:122) and Minishi-Majanja (2004:9) emphasized that inadequate funding is a huge challenge for library staff T and D because without funds, T and D cannot be possible. Khan and Bhatti (2012:3) viewed LIS in underdeveloped countries and concluded that staff training and development among library staff in Africa is suffocated by the poor financial state of the universities and governments. University libraries are dependent on subsidized governments funding and since such funding is inadequate these institutions have had to scale down their expenditure which has adversely affected the LIS curriculum activities, T and D programmes, facilities and student numbers (Minishi-Majanja 2004:9). Although international partners have aided library staff in Uganda through Makerere University under the CUUL, there is still a challenge of sustainability. Yet, national governments' support has been inadequate and far less than the recommended funding.

Monitoring and evaluation agencies for libraries activities were lacking in Nepal, (Siwakoti 2008) and this is case across developing countries. It is partly due to this reason that there was limited publicity about programmes, limited materials for the library, space, trained personnel and low budget allocations. For development of the workforce, there should be clear cut decisions on how funds should be allocated to support the relevant policies. It is therefore essential that adequate thought is given to finding resources for library staff T and D and their upkeep to ensure efficient library service delivery.

Today, LIS professionals have opportunities and challenges they face in Africa as discussed by Okello-Obura and Kigongo-Bukenya (2011:4) and Ocholla and Bothma (2007:159) who noted that "for librarians to compete for the top jobs, they should acquire managerial skills, if they wish to become part of the management of the organization at a strategic level". Johnson (1998:56) noted that "librarians need to develop the skills to operate effectively at that level". He posed questions like,

> "Should librarians take advanced courses in business management? If so, who should lead them? Again, a pattern of collaborative provision is emerging in the UK. For some years, schools of librarianship have contributed course units in information management to their universities' business schools' MBA programmes" (Johnson 1998:56).

The rapid growth of student populations has provided enormous challenges to the universities in Africa including UPCULs. In some instances, universities have grown from 7,000 to 30,000 students in a short time. Unfortunately, financial support for universities has not kept pace with enrolment growth. Without substantial support from the university and, in some instances, lacking the ability to charge appropriate tuition fees, UPCULs are struggling to provide needed services. Lecture halls, hostels, and libraries are packed with students, and there is physically not enough space to provide T and D for all the students. In at least one case, a vice chancellor in Africa indicated that the university would not delay implementation of new programmes despite a shortage of materials to support the programme (Ocholla 2000:36).

In Iran, traditional skills for librarians such as classification, cataloguing, shelving and so forth are lacking and the required knowledge to cater for emerging needs of users is limited. For the librarians to empower users, they should be equipped with new skills (Khan and Bhatti 2012:4). This calls for bridging the gap between the librarians and societies needs for information. The authors felt that there was also a need to change the syllabus of university LIS education in Iran. The study concluded that library training should be free and compulsory as per the slogans; 'Education for All' complemented by; 'Books for All'. Since T and D have become fundamental, free access to books and libraries should be given priority in UPCULs.

According to Milkovich and Boudreau (2004:538), continuing technological change has been the hallmark of the American economy. Although this change is more or less constant in the national economy, change within specific organizations like university libraries may be discontinuous when it occurs. Also when the overall economy gains from the new technologies through T and D, workers whose jobs are substantially changed may experience economic hardship. The same holds true for the LIS professionals in UPCULs who fail to keep up with new technological developments through T and D and may become obsolete. Training and development can help reduce some of these negative effects of change. Milkovich and Boudreau (2004:539) define obsolescence as a reduction in competence resulting from lack of new techniques. The threat of obsolescence for professionals has long been recognized. As the rate of change occurs, it becomes harder for a LIS professional to keep abreast of developments without the university library's assistance. Universities that employ large numbers of library staff cannot afford to let

these expensive resources become obsolete, so universities and library staff have a common interest in avoiding obsolescence.

In their investigation regarding the level of skills in computer usage among the libraries in higher institutions of learning in Nigeria, Ademodi and Adepoju (2009:6) found that there were a few computers and less skill among LIS practitioners. From the study, it was recommended that ICT infrastructure and training should have a bigger share across university libraries in Nigeria. To digitalize the library, funds and assistance may be solicited from foreign agencies that have an interest in computerization of libraries and the same holds true for UPCULs.

It was noted by Tsakonas and Papatheodorou (2006:401) during their discussion of LIS schools technology infrastructure that there is a need for interaction activities that are complex to support users in performing sophisticated tasks using digitalised libraries, e-journal platforms and web-based information systems. The major challenge for LIS staff is to cope with the changes in technology requiring them to acquire more knowledge and skills.

> "Increasingly, LIS education and training is becoming highly dependent on modern computer hardware and software, efficient internet access and connectivity, computer literacy and highly skilled IT staff, and well-equipped computer laboratories" (Ocholla 2008:468).

Coping with the change in technology gives an opportunity to perfect the creation, retrieval and supply of such information. Ocholla (2008) and Minishi-Majanja and Ocholla (2004), have recognized the need for more ICT investment in LIS T and D especially in the fields of research, learning/teaching to enrich the management of academics and ensure good decision making. In UPCULs, however, poor infrastructure in the form of limited computers and poor internet access leaves hampered library services.

According to Wallis (2005:218) skills like information literacy are vital in society. Wallis (2005:219) and Das and Lal (n.d:2) suggested that library staff should provide input in the learning process. Library staff should empower all library users in the society by passing on skills in technology and media for social and economic development. Unfortunately, most LIS

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students in Uganda cannot utilize the information due to the poor culture of reading among the students. The Association of College and Research Libraries (2000:2-3) defines information literacy as a "set of abilities requiring individuals to recognize when information is needed, and to have the ability to locate, process, and effectively use the needed information". According to Magara and Bukirwa (2004:316),

> "There is no national university library policy in Uganda, and libraries have been neglected for a very long time. As a result, libraries are often lacking in many schools or are of inadequate standard in the schools that do have them".

According to the Mortenson Center for International Library Programmes (2004:7), libraries experience difficulties in retaining library ICT staff. Some of these library ICT staff did not have extensive experience or orientation in library services and practice. All library staff need training to deal with new technologies. On-the-job training to improve ICT skills is necessary for all library staff and should be ongoing. Remuneration is low for ICT staff in Uganda yet they can find better opportunities elsewhere to develop more skills. Important to note is the marketability of technical expertise among the universities as well as other employers for ICT staff. Technical staff tend to acquire experience within the universities and then migrate to better paying jobs in other sectors.

Some African university libraries lack exposure to international standards and experience. This was partly because many librarians have not been able to attend conferences outside the region and have limited access to relevant and new literature. In some cases, the libraries develop internal standards, unaware of the existence of international standards. In one library, a digital project was implemented without consulting standards. Geographic isolation means that there was little opportunity to learn from others or to share expertise. Because vendors are often unwilling to provide on-site demonstrations, library staff do not have the opportunity to learn from seeing a variety of systems (Mortenson Center for International Library Programmes 2004:8).

Another challenge noted by Okello-Obura and Kigongo-Bukenya (2011:4) was "lack of adequate training universities. Many of the pioneer library staff who worked in the Sub-Saharan university libraries were trained in UK. In the early 1960s, most African countries, Uganda inclusive,

established Schools of Library and Information Science in their universities'. It should however be noted that African schools lack the capacity to handle the high levels of intake resulting from the increased need for higher education. For example, in Uganda, one university (Makerere) has a PhD and Masters programme in information science despite the establishment of several private universities'. Following the liberalisation of the education sector in Uganda, several private universities have emerged. Okello-Obura and Kigongo-Bukenya (2011:4) noted that

> "There are currently five public Universities, 24 private Universities, and two degree awarding public non-university institutions in Uganda. The universities regulatory body, (NCHE) demands for every university to have librarians with post graduate and graduate qualifications and Makerere University is not in position to train the required number to serve all the institutions. This is worsened by the limited financial resources to conduct teaching and research as well as publication".

According to Sani and Tiamiyu (2005) and Okello-Obura and Kigongo-Bukenya (2011:5) lack of adequately qualified LIS educators is another challenge of T and D of library staff. The link between education and technology is crucial for higher education institutions like universities. Regrettably, at postgraduate level educators are inadequate, for instance Uganda only has one person with a PhD in archives management.

Edem (1999:79) indicated that "combining professional duties with the rigour of academic work such as publishing journal articles, books and conference or workshop proceedings was the greatest obstacle to career advancement". Results from Edem's study showed that out of 195 library staff, 83 (42.6%) did not have any journal article to their credit. The combination of professional duties with publication productivity is a major criterion for promotion in some university libraries. There were difficulties in writing and publishing among library staff in Nigerian libraries because during the period between 1960 and 1980, the number of publications required for librarians was less than that of their teaching counterparts. In this regard, librarians were regarded as administrative staff and emphasis for promotion was placed on research and publication. Edem (1999:79) noted that "in the older universities where they were classified as academic staff, some authorities did not adhere strictly to the publication requirements for promotion of library staff".

According to Kigongo-Bukenya and Musoke (2011:9), LIS educators and trainers face major challenges concerning the management of change. Library staff training is ever changing due to the rapid advances in ICTs. The EASLIS has enriched the teaching programmes with ICT units to produce well educated and trained LIS professionals with the required knowledge and competencies. Consequently, there is a need for a revised LIS curriculum, that is responsive and dynamic to the changing information needs, and one that is contingent upon producing LIS professionals able to manage change. The skills and knowledge gained by Makerere University library staff during the automation processes and other IT activities have been used to train other library staff in the region to enable them to manage the changing information environment.

Laskowska (2011:460) argued that among the factors affecting library staff T and D is lack of motivation, yet this is vital in library staff development. Workers who are better educated may secure better, more interesting and more responsible jobs and that is a reward in itself. Being sent to university, courses, training, conferences, study tours are a reward which can motivate library staff. Moreover, the experience, skills and qualifications gained by staff may in the future serve the whole team of library staff and the library. However not all workers participated in training, because some sections and individuals were considered for training before others. In some libraries, some staff were unable to apply the skills gained in the previous training therefore they were not eligible for further training or were close to their retirement date or had been on sick leave too often. According to Yadapadithaya and Stewart (2003) and Sampson (2011:31) the following deficiencies were identified as challenges for T and D of library staff:

- Absence of staff training needs assessment;
- Inability of trained staff to pass on skills gained to others;
- Absence of library staff training and development guideline;
- Lack of effective T and D programme evaluation; and
- Poor networking among institutions of higher education.

Between 1963 and 1980, EASLIS was the only LIS education and training institution in East Africa. Today LIS education and training institutions have sprung up in the East African region, and in Uganda several universities offer LIS programmes. A scrutiny of their curricula reveals some differences in content and renaming of courses or programmes but generally with the same

content. There is therefore a need for standards and quality control, which in UPCULs is implemented by the NCHE that involves experts or professionals in the review process of programmes before they are approved and accredited.

According to Edem (1999:80) there are limited opportunities to reach the rank of university librarian probably because each library only has one position of university librarian. This is another challenge to be addressed as indicated by 25 (12.4%) of the university library staff in the study. All the library staff agreed that:

> "The rank of university librarian is purely an academic position that is highly competitive. An extract from the questionnaire showed that not every deputy university librarian is sure or certain of attaining the rank of university librarian whenever it is vacant. According to the Nigerian universities, only one person can occupy the rank of university librarian at a given time. The library staff noted with dismay that many qualified librarians who could have reached their professional pinnacle stagnate at the rank of deputy university librarian. Consequently, they viewed this factor as their second greatest obstacle in career advancement prospects in Nigeria universities. Furthermore the research library staff compared their fate with teaching departments whereby those who have attained the rank of reader or associate professor could be promoted to the rank of professor and there was not a time frame for one to occupy such a position or rank" (Edem 1999:80).

Edem (1999:80) further states that lack of a formal policy on training and promotion criteria of library staff is still another challenge for library staff T and D. Library staff in the above survey indicated that there appeared to be no common formally available guideline in universities of Nigeria on the requirements for promotion. Through the study, library staff opined that the National University Council (NUC) should initiate acceptable procedures for the staff in libraries and duly implement them. Edem (1999:80) originally argued that "since librarians are given adequate T and D as their teaching counterparts they should be judged or appraised by a formalised policy, which should be the same in every private university library".

Abba and Dawha (2009:5) in their assessment of training needs for the personnel in the library of Ibrahim Babangida at the Federal University of Technology in Nigeria, found that although the

workers needed to be exposed to most of the internal training programmes like job orientation, induction and job rotation, a majority of them needed training through conferences, workshops, seminars and computer training programmes. Abba and Dawha (2009:6) also showed that "factors such as inadequate funding, shortage of personnel, lack of written training policy and lack of library staff qualifications all militate against training in that library".

For library staff to cope with challenges in this rapidly changing university environment, T and D should be a continuous process in their career. Such continuous learning means a lot of things to the different categories of library staff for instance while a semi-skilled worker requires a rudimentary skills training, the professional may be taken for continuing education when opportunity arises. The certified professionals need education courses that are continuous if they are to maintain their certifications and this system becomes relevant to them while managers undertake short training that address new approaches to management through seminars and workshops.

HR professionals are challenged to provide several training opportunities for the different categories of library staff. It is upon this background that universities have established multimedia centres which offer various instructional technologies unique to the training needs of libraries. The performance of libraries is directly affected by the library staff and this calls for a thorough assessment in the staff requirements to determine the training requirements and methods to be used. Werner and De Simone (2006:26) suggested that "a multimedia training centre could also provide teleconferencing facilities for technical and professional library staff to participate in a seminar that is being conducted thousands of miles away".

However, it should also be noted that

> "Change is stressful and difficult. It should therefore come as no surprise that the technological advancements along with the leadership forces advocating for various forms of distance education, have resulted in uneasiness and anxiety among many university faculties and libraries" (Werner and De Simone2006:26).

Following the advancement of technology, library staff do not have full control over libraries and this has resulted in stress among some library staff since many of the library users have higher

technological skills than the library. Lynch (2002:15) confessed "most of the library staff found it uncomfortable or downright painful to be in a situation which they could not understand what they were expected to be doing".

Looking to the future and the need for T and D, the category of LIS practitioners that is willing to be trained must be developed to recognize the requirement for continuous professional training. Since library work at the entry level is more practical, universities emphasize T and D competencies in the schools of librarianship and information science. From experience, initiation of collaborative efforts with the various disciplines for production of LIS practitioners who have specialised fields is the most appropriate approach. These should be fostered to overcome any upcoming challenge (Werner and De Simone 2006:26).

3.5 Strategies to improve training and development of library staff

Information influences the economic, social and political life of individuals. Therefore, the demand for information skills in handling the various sectors including universities is increasing (Mackay, Maples and Reynolds 2001 and Okello-Obura and Kigongo-Bukenya 2011:6-9). Training of library staff is rapidly changing not only in Uganda but Africa as a whole in spite of the difficult challenges to overcome. Challenges faced in training as stated above should be dealt with through a range of training and development strategies as indicted below.

Missingham (2006:258) pointed out that planning should

> "Ensure a vibrant and effective future library workforce, which is a critical issue across all parts of the sector. Understanding the skills needed by the next generation of LIS professionals is a key topic on which university libraries and library staff trainers need to engage".

With the retirement of well qualified and skilled library staff, it is very crucial to pass on the skills to the next generation.

According to Oldroyd (1995:1), the basic tool to establishing the desired library staff training needs is by carrying out a needs assessment. Oldroyd (1995:1) remarked that some university libraries aim at establishing a 'training department in which all activities including attending

meetings, holding discussions, researching projects, writing reports, dealing with customers are undertaken. From this perspective, university library staff train routinely which provided opportunities for continued improvements and in turn there is assurance of quality standards being maintained.

Moore (2000:14) points out that "a T and D habit should be developed". Staff development does not have to occur only in formal training or workshop sessions. It can happen during weekly or monthly staff meetings, during the day when observing or talking with library staff members, or during the week when one library staff mentors another".

Salas et al 2012:80), Genoni and Smith (2005:9) and Myburgh (2003:226) pointed out
> "That UPCULs should ensure that training addresses library staff needs. Leaders often send the signal to training developers, either directly or inadvertently, that there is no time or need to diagnose training needs. This leads to suboptimal training".

In assessing the training needs the current and the anticipated job requirements should be given great consideration by the training designers to ensure that staff are in position to adapt to the changes as they occur. Salas et al (2012:80), Genoni and Smith (2005:9) and Myburgh (2003:226) further emphasised that to avoid overloading library staff with unnecessary information and to promote training efficiency, the needs assessment should differentiate between what library staff will need to know versus what they need to access. Responsible training planners also need to take into account the characteristics of the staff in libraries they plan to train so that good strategies are designed to deliver the training appropriately.

Moore (2000:14) further explains that a mentoring plan should be developed. According to Moore (2000:14) mentoring is a supportive and affirming method of pairing workers to grow and work together in their professional development. It helps both parties build confidence. New staff should be paired with existing partners who can guide their success in the programme. Some programmes have topic coaches or mentors for specific areas such as orientation, curriculum, parent communication or community involvement Moore (2000:14).

Moore (2000:14) recommends that one of the simplest ways to plan staff development is to survey current library staff members to uncover their particular areas of expertise. It can be done on paper, during a staff get together or in a causal conservational situation. Such questions as asking library staff what they enjoy most about librarianship and make a list of their contributions next to each person's name. Over the course of the year, ask each person to share her area of expertise for 15 minutes at a staff meeting. Ask her/him to include what, when, how and why, examples of many topics and interest areas will be generated. It is not necessary to have to send all library staff to a seminar. A few key people should be sent to a seminar. When they return, they should report back to others. Surveys by Eze (2013:56) and Adeniji (2011) showed that several training programmes were designed for the different categories of staff. The programmes included educational programme that offers a Diploma in Library and Information Science (DLIS), orientation, seminars and sabbatical leave.

Similarly, Okello-Obura and Kigongo-Bukenya (2011:7) emphasized "strengthening and full integration of ICTs in LIS T and D curricula". Burke and Millar (n.d) investigated the challenges of T and D of information professional for the future found that library staff must extend their traditional roles as information specialists to become key agents in the provision of training in the use of networked information. To equip them for this role, library staff need to develop their own professional skills in the areas of IT but more importantly their own training in educational methods. To ensure that the library staff have a competitive edge across the labour market, an electronic work style should be adopted whereby data processing in LIS practice can be electronically performed throughout the world by both students and library staff.

Okello-Obura and Kigongo-Bukenya (2011:7) and Kavulya (2007) argues that libraries are highly dependent on ICTs. The practice of LIS is not limited to information access and management but also the storage of information, development of websites, the process of digitalization, techniques of software and hardware, the use of the internet as well as retrieval of information. It is important to consider the revision of curriculum to cater for courses that address such needs in LIS for instance; electronic management of records, database management and electronic publishing among others.

Additionally, IT skilled staff should be recruited in libraries. Tennant (2001:34) remarked that

"We must do better at attracting technical talent or risk sacrificing our vital professional goals. We also must work to retain the talent we have somehow been able to lure away from dot.com stock offers and salaries higher than we can afford (Tennant 2001:34)".

It is important to note that one of the challenges facing library staff at entry levels is absence of permanent positions and where the opportunities exist, the remuneration is not attractive. Available data indicates that the number of library professionals is going down especially those on fulltime jobs and the new entrants are facing a challenge in gaining entry to the practice due to limited positions available (Missingham 2006:265).

According to Missingham (2006:264), there should be an overhaul and extension in the university library IT system. Government needs to avail internet and in particular support internet development in university libraries in order to close the training and development gap. Iris and Galletta (1991) stated that a university library staff member should be promoted to the position of training coordinator. This person should be able to keep abreast of the training field and of the needs within the university. This is the key to making training a reality and the one approach that most universities need to put into place as soon as possible. Although much of the training coordinator's work is administrative, very little seems to be accomplished if someone does not have this responsibility. The training coordinator would keep training records, respond to requests, subscribe to industry periodicals, schedule workshops, coordinate calendars and take care of the logistics of seminars and workshops. The training coordinator should not conduct the actual training unless he or she has the experience and credibility in terms of the knowledge of the training field and expertise available to harness is necessary.

Furthermore, Iris and Galletta (1991) assert that there should be a consultant to develop in house training programmes. Consultants will develop a training programme to help in meeting specific needs of the library staff. They will conduct a needs assessment, write a report designating the needed training and then conduct the training. They are especially helpful when it comes to time management training and communication skills.

According to Salas et al. (2012:90), training evaluation should be integrated in the core training exercise and so should be encouraged. The evaluation exercise permits universities to promote effective training and at the same time discard ineffective training. The results from the evaluation are essential in marketing and motivating potential trainees in other universities, attract funding and provide evidence for motivations for funding of further training. Research findings in the past two decades has contributed to creativity and improvement in the evaluation of training exercises (Salas et al. 2012:90).

"Training evaluation refers to the systematic collection of data in order to answer the question(s) of whether training objectives were achieved and whether the accomplishment of those objectives resulted in enhanced performance on the job" (Salas et al. 2012:91). Kraiger (2002) and Salas et al (2012:91) point out that there are two primary strategies for increasing the impact of library staff training evaluation practices. The first is to begin by clarifying the purpose of evaluation and then tailoring subsequent decisions about what and how to evaluate training. As outlined by Salas et al. (2012:90), evaluation "is generally done for one or more of the following purposes:

- To make a decision about the library staff training (for example, whether a new online training programme should be kept or eliminated);

- To provide feedback to library staff, trainers, or training designers; and/or

- To market training outcomes either to future organizations (or units within organizations) or to future trainees".

When effective evaluation measures and procedures are applied there will be efficiency in data delivery and the universities will benefit from the appropriate training conducted.

Initiatives should be made to ensure continuous T and D as reported by Ocholla (2000:43-44) and Ocholla and Bothma (2007:163). There are also fresh initiatives being made in SA through training and professional development. The applicability of Continuing Education and Professional Development (CEPD) has received recognition from the LIASA's key areas: development of library staff, ICT and management, skills' enhancement management leadership advocacy and management T and D keeps LIS professionals skills up-to-date, practical and relevant. This is achieved by using the Centre for Information Career Development (CICD) to access necessary relevant course programmes which are in line with the staff's development

needs. CICD is a centre within LIASA and falls under the banner of CEPD. University of Pretoria has a Carnegie-funded professional development programme.

Chiware (2010:393) and Du Pre (2009) encourage library staff to join the library society or associations in order to access T and D opportunities. Library associations meet regularly and offer a wealth of low cost training to their members. For example, the Consortium of Uganda University Libraries (CUUL) in 2013 presented workshops on budgeting and copyright at the Uganda Christian University library on the 14th of February 2013 and in March of the same year librarians had another training session or workshop on library training impact assessment (on the 15th March 2013) at Makerere University organized by the International Network for Availability of Scientific Publications (INASP). Another advantage of becoming a member of library associations is that library staff have access to first hand information on the latest developments affecting the profession. Library staff have the opportunity to network with other library staff who are responsible for training library staff. If library staff join the university as individuals, they usually receive a monthly newsletter, membership listing and information about regional and national meetings where training and development are available.

According to Kigongo-Bukenya and Musoke (2011:9), Chiware (2010:400), and Ocholla and Bothma (2007:162), national and internationally synergies should be established within UPCULs in the field of research, distance teaching, curriculum development staff exchange, conferences and workshops. In SA, for example, LIS schools have met regularly in the past to debate on matters of LIS training as part of the LIASA and Research Education Training Information Group (RETIG). Initiatives on collaboration were also forged at the Library and Information Science Network-Engineering of Council South Africa (LISNET-ECSA) with a Workshop in Kampala, Uganda in 2004. Collaboration is all about sharing, networking, togetherness, exchanging and enriching one another. It is an instrument of strength and empowerment for individuals, groups and institutions. Collaboration is important in order to: share new technologies with the aim of improving performance, share human expertise, minimizing costs, evaluating the coherence of information technology, and monitoring changes.

Furthermore, Kigongo-Bukenya and Musoke (2011:10) observe that there should be a consortium for LIS T and D. Currently, LIS training institutions in Uganda work in isolation of each other in curricula design, implementation, evaluation and review. The national library in Uganda established a national library consortium under which libraries collaborate on issues such as training, and collection development by pooling resources for subscriptions and negotiating consortium deals that benefit the members of the consortium. A similar consortium should be appropriate in the planning and implementation of LIS curricula issues such as curriculum review, research and pedagogy following the guidelines and standards set by the NCHE. Similarly "ULIA should advocate for the benefits of LIS education and library management in the libraries of Uganda. ULIA needs to market itself at all fora (Okello-Obura and Kigongo-Bukenya 2011:7)".

Similarly, Du Pre (2009) and Chiware (2010:398) pointed out that universities should include community participation among its goals. Community participation in universities helps the institutions to interact with the locals which benefits in collecting ideas for training, development and job creation resulting from partnerships. The idea of community participation should be extended to industries, government departments and trade to enable library staff to have hands on experience before finishing their training course.

Iris and Galletta (1991) further encourage library staff to subscribe to library periodicals and to circulate training articles from magazines. Journals such as the *American Society for Training and Development Journal*, published monthly, help organizations to keep abreast of what is being offered, suggest programmes, and provided an understanding of how to work with consultants. Training magazines present an overview of the training field, and issue reports on the types of training planned by the university for the coming year. They publish information on who gets trained, how the training is delivered, and what gets taught.

Salas et al. (2012:93) and Laskowska (2011:460-461) suggest that library staff should form a team of skilled, creative persons, with a high level of motivation to perform efficiently. There should be a positive atmosphere within the group, which is based on good relations with library supervisors. Despite the many positives, there are also operational weaknesses within the library,

which would certainly affect the performance of library staff. Low wages and working conditions are detrimental factors with which university librarians may not be able to control. University library management, however, should try to acquire funds for financial or material rewards, lobby and advocate for the amendment of institutional rules on receiving bonuses. Undervalued and under-paid employees expect and demand cash incentives. Apart from financial incentives there are also other forms of incentives, which can cost little, but are very important. It is crucial to create the right atmosphere and set a good example, to ensure proper internal communication, listen to the voices of workers, establish dialogue with them, enjoin them to the responsibility for the goals of library, use of praise, send them for an internship, course or conference, or arrange team building meetings and event integration. The employee noticed and appreciated will feel restored to value, will identify with the goals of the entire library and would be motivated, and thus help raise the quality of services provided by the library (Salas et al. 2012:93 and Laskowska 2011:460-461).

According to Ocholla and Bothma (2007:75), library staff have to move away from their traditional comfort zones and ensure that they keep up-to-date with developments, thus enabling quality in library service delivery. As training courses are not always readily available, and those that are available tend to be expensive, the implication was that library staff members have to take responsibility for their own T and D, and actually train themselves, through a policy of lifelong training.

> "Change management is, therefore, a serious issue and quality control is extremely important. University librarians/heads of department play an important role in this. A general system of regular external evaluations, however, tend to help departments stay on track and ensure that their performance and research is of an acceptable quality".

According to Okello-Obura and Kigongo-Bukenya (2011:7), there should be "careful curriculum design and involvement of all stakeholders". As noted by Ocholla (2008:473), "opportunities for collaboration exist in the development of partnerships with the university in curriculum development, training or teaching, research, publication, and experiential learning". Minishi-Majanja (2007:4) advises

"that curriculum designers and teachers of professional courses can do much to help develop new professionals to become independent life-long learners. Assessments can be designed not only to test mastery of course content, but also to develop and implement new skills needed to write and present the assignments. Training resources can be provided in such a way that workers further develop their own information-seeking skills".

Kigongo-Bukenya and Musoke (2011:10-11) and Minishi-Majanja (2007:5) also pointed out that there should be adequate funding for LIS curricula activities. LIS institutions have written funding proposals to complement the meager resources from the governments or universities. Fundraising should continue at institutional, local and international levels, as well as publicity to develop the profession.

Kigongo-Bukenya and Musoke (2011:10) assert that distance education should be encouraged. Aberystwyth is a glamorous example of Distance Education (DE) or open learning. It offers distance education programmes to over 700 students from all parts of UK. These programmes are of great importance to students who are far from LIS education institutions or who have constraints of work, accommodation or physical disabilities. Distance education brings education to their study rooms or offices. In Uganda, distance education is already being offered at MUK, the UMI, and KU. The EASLIS only needs to work out logistics and costs for potential students and the respective university authorities to start distance education programmes.

In conclusion, library staff T and D requires more interaction with society since it prepares the students for the world of work which requires multi-skill training with a great aspect of practical skills. Therefore LIS and information science educators and implementers need to design T and D courses to carter for a diversity of practitioners in the profession.

3.6   Research gap

A considerable amount of research has been undertaken on staff T and D in Uganda, but none of these studies has focused on library staff T and D in UPCULs in particular, which then justified the carrying out of this study.

3.7 Summary of chapter three

This chapter has discussed library staff T and D particularly with regard to the provision of library services. It is the intention of every university not only to have sufficient staff, but also to create opportunities for these staff to make themselves more valuable to the university. This chapter has also looked at how T and D could be a useful as a vehicle in the realization of the goal of helping library staff perform to their potential with the intention of delivering efficient and effective services.

Training and development activities should commence once a library staff member joins the university and should be ongoing in one's career irrespective of whether one is a manager or support staff in the library. Library manager should ensure that the library staff are given an opportunity for T and D and that they are encouraged to develop to higher levels of competence. This chapter highlighted the challenges of T and D for academic libraries and examined strategies that can overcome such challenges.

The next chapter examines the methods employed in conducting the research. The sampling techniques and methods of collecting and analysing data are unpacked so that the objectives of this study can be accomplished.

Chapter Four
Research methodology

4.1 Introduction

Research methodologies revolve around two major approaches, namely, qualitative and quantitative (De Vos et al. 2011:63), or a combined qualitative or quantitative approach, also known as the mixed methods approach (Alasuutari, Bickman and Brannen 2008:15). Mixed methods research has experienced a tremendous increase in popularity in the social, behavioural and related sciences in recent years (Bergman 2008:1). According to Babbie and Mouton (2001:75), research methods "focus on the research process and the kind of tools and procedures to be used". Methods also specify ways researchers may go about practically studying whatever they believe can be known (Frenz, Nielsen and Walters 2009:15). In this chapter, the research methods chosen to investigate the T and D of library staff in UPCULs are described. Describing the methods used by a researcher enables other researchers to replicate the research and also ascertain how reliable and valid the findings are. The chapter includes sections on research design, research paradigm, methods or strategies of inquiry, population, sampling procedures, data collection procedures, data analysis, evaluation of methods and a summary of the chapter.

4.2 Research design

According to Frenz, Nielsen and Walters (2009:15),

> "Research design ensures that the evidence obtained enables one to answer the first/initial question as unambiguously as possible. Research design is the obtaining of relevant evidence needed to answer the research question, to test a theory, to evaluate a programme or to accurately describe some phenomenon".

According to Babbie and Mouton (2007:112) "research design involves a set of decisions regarding what topic to be studied among what population with what research methods and for what purpose". According to Creswell (2009:3), these are "plans and procedures for research that span the decisions from broad assumptions to detailed methods of data collection and analysis". Overall decision involved the design which was to be used to study the T and D of library staff in UPCULs. Informing this decision was the philosophy the researcher brought to the study, "the

procedures of inquiry (called strategies), and specific methods of data collection, analysis, and interpretation (Creswell 2009:5; Frenz, Nielsen and Walters 2009:59)". According to Brink, van der Walt and van Rensenburg (2012:96) research design forms the blueprint of research which sets out a methodology to be used by the researcher in obtaining sources of information, such as elements, units of analysis and participants, for collecting and analyzing data and interpreting results.

4.2.1 Research paradigm

"Whether the researcher is concerned with the philosophical forces driving the research or not, all research models begin at the philosophical level which defines the worldview or paradigm" (Pickard 2007:xv). Welman, Kruger and Mitchell (2005:13) defined paradigm as "the progress of scientific practice based on people's philosophies and assumptions about the world and the nature of knowledge". According to Creswell (2009:6), paradigm means "a basic set of beliefs that guide action". De Vos et al. (2011:40) and Barker (2003:312) define a paradigm as a pattern containing a set of legitimated assumptions and a design for interpreting and collecting data.

This research was conducted within the paradigm of pragmatism. According to Creswell (2009:10) pragmatism is "a world view arising out of actions, situations and consequences rather than antecedent conditions" while according to Teddlie and Tashakkori (2009:7-8) "pragmatism is a deconstructive paradigm that debunks concepts such as truth and reality and focuses instead on what works as the truth regarding the problem under study". It is concerned with what works in solving a given problem. Rather than looking at methodology, the study concentrates on the research problem with other methods available to solve the research problem. Pragmatism focuses on pluralistic approaches to derive knowledge about the T and D of library staff in UPCULs.

Punch (2009:291) states that

> "The essential idea of pragmatism is to reject the either or choices and the metaphysical concepts associated with the paradigm, and to focus instead on what works in getting research questions answered".

The pragmatism paradigm was chosen because it gives the researcher alternatives to choose from. Creswell (2009:11) pointed out that "the researcher is free to choose the methods, techniques and procedures of research that best meet the needs and purposes". The researcher used the pragmatism paradigm because the intention was to address the problems which library staff faces in T and D by applying different approaches to data gathering. In this study, questions that addressed the research problem were asked. According to Munyua and Stilwell (2012:26) mixed methods research suits the pragmatic paradigm and is ontologically based on the testing of theories, discovering of patterns, and discovering and revealing the best set of explanations for understanding the results obtained. Two approaches (qualitative and quantitative) were used in gathering information from library staff and address the challenges faced in training and development in UPCULs.

Furthermore pragmatism was chosen because the nature of the study demanded a combination of approaches to soliciting and analyzing data. For example, university librarians were more inclined to be interviewed while other library staff (professionals and para-professionals) preferred to answer a self-administered questionnaire in their own time. The combination of methods helped to obtain sufficient, comprehensive information to generate confidence in the researcher's findings and conclusions.

4.2.2 Research methodology or strategies of inquiry

According to Pickard (2007:xvi),

> "A research paradigm does imply the methodology. Often an individual's view of the world dictates the nature of the research they engage with. Ideally, it is the question that should dictate the nature of asking, but very often this is not the case".

Methodology is "a type of quantitative, qualitative, and mixed methodology designs or models that provide specific direction for procedures in a research design" (Frenz, Nielsen and Walters 2009:67).Pickard (2007:xvi) points out that methodology is a "theoretical perspective of the research, that is the overall nature of the research activity, although the term is applied to many aspects of the research process in various disciplines". This research applied a mixed method approach. Although the research involved two approaches, the quantitative approach was mainly used.

De Vos et al. (2011:434-435) and Johnson and Onwuegbuzie (2004:14-26) describe mixed research methodology as "the class of research where the researcher combines quantitative and qualitative research, methods, approaches, techniques, concepts or language into a single study". Similarly, Tashakkori and Teddlie (2003:711) defined mixed methodology research as "a type of research design in which quantitative and qualitative approaches are used concerning the types of questions, research methods, data collection and analysis procedures, and/or inferences". On the other hand, Ivankova, Creswell and Plano Clark (2007:261) viewed mixed methodology as "a way for collecting, analyzing and mixing both quantitative and qualitative data at some stage of the research process within a single study to completely understand a research problem".

According to Frenz, Nielsen and Walters (2009:70) the concept of mixing different methods originated in 1959 when Campbell and Fisk used it to study the validity of psychological traits. They encouraged others researchers to employ their multi-method matrix to examine multiple approaches to data collection, which prompted others to use mixed methods, and soon approaches associated with field methods, such an observation and field interviews (qualitative data), were combined with traditional surveys (quantitative data) recognizing that all methods had limitations.

4.2.3 Justification for using combined methods

Frenz, Nielsen and Walters (2009:70) noted that "problems found within one method can be dealt with by another". In agreement with the above, Flick (2009:189) pointed out that "for overcoming the problems between qualitative and quantitative research and also to obtain knowledge about the issue of the study which is broader than the single approach provided, the two methodologies can be combined". According to Patton (1990:14),

> "Qualitative and quantitative methodologies have different strengths and weaknesses; they constitute alternative, but not mutually exclusive, strategies for research. They should not be viewed as dichotomies but instead, they represent different ends on a continuum".

"Mixed method research resides in the middle of this continuum because it incorporates elements of both qualitative and quantitative approaches" (Frenz, Nielsen and Walters 2009:56).

Other researchers may ask the question: why use a mixed method? Mixed methods approach was chosen based on the following opinions and research provided by authors such as De Vos et al.(2011:435-436) and Creswell (2009:204-208):

- Mixed methods research enables the researcher to simultaneously address a range of confirmatory and exploratory questions with both the qualitative and quantitative approaches and therefore verify and generate theory in the same study.

- Mixed methods research provides strengths that offset the weaknesses of both qualitative and quantitative research, and therefore has the potential to provide better (stronger) inferences.

- Mixed methods research provides more comprehensive evidence for studying a research problem than either quantitative or qualitative research alone.

- Mixed methods research eliminates different kinds of bias, explains the true nature of a phenomenon under investigation and improves various forms of validity or quality criteria.

- Mixed methods research is practical in a sense that researchers are free to use all methods possible to address a research problem as well as the fact that they combine inductive and deductive reasoning processes.

- Mixed methods research encourages the use of multiple worldviews or paradigms rather than the typical association of certain paradigms for quantitative researcher and others for qualitative researchers.

- Mixed methods research encourages researchers to collaborate across the sometimes adversarial relationship between quantitative and qualitative researchers. If findings are collaborated across different approaches, then greater confidence can be held in the singular conclusion.

In a study, the goal of mixing is not to search for collaboration but rather to expand the research's understanding.

The current study used mixed methods because the nature of the study demanded a combination of approaches to soliciting and analyzing data. Ngulube (2005:131) states that "both qualitative and quantitative methods have something to offer". University librarians were interviewed while other library staff (professional and para-professional) library staff given their numbers preferred

answering a self-administered questionnaire in their own time. The combination of methods helped to obtain sufficient and comprehensive information to answer research questions.

Thomas (2009:111) state that "combining both qualitative and quantitative research methods is known as triangulation or the multi-method approach". Similarly Cohen, Manion and Morrison (2000:112), Frenz, Nielsen and Walters (2009:70) defined the "use of two or more methods to study as triangulation". Various researchers encourage the triangulation of methods since it controls reliability and validity and contributes to a better understanding of the study (De Vos et al. 2011:436). According to Frenz, Nielsen and Walters (2009:83),

> "Triangulation is the idea that you should do more than just one thing in a study. That is, you should use more than one research method, use two or more techniques to gather data, or combine qualitative and quantitative research methods in the same study".

To support the above, Babbie and Mouton (2001:275) pointed out that by combining paradigms, methods, methodologies and researchers in the same study, researchers can partially overcome the deficiencies that flow from one method and is an excellent idea if the researcher wants to look at the topic from different angles. For this particular study, two techniques were used to gather data, that is, questionnaire and interviews and qualitative and quantitative research methods were combined.

Despite the value of triangulation, it is not easy to carry out mixed methods research. It consumes a lot of time and requires resources and also requires specific skills and knowledge to collect, analyze and mix both quantitative and qualitative data in one study. However, this is not insurmountable. The researcher, instead of visiting the field multiple times, collected both qualitative and quantitative data concurrently. Rather than visiting the field multiple times for data collection, the qualitative and quantitative data collection was integrated during the data collection process as suggested by Creswell (2009:206-208) and De Vos et al. (2011:436).

4.3 Population

According to De Vos et al. (2011:223), "population is a term that sets boundaries on the study units. Population refers to individuals in the universe who possess specific characteristics".

Welman, Kruger and Mitchell (2005:52) define population as the study of objects that consists of individuals, groups of people, organizations, human products and events or the conditions they are exposed to. The population for this study included library staff in the six UPCULs who in various ways were directly involved in library service provision. These were university librarians; all other library staff directly involved in service provision, (both professional and para-professional staff).

A professional is someone who has special skills and qualifications (Advanced Dictionary 2005:1125). Professional and para-professional library staff were included in the sample because they are the people who provide library services to the library users, and they are the people who need to be trained for efficient library service delivery. The above population was able to provide a clear picture concerning staff T and D initiatives in the UPCULs and by so doing they provided the necessary data to answer the research questions. Tables 1 and 2 shows the population for library staff and university librarians respectively who were surveyed in the six UPCULs.

Table 1: Population of library staff

N=126

Name of University library	Library staff		% Response
	Available library staff	Library staff who responded	
Bugema University	05	05	4
Kampala International University	24	24	19
Ndejje University	15	15	11.9
Nkumba University	27	27	21.4
Uganda Christian University	32	25	25.4
Uganda Martyrs University	23	09	18.3
Total	**126**	**105**	**100**

Source: Field data (2012)

From Table 1 above, out of the 126 available library staff from the six private chartered university libraries, 105 responded to the questionnaire.

Table 2: Population of university librarians

N=6

Name of University library	Library staff		% Response
	Expected library staff	Actual library staff	
Bugema University	1	1	16.7
Kampala International University	1	1	16.7
Ndejje University	1	1	16.7
Nkumba	1	1	16.7
Uganda Christian University	1	1	16.7
Uganda Martyr's University	1	1	16.7
Total	**6**	**6**	**100.**

Source: Field data (2012)

From Table 2 above, all the six university librarians from the six private chartered university libraries were interviewed.

4.4 Sampling procedures

The notion behind sampling is that a small set of observations can give an idea of what is to be expected in the total population (De Vos et al. 2011:390). This section presents the sample and sampling technique of the study.

4.4.1 Sample size

A sample is "a part or fraction of a whole, or subset of a larger set, selected by the researcher to participate in a study. A sample consists of a selected group of elements or units of analysis from a defined population" (Lo Biondo-Wood and Harber 2010:222). Sampling is choosing specific subjects out of the whole population which is conducted in different ways according to the type of study. According to Brink, van der Walt and van Renseburg (2012:131-132), "sampling involves decisions about which people, settings, events, behaviours and/or social processes to observe. Majorly sampling is representativeness". Brink, van der Walt and van Rensburg

(2012:130) advise that the study of each element in the population could generally take too long and be impractical and costly. Furthermore, sampling may provide a more accurate picture of the phenomenon under investigation than would the measurement of all the population elements; thus the researcher works with samples. Likewise, Babbie and Mouton (2001:234) pointed out that

> "According to a number of research methodologists, one of the safeguards against receiving unreliable information is ensuring that the respondents are capable of supplying the required information with some degree of accuracy".

The sample for this study was 132 respondents as shown in Tables 1 and 2 above.

4.4.2 Sampling technique

According to Ranganathan and Ranganathan (2010:118), sampling "is the process of drawing a sample from a larger population". The size of the sample should neither be excessively large nor too small (Kothari 2004:174). Sample size can be determined by the researcher bearing in mind the following issues: the number of classes proposed and accepted; the confidence level; and the nature of the respondents which may either be homogenous or heterogeneous in nature. In addition, the "nature of population, size of population, size of questionnaire and availability of funds must be considered" (Kothari 2004:174-175).

Two sampling methods are generically known. These are random and non-random sampling also known as probability sampling; and non-random or non-probability sampling respectively. There are two generic methods of sampling. According to De Vos et al. (2011:228), "random or probability sampling consists of cluster sampling, panel sampling, systematic sampling, simple random sampling and stratified random sampling". De Vos et al. (2011:231) pointed out that

> "Non-random sampling or non-probability sampling is one in which the chances of selecting a particular individual are not known because the researcher does not know the population size or the members of the population".

According to Kothari (2004:59), "non random sampling is the sampling procedure which does not afford any basis for estimating the probability of each item in the population being included in the sample". "Non-random sampling consists of snowball sampling, spatial, accidental or convenience sampling, quota dimensional, target and purposive or judgmental sampling" (De

Vos et al. 2011:231). According to Brink, vander Walt and van Rensburg (2012:139) non-random sampling requires "the researcher to judge and select those participants who know the most about the issue or phenomenon, who are able to articulate and explain issues to the researcher".

The Current study used a non-random sampling procedure to sample library staff. Sampling in the form of purposive, also known as judgmental sampling (Rubin and Babbie 2005:125), was used. Where there is a specific feature of interest to be studied, purposive sampling is appropriate. But this does not imply that any case would be chosen (Silverman 2000:104). Marlow (2005:144) refers to this kind of sampling as typical case sampling in qualitative research where typical cases are sought and selected for the study. This technique depends on the researcher's judgment regarding participants who are especially knowledgeable about the question at hand (Grinnell and Unrau 2008:153; Monette, Sullivan and De Jong 2005:148). In purposive sampling, parameters of the population must be thought of carefully by the researcher before choosing accordingly the sample case. Clear identification and formulation of pre-selected criteria for the selection of library staff is therefore of cardinal importance (Maree 2007:79). Marlow (2005:144) adds that "this form of sampling is used in qualitative research and that participants and sites are selected that can purposefully inform an understanding of the research problem of the study". Purposive sampling was used because it allowed the researcher to select all the professional and non-professional library staff (Brink, van der Walt and van Rensburg 2012:140).

In addition, as university librarians were relatively few, all of them were included in the study. Leedy and Ormrod (2005:207) state that for a small population (with fewer than 100 people or other units), there is little point in sampling and that one should survey the entire population. Their advice was followed with regard to university librarians and this according to Kothari (2004:55) "is known as a census. Census is when all items are covered, no element of chance is left and highest accuracy is obtained".

4.5 Data collection procedures

Survey research is a method "of gathering data from a selected group of people using questionnaire and/or interviews" (Terre Blanche, Painter and Durrheim 2002:483). This section presents the sources of data for this particular study, followed by data collection methods and finally data collection instruments.

4.5.1 Sources

The sources of data used in this study were both primary and secondary sources. This was because none of them (sources) could singularly generate sufficient data for this study. Secondary data involved a review of the relevant written documents especially on T and D. Literature was reviewed because "it consisted of an examination of selected empirical research, reported practice and identified innovations relevant to the particular concern being studied" (De Vos et al. 2011:480). Computerized bibliographic databases were very useful in retrieving sources of information. Primary data, on the other hand, included what the instruments yielded from library staff and face-to-face interviews with university librarians.

4.5.2 Data collection methods

Interviews with university librarians and questionnaire for the rest of the library professional and non-professional staff were used as the data collection methods for this particular study. The data collection methods are further discussed below.

4.5.2.1 Interview

Data was collected from the university librarians in the UPCULs using a semi-structured interview schedule. An interview is initiated for obtaining information relevant to a specific study in a two way systematic conversation between the researcher and the respondent. Interviews involve facial expressions, learning from the respondent's gestures, and also pauses and his/her environment and conversations. According to Brink, van der Walt and van Rensburg (2012:157-158), "an interview is a method of data collection in which an interviewer obtains responses from the university librarian in a face-to-face encounter, through a telephone call or by electronic means". De Vos et al. (2011:186) pointed out that a structured interview schedule is in the format of a questionnaire. In this format the researcher read the questions to the university

librarians as they appeared on the interview schedule and records the responses. For this particular study, information was obtained using a semi-structured conversation in which the interviewer asked pre-arranged questions to the university librarians and then recorded the answers (Babbie and Mouton 2001:249). University librarians' ideas, opinions and experiences and knowledge of T and D were therefore collected using a semi-structured interviews schedule.

Thomas (2009:160) pointed out that interviews have a number of advantages. Interviews enable the researcher to explain the purpose of the study and to establish a rapport, immediately clarify issues plus allowing possible triangulation or the application of other validity enhancing instruments. According to De Vos et al. (2011:186), the researcher has more control over the response rate and quality of data is superior to that obtained by other methods (Burton 2000:323). Therefore, interviews were used to gather supplementary data as well as verifying some points that emanated from some of the responses to the questionnaire. The interview is believed to typically attain higher response rates. This, according to De Vos et al. (2011:186), is because respondents do not want to disappoint researchers. However, according to Babbie and Mouton (2001: 250), university librarians seem more reluctant to turn down an interview than throw away a mailed questionnaire. Brink, van der Walt and van Rensburg (2012:158) point out those interviews are normally flexible in that they provide an opportunity to probe and ask follow-up questions during the interview if something was not fully explained. Babbie and Mouton (2001:250) also point out that an interview has some disadvantages. For example, they are time consuming and are relatively expensive if the respondents are scattered geographically. The current study used face-to-face interviews with the respondents. The qualitative aspects of the study were thus facilitated by the semi-structured interviews of university librarians (see Appendix 18). In addition, they add, library staff tend to be uncomfortable in the interview, thinking that they are being tested while others may experience it as a spying operation. This was addressed through obtaining the informed consent of the library staff and using a self administered questionnaire.

4.5.2.1.1 Informed consent of the library staff

Informed consent requires that "subjects be given the opportunity to choose what shall or shall not happen to them" (Grinnel and Unrau 2008:37).

"Obtaining informed consent implies that all possible or adequate information on the goal of the investigation; the expected duration of the participant's involvement; the procedures which would be followed during the investigation, the possible advantages, disadvantages and dangers to which library staff would be exposed, as well as the credibility of the researcher, be made known to potential subjects or their legal representatives" (Royse 2004:52-54).

Increasingly, "voluntary participation and no-harm-to participants have become formalized in the concept of informed consent" (Babbie 2007:64). Patton (2002:407) suggested that before the interview or during the opening of the discussion, it should be communicated to participants that the information is important and the reasons for the importance of the research and willingness of the interviewer to explain the purpose of the research should be clear. "Participants must be legally and psychologically competent to give consent and they must be aware that they would be at liberty to withdraw from the investigation at any time" (Babbie and Mouton 2001:382; Neuman 2003:124; Grinnell and Unrau 2005:37).

For this particular study, the researcher wrote a clear informed consent letter (see Appendix 1). Hakim (2000:143) pointed out "that written informed consent is a necessary condition rather than a luxury or an impediment". The researcher emphasized completeness and accuracy of information, for library staff to comprehend the details of the research and voluntary informed decisions concerning their possible involvement. The researcher also emphasized voluntary participation for the library staff. The researcher made sure that the signed consent forms were treated with utmost discretion. Furthermore, confidentiality was assured for the library staff, in that no information would be traced back to them, and their names would not be used.

4.5.2.2 Self-administered questionnaire

Professional and para-professional library staff were given a self-administered questionnaire to complete. According to Best and Kahn (2004:202), a questionnaire is "used to gather either quantitative or qualitative data". Frenz, Nielsen and Walters (2009:73) concur and note that questionnaire is used to collect data in a mixed method approach. In a self-administered process, the professional and para-professional library staff in the UPCULs wrote down answers in

response to the questions asked. A well designed questionnaire was easy for the library staff to complete since the population was literate. Questionnaire is easy to administer and consumed less time to get them back and helped to avoid deficiencies that come due to the interviewer's presence or attitudes."Questionnaire is a stable, consistent and uniform measure, without variation" (Best and Kahn2004: 230). Many library staff preferred to write rather than talk about certain issues. Best and Kahn (2004:230) further point out that the disadvantages of a questionnaire is that some subjects may not return the questionnaire, and might not understand the questions and provide incorrect information to the researcher. To address this limitation the questionnaire was pre-tested.

4.5.2.2.1 Pre-testing the questionnaire

However careful one may be in designing a questionnaire, there is always a possibility of error or ambiguity in the questions. Ambiguous questions are questions that participants may not comprehend or be sure how to answer. This is often neglected in questionnaire construction (Babbie and Mouton 2001:245). According to Panneerselvam (2007:25), once an instrument is drafted,

> "It should be pre-tested through a pilot survey involving the equivalent of categories in the proposed sampling frame. This exercise is mainly intended to test the degree of understanding of the meaning of questions and the difficulty in understanding the questions by the respondents; to check if the meaning of the questions is conveyed correctly; to check the relevance of the questions; and to ascertain the interest of respondents".

A pre-test is a trial run to determine as far as possible whether the instrument is clearly worded and free from major biases, and whether it is appropriate for the type of information required. Brink, van der Walt and van Rensburg (2012:157) pointed out that the questionnaire should be tested on a small sample of library staff, and revised if necessary. Panneerselvam (2007:26) points out that "the purpose of pre-testing a questionnaire is to obtain information to improve its content, format and sequence". A pre-test gives the researcher an opportunity to identify questionnaire items that tend to be misunderstood by the participants, or do not obtain the information that is needed. The pre-test offers certain advantages beyond helping to refine the data collection instruments. It can permit a preliminary testing of the hypothesis, point out a

variety of problems not anticipated relating to design and methodology, facilitate a practice run of the statistical procedures to be used, and perhaps even indicate that the final study may not produce any meaningful results and therefore should be rethought or abandoned (De Vos et al. 2011:484).

4.5.2.2.2 Population for the questionnaire pre-test

To examine the clarity, content validity, and relevance of the questions, the questionnaire instrument was pre-tested on five professional librarians who held the position of senior librarians at Kyambogo University, and also had experience in library staff T and D. Kyambogo University is a public university in Uganda. This afforded the researcher the opportunity to identify questions that could be misunderstood by the library staff, ambiguous questions, questions that did not obtain the desired information, poor instructions to questions, unnecessary questions, missing questions and to establish general reactions to the questions as pointed out by Babbie and Mouton (2001:224). The names and contact details of the librarians were obtained from the university librarian of Kyambogo University. These librarians were chosen because they were considered similar to the population targeted.

4.5.2.2.3 Administering the questionnaire pre-test

The questionnaire was delivered by hand to Kyambogo librarians who were requested to complete them in two weeks. After the two weeks, all five librarians had completed their questionnaire, yielding a response rate of 100% for the pre-test.

4.5.2.2.4 Changes to the questionnaire after the pre-test

Minor changes in the form of spelling and grammatical errors in the questionnaire were corrected before the questionnaire was administered to the target population. As a result of the pre-test some of the questions were deleted and reworded in order to improve their clarity.

4.5.2.2.5 Administering the questionnaire

Once the design of the questionnaire had been completed and checked, a copy of the informed consent form (see Appendix 1) and the self-administered questionnaire (see Appendix 15) were

delivered to all members of the population. The informed consent showed the study purpose and implored respondents to complete the questionnaire in three weeks.

4.5.2.2.6 The interview pre-test

The interview schedule was pre-tested on the university librarian of Kyambogo University. As a result of the pre-test some of the questions were re-worded in order to improve their clarity.

4.6 Data analysis and presentation

According to (Creswell 2009:183)

> "Analysis of data involves making sense out of the text and image data. It involves preparing data for analysis, conducting different analyses, moving deeper and deeper into understanding the data, representing the data, and making an interpretation of the larger meaning of the data".

Ogunbameru and Ogunbameru (2010:280) points out that presentation refers to the act of showing something or of giving something to somebody. Researchers generally use tables and graphs to present their data while interpretation means a particular way of how an issue is explained. This is usually done by addressing the data in the tables presented. In this study, the methods for data analysis were determined by the type of data collected, the purpose for which the study was conducted, and the objectives of the study.

Data collection produces new information, but that data still needs to be checked for completeness, comprehensibility, consistency and reliability or the elimination of errors. This process is referred to as data cleaning (Babbie and Mouton 2001:417). No matter how carefully the data has been processed, some errors are inevitable. Basing on the method of processing data, deficiencies may occur resulting from incorrect reading of written codes or incorrect coding. Data cleaning was done after collection and entry of data. Synthesis then followed data processing. It involves explanation and interpretation of data.

During coding, closed-ended questions were converted to numerical codes, so that they could be tabulated or tallied. The responses to open-ended questions were first content-analyzed before

they were arranged into meaningful related parts or categories as indicated by Saunders, Lewis and Thornhill (2003:380).

According to Neuman (2006:44), content analysis is "a technique for examining content, or information and symbols, contained in written documents or other communication medium". There are two types of content analysis: relational analysis, and conceptual analysis. Conceptual analysis was used for this study. In conceptual analysis, a concept was chosen for examination and the analysis involved quantifying and tallying its presence. Neuman (2006:325) states that "measurement in content analysis uses structured observation which is a systematic, careful observation based on written rules". Data collected using the interview schedule was thus analyzed qualitatively using thematic content analysis.

Quantitative data was entered into a computer and analyzed using SPSS version 17. Pickard (2007:278) pointed out that SPSS had become a powerful statistical and data analysis software. It offers researchers flexible and powerful tools for better, simpler research. It is a powerful, comprehensive and flexible general-purpose data analysis package now widely used across all disciplines. SPSS offers easy ways to extract meaningful information from data (Pickard 2007:278). According to Pickard (2007:278), SPSS offers the following advantages:

- Reduces time required to analyze data.
- Reduces errors involved in coding data.
- Thoroughly analyzes data with in-depth statistics and charts.
- Present results clearly with flexible reports and charts.

Presentation of data included the use of frequency tables and percentages, pie charts, and graphs.

4.7 Evaluation of the methods used

Evaluation is the description of unknown concepts using indicators following specified rules using symbols or numbers. According to De Vos et al. (2011:172), an indicator is "an observation that is assumed to be evidence of the attributes or properties of a concept or phenomenon and not phenomenon per se". These abstractions thus have to be deconstructed into their attributes so that they become observable. The adequacy of the scores obtained depends on the regulations used while assigning numbers but in a consistent manner. It follows that

evaluation becomes one of the means of creating objective scientific knowledge that can enhance the professional knowledge with the empirical evidence that is needed. According to De Vos et al. (2011:172), to "obtain valid and reliable data one must ensure, before implementing the study, that the measurement procedures and measurement instruments have accepted levels of validity and reliability".

4.7.1 Reliability

Welman, Kruger and Mitchell (2005:145) pointed out that "reliability is concerned with the findings of the research and relates to the credibility of the findings". Babbie and Mouton (2001:122) define reliability "as a quality of the measurement method that suggests that the data would have been collected each time in repeated observations of the same phenomenon". For Sarantakos (2005:88), reliability means the capacity of measurement to produce consistent results. Reliability is equivalent to consistency. Comparing the results from pre-testing and real tests indicates that the study is, to some extent reliable. For research to be reliable it must demonstrate that if it were carried out on a similar group of library staff in a similar context, then similar results would be found.

> "A test is reliable to the extent that it measures whatever it is measuring consistently. In tests that have a high coefficient of reliability, errors of measurement have been reduced to a minimum. Reliability tests are stable in whatever they measure and yield comparable scores upon repeated administration. An unreliable test is comparable to a stretchable rubber yardstick that yields different measurements each time it is applied" (Best and Kahn 2004:216).

4.7.2 Validity

"Reliability is a necessary precondition of validity" (Cohen, Manion and Marrison 2000:105; Neuman 2000:171). Social research is based on the measurement of validity. As pointed out, validity is concerned with what a survey tool measures and its appropriateness, whereas the ability of the research instrument to give the same value for the same measurement taken over a period of time is referred to as reliability. Validity "is a term describing a measure that accurately reflects the concept it is intended to measure" (Babbie and Mouton 2007:146). According to Sarantakos (2005:82-83), "validity is the property of a research instrument that measures its

relevance, precision and accuracy. Validity tells the researcher whether an instrument measures what it is supposed to measure and whether this measurement is accurate and precise". Hence, it is a measure of the quality of the process of measurement, and one that reflects the essential value of a study, which is accepted, respected, and indeed expected to be relevant, accurate and precise. "A test is valid if it measures what it claims to measure" (Best and Kahn 2004:216). Validity is the final key concept of empirical research. It is synonymous with appropriateness, meaningfulness, and usefulness. With regard to research, the researcher wants to know whether conclusions are valid, appropriate, meaningful, and useful on the bases of the intent of the investigator and procedures used to fulfil that intent (Girden 2001:2-3). Thus, the definition of validity "has two aspects: that the instrument actually measures the concept in question and that the concept is measured accurately. Obviously, it is possible to have the first without the second, but not vice versa" (De Vos et al. 2011:173).

Validity is tested in four ways and these are: content validation, criterion-related validation, face validity and construction validation (Bless and Higson-Smith 2000:131-133; Neuman 2000: 169-171). "Content and face validity may be established prior to data collection while criterion and construct validity are established once the instrument has been used to collect data" (De Vos et al. 2011:173).

For this study validity and reliability were tested by pre-testing the questionnaire, triangulation of methods and through informed consent such that in case of any errors the instruments were rectified before administration to the population as already discussed.

4.8 Ethical considerations

Ethics is a range of general principles (ranging from professional competence, integrity, responsibility and value for the respondents status), followed by a list of ethical standards linked to these principles (Bryman 2008:114). As a set of core research principles and obligations ethics emphasizes that the aim is to attempt to get social researchers from the bottom-up to make informed decisions and judgments about how to deal with the dilemmas that can come from doing social research (Bryman 2008:115). According to Babbie and Mouton (2001:520) ethical

issues arise out of our interaction with other people, and the environment, especially where there is potential for, or where there exists a conflict of interest. Ethical behaviour is

> "Important in research as in any other field of human activity. Certain ethical considerations concerned with such research vices as plagiarism and dishonesty in reporting of results arise in all research. Additional issues arise when the research involves human subjects in both the biological and human sciences" (Welman, Kruger and Mitchell 2005:181).

Best and Kahn (2004:43) noted that research can have a powerful impact on people's lives. The researcher must think very carefully about the impact of the research and how s/he ought to behave so that no harm comes to the subjects of the research or to society in general. According to Creswell (2009:87), "the researchers need to protect their research participants, develop a trust within them, promote the integrity of research, safeguard against misconduct and impropriety that might reflect on their organizations or institutions, and cope with new challenging problems".

Research ethics is critically crucial in the social sciences. To this end, all research ethical considerations were strictly observed with the high sense of moral obligation, in accordance with the policies and guidelines set by the University of KwaZulu-Natal (University of KwaZulu-Natal. 2014: Policies and procedures), and with the understanding that ethics promote good research. In addition to the permission granted to conduct this study by the six universities, the following considerations were applied to methods of data collection, presentation and interpretation of the findings, and citations and referencing:

- The research instruments included an explanation of the purpose of the research;
- Cover letter to the library staff introducing the researcher, describing the purpose of the research, the expected participants and the plan to disseminate the results of the study were also included in the instruments;
- The informed consent of the participants was obtained prior to administration of the instruments;
- Respondents were assured of voluntary participation and no adverse consequences for refusal to participate or withdrawal from the study;

- The confidentiality and anonymity of participants was carefully protected;
- Data collected were used only for the research purposes and the analysis method conformed to confidentiality standards;
- Findings and interpretations of the research were presented honestly and objectively; and
- References to information sources were cited and referenced appropriately.
- The researcher clearly reported the results without any falsification.

4.9 Summary of chapter four

The research methods used for gathering data in the study were discussed in this chapter. The use of the mixed research approach was adopted. Descriptions of the population under study, instruments and their form had been provided. The need to gain pertinent information about the T and D of library staff in UPCULs resulted in a data gathering strategy consisting of a self administered-questionnaire and semi-structured interview schedule. Data collection procedures and the evaluation of the research method have also been discussed. The next chapter presents the findings of the study results.

Chapter Five
Data presentation and analysis

5.1 Introduction

The chapter provides the results of the study and an analysis of the data collected based on themes. Brause (2000:127) points out that as a researcher, it is your responsibility to explain what you have found or what you discovered from your data. The primary focus of this chapter is to explain what the researcher found, that is, presenting the findings based on the analysis of the data collected for the study via the questionnaire and interview. The questionnaire referred to is the questionnaire for library staff in the UPCULs (see Appendix 15), and the interview referred to is the interview for university librarians in the private chartered universities (see Appendix 16). This chapter provides summaries of responses as well as the demographic profiles, including age, gender, educational level and their positions at work of library staff. To encourage library staff to participate fully and frankly, they were given assurance in the informed consent letters for the questionnaire and interviews (Appendix 1) that confidentiality was guaranteed and that no information would be traced back to them and their names would not be disclosed.

Data collected through questionnaire were cleaned, edited and coded before being analyzed using descriptive statistics via SPSS. Tables with frequencies and percentages and pie charts are used to present the findings. In addition data collected using interviews were analyzed using thematic analysis. Thematic analysis offers an accessible and theoretically flexible approach to analyzing qualitative data (Braun and Clarke 2006:79).

The study investigated T and D of staff in UPCULs, specifically looking into the nature of library staff training and development in the six private chartered universities. These universities were BU, NDU, NU, UMU, UCU and KIU.

The results of this study are organized and presented according to the main themes. The main themes are demographic data; knowledge about staff T and D; perceptions, attitudes and commitment of staff to T and D and training effectiveness and impact; challenges of staff T and

D and strategies to improve staff T and D. All the percentages presented were rounded off to one decimal point.

According to Babbie and Mouton (2003:261), the "overall response rate is a guide to the representativeness of the sample. If a high response rate is achieved, there is less chance of significant response bias than in a low rate". As the rule of thumb, the study results may only be generalized if the rate of non-response is below 30% (Schutt 2006:142). Babbie and Mouton (2003:261) state that "from a review of survey literature, a response rate of 50% is adequate for analysis and reporting, 60% is good and 70% is very good". The relatively high response rate for the distributed questionnaire was possibly due to the measures taken prior to data collection to overcome potential/low response rates as explained in Chapter 4 section 4.5.2.2.2. Another factor is possibly the researcher meeting most of the library staff at an electronic resources usage workshop held at Makerere University Kampala on 8th November 2013.All six (100%) university librarians were interviewed between 7th July 2013 to 15th November 2014, yielding a response rate of 100%. The overall response rate therefore was 83%.

5.2 The results

The results of the self-administered questionnaire are presented according to the main sections namely:

- Demographic data.
- Knowledge about staff training and development.
- Perception, attitude, effectiveness, impact and commitment of staff towards training and development.
    - Training and development effectiveness.
    - Training impact.
    - Staff commitment after training.
- Challenges of staff training and development.
- Strategies for improvement of staff training and development.
- General comments and concerns.

The data from the interviews is used to supplement the questionnaire, to obtain in-depth information with regard to T and D of library staff in the UPCULs. Results from the interviews are presented after the questionnaire results and in the same manner.

5.3 The questionnaire results

The data collected using a self-administered questionnaire is presented in this section.

5.3.1 The demographic profile of the respondents

In questions 1 and 2, library staff were asked to state their gender and age. Information regarding the library staff demographic profile was requested to establish whether their background had an influence on the way they answered questions. The information was essential to gauge the library staff's understanding of staff training and development. Male library staff, 56 (50.4%), were almost equal in number to the female library staff, 55(50%). Forty two (37.8%) library staff were within the age range of 18 to 25 years, followed by 35 (31.5%) library staff in the age range of 26 to 30. Less than half of the library staff, 27 (24.3%), ages ranged from 31 to 40 years and seven (6.3%) library staff were over forty years.

Table 3: A cross tabulation showing respondents' age and highest educational level

N=111

Educational level	Age of library staff								
	18-25		26-30		31-40		Over 40		
	Counts	%	Counts	%	Counts	%	Counts	%	Total
PHD	0	0	0	0	0	0	2	28.6	2
Masters	0	0	5	14.3	7	25.9	0	0	12
Post graduate Diploma	6	14.3	0	0	3	11.1	0	0	9
Bachelors	19	45.2	23	65.7	17	63	0	0	59
Diploma	11	26.2	5	14.3	0	0	5	71.4	21
Certificate	4	9.5	0	0	0	0	0	0	4
A' level	0	0	2	5.7	0	0	0	0	2
O' level	2	4.8	0	0	0	0	0	0	2
Total	**42**	**100**	**35**	**100**	**27**	**100**	**7**	**100**	**111**

Source: Field Data (2014)

Table 3 shows a comparison of the age of library staff and their highest educational level. Training and development plays a crucial part in service delivery as it affects the way staff deliver services to the users. Therefore, knowledge of staff skills was essential. Question 5 asked library staff to indicate their highest qualifications. Although a majority of the library staff, 82(73.9%), had a bachelors' degree and above, this did not automatically indicate that they had the required knowledge and skills for efficient and effective library service delivery. Two (1.8%) library staff had a PhD in LIS, 12 (10.8%) library staff had a Master's degree in Information Science (MIS) and nine (8.1%) had a post graduate diploma. More than half, 59 (53.2%) of the library staff had Bachelor of Library and Information Science (BLIS) while 21 (20%) had a diploma and four (3.6%) a certificate. Four library staff did not have any qualifications, that is, two (1.8%) had completed O' Level, two (1.8%) A' Levels.

In Question 3, library staff were asked to mention their job title or position. The responses are indicated in Table 4 below.

Table 4: Positions held by staff

N=105

Position	Counts	Percent
Assistant librarian	60	57.1
Librarian	16	15.2
Library conservationist	3	2.9
Senior library assistant	3	2.9
Systems librarian	2	1.9
Library attendant	1	1.0
Library manager	1	1.0
Principal librarian	1	1.0
Computing assistant	1	1.0
Deputy university librarian	1	1.0
No response	16	57.1
Total	**105**	**100**

Source: Field Data (2014)

Table 4 above shows the positions held by the library staff. A majority of 60 (57.1%) were assistant librarians, followed by 16 (15.2%) librarians and three (2.9%) senior library assistants and a further three (2.9%) were library conservationists. Two (2.1%) staff members were systems librarians, one (1.0%) a computing assistant, one (1.0%) a deputy university librarian, one (1.0%) a library attendant, one (1.0%) a library manager while one (1.0%) was a principal librarian. Sixteen (15.2%) did not respond to the question, possibly because these staff did not know what positions they held or they did not want to indicate their positions held.

Question 4 asked library staff to state the number of years they had served as employees in their respective universities.

Table 5: Years staff had spent in the universities

N=105

Years	Frequency	Percentage
Less than a year	6	5.7
1-2	18	17.1
3-4	17	16.2
5-6	24	22.9
7-8	10	9.5
Above 9	30	28.6
Total	**105**	**100**

Source: (Field Data 2014)

Table 5 above shows that thirty (28.6%) staff had spent above nine years in their libraries, followed by 24 (22.9%) who had worked for five to six years and 18 (17.1%) had worked for one to two years. Seventeen (16.2%) staff had worked for three to four years, 10 (7-8%) seven to eight years while six (5.7%) had worked for less than a year in the university library.

5.3.2 Knowledge about staff training and development

This section presents findings of the study on the respondent's knowledge and skills of T and D staff in UPCULs. The questions asked included staff T and D activities, reasons and relevance for participation, evaluation of T and D, sponsorship, role of management, courses required to improve performance or service delivery, membership with professional organizations, and how T and D were initiated in different universities.

5.3.2.1 Library training and development activities

Question six was asked to determine whether library staff were aware of any staff training and development activities currently happening in their libraries.

Table 6: Awareness of the training and development activities presently in libraries

N=105

Awareness	Frequency	Percentage
Yes	91	86.7%
No	10	9.5%
No response	4	3.8%
Total	**105**	**100**

Source: Field Data (2014)

Table 6 above shows that a majority of 91 (86.7%) library staff stated they were aware of training and development activities in their libraries while 10 (9.5%) reported they were not aware. Four (3.8%) did not respond to the question possibly because they did not have knowledge about T and D activities in their libraries.

Question 6.1 an open-ended question, required the library staff who were aware to indicate the T and D activities in their libraries.

Table 7: Training and development activities in Ugandan private chartered university libraries

N=91

Training activity in the library	Responses	
	Yes	**Percent**
Workshops, seminars and conferences	30	33
Further studies	20	22
Job rotation	15	16.5
Research and publications	5	5.5
Short courses	5	5.5
Training on the job	5	5.5
Visitation to other libraries	5	5.5
Attachments	4	4.3
Mentoring	4	4.3
No response	12	13.1
Total	**105**	**115.2**

*[1]Multiple responses

Source: Field Data (2014)

Table 7 above shows the nature and type of training and development activities in the UPCULs. Less than half, 30 (33%) specified workshops, seminars and conferences followed by 20 (22%) indicating furthering of studies and 15 (16.5%) job rotation. Five (5.5%) indicated on the job training, five (5.5%) short courses, another five (5.5%) reported visitation to other libraries and a further five (5.5%) mentioned research and publication while four (4.3%) indicated attachments, and a further four (4.3%) mentoring. A small number of 12 (13.1%) did not respond to the

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[1]*multiple responses means that respondents gave more than one answer for a particular question

question. One could argue that they did not have knowledge of what constituted training activities or had not participated in any activities.

Question 7 asked library staff to state the training and development activities they had participated in. A total of 587 responses were received indicating that many staff had participated in multiple training and development activities.

Table 8: Training and development activities staff participated in

N=105

Activities	Yes		No		Unsure		Total
	Counts	%	Counts	%	Counts	%	
Conferences	75	87.2	8	9.3	3	3.5	**86**
Workshops	96	96.0	3	3.0	1	1.0	**100**
External courses	39	55.7	16	22.9	15	21.4	**70**
Internal courses	48	67.6	11	15.5	12	16.9	**71**
Job rotation	66	76.7	17	19.8	3	3.5	**86**
Internal job exchange	32	50.8	25	39.7	6	9.5	**63**
External job exchange	3	5.7	38	73.1	11	21.2	**52**
Further studies	83	91.2	7	7.7	1	1.1	**91**
Research	55	77.5	12	16.9	4	5.6	**71**
Publication	38	60.3	17	27.0	8	12.7	**63**
Mentoring	35	56.5	16	25.8	11	17.7	**62**
Access posts	17	28.3	19	31.7	24	40.0	**60**
Total	**587**	**753.5**	**189**	**292.4**	**99**	**154.1**	**875**

*Multiple responses

Source: Field Data (2014)

In Table 8 above, a majority of 96 (96%) had participated in workshops and 83 (87%) in furthering their studies. This was followed by 75 (87%) who had participated in conferences and

55 (77.5%) in research. The least number of staff, three (5.8%) participated in external job rotation.

Question 8 asked whether library staff participated in any T and D activities in their current university library. Figure 3 indicates participation in T and D activities in the form of a pie chart.

N=105
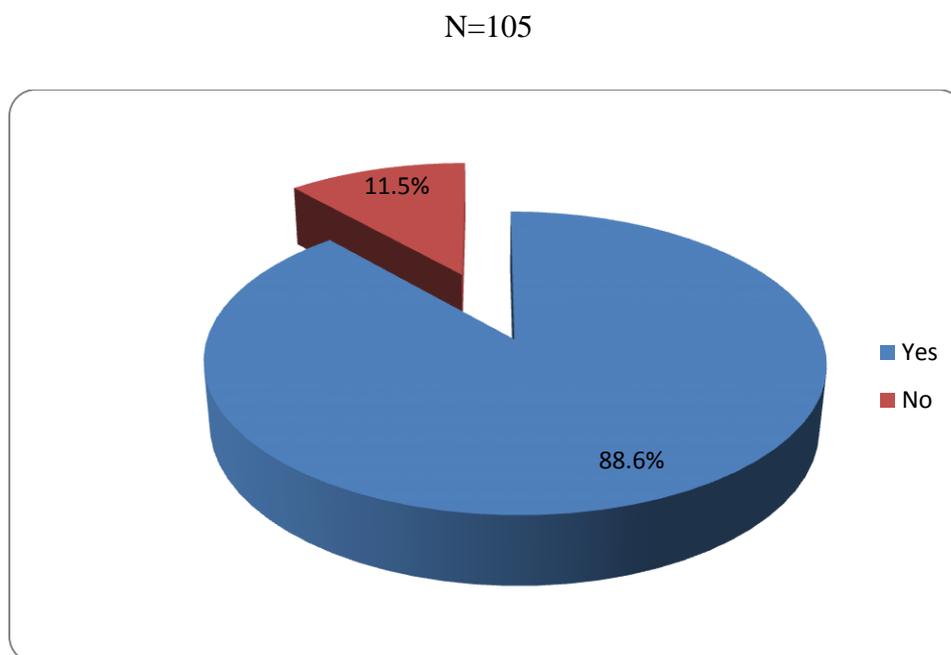
Figure 3: Participation in training and development activities in the current university

Source: Field Data (2014)

In Figure 3 above, a majority of 93 (88.6%) library staff indicated that they had participated in training and development activities in the university libraries they were currently working in while 12 (11.4%) had not. The 93 (88.6%) library staff who reported involvement in training and development activities in the libraries they were currently working in, were further questioned in 8.1, an open-ended question, about the training and development activity they had engaged in.

Table 9: Training and development activities staff had engaged in while at their current libraries

N=93

Training and development activities	Response	
	Frequency	Percent
Research supervision	79	84.9
Further studies	67	72.0
Orientation	65	69.9
Workshops, seminars and conferences	62	66.7
Visiting other libraries	34	36.6
Attachments	7	7.5
Writing successful proposals	5	5.4
Total	**319**	**343**

*Multiple responses

Source: Field Data (2014)

If the answer to question 8.1 was (No), as was the case for 12 (11.5%) respondents who reported they had not participated in any T and D activities in the libraries they were currently working in, these respondents were asked to proceed to question 14. Of the remaining 93 library staff, a majority of 79 (84.9%) library staff indicated they participated in research supervision at undergraduate level, 67 (72%) reported they furthered their studies, 65 (69.9%) participated in orientation, while 62 (66.7%) specified workshops, seminars and conferences. Thirty four (36.6%) mentioned visiting other libraries, seven (7.5%) indicated attachments while five (5.4%) were involved in writing successful proposals as illustrated in Table 9 above.

To find out more about the training activities, the library staff were asked in question 9 to specify the last time they participated in any staff training and development activity and to briefly describe what the participation entailed. The findings are summarized in Figure 4 below.

123
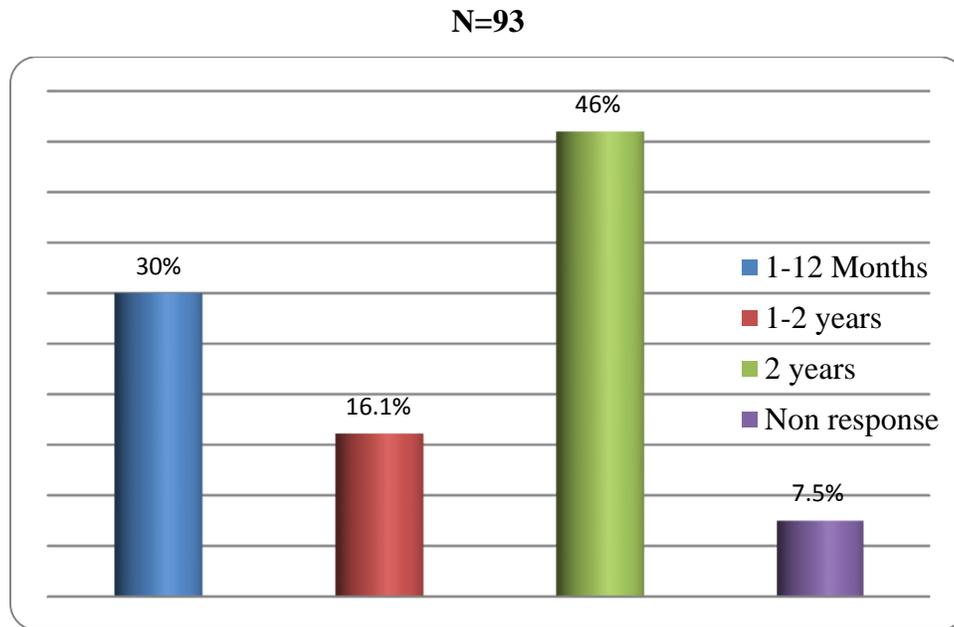
Source: Field Data (2014)

Figure 4: Last time staff participated in training and development activity

Figure 4 above shows that a less than half, 43 (46%) of the library staff had undertaken their last training and development within the previous two year period followed by 28 (30%) who had attended one month to a year ago. Fifteen (16.1%) had their last training one year to two years ago and seven (7.5%) did not respond to the question. This was possibly because they could not remember the last time they had participated in any training and development activity. Most library staff described the training and development activity they most recently attended as conferences, seminars and workshops.

Question 10, an open-ended question, investigated the reasons for library staff involvement in the training and development activities.

Table 10: Reasons given by staff for participating in training and development activities

N=93

Reasons	Responses	
	Counts	Percent
Concerns about knowledge and skills	68	73.1
Concerns about efficiency and effective service delivery	28	30.1
Specialization in a particular area	4	4.3
Concerns about team building	2	2.2
Total	**102**	**109.7**

*Multiple responses

Source: Field Data (2014)

Out of the 93 (100%) library staff who had participated in T and D activities, a majority of 68 (73.1%) indicated participation was due to concerns about knowledge and skills; 28 (30.1%) reported concerns about efficiency and effectiveness; four (4.3%) stated training related to their areas of specialization and two (2.2%) specified concerns about team building as illustrated in Table 10 above. Some respondents provided more than one answer.

The 93 (100%) library staff were questioned further in question 11 to state whether the training and development activities they undertook were relevant.
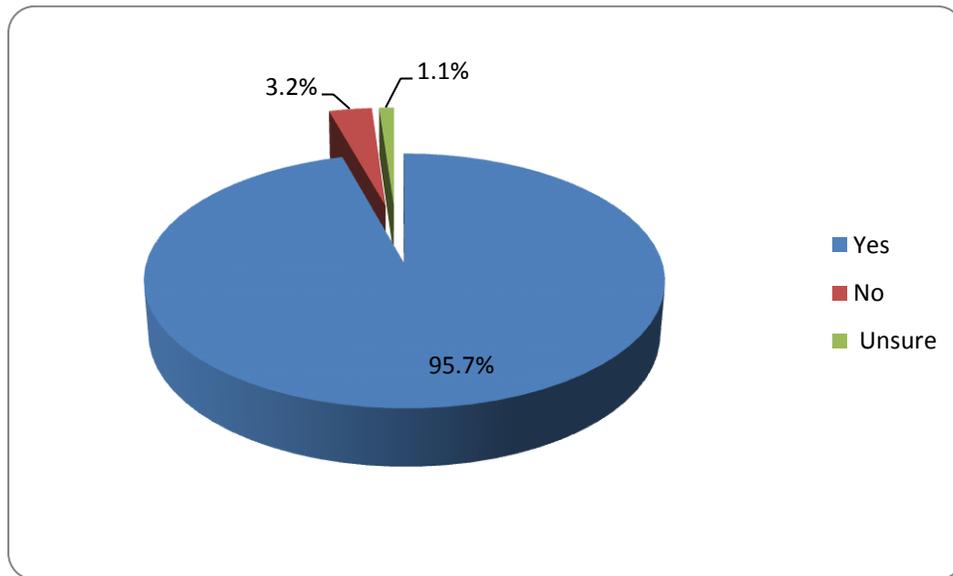
Figure 5: Relevance of training and development undertaken

Source: Field Data (2014)

Figure 5 above shows that 89 (95.7%) indicated the training and development activities they undertook were relevant, three (3.2%) specified that the training and development activities undertaken were not relevant and one (1.1%) was unsure if the training and development activities were relevant.

The relevance of the training was probed further with open-ended questions 11.1 to 12.1. Question 11.1 required library staff to give details for the answers provided in question 11 above. A majority of 46 (52%) indicated that the training was relevant because they acquired knowledge, 27 (30%) stated the training improved their efficiency, four (4.5%) reported the training improved their motivation while 12 (13.5%) did not respond to the question

Question 12, a follow up to question 11.1, was asked to determine whether the 93 library staff had participated in any form of training evaluation. Sixty six (71.1%) reported that they had not participated in any form of training evaluation while 27 (29%) stated they had. This was probed further with an open-ended follow up question 12.1, in which library staff were asked to specify

the details of the evaluation. The twenty seven (100%) library staff who were involved in the training evaluation provided the following details:

- It was about inquiring whether the workshop was valuable and relevant (seven or 25.9%);
- Print outs were given to both students and staff members for evaluation (five or 18.5%);
- This is done every year at the institution (three or 11.1%);
- An online form was sent from INASP to evaluate all workshops (three or 11.1%);
- It was done by selected library staff and it is carried out quarterly (two or 7.4%); and
- Evaluation was done online (one or 3.7%).

Question 13 asked the library staff to state the person/s or organization responsible for sponsoring the training and development activities. A majority 67 (72%) of the library staff said they were sponsored by their employers followed by nine (9.7%) who indicated that other professional organizations sponsored the training. Six (6.5%) staff were self-sponsored and 11 (11.8%) did not respond to the question possibly because they did not have knowledge about training and development sponsorship.

To find out more about sponsorship, the 93 (100%) library staff were further questioned in an open-ended question, 13(b), to specify other sponsors, if any. Forty seven (50.5%) library staff reported that professional organizations like INASP, CUUL, and African Center of Information Ethics (ACIE) provided sponsorship for training while 46 (49.5%) did not respond to the question, possibly because they lacked knowledge about training and development sponsorship.

Question 14, an open-ended question, required library staff to mention the training and development courses desired by library staff to improve their performance. This question was asked of all 105 library staff. Multiple responses were received from respondents.

Table 11: Training and development courses desired by staff to improve performance

N=105

Courses to improve performance	Responses	
	Counts	**Percent**
Concerns with ICT	32	30.5
Concerns with library management	21	20
Customer care or public relations	15	14.3
Library automation	10	9.5
Information searching and retrieval	6	5.7
Library ethics	5	4.8
Marketing the library	5	4.8
Research and publication	5	4.8
Records management	4	3.8
Communication skills	3	2.9
Library conservation and preservation	2	1.9
Human resource management	2	1.9
Proposal writing	1	1.0
Conflict resolution and management	1	1.0
Team building	1	1.0
Library construction and restoration services	1	1.0
Business courses	1	1.0
Total	**115**	**109.9**

*Multiple responses

Source: Field Data (2014)

According to Table 11 above, less than half 32 (30.5%) of the library staff mentioned concerns with ICT, followed by 21 (20%) who specified issues relating to library management. Fifteen (14.3%) indicated customer care and 10 (9.5%) reported library automation. Six (5.7%) mentioned information searching and retrieval, five (4.8%) indicated library ethics, another five (4.8%) mentioned marketing the library and a further five mentioned (4.8%) research and publication. Four (3.8%) mentioned records management, three (2.9%) reported communication skills, two (1.9%) specified library conservation and preservation, another two (1.0%) indicated conflict resolution and management and two more (1.0%) team building, while one (1.0%) mentioned proposal writing.

Question 15, an open-ended question, was asked so as to investigate the role of management in the training and development of staff.

Table 12: Role of management in training and developing staff

N=105

Roles	Responses	
	Counts	**Percent**
Providing funding	36	34.3
Approving policies and encourages staff	22	21
Training (orientation, induction, workshops, facilitators)	18	17.1
Providing time off to attend training	18	17.1
Not done much	8	7.6
Allowing collaboration	7	6.7
Monitoring staff	6	5.7
Bonding with staff	6	5.7
Total	**121**	**115.2**

*Multiple responses

Source: Field Data (2014)

The 105 (100%) library staff specified the role of management in T and D of library staff as illustrated in Table 12 above. Only 36 (34.3%) of the library staff indicated that the role of management was to provide funds for T and D, while 22 (21%) mentioned management role to approve policies and encourage staff. Eighteen (17.1%) stated management approves time off for staff to attend training, seven (6.7%) mentioned management should allow collaboration with other institutions, six (5.7%) mentioned monitoring staff and another six (5.7%) indicated management should bond with staff while eight (7.6%) reported that management had not done much in terms of training and development.

Question 16 was used to establish whether library staff were members of the Uganda Library and Information Association (ULIA). It is expected that guidance and encouragement in training and development should come from professional organizations like ULIA. More than half, 59 (56.2%), of the library staff reported that they were members of ULIA, 40 (38.1%) were not while six (5.7%) did not respond to the question, possibly because they lack knowledge about the library association or did not want to answer this question.

Library staff were further questioned in an open-ended question, 16.1, to specify how ULIA assisted its members in T and D. Of the 59 (100%) library staff who responded, 36 (61%) indicated ULIA organized professional training, five (8.5%) reported sharing information through a listserv, two (3.4%) mentioned sponsorship for T and D, another two (3.4%) reported facilitation of uniformity among member institutes. Two (3.4%) staff mentioned that ULIA was a dormant professional organization.

Question 17 was used to establish whether T and D was encouraged in the university libraries. A majority of 84 (80%) library staff responded in the affirmative, thirteen (12.4%) were unsure of whether T and D activities were encouraged in their organizations while eight (7.6%) answered in the negative.

The 84 (100%) library staff who reported T and D was encouraged in their libraries were further questioned in question 17.1 about the specifics of how T and D was encouraged by management. Multiple responses were received from some respondents.

Table 13: Ways in which training and development were encouraged by management

N=84

Ways training and development was encouraged	Responses	
	Counts	**Percent**
Providing facilitation for training	25	29.8
Offering time off to attend training	24	28.6
Training library staff	20	23.8
Payment of tuition fees	15	17.9
Offering promotion to staff	5	6
Allowing collaboration with other institutions	5	6
Total	**94**	**112.1**

*Multiple responses

Source: Field Data (2014)

Question 17.1 did not apply to the thirteen (12.4%) library staff who were not sure and the eight (7.6%) library staff who said management did not encourage staff training and development. Less than half, 25 (29.8%), of the library staff indicated that management encouraged training by providing facilitation for training, followed by 24 (28.6%) who mentioned that management provided time off to attend training and 20 (23.8%) reported that management provided training to library staff. Fifteen (17.9%) reported payment of tuition fees, and five (6%) stated collaboration while a further five (6%) mentioned the provision of staff promotion as illustrated in Table 13 above.

The eight (100%) library staff who reported that management did not encourage training and development of staff in question 17 were asked in question 17.2, to specify the ways/reasons in which training and development were discouraged.

Table 14: Ways in which training and development were discouraged by management

N=8

Ways in which training and development were discouraged	Responses	
	Counts	**Percent**
Lack of available funds for training	8	100
Staff did not qualify for the training	5	62.5
Concerns with supervisor	3	37.5
Staff did not give enough notice to supervisors or management	1	12.5
Management wanted staff to train from within their institution	1	12.5
Total	**18**	**225**

*Multiple responses

Source: Field Data (2014)

All the eight library staff (100%) reported lack of funds for training. Five (62.5%) indicated that they did not qualify for the training and development activities. Three (37.5%) specified concerns with supervisors, one (12.5%) reported that they did not give enough notice to management to attend the training, and another one (12.5%) mentioned that management wanted staff to train from within their institution as shown in Table 14 above.

Question 18 asked the library staff to state whether they were prevented from participating in training and development activities. A majority of 73 (69.5%) reported that they had not been prevented from participating in training and development activities, 18 (17.1%) indicated they had been prevented. Eight (7.6%) were unsure, while six (5.7%) did not respond to the question. This was possibly due to the fact that they did not want to disclose their position concerning their prevention from attending training and development activities.

The 18 (100%) library staff who stated they had been prevented from participating in training and development activities were further asked in question 18.1 to provide details as to why they were prevented. They provided the following reasons:

- Lack of available funds (15 or 83.3%);
- Positions they held did not qualify them for training (five or 27.8%);
- Wanted to give others a chance also to train (three or 16.7%);
- Not enough notice given by supervisors (one or 5.6%); and
- Heads of department are considered first for training (one or 5.6%).

Question 19, an open-ended question, investigated how training was initiated in the private chartered university libraries.

Table 15: How training and development activities were initiated

N=105

How training and development were initiated	Responses	
	Counts	**Percent**
Head of department	50	47.6
Individually or personal initiative	25	23.8
Invited by other institutions	25	23.8
Did not know	5	4.8
Human resource department	3	2.9
Total	**108**	**102.9**

*Multiple responses

Source: Field Data (2014)

Table 15 above shows how training and development were initiated. Fifty (47.6%) of the library staff indicated that the head of department initiated the training and development activities, 25 (23.8%) stated that they undertook training as a personal initiative and 25 (23.8%) specified

invitation by other institutions. Five (4.8%) reported that they did not know how training and development were initiated, while three (2.9%) stated that the human resource department initiated the training.

5.3.3. Perceptions, attitudes and commitment of staff to staff training and development and training effectiveness and impact

In terms of the questions regarding staff perceptions and attitudes towards the effectiveness and impact of training and development and commitment of staff, respondents were asked to indicate their responses by choosing from one of seven options on a sliding scale. The results were presented according to the minimum, maximum, mean and the standard deviation. This was done to evaluate the nature of the library staff responses as per the study variables. The response options in the questionnaire were presented as a sliding scale such that 1 represents Strongly Disagree, 2- Disagree, 3- Slightly Disagree, 4- Neither Agree nor Disagree and 5- Slightly Agree, 6- Agree and 7- Strongly Agree. The responses indicated in this section reflect the perceptions, attitudes, effectiveness, impact and commitment of staff to staff training and development. Means close to 1 or 2 or 3 show disagreement while those that are close to 5 or 6 or 7 show agreement. However, means that can be rounded off to 4 indicate uncertainty with the issue.

Table 16: Perceptions and attitudes of staff regarding training and development

Perception and attitude of staff about training and development	Min	Max	Mean	Standard Deviation
The management of this university carries out induction training for new staff in the university	1	7	4.85	2.1
The university organizes in-service training courses for library staff to enable them acquire new skills in their professions	1	7	4.42	2.2
There is a well-organized system of employee training and development for the entire staff of this university	1	7	4.26	2
Staff training and development is for top managers of the university only	1	7	3.16	1.98
External training schemes are arranged for staff to improve on their work academic qualifications and performance	1	7	4.9	1.89
Employees in the library department are encouraged to pursue further academic studies to improve on their skills	1	7	5.88	1.35
There is a special budget set for library staff training and development in this university	1	7	3.73	2.17
Management gives special recognition to staff after completion of their training	1	7	3.89	2.05
Library staff are trained on a regular basis to meet the technological trends in the information field	1	7	4.12	1.94
Equal opportunity is given to staff who wish to pursue further training in the library department	1	7	4.16	2.02
A special department is in place to ensure proper staff training and development	1	7	3.38	1.96
The university retains all staff that undergo training to improve on performance	1	7	4.44	1.82
The library management believes in a highly trained workforce for efficient service delivery	1	7	5.44	1.58

Source: Field Data (2014)

Table 16 above shows that management carried out induction training for new staff in the university (4.85) and they also organized in-service training courses (4.42) for library staff to enable them to acquire new skills in their professions. It also shows that there was a well-organized system of employee training and development (4.26) but staff disagreed that it was for top managers of the university only (3.16). Furthermore, it can be noted that external training schemes were arranged for staff to improve on their academic qualifications and performance at

work (4.90) and the employees in the library department were encouraged to pursue further academic studies to improve on their skills (5.88).

The library staff were unsure whether there was a special budget set aside for library staff training and development in their universities (3.73). They were also unsure whether management provided special recognition to staff after completion of their training and development activities (3.89).

The findings revealed that some library staff were trained on a regular basis to keep abreast with trends in the information field (4.12). Also, unequal opportunity was given to staff who wished to pursue further training in the library department (4.16).This means that some people were more favoured than others in the selection process in some universities. However, the majority of the library staff disagreed with the idea of a special department being put in place to ensure proper staff training and development (3.38). It was also shown that some universities retain all staff that undergo training to improve on performance through bonding with staff (4.44); and the library management believed in a highly trained workforce for efficient service delivery (5.44).

Table 17: Effectiveness of training and development

Effectiveness	Min	Max	Mean	Standard deviation
In this university the library staff members understand and agree with the objectives of training and development	1	7	4.11	1.95
The leadership of this university has set clear direction for the library staff training and development	1	7	2.23	1.88
In this university individual members' knowledge and skills are well recognized and used	1	7	3.95	2.03
In this university, library members accept responsibility for their results after training	1	7	5.42	1.57
Authority is distributed throughout the department and library employees feel empowered and involved during and after training	1	7	3.96	2.05
Library top management use training and development enhancing behaviours and avoid training sabotaging behaviours	1	7	4.69	2.03
The chief executive of this university demonstrates ability to motivate and inspire members of staff to pursue training	1	7	4.70	1.94
There are effective procedures to provide order and guide the library employees in training and development	1	7	3.12	2.04
The leadership of the university evaluates its training effectiveness through feedback	1	7	2.85	1.89
The chief executive of this university sets a good example for the university	1	7	5.45	1.59
The leadership team has a strong sense of identity with the trained library staff	1	7	4.77	1.82
The teams in this university are effective at making decisions	1	7	3.38	1.96
When members of library staff encounter training difficulties, the leadership team understands and helps them	1	7	4.35	1.91
The management team has demonstrated ability to conduct effective relations with training institutions for their staff	1	7	3.16	1.98
The head of library encourages every person in the department to undertake training for skills development	1	7	5.73	1.34
After training, library staff are given an opportunity to practice what they studied	1	7	5.39	1.59
There are many training and development opportunities for library staff of this university	1	7	3.12	2.13

Source: Field Data (2014)

From the results in Table 17 above, it should be noted that in the universities, the library staff members were unsure of the objectives of training and development (4.11) and strongly disagree that the leadership of the universities had a clear direction for library staff training and development (2.23). They were unsure about the university individual members' knowledge and skills being well recognized and used (3.95).

Furthermore, it can be noted that in the private chartered universities, library staff members accepted additional responsibilities after training (5.42) but were unsure about being empowered and involved during and after training (3.96). The library top management used training and development enhancing behaviours and avoided training sabotaging (4.69).

The current study further revealed that the respondents believed that the chief executives of the private chartered universities demonstrated the ability to motivate and inspire members of staff to pursue training (4.70) though there were no effective procedures to provide order and guide the library employees in training and development (3.12). Important to note is that the leadership of the universities did not evaluate training effectiveness through feedback (2.85).

The chief executives of the private chartered universities set a good example for the universities (5.45), and also the leadership team had a strong sense of identity with the trained library staff (4.77) though the teams in these universities were not effective at making decisions (3.38).

The majority of the library staff were in agreement about the leadership team understanding and helping library staff when encountering training difficulties, (4.35) though the management team had not demonstrated the ability to conduct effective relations with training institutions for their staff (3.16).

The heads of libraries encouraged all staff in their departments to undertake training for skills development (5.73) and after training, all the library staff were given opportunities to practice what they studied (5.39). However, library staff did not agree with the existence of adequate training and development opportunities for library staff of their universities (3.12).

Table 18: Impact of training and development

Impact	Min	Max	Mean	Standard deviation
The library staff who have undertaken training perform better than their counterparts	1.00	7.00	5.16	1.77
Service delivery in libraries is directly affected by the training and development programmes in the university	1.00	7.00	4.76	1.81
The inadequate staff training and development activities hindered the services of the library to users	1.00	7.00	2.83	1.88
Library users do not feel any impact of the training and development programmes undertaken by the library staff of this university	1.00	7.00	2.65	1.88
Since the inception of the staff training programme in the library, the library services have deteriorated	1.00	7.00	2.07	1.40
Top management is dissatisfied with the performance of library staff who undertake training	1.00	7.00	2.00	1.28

*Multiple responses

Source: Field Data (2014)

From the results in Table 18 above, it can be noted that according to the respondents, the library staff who have undertaken training perform better than their counterparts (5.16); and service delivery in libraries is directly affected by the training and development programmes in the private chartered universities (4.76). The library staff disagreed that inadequate staff training and development hindered the services to the library users (2.83). Staff also disagreed that library users do not feel the impact of the training and development programmes undertaken by the library staff of their universities (2.65).

The library staff disagreed that since the inception of the staff training and development programmes in the library, the library services had deteriorated (2.07). Library staff also disagreed that top management was dissatisfied with the performance of library staff who undertook training (2.00).

Table 19: Staff commitment after training

Staff commitment	Min	Max	Mean	Standard deviation
I would be very happy to spend the rest of my career in this university after training	1.00	7.00	3.99	2.05
I really feel as if the library challenges in this university are my own	1.00	7.00	3.60	2.09
I feel like part of the family in this library	1.00	7.00	5.68	1.56
I feel a strong sense of belonging to this organization	1.00	7.00	5.64	1.61

*Multiple responses

Source: Field Data (2014)

Table 19 shows that a number of library staff were unsure whether to spend the rest of their career in their respective universities after training (3.99), and majority were unsure whether library challenges in their universities were their own (3.60). However, it should be noted that they felt like part of the family in their libraries (5.68), and also felt a strong sense of belonging to their organization (5.64).

5.3.4 Challenges

Questions 41 and 42 which were open-ended questions, aimed at investigating the challenges facing library staff training and development in the university libraries.

Question 41 particularly, asked library staff to specify the challenges they faced while engaged in training and development activities.

Table 20: Challenges faced by staff in training and development

N=105

Challenges	Responses	
	Frequency	**Percent**
Irregular training	44	41.9
Lack of available funds	42	40.0
Understaffing	38	36.2
Lack of time off to train staff	34	32.4
Low payment in the form of salary	33	31.4
Lack of promotion and salary increment after training	32	30.5
Absence of staff training policy	28	26.7
Inadequate training facilities	10	9.5
Lack of support from parent organization	7	6.7
Unscheduled training sessions	6	5.7
Need for more practical than theoretical training	5	4.8
Lack of transparency in selection of staff to be trained	4	3.8
Irrelevant training sessions	3	2.9
Total	**286**	**272.5**

*Multiple responses

Source: Field Data (2014)

Of the 105 (100%) library staff, 44 (41.9%) mentioned irregular training, 42 (40%) reported lack of available funds, 38 (36.2%) felt they were understaffed, 34 (32.4%) reported a lack of time for training, 33 (31.4%) stated low payment in the form of salaries, 32 (31.4%) indicated lack of promotion and salary increments after training and 28 (30.5%) mentioned an absence of a staff

training policy. Ten (9.5%) reported inadequate training facilities, seven (6.7%) a lack of support from the parent organizations, six (5.7%) unscheduled training sessions, while five (4.8%) indicated the need for more practical than theoretical training. Four (3.8%) reported understaffing and another four (3.8%) specified lack of transparency in selection of staff to be trained while three (2.9%) stated irrelevant training sessions as illustrated in Table 20 above.

Question 42 asked the library staff to state the challenges encountered by their university in implementing training and development of staff.

Table 21: Challenges faced by the university in the training and development of library staff

N=105

Challenges	Responses	
	Frequency	**Percent**
Lack of available funds	45	42.9
Absence of a training and development policy	30	28.6
Staff retention after training	28	26.7
Lack of time off to train staff	20	19.0
Lack of staff to fill the gap (understaffing)	19	18.1
Staff want to train at the same time	5	4.8
Lack of interested staff or negative attitude of staff towards training	5	4.8
Staff want to be paid to attend training	5	4.8
Lack of local training institutions	5	4.8
Short notice given by staff to go for training	3	2.9
Irrelevant courses	3	2.9
Total	**168**	**160.3**

*Multiple responses

Source: Field Data (2014)

Of the 105 (100%) library staff, 45 (42.9%) indicated a limited budget, 30 (28.6%) mentioned a lack of training and development policy, while 28 (26.7%) mentioned that staff retention after training was a challenge for management. Twenty (19%) stated lack of time off to train, 19 (18.1%) reported understaffing, five (4.8%) indicated all staff wanted to training at the same time, while five (4.8%) indicated lack of interest in training or a negative attitude of library staff towards training.

A further five (4.8%) reported that staff wanted to be paid to attend training and another five (4.8%) stated there were few local training institutions available to offer relevant training while three (2.9%) reported that some courses were irrelevant and a further three (2.9%) indicted that staff were give short notice to go for training as illustrated in Table 21 above.

5.3.5 Strategies to improve staff training and development

Question 43, an open-ended question, asked library staff to state the strategies they would recommend for the university to ensure an effective staff training and development programme.

Table 22: Strategies to improve training and development

N=105

Strategies	Responses	
	Counts	**%**
Training should be continuous and offered to all staff	29	27.6
Staff should be motivated to train and should be given recognition awards, promotion and salary increments	23	21.9
Training and development programme should be scheduled and budgeted for and this should be communicated early enough to all staff	20	19.0
There should be a clear policy on training and development	18	17.1
University should look for sponsors	15	14.3
Training needs should be identified before training commences	14	13.3
Curriculum should be revised to suit current trends, integrating both theory and practice	5	4.8
Collaboration with other institutions should be intensified	4	3.8
Staff retention policy should be developed	4	3.8
Management should give staff time off to participate in training and development activities	4	3.8
University should employ efficient and adequate staff	3	2.9
University should provide efficient and quality facilities for training staff	2	1.9
Total	**141**	**134.2**

*Multiple responses

Source: Field Data (2014)

Of the 105 (100%) library staff less than half, 29 (26.7%), indicated that training should be continuous and should be provided to all staff. This was followed by 23 (21.9%) who mentioned that staff should be motivated to train and should be given recognition awards, promotion, and

salary increments, while 20 (19%) stated that training and development programmes should be scheduled and budgeted for and also communicated early enough to all staff. Eighteen (17.1%) reported that there should be a clear policy on training and development, 15 (14.3%) indicated that the universities should look for sponsors to help in the training and development activities; while 14 (13.3%) suggested that training needs should be identified before the training commences. Five (4.8%) indicated that the training curriculum should be revised to suit current trends, integrating both theory and practice; four (3.8%) stated that collaboration with other institutions should be intensified, another four (3.8%) indicated that a staff retention policy should be developed while a further four (3.8%) suggested that management should give staff some time off to participate in training and development activities. Three (2.9%) indicated that the universities should employ efficient and sufficient staff to allow participation in the training and two (1.9%) reported that the universities should provide efficient and quality facilities for training and developing staff as illustrated in Table 22 above.

5.3.6 General comments and concerns

The last question, 44, was an open-ended question that gave library staff opportunity to state any other information they would like to offer about library staff training and development in the Ugandan private chartered university libraries. Sixty two (59%) library staff provided the following comments:

- Training and development activities should be continuous and universal, (49 or 47%).
- Library staff should be given the same opportunities as other departments and provided with access to appropriate training and development, (36 or 34.3%).
- More funds should be set aside for training and development because without it, performance will be highly compromised, (32 or 30.5%).
- There should be improved staff motivation with regard to remuneration, (31 or 29.2%).
- Library staff and heads should carry out a training needs assessment to identify relevant training needs, (28 or 27.7%).
- The library is the key to any institution, so more emphasis should be put on library staff training and development like other departments of the university, (19 or 18.1%).

5.4 Interview results

The results of the interviews held with the six university librarians are presented in this section. They are presented in a similar manner to the questionnaire results as already indicated. The interviews were used to supplement the questionnaire and obtain in-depth information regarding demographic data, knowledge about staff training and development and its effectiveness and the challenges and strategies for the improvement of staff training and development. All six (100%) university librarians were available to be interviewed. The results of the interviews are discussed below.

5.4.1 Demographic data

The university librarian demographic profiles were explored to discover whether their background had an influence on the way they answered questions. Questions 1 to 3 required university librarians to state their age, highest level of education and in question 3 to specify the number of years they had served as employees of their respective university libraries. Out of the six university librarians, four (66.7%) were female and two (33.3%) were male. All six had university qualifications. Two of them had doctoral degrees in Library and Information Science and the other four had master's degrees in the same field. All six university librarians had worked for over ten years in their university libraries.

5.4.2 Knowledge about staff training and development

The university librarians were then asked in question 4 to state whether their libraries had a training and development programme. Five (83%) university librarians specified that they did not have library training programmes, while one (16.7%) indicated they had a training and development programme. However, the five (83%) university librarians who specified that they did not have library training programmes pointed out that they had a system of handling training and development activities.

To find out more information about the training programme, the university librarians who indicated they had a training and development programme in question 4, were asked to provide further details of the training and development programmes in an open-ended question 4.1. However, the five (83%) university librarians who specified that they did not have library

training programmes but had a system of handling training and development activities were also allowed to answer question 4.1. They responded as follows:

- "Training and development activities like workshops, seminars, and conferences are dealt with as an ad hoc basis" (six or 100%).
- "There is a practice where staff talk to the development committee for any kind of training or development activity, but you can only be sponsored if you are a seventh day adventist since the university is seventh day adventist founded" (one or 16.7%).
- "The head librarian recommends library staff to the development committee; however you can only be sponsored if what you are going to study is in line with your job" (four or 66.7%).
- "Staff are allowed to upgrade from whatever level" (one or 16.7%).
- "Staff who want to do masters and PhD are sponsored by the university" (four or 66.7%).

In question 5, the university librarians were asked to state how university management encouraged staff to participate in training and development activities.

Table 23: How management encouraged staff to train and develop themselves

N=6

Management encouragement of training and development	Counts	Percent
Giving staff time off to train	6	100
Providing financial support	4	66.7
Staff are allowed to study as they deduct some money from their salaries to cover tuition fees	3	50
By organizing training	2	33.3
Encouraging staff to upgrade their knowledge and skills	2	33.3
By motivating staff	1	16.7

*Multiple responses

Source: Field Data (2014)

All six (100%) university librarians indicated that management encouraged training and development by giving staff time off to train. Four (66.7%) mentioned providing financial support, and three (50%) reported that staff were allowed to study however the university deducted money from their salaries to cover training fees. Two (33.3%) reported the university organized training, and another two (33.3%) mentioned the university encouraged staff to upgrade their knowledge and skills. One (16.7%) mentioned management motivated staff to undertake training and development.

Question 5.1 was asked in order to determine whether the university librarians as managers at educational institutions encouraged library staff to train and develop themselves. All six university librarians indicated that they encouraged staff to do so. In question 5.2, they were further asked to explain how they encouraged training and development of staff. All the six university librarians reported as follows:

Table 24: How university librarians encourage staff to train and develop themselves

N=6

University librarian encouragement of training and development	Counts	Percent
Encouraged staff to go for short courses and upgrade	6	100
Recommend staff to higher authorities for any training assistance	6	100
Recommending staff for promotion	6	100
Giving staff time off to attend training and development activities	2	33.3
Recommending them for salary advances	2	33.3

*Multiple responses

Source: Field Data (2014)

According to Table 24 above, all six of the university librarians mentioned that they encouraged library staff to participate in training and development activities by recommending them to higher authorities for any assistance. They also said that they encouraged them to seek short courses and upgrade themselves and gave them time off to participate in the training and development activities. Two (33.3%) of the university librarians indicated recommending their staff for promotion and another two (33.3%) stated recommending them for salary advances. In question 6, the six university librarians were asked whether they had a formal library policy that serves to address the training and development concerns and reflects organizational objectives and targets as well. One (16.7%) university librarian specified that their library had a staff training and development policy while five (83.3%) reported that they did not have one. The university librarian who stated they had a library staff training and development policy was questioned further in question 6.1 to provide a brief description of the policy. He reported that it was a general university staff training and development policy that caters for the entire university staff, and not particularly for the needs of the library staff.

Question 7 asked what types of training and development activities the staff participated in.

Table 25: Types of training and development activities staff participated in

N=6

	Yes		No		Unsure		Total
Activities	**Counts**	**%**	**Counts**	**%**	**Counts**	**%**	
Conferences	6	100.0	0	0.0	0	0.0	6
Workshops	6	100.0	0	0.0	0	0.0	6
External courses	6	100.0	0	0.0	0	0.0	6
Internal courses	6	100.0	0	0.0	0	0.0	6
Job rotation	6	100.0	0	0.0	0	0.0	6
Further studies	6	100.0	0	0.0	0	0.0	6
Mentoring	5	83.3	1	16.7	0	0.0	6
Internal job exchange	3	50.0	2	33.3	1	16.7	6
Research	3	50.0	1	16.7	2	33.3	6
Publication	3	50.0	1	16.7	2	33.3	6
External job exchange	2	33.3	3	50.0	1	16.7	6
Access posts	0	0.0	1	16.7	5	83.3	6

*Multiple responses

Source: Field Data (2014)

Table 25 reveals that library staff had participated in conferences, workshops, external job rotation, internal job rotation and furthering their studies. Five (83.3%) reported that they mentored fellow library staff. The results show that none of the heads of libraries had provided access posts in their libraries. External job exchange, internal job exchange, research and publication were training and development activities in all the libraries.

Question 7.1 was a follow up to question 7, and required the university librarians to specify any other training and development activities over and above the ones mentioned in question 7 above. The six (100%) university librarians mentioned attachments, visiting other libraries, induction and orientation as other training and development activities for their staff.

Question 8 required the university librarians to specify whether any staff training and development activity had been implemented since they became university librarians of their respective libraries. All six university librarians reported they had implemented training and development activities in their libraries. Question 8.1 was a follow-up to question 8, and required the library staff to give details of how they implemented the training and development activities in their libraries. They mentioned the organization of workshops on the following:

- E-resources usage (six or 100%);
- KOHA (six or 100%); this was training on library management software;
- Workshop on open access (six or 100%);
- Marketing of library services (four or 66.7%); and
- Advocacy workshop (two or 33.3%).

Question 9 was asked to determine how the university librarians selected staff for training in their respective library departments.

Table 26: How library staff were selected for training and development activities

N=6

Ways of selecting staff	Counts	Percent
Depending on their area of specialization	6	100
Contribution or commitment of staff	4	66.7
Giving opportunity to those who had not got a chance to participate in training and development activities	3	50
Staff interest in attending a given workshop	3	50

*Multiple responses

Source: Field Data (2014)

All six university librarians indicated that library management selected staff for training and development activities depending on the staff members' area of specialization. However, four (66.7%) mentioned contribution or commitment of the staff, and three (50%) reported giving opportunity to those who had not received a chance of participating in any training and development activity. One (16.7%) mentioned staff interest in attending a given workshop.

Question 10 was asked to determine the university librarians' plans concerning training and development in their respective libraries. The university librarians provided the following:

- Plans are based on the entire university strategic plan (two or 33.3%);
- To have continuous training of all library staff and also encourage them to upgrade (six or 100%).

Question 11 was a follow-up to question 10, and required the university librarians to indicate the extent to which their training and development plans had been fulfilled. The six university librarians reported that their plans had been fulfilled to some extent because many staff had upgraded their skills and qualifications and received an opportunity to attend workshops and seminars.

Question 12 required the university librarians to specify whether they ran training and development programmes for new employees. All six university librarians stated they ran training and development programmes for new staff. Question 12.1 was a follow-up to question 12 and required the university librarians to explain in detail how they ran staff training and development activities for new staff. All the six university librarians indicated that training and development activities were done through orientation and induction at the department level.

Question 13 asked university librarians to specify whether they also ran training and development programmes or activities for present employees. All six university librarians reported that they ran training and development activities for present employees. In the following question 13.1, the university librarians were asked to explain and give details of how they ran training and development programmes or activities for the present employees. They provided the following:

- "Workshops and seminars are given to staff continuously" (six or 100%);
- "Encourage staff to find courses they can do to develop themselves" (one or 16.7%);
- "Attachments to share knowledge with other universities" (two or 33.3%); and
- "Visiting other libraries to see how things are done" (two or 33.3%).

The following question 14, required the university librarians to explain whether a lack of a training and development programme affected library service delivery. All six (100%) university librarians said that it did. Question 14.1 was a follow-up to question 14, and required the university librarians to explain in detail how the lack of a training and development affected library service delivery. The six (100%) university librarians reported the following:

- "New trends in information technology globally calls for a lot of training to efficiently and effectively serve the users" (six or 100%); and
- "Exposure and interaction with colleagues from other universities improves on service delivery" (one or 16.7%).

Questions 15 and 16 were asked to determine whether a lack of training and development affects staff performance as well. All six university librarians reported it does, and they were questioned further in question 15.1 and 16.1 to explain their answers. All six (100%) university librarians specified the following:

- "Many changes have occurred relating to the work" (six or 100%); and
- "Staff require ongoing training to develop" (two or 33.3%).

Question 17 was asked to determine whether there was a specific budget for staff training and development activities. Four (66.7%) university librarians reported that there was no specific training and development budget, while two (33.3%) said they had a budget for staff training and development activities.

To obtain more information concerning the budget, university librarians were questioned further about the proportion of the total university library budget allocated for training and development.

- Four (66.7%) stated that no money allocation was made to training and development activities specifically but decisions were made by top management of the university;

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- One (16.6%) university librarian specified that their library was given 16 million Uganda shillings to cater for local workshops and training;

- One (16.6%) university librarian reported that eight million Uganda shillings ($ 6,400) were allocated for seminars, workshops and conferences. However, further studies were covered under the university's general budget.

Question 17.2 was asked to determine whether the library paid for the training and development activities from the library. One (17%) reported that they paid from the library budget while five (83%) stated they did not.

The following question 18 required the university librarians to indicate whether they had set aside time to accommodate staff training and development activities. All six (100%) university librarians stated that they had set aside such time. In question 18.1 university librarians were asked to give details of the time set aside, and the results were as follows:

- Four (66.7%) university librarians indicated that once a library staff member was given time off for training, other staff were always available to cover the gap;

- Three (50%) stated that once staff had proof of attending training, time is allocated. This proof was audited without any query; and

- Three (50%) reported that whenever staff expressed an interest for skills enhancement, the university administration accommodated these requests as far as possible.

In question 19, university librarians were asked to indicate whether there were staff available to fill the gap when other staff went for training. Four (66.7%) stated staff were available to fill the gap while two (33.3%) reported that no staff were available to fill the gap.

Question 20 was asked to determine whether the training and development activities were evaluated to inform future training sessions. Three (50%) of the university librarians stated that the activities were evaluated, and three (50%) reported that they were not.

Questions 21 and 22 were asked to determine whether individual staff and organizational training needs were met. All six university librarians specified that both individual staff training

needs and those of the organization were met. Question 21.1 was a follow-up to question 21, and required the six university librarians to provide explanations on how individual staff needs were met. They provided the following explanations:

- "There was always improvement in the performance of library staff after the training" (six or 100%);

- "Since some training is practical, some staff end up doing exactly what they had been taught" (five or 83.3%);

- "There was improvement in service delivery" (two or 33.3%);

- "After training and development activities, the staff gained more skills" (six or 100%); and

- "Some staff gained better paying jobs elsewhere as a result of the T and D programmes attended" (three or 50%).

Question 22 was asked to determine whether the organizational training and development objectives were met. All six responded positively.

Question 23 was asked to determine whether, after training, staff were given the opportunity to put the theory they learnt into practice. All the six library staff reported they provided such opportunities. Question 23.1 was a follow-up to question 23, and required the university librarians to explain the opportunities staff were given. The six university librarians provided the following explanations:

- "Placing staff in positions where they can practice" (four or 66.7%);

- "Giving staff authority to head departments" (three or 50%);

- "Allowing them to teach those who did not attend the training and development activities" (three or 50%);

- "Giving them assignments or responsibilities to determine whether they understood" (one or 16.7%); and

- "Giving staff opportunities to explain the new knowledge and its relevance to the university in the form of lectures or practical sessions if the need arises" (two or 33.3%).

Question 24 was asked in order to determine what courses were needed to improve library staff performance.

Table 27: Courses desired by university librarians to improve staff performance

N=6

Courses	Counts	Percent
ICTs	6	100
Customer care	6	100
Library automation	5	83.3
Library ethics	5	66.7
Advanced course in conservation	2	33.3
General library administration and management	2	33.3

*Multiple responses

Source: Field Data (2014)

As Table 27 above indicates, all the six university librarians mentioned courses related to ICTs, and customer care. Five (83.3%) stated library automation and library ethics. Two (33.3%) mentioned advanced course in conservation and library administration and management.

Question 25 was asked to establish whether university librarians were aware that library staff were members of a library association. Four (66.7%) stated that staff were not members of a library association and two (33%) reported that staff were. Question 25.1 was a follow-up to question 25, and required the university librarians whose staff were not members of a library association to give reasons why they were not. The four (100%) provided the following reasons.

Table 28: Reasons why staff were not members of a library association

N=6

Reasons	Counts	Percent
Do not have funds to subscribe to library association	4	100
The association is not vibrant and staff do not gain from it	3	75
The association is dormant	3	75
The association is not advocated for by library management	2	50
Subscribed once and they did not gain anything so they no longer subscribed	2	50

*Multiple responses

Source: Field Data (2014)

Table 28 above shows the reasons why some library staff were not members of a library association. Four (100%) university librarians reported that staff did not have the funds to subscribe to the association, three (75%) indicated that the association was not vibrant and staff did not gain from it, and three (75%) stated that the association was dormant. Two (50%) university librarians mentioned that the association was not advocated for by library management and another two (50%) said that staff had subscribed once and they did not gain anything so they no longer subscribed.

Question 26 asked university librarians to specify whether the library facilitated membership to library associations. Four (66.6%) responded positively while two (33.3%) responded negatively. Question 26.1 was a follow-up to question 26, and required the university librarians to explain in detail how the library facilitated or did not facilitate membership of a library association. The four university librarians who stated that the library facilitated membership of a library association said that the university paid for the membership. The two interviewees who indicated that the library did not facilitate membership to a library association explained that individuals are supposed to pay for their own membership.

The following question 27 was asked to determine whether staff received time off to attend training organized by the library associations. Four (66.6%) stated that staff were given time off

to attend while two (33.3%) said they did not get official time off to attend. Question 28 was asked in order to establish whether the library helped with additional costs associated with attending training and development activities offered by library associations. All six (100%) university librarians reported in the affirmative. Question 28.1 was a follow up to question 28 and required the six university librarians to mention such additional costs. All six university librarians mentioned accommodation, subsistence allowance and travel as additional costs.

5.4.3 Challenges encountered by university librarians

Question 29 questioned university librarians about the challenges they encountered in implementing training and development activities or programmes in their libraries. They reported the following challenges:

- "Retaining staff after they had been trained" (six or 100%);
- "Inadequate finances to support training and development activities" (five or 83.3%);
- "Lack of time off to attend training and development activities" (three or 50%);
- "Multiple staff wanting to train at the same time" (three or 50%);
- "Negative attitude of staff towards the adoption of new technologies" (four or 66.7%);
- "Libraries are not a priority; therefore the university does not provide sponsorship for library staff to attend training and development activities" (one or 16.7%); and
- "Sponsoring staff of a given religious sect or denomination" (one or 16.7%).

5.4.4 Strategies to improve training and development

University librarians were questioned further in the open-ended question 32 to state the strategies they thought would improve staff training and development in their libraries. They indicated the following strategies or recommendations.

- "Promotion should be a direct consequence of ongoing training" (six or 100%);
- "Intensify networking and collaboration with other universities" (six or 100%);
- "Training and development should be continuous or ongoing" (six or 100%);
- "Universities should ensure staff retention so that library staff do not leave after training" (five or 83.3%);
- "Universities should sponsor library staff to further their studies" (five or 83.3%);

- "Recruitment should be structured to identify and retain staff who will benefit the institution" (five or 83.3%);
- "Staff should be motivated after undertaking T and D activities to use the knowledge and skills to improve services of the library" (five or 83.3%);
- "The university should allow for recruitment of temporary staff when permanent staff are away for training" (two or 33.3%);
- "Intensifying attachments for staff" (two or 33.3%); and
- "Library courses should be provided at all the universities" (two or 33.3%).

5.4.5 General comments and concerns

The last interview question, question 31, was a general one asking for any other comments concerning staff training and development in their universities and libraries in order to cover any other information that may have been left out of the interview schedule. Five (83%) stated that more funds should be set aside for ongoing training and development activities since without funding staff training and development is compromised. The results of the interviews revealed that training and development should be encouraged according to all the university librarians. Five (83%) also suggested that training and development activities should be ongoing and applicable to all libraries.

5.5 Summary of chapter five

The chapter has given the findings from the study which focused on the training and development of library staff in Uganda's private chartered university libraries. Key findings revealed that private chartered university libraries provide irregular training and development activities and not all library staff benefit from this. In addition, the study presented findings of the courses required by library staff to improve their performance. The role of management in library staff training and development was examined. Furthermore, challenges faced in the training and development of library staff were established. Respondents made suggestions about how training and development of library staff can be improved for better performance. The next chapter discusses and interprets the findings.

Chapter Six
Interpretation of the results

6.1 Introduction

This chapter goes beyond the presentation of data in the previous chapter to the interpretation and discussion of the data. Pickard (2007:150) states that interpretation is a combination of the preparatory work in the literature review, the wider context which was presented based on secondary sources concerning specific topics or areas, and primary analysis. Therefore,

> "Interpretation is the device through which the factors that seem to explain what has been established by the researcher in the course of the study can be better understood. It also provides a theoretical conception which can serve as a guide for further research" (Kothari 2004:244).

According to Leedy and Ormrod (2005:276),

> "Interpreting data means relating the findings to the original research problem and to the specific research objectives and questions; relating the findings to the literature, concepts, theories and research studies; determining whether the findings have partial significance as well as statistical significance, and also identifying the limitations of the study".

Babbie and Mouton (2006:101) stated that "we interpret the collected data for the purpose of drawing conclusions that reflect on the interests, ideas, and theories that initiated the inquiry". Social research may have its limitations or faults, but its vital objective is to discover knowledge, expand understanding and seek the truth (Neuman 2003:469).

This chapter presents and discusses the knowledge and understandings derived from the major findings presented in Chapter 5 with regard to the research questions and objectives of the study. The study was carried out at the libraries of BU, KIU, NDU, NU, UCU and UMU. The purpose of the study was to investigate library staff T and D initiatives at the private chartered universities in Uganda.

The following questions guided the inquiry.

- What was the nature of staff T and D programmes or activities in the Ugandan private chartered university libraries?

- What were the T and D needs of staff in the Ugandan private chartered university libraries?
- What role did management play in the implementation of staff T and D in the Ugandan private chartered university libraries?
- What challenges did the Ugandan private chartered universities face regarding T and D of staff?
- What strategies could be adopted by the Ugandan private chartered university libraries to improve on staff T and D?

In addition, the researcher assessed the suitability of the model chosen for the study. This study was guided by the Cybernetic Open Systems Model of HRM. The order of the discussion of findings in this chapter follows that of the research questions of the study. The results for each of the sections of the questionnaire and interviews are discussed with reference to the research questions. In view of the relatively high response rates for the questionnaire and interviews it is possible to make generalizations about the whole population.

In discussing the research findings, the findings of questions 41 and 42 of the questionnaire is not presented in isolation. The reason for this is to avoid repetition as there was a great deal of overlap in the content of the responses regarding these questions.

6.2 Nature of staff training and development activities in the Ugandan private chartered university libraries

This question was answered by examining whether the staff were aware of the T and D activities in their universities, T and D activities performed in these universities, activities they had participated in, when they last participated in the T and D activities and the reasons for their participation. In terms of the cybernetic open system model of HRM, the private chartered university libraries need to provide universal and continuous T and D activities for library staff. Studies by Naong (2009:106) and Milkovich and Boudreau (2004:539) found that as the pace of information technology changes or accelerates, it may become useful to think of training as a regular and continuous process. This concurs with the study conducted by King, McMenemy and Poulter (2006:268) who pointed out various researches investigating the importance of workers

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in accepting training. These researches by Ondari-Okemwa (2000), Garrod (2001), and McNicol (2002) highlighted the importance for continuous or regular training so as to best serve library users.

6.2.1 Awareness of training and development activities

Librarians must examine their services, facilities and materials with a critical eye to make certain they are relevant and sufficient for users and that libraries are aware of and committed to meeting the needs of the community (Riley 2002). To meet user needs, staff T and D is needed. A major finding of the current study revealed that 91 (86.7%) of the library staff were aware of the T and D activities in their respective universities. Despite the awareness of the staff regarding T and D activities few assessments had been undertaken by the libraries to determine their staff T and D needs.

6.2.2 Training and development activities in the libraries

The current study revealed the T and D activities were undertaken in UPCULs. The T and D activities in UPCULs comprised workshops, seminars and conferences, further studies, job rotation, on the job training, short courses, research and publication, attachments and mentoring as reported by the library staff in Table 7 and the university librarians in Table 24. This finding concurs with Joy-Matthews, Megginson and Surtees (2004:6-7) study that revealed that training should take multiple forms.

6.2.3 Training and development activities staff participated in

The current study investigated the T and D activities that library staff had participated in. The T and D activities that library staff participated in were workshops, conferences, further studies, job rotation, research and publication, external courses, internal courses, internal job rotation, external job rotation, access posts, and mentoring. This was reported by library staff in Table 8 and university librarians in Table 25. Burton's (1997) study recommended the following five long-term training activities: on-the-job training, job rotation, coaching, apprenticeship and modeling.

Furthermore, the findings confirmed that library staff participated in different T and D activities and the most popular amongst all were conferences, workshops and job rotations. There was no participation in access posts as indicated by library staff in Table 8. In line with the Cybernetic Open Systems Model of HRM, a suitable spread of relevant T and D activities ensures that trained staff are exposed to various activities which improve their skills in relation to the job requirements, hence improving performance. Noe (2010:5), Hunter (2002:196), and Fitzgerald (1992:81) noted that since few people start working while having the desired knowledge and skills for the job, staff training and development programmes should be well planned to ensure that the appropriate skills are imparted both for the current and future requirements of the organisation. In the same vein, (Ogungua and Emerole 2006:5) elaborated on staff training being related to the productivity, reward and mobility of workers. Staff training does not only create competitive advantage for organizations such as UPCULs, but also provides innovations and opportunities to learn new technologies and improve library staff skills, knowledge and organizational performance Erasmus et al (2012:21-22)

6.2.4 Participation in staff training and development activities while working at their current university

It was evident from the current study that library staff had participated in T and D in their respective universities. This was supported by the library staff in Figure 4. The above finding concurs with that of the six university librarians who indicated that they had implemented T and D in their respective universities.

Findings of the current study revealed that all the six university librarians confirmed their staff had participated in workshops, further studies, conferences, research, external job rotation, external job rotation and publications. In line with the Cybernetic Open Systems Model of HRM, almost all library staff needed some basic training; thus both the library staff and the institution must provide the training or development needed. Erasmus et al (2012:22) asserted that if staff are properly trained, efficient and effective service delivery will be guaranteed.

6.2.5 Last time staff participated in training and development

The current study noted that although the library staff participated in T and D activities, T and D activities were irregular. Effective T and D should be ongoing as argued by Kimberly (2000:14), claiming that "T and D should be a vital and daily aspect of staff work, or personal and professional identities". Library staff in the study described the T and D activities they most recently attended as conferences, seminars and workshops.

6.2.6 Reasons for participating in training and development activities

Findings from the current study revealed the reasons why library staff participated in the T and D activities. These were to acquire knowledge and skills, to be efficient and effective, to be motivated, to specialize in a particular area and to promote team building as confirmed by the responses of the library staff in Table 10.

In line with the Cybernetic Open Systems Model of HRM, Ajidahun (2007) indicated that training involves both vocational and career development and it is fast becoming a global and pervasive phenomenon in any organization including university libraries. In the same vein, Dransfield, Howkins, Hudson and Davies (1996:55) insisted that training is "an investment in human capital and is associated with productivity, wages, and mobility of workers". It also fills the gap created between that which a staff member is able to do at a specific moment in time and what he or she is able to do after applicable training has been given. (Salas and Cannon-Bowers 2001:2) emphasised that this kind of investment gives both a competitive advantage for the organization and an opportunity to the employees to acquire skills which enables them cope with the current technology for a better performance as emphasized by the Cybernetic Open Systems Model of HRM.

6.3 Training and development needs and courses for staff in the UPCULs

The identification of staff T and D needs are important to provide appropriate training. This section discusses how T and D activities were initiated, how staff were selected for T and D activities, and whether the T and D activities undertaken were relevant and evaluated. The university libraries, in line with the Cybernetic Open Systems Model of HRM, require staff to be

trained in relevant courses that meet their needs. This entails carrying out a training needs assessment to identify the required staff T and D needs.

The current study's finding from the six university librarians' interviews indicated that training needs for the library staff and the organization were met. This response was based on the reasons that there was improvement in the performance of library staff after the training; since some training was practical, staff ended up doing exactly what they had been trained to do; there were improvements in service delivery after T and D was undertaken, the staff gained more skills; and some staff gained better paying jobs elsewhere as a result of the T and D programmes attended. However this view was from a management perspective.

6.3.1 Training and development needs and courses that would improve staff performance

Salas et al. (2012:80), Genoni and Smith (2005:9) and Myburgh (2003:226) assert that organizations should ensure that T and D addresses workforce needs. The current study identified the courses required by the library staff to improve their performance. These were ICT courses, library management, customer care or public relations, library automation, library ethics, information searching and retrieval, marketing of library services, research and publication, records management, communication skills, library conservation and preservation, human resource management, proposal writing, conflict resolution and management, team work building, library construction and restoration services, business courses, general administration and management and media technology as reported by both library staff and university librarians in Tables 11 and 27 respectively.

The study also revealed that staff at UPCULs required a number of courses to improve their work performance. In relation to the Cybernetic Open Systems Model of HRM, Song (2005:22) noted the urgency of the need for library staff to undertake training for attaining both the basic LIS knowledge and the professional skills required at the jobs they perform. Erasmus et al (2012:126) and Rosenberg (2005) add that the method of training should be diversified and made appropriate to the training needs of individual libraries. Some of the training needs included conferences, continuing education courses, on job training, seminars, workshops, case studies, case histories, self study, electronic teaching media, simulation games and role playing. Others

included internships, apprenticeships, industrial attachments, study visits to developed libraries that exposed staff to new knowledge and skills (Anunobi 2013:35, 40). The areas in which library staff could be trained depending on the need, included management leadership and communication; computer skills and e-mail management; CD-ROM use and information technology skills; management of IT skills in the library, electronic publishing, personal management skills and programmes that would lead to fulfilling the role of librarians in the education process (Anunobi 2013:40).

6.3.2 Initiation of training and development activities

According to the results of the current study, library staff T and D activities were generally initiated by the head of a library department; as a personal initiative by library staff; on the invitation of other institutions; and the university human resource department as revealed in Table 15. These findings concur with that of Ocholla and Bothma (2007:75) that heads of departments play an important role in the initiation of T and D activities.

The current study further revealed the ways in which library staff were selected for T and D activities. These were: dependent on the area of specialization; contribution or commitment of the staff members; management giving opportunity to those staff that had not previously been given an opportunity to be trained and staff interest in attending a given workshop. This implies that library staff were selected in various ways. These findings concur with those of Yawson (2009:36-37), who found that it was a responsibility of management to assess the training needs and decide when to undertake the training although note should be taken that it becomes expensive if the employee leaves the organisation after training. However, Raju (2005) argued that staff must take the responsibility for T and D away from management; and that if staff want to develop themselves they must be party to the initiating, if not be the initiators themselves.

6.3.3 Relevance of training and development activities undertaken

This study confirmed that the T and D activities undertaken by the library staff were relevant. This was confirmed by library staff (Figure 5). In support the above, Ocholla (2000:43-44) reported that LIA recognises the purpose of training and professional development in its focal areas; personal development, professional, ICT and management development. Anunobi

(2013:35) described training to be of immense benefit to universities in general and library staff in particular in terms of enhanced productivity; improved job performance and management; reduction in cost of serving users; efficient decision making; morale boosting and reduced supervision, personal growth and university stability. In line with the Cybernetic Open Systems Model of HRM, continuing education and professional development is important since it enables library staff to cope with the changing work demands.

Findings also indicated that the T and D activities undertaken were relevant since they provided required knowledge and skills hence improving staff performance. Therefore, based on the Cybernetic Open Systems Model of HRM, the main reason why T and D were considered relevant was because staff acquired knowledge and skills that improved their performance.

6.3.4 Participation in evaluation of training and development activities

The current study's findings revealed that a majority (71.1%) of library staff had not participated in a T and D evaluation. This was reinforced by half of the university librarians. In comparison to Yawson's (2009:30) study, which found that evaluation of training must be carried out continuously for better out comes. Yawson (2009:30) urged that staff should be evaluated by comparing their newly acquired skills with the skills defined by the goals of the training programme so that any discrepancies should be noted and adjustments made to the training programme to enable it to meet specified goals. Therefore timely evaluation will prevent the training from not meeting its goals.

In addition, the current study's findings further revealed ways in which the T and D activities were evaluated by a minority of library staff. These included inquiries by management as to whether the workshop was valuable and relevant; printed evaluations; evaluations done annually at one of the universities; an online evaluation form from INASP was used; evaluations were conducted by selected library staff, and evaluations were carried out quarterly and online.

6.4 Management's role in training and development of library staff

In relation to the Cybernetic Open Systems Model of HRM, management must accept responsibility for the T and D of staff.

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6.4.1 Role played by management in the training and development of library staff

Findings of the current study indicated the role of management in T and D of library staff, which included providing funding for T and D; approving policies and encouraging staff T and D, providing time off to attend training, allowing collaboration, monitoring staff and bonding with staff. This was revealed by the library staff in Table 12. Vink (1991:42-43) concurs with the Cybernetic Open Systems Model of HRM which require management to accept responsibility for T and D of staff. The organization under which the library falls, in this case the University as a whole, should provide general training such as training in management and training for supervisors and training officers. Library management should be responsible for training in specialized subjects and routines and also for general aspects that concern library activities. All supervisors should take responsibility for on-the-job training. Library management should also make a valuable contribution to the development of the staff by the example they set, the guidance they give, and the standards they prescribe for staff in the work situation (Vink 1991:42-43).

6.4.2 Encouragement of training and development in universities

The current study's findings in relation to the Cybernetic Open Systems Model of HRM revealed that staff T and D was encouraged in UPCULs through facilitating training; allowing staff time off to attend training; providing training activities for library staff; paying training tuition fees and allowing collaboration with other institutions. This was supported by library staff in Table 13. The findings of the current study concurs with Murphy, Cross and McGuire (2009:67), who maintained that institutions had value for training and therefore encouraged their staff to undergo training by providing them with the financial support. The current study's findings further showed that university librarians encouraged their staff to train. This was done by: encouraging staff to go for short courses or even to upgrade skills and qualifications; recommending staff to higher authorities for any training assistance, allowing staff to attend workshops, seminars and conferences and to further their studies; by promoting staff; allowing staff time off to attend T and D activities and recommending staff for salary advances in Table 24.

It was evident from the current findings that although T and D was encouraged in UPCULs, it was discouraged in other ways. Ways in which T and D were discouraged included not providing

funds for T and D activities; management stating that some library staff did not qualify for the T and D activities; staff concerns with supervisors; management wanting staff to train from within their institutions only as indicated by the library staff in Table 14.

The current study found that a majority of the library staff 73 (69.5%) stated that they had not been prevented from participating in staff T and D activities. This implies that T and D were generally encouraged in UPCULs. Erasmus et al. (2012:22) pointed out that training is very important because it benefits the organization as well as the individuals. Organizations such as UPCULs should encourage training and development because this would benefit both the staff and the organization.

6.4.3 How university management encouraged staff to participate in training and development activities

In addition, the current study's findings revealed ways in which university management encouraged staff to participate in T and D activities (see Tables 13 and 23 respectively). Ways in which university management encouraged staff to participate in T and D activities which were similar to the encouragement of the university librarians included: giving staff time off to attend training; providing financial support; allowing staff to study; organizing training; encouraging staff to upgrade their knowledge and skills; promoting staff; and allowing collaboration with other institutions and motivating staff.

It was also evident from the university librarian's interviews that staff were given opportunities to put their training into practice. This was done in the following ways: placing staff where they could practice the new skills, training staff to head departments and training staff to teach other staff who did not attend a training activity. Trained staff were given assignments or responsibilities to determine whether they understood the training. They were given opportunities to explain the new knowledge and its relevance to the university in the form of a lecture or practical sessions as the need arose. In relation to the Cybernetic Open Systems Model, this further showed that T and D was encouraged and led to the improved skills and knowledge which would lead to improved staff performance.

6.4.4 Training and development activities implemented by university librarians

The current study showed that all the six university librarians had implemented T and D activities in their respective libraries. Outside organizations provided workshops on E-resources usage; KOHA; open access; marketing of library services; and advocacy workshops. Although university librarians implemented the above mentioned T and D activities, they were inadequate. This can affect the library staff T and D and performance. In support of the above, Kozlowski et al. (2000) pointed out that the knowledge and skills of workers acquired through training and development have become important in the face of the increasingly rapid changes in technology, products, and systems. Most organizations invest in training and development because they believe that higher performance will result. So by not providing adequate training, university libraries were undermining the performance of library staff.

6.4.5 Training and development programmes for library staff

The findings also showed that most of the university librarians did not have a formal library staff T and D programme as indicated by five university librarians. University librarians also pointed out that T and D activities carried out included workshops, seminars, and conferences which were arranged when the need arose. University librarians further explained that staff had to approach the university staff development committee to attend a T and D activity, library management recommending library staff to the development committee, allowing staff to study/train in order to upgrade to another level, and sponsoring staff who wanted to study for a masters or PhD. This meant that there was no formal T and D programmes in UPCULs. In addition, the findings of the current study confirmed that a lack of T and D programme affected service delivery. This was supported by the six university librarians. Lack of a formal T and D programme affects service delivery in the following ways according to the university librarians:

- Given the new trends in information technology globally, it requires constant training to efficiently and effectively serve the users.
- Exposure and interaction with colleagues from other universities exposed staff to various ways of delivering and improves services delivery;
- If not trained, staff lack knowledge. University librarians were of the opinion that experience was the best teacher and given the fact that they were living in a dynamic society, staff must train to keep up-to-date;

- To avoid skills gaps particularly as regards technology which creates constant changes, stagnant without T and D; and

- Library staff are made to appreciate their roles in their institutions through T and D.

These findings are in line with King, McMenemy and Poulter (2006:268), who highlighted the need for staff to have continual training in order to best serve the library users. This view was supported by Erasmus et al (2012:122) and Yesufu (2000) in relation to the Cybernetic Open Systems Model of HRM that the staff productivity is enhanced through training. Yesufu (2000) points out that the most direct means of upgrading the human intellect and skills for productive employment is through T and D.

Furthermore, the current study's findings revealed that a lack of a staff T and D programme affected library performance. This was supported by the six university librarians and all the library staff. In addition, findings of the current study revealed that inadequate T and D programme affected both university librarians and library staff performance for the following reasons: many changes had occurred relating in changes to staff work and staff required ongoing T and D. In relation to the Cybernetic Open Systems Model of HRM, the above view was supported by Robbins and Decenzo (2001:184), who argued that without knowledgeable and skilled staff, an organization can not realise the set goals and strategy. Similarly, in line the with Cybernetic Open Systems Model of HRM, training plays an important role in directly improving the quality of employees and affects organizational performance through HR outcomes. However, organizations need to consider the impact of various dimensions of employee T and D programmes, the type of training methods and design, the type of employees trained, and the time spent by employees in training to improve performance.

The Cybernetic Open Systems Model of HRM requires library staff to continuously train so as to improve their skills and knowledge to improve performance. In the same vein, Erasmus et al (2012:20-23) Hyman (1991) emphasized that staff training improves job performance. According to Ajidahun (2007), Erasmus et al (2012:120) other advantages of staff T and D include, quick decision making, improved staff morale, less turnover, employee growth, and increased human capital reserve. These benefits will not be fully realised in the UPCULs due to lack of formalised T and D programmes.

6.4.6 Training and development policy

Another issue that was investigated was the existence of a T and D policy. A policy is a written guideline spelling out the acceptable behaviours exhibited in carrying out organizational activities (Young 1983:83). According to Anunobi (2013:35) one effective way of ensuring training, especially in the library, is through the development of a training policy. A policy shows the detailed perspective of administrators towards training, limitations applied to training programmes to be undertaken, criteria of staff members for inclusion, expectations, and staff participation. Anunobi (2013:35) noted that a training policy should contain a mission statement or purpose/s; goals that indicate the direction of a policy takes, objectives of what will be undertaken, and the overall guiding principles. The findings of the current study revealed that university librarians did not have a specific library T and D policy in their libraries. This was indicated by five of the six university librarians. In addition, the findings revealed that universities had general training guidelines for the entire university staff. Furthermore, the current findings revealed that three of the six university librarians said that the university T and D policies were documented but not necessarily implemented. There were no T and D policies specifically for library staff. This directly affects T and D activities in UPCULs as there are no guidelines as to how T and D should be undertaken in the libraries.

The UPCULs must have a staff T and D policy to analyze needs, draw up plans and allocate resources. The implementation of the resulting programmes must be evaluated in order to inform future training cycles and the implementation must be guided by a T and D policy.

6.4.7 University librarians' plans for training and development of staff

The existence of a T and D plan was another issue university librarians were asked to comment on in their interviews. The Cybernetic Open Systems Model of HRM found that university libraries require a plan to address T and D of library staff, so that the library activities can be guided in planning all matters related to them. In a similar way, Kinnell, Yu and Creaser (2000:44) asserted that if a plan was not in place, library activities, including T and D of library staff, would not occur hence affecting staff performance and staff T and D.

The findings revealed that the university librarians had no such plans in place. Such plans should include strategies for continuous and comprehensive training and should be based on the entire university strategic plan; ensuring ongoing training in LIS for all staff.

Du Toit (2008:16) argued that a T and D plan is a scheme, programme or method worked out beforehand for the accomplishment of an object. In the same vein studies by Moore (2000:14) and Missingham (2006:258) maintained that librarians have to plan ahead in their work. Ajidahun's (2007) study maintained that a good and adequate training plan should establish the exact skills that are lacking in the personnel and the resources that are available to provide the skills. In line with the Cybernetic Open Systems Model of HRM, T and D in any organization should be planned to reveal the goals and objectives of the T and D, identify the strengths and weaknesses of staff, the detailed training offered, implementation and the evaluation of the programmes so as to improve performance or service delivery. Based on the current research findings, the university librarians from the UPCULs lacked a plan for T and D activities in their respective university libraries. This suggests that careful planning must be done before T and D activities are offered to ensure the benefits of T and D in the libraries are realized.

6.4.8 Membership of a library association

Study findings revealed that some of the library staff were not members of a library association. This was supported by (38.1%) of the library staff and (67%) university librarians.

Raja (2004:142) argues that problems within a profession can be co-operatively resolved through the professional associations. In keeping with Okello-Obura and Kigongo-Bukenya (2011:5) a library association is the heart and brain of the profession. It unites all the information science professionals through a common forum to resolve issues concerning the profession.
The findings revealed the reasons why these library staff were not members of a library association. Reasons included: lack of funds to pay for subscriptions; the association was not vibrant, many library staff thought there was nothing to gain from the association; the association was not advocated by management; the association was dormant so library staff were not interested in being members; some library staff subscribed once and they did not gain anything so they no longer subscribed, as depicted in Table 28.

Chiware's (2010:393) study encouraged library staff to join library associations. Library associations meet regularly and offer a wealth of low cost training to its members. Another advantage of becoming a member of a library association was that staff get access to first hand information on the latest developments. Staff also had the opportunity to network with other professionals. Members receive a newsletter, membership listing and information about regional and national meetings where training is available. The staff who were not members of a library association therefore did not enjoy the benefits offered by a library association in terms of T and D.

The findings also revealed that membership of the library association was paid for either individually or by the university library. A majority of the university librarians, (67%), indicated that membership was paid by the university while the (33%) stated that it was paid individually. The findings of the current study further revealed that universities had no problem in paying the membership fees and were very supportive in this regard. In addition, the findings noted that the library or the university helped with additional costs associated with attending T and D activities. These additional costs included accommodation, subsistence and travel.

The study's findings revealed that library staff received time off to attend library association or organizational programmes or functions. This was supported by all the university librarians. Furthermore, the university librarians revealed that they had set aside time for T and D activities. The details of the time set aside for T and D activities included: once a library staff member was given time off for training, other staff were always available to cover the gap; once staff had proof of attending training, time was allocated, the proof was audited without any query; whenever staff expressed interest for skills enhancement, the administration always listened and advised or acted accordingly to satisfy the staff's interest. Similarly, Erasmus et al. (2012:152) noted that the time dimensions of training must be considered. Additionally, from the study's findings, (66.7%) university librarians revealed that there were staff available to fill the gap when other staff went for T and D activities.

6.4.9 Staff training and development budget

A very crucial aspect of a training practitioner's planning task is to present training in the most cost effective manner possible. One method of planning for training expenses is to use a budget. Budgets are part of the planning process and are also a very important control tool as revealed by Erasmus et al. (2012:110).

The study revealed that a majority of the university librarians, (66.7%)that had no budget set aside for T and D activities. Furthermore, the findings revealed that budgeting was not dedicated as training was handled on an ad hoc basis and decisions were taken by top administrators in the university. One university librarian specified that they were given 16 million Uganda shillings only, to cater for local workshops and training and another university librarian reported that they were given eight million Uganda shillings to cater for seminars, workshops and conferences. In addition, five of the university librarians further pointed out that they did not pay for any courses that were offered at the university from the library budget. Based on the above, one could conclude that no specific budgets were allocated for T and D in UPCULs. Lack of a specific budget negatively affects T and D activities. Thus Ajidahun (2006:155) asserted that with limited funding for training and development, it is very difficult for libraries to produce well skilled technical staff.

In addition, the findings of the study revealed that the libraries ran programmes for new employees and this was done through orientation and induction. This was supported by all six university librarians. The university librarians also recommended training activities for present employees through workshops and seminars; visits to other libraries to see how things were done; attachments to share knowledge with other universities and by encouraging library staff to find short courses they could do to grow professionally. Training and development should be for all library staff so as to improve performance. Simmons-Welburn and Welburn (2003) described the initial period in a new job as a chance to facilitate effective services for the employees. This training, according to Metzger (1992), must not be limited to present librarians in academic libraries. It must be extended to new employees or staff. To the contrary, Ajidahun (2007) claimed that there were librarians whose knowledge of aspects of the job had been rendered obsolete due to inadequate training activities. Therefore, in order to provide the enabling

environment in university libraries, it requires librarian to continuously train as spelt out by the Cybernetic Open Systems Model of HRM. Therefore T and D in the UPCULs should be considered to be of paramount importance to all staff as noted by Ajidahun's (2007) study; there was a need to provide continuing education and training in new skills to accommodate the latest developments in LIS for both new and existing library staff.

6.5 Challenges encountered in training and development of staff

The findings highlighted a number of challenges encountered in the T and D of staff in the UPCULs.

6.5.1 Lack of funds

Adequate funding is essential to enable university libraries to offer quality services to users. Funds are needed for staff T and D, infrastructural development, information resources and human resources. According to Chiware (2010:397), an academic library is well placed to play an important role in scholarly scientific information creation and dissemination. Library staff in the study reported that a limited budget was one of the major challenges of T and D as illustrated in Table 20 and 21. In keeping with the World Bank (2008:74) in its working paper, most libraries throughout Africa are underfunded. The above report is consistent with Kigongo-Bukenya and Musoke (2011:8), Ocholla and Bothma (2007:154), Kavulya (2004:122) and Minishi-Majanja's (2004:9) studies that emphasized that inadequate funding is a huge challenge for staff T and D because without the funds T and D activities are compromised. Simba (2014:222) observed that finance is at the heart of any library and the foundation that supports the activities including T and D. Inadequate funding means that university services or activities are bound to be negatively affected. Therefore, smart decisions must be made about where and how funds are to be allocated. It is therefore, essential that adequate thought is given to finding resources for staff T and D to ensure efficient service delivery in the UPCULs.

6.5.2 Occurrence of training and development activities

Due to various changes in the world, workers must continuously train so as to meet these challenges. The findings of the current study revealed that the T and D activities occurred irregularly as seen in Table 20. Further details of this item can be traced in Figure 4, where less

than half, 43 (46.2%) of the library staff indicated that it was two years or more since they last received T and D, followed by 28 (30.1%) who had last participated in training between one month and a year ago, while 15 (16.1%) had their last training between one and two years ago. Studies conducted by Garrod (2001), Ondari-Okemwa (2000), and McNicol (2002) all highlight the need for staff to have continued or regular training in order to best serve users. Similarly, Onatola (2000:68) insisted that professionals felt that not much attention has been given to career development leaving employees demotivated and unhappy.

In addition to the above, initiatives should be taken to continuously provide T and D for LIS workers or professionals as reported by Ocholla (2000:43-44). Training in the UPCULs was conducted on an irregular basis. This is an important challenge as continuous training or lifelong learning plays a significant role in continuing training or professional development of library staff.

6.5.3 Absence of staff training and development policy

As already discussed in section 6.4.6, absence of a T and D policy is a major challenge for the UPCULs. Every organization needs policies and procedures in order to operate efficiently, avoid employee confusion and adhere to legal and regulatory guidelines. The study, in line with the Cybernetic Open Systems Model of HRM, found that university libraries required policies that would address T and D of library staff, so that library activities could have direction in dealing with all matters related to them. A training and development policy should be developed and implemented, professional bodies should periodically review university library standards through compulsory training (Anunobi 2013:41). Kinnell, Yu and Creaser (2000:44) maintained that if policy was not in place, library activities, including training and developing of library staff, would not occur hence affecting service delivery. A policy can be thought of as an expression of intent for strategic execution and which gives general guidance for the conduct of T and D activities. The T and D policy should promote the vision and strategic objectives of the library with regard to the standard of excellence in terms of the employment and development of staff. The policy also establishes the organization's broad framework for its subsequent training plans.

However, the data generated from the library staff responses in Tables 20, 28 and Table 21, 30 revealed that there was no T and D policy to guide the T and D of library staff in the UPCULs. This was confirmed by four university librarians who stated that there was no T and D policy in their libraries. Without a training and development policy, there are no formalized procedures to guide the T and D activities in the libraries. This finding concurs with the study conducted by Oldroyd (1995:14) who established that it was vital that a policy was established (with the clear support of senior management) and publicized so that all staff know what it entails. The policy should state the purpose of training and staff development, who it supports and to what ends, for instance, whether it is it for all staff or just for some of them. In a similar way, the World Bank (2008) study pointed to the fact that many African countries lacked a T and D policy. The lack of a T and D policy in the UPCULs is hindering the T and D of staff in these libraries.

6.5.4 Understaffing and lack of time to train

University libraries are vital educational institutions, requiring an appropriate management system to enable them to achieve the goals for which they were established. The success of university activities or programmes, regardless of how well designed, ultimately depends on the quality and number of staff responsible for such programmes (ALA 2005). University libraries need to have in place sufficient well-educated professionals to manage and deliver quality services to users. In the same spirit, it was clear from all six university librarians that a majority of UPCULs were understaffed in all sections of the library. The data generated from the library staff in Table 20 also indicated that they felt their libraries were understaffed. This study concurs with Magina and Lwehabura's (2011) study that indicated that many African libraries were understaffed and run by non-professional librarians who had no training at all, and relatively few had professional librarians with certificates and or diplomas in library science. Anunobi (2013:41) adds that professional staff that are responsible for the professional duties of the library are not well represented in the libraries.

In view of the fact that libraries are an important resource which can contribute significantly to supporting the curriculum and broader information needs of learners or users in the university library, the findings regarding the staffing position of libraries undermine this essential function. Poor educational qualifications, lack of experience, and the inadequate number of staff working

in university libraries is a sure indication that universities accord a low priority to libraries and that services are considered unimportant for educational provision. University libraries require knowledgeable, skilled and enthusiastic staff to ensure that they remain integral to the education process, which is in keeping with Morris' (2010:155) study who argued that staff are the foundation of a dynamic and effective university library and the mainstay of a university T and D programme.

What the above information reveals is that understaffing of university libraries and lack of regular staff T and D activities undermines the development of staff and the quality of library services to the users. Skills required for efficient and effective performance in the university libraries such as information retrieval, acquisitions, cataloguing, circulation, user education and reference among others, all need specialized personnel to be continuously trained to keep abreast with the new changes.

In terms of lack of time to train, the six university librarians revealed that some staff had no time to train or develop themselves. This was further supported by a few of the library staff in Table 20 and 21 respectively. In view of the foregoing discussion and the Cybernetic Open Systems Model of HRM it is apparent that without T and D of staff, university libraries cannot effectively or efficiently deliver a- service. Staff must create time for T and D so as to keep up-to-date with the new changes. This concurs with the study conducted by Gavgani, Shokraneh and Shiramin (2011) where it was found that many librarians lack appropriate skills to meet the users' demands.

6.5.5 Lack of support from parent body

The current study findings showed lack of support for T and D from the parent body. This was indicated by seven (6.7%) library staff in Table 20. This was further evident in the opinions of library staff that they felt exploited as they were getting no time to train (20,19%) and 34,32.4%) library staff in Table 21 and 20 respectively), low payment in the form of salaries (33,31.4%) in Table 20), no promotion or salary increments (32,30.5%) after the T and D as depicted in Table 20. Library staff recommended salary increments and promotion after training. This opinion is not unique to the LIS sector. Alemna's (1991:291) study which suggested that internationally,

the growth of LIS profession has been suffocated by the differences in salaries as well as the unreliable conditions of service for the LIS staff. He quoted an example of an institution which granted its professional employees academic status which qualifies them for sabbatical leave while other institutions are caught between granting study leave and not granting any leave for staff to further their studies in LIS.

Raju's (1995) study revealed that staff performing similar functions at different institutions are on different grades despite the fact that the institutions were using the same grading system which is supposed to produce similar grades for jobs of equal levels of responsibility affected staff morale.

In the same vein Laskowska's (2011:460) study argued that lack of motivation negatively affects staff T and D. Workers who are better educated may secure a better, more interesting and more responsible jobs and that is a reward in itself. Being sent to college, courses, training, conferences, study tours are a reward, which can motivate the LIS staff. Moreover, the experience, skills and qualifications gained by library staff in the UPCULs may in the future serve the whole team and help the entire university library improve skills and knowledge for better service delivery.

6.5.6 Failure to retain staff after training
According to Chapman (2008:122), the importance of employee retention in libraries cannot be understated. Interview findings from the current study revealed that in most cases it was hard to retain library staff after T and D was undertaken.

To support the above, developing a human resources plan that includes a recruitment, orientation, training, and retention programme, organizations can improve their ability to attract, retain and motivate good employees. Gering and Conner (2002) recommend a retention strategy that includes a business plan, a value proposition, progress measures and management influences. According to (Chapman 2008:125) business plan identifies the cost of employee turnover and helps managers to determine a retention problem. Unfortunately none of the UPCULs had T and D plans in place.

6.5.7 Inadequate training facilities in libraries

Lack of resources constrains T and D activities. The university environment requires infrastructure that can support learners or users and foster the development of knowledge. The exponential growth of ICTs, resulting in digital information has modernized libraries and created a friendly environment for users' exploitation of information. In the digital environment, libraries are no longer confined to the four walls of buildings. Digital devices have made information accessible anytime and anywhere. However, in developing countries, Uganda in particular, which are experiencing the digital divide due to economic stagnation, the situation is rather different. Private university libraries are often housed in either purpose built libraries, lecture rooms or stores. It is a common phenomenon for university libraries to lack essential facilities for education provision. In this setting, infrastructure such as purpose built libraries, ICT infrastructure, furniture and equipment for T and D activities are inadequate.

The current study's findings revealed that UPCULs had inadequate training facilities as shown in Table 20. In relation to the findings, Troll (2002:105) observed that as a result of limited financial resources, libraries are not able to purchase the appropriate equipment for training to enable its staff to cope with the changing technology. Many libraries have insufficient capital budgets to replace all equipment before it becomes obsolete. Kajewski (2006:163) pointed out that libraries must keep up-to-date with changes in ICTs. This is unfortunately not the situation in UPCULs due to a lack of infrastructure financial constraints.

Similarly, Sinclair (2007:6) argued that a majority of the universities did not have well-equipped computer labs or sufficient number of computers for students which is also the case with UPCULs. The learning and training facilities available in a given geographical area may be inadequate to meet the overall needs of students or staff and, even if general resources are sufficient, a particular user's needs may remain unmet.

Ocholla (2008:160) indicated that affiliates like universities play a big role in funding libraries especially with the resource requirements to cope with the current rapid change in technology.Reports by Ocholla (2008), Minishi-Majanja and Ocholla (2004) focusing on ICTs in LIS training or education in Africa, recognized increasing investment in ICTs for LIS training or

education in the region for teaching and learning, research, and for academic management and decision making. But in Uganda, there is still a lot to be done to match the increasing T and D needs. Technology infrastructure in libraries in UPCULs is poor with limited computers, lack of good maintenance and slow internet access.

6.5.8 Lack of transparency in selecting staff for training

Current study findings showed that there was a perceived lack of transparency in selecting staff for T and D activities as shown in Table 20. Library staff responded that there was no transparency in selecting staff for T and D activities. Furthermore, the library staff explained that some staff attended T and D more regularly than others yet they had the same job specifications.

6.5.9 Theoretical and irrelevant training and development activities

Fitzpatrick (2001) indicates that only about 10% of what is learned in training is applied on the job. This presents a serious problem for organizations, given that transfer of training knowledge and skills is considered the primary leverage point by which training influences organizational-level outcomes and results (Kozlowski et al. 2000). Therefore, it is important for organizations to incorporate into their training programme, strategies to improve the transfer of knowledge and skills once they are trained.

As discussed earlier the current study's findings revealed that training undertaken was deemed to be irrelevant for a minority of library staff. This is shown in Tables 20 and 21. In order for appraisal and training interviews to be perceived as valuable their outcomes must be linked to a planned programme of training and staff development. Unfortunately there were no formalized planned T and D programmes in UPCULs.

6.5.10 Negative attitude of staff towards training and development activities

Findings revealed that a few library staff (Table 21) showed a lack of interest in T and D activities. University librarians pointed out that when given an opportunity to train, library staff wanted to be paid. Three things are vital to the successful establishment of training and staff development programmes within an organization: the commitment of senior management; positive perceptions among staff; and assurance that training and staff development support

departmental and institutional aims. In line with the Cybernetic Open Systems Model of HRM, senior managers are acutely aware of the investment of time and money which goes into T and D and, quite correctly, expect value for their money in the form of enhanced profit. University librarians pointed out that most library staff perceive training as, at best, a costly day out which takes people needlessly away from the workplace, leaving others to hold the fort, and at worst a gross waste of time. Therefore some staff in all the UPCULs had a negative attitude towards T and D.

6.5.11 Inadequate local training institutions

Furthermore, the current study found that there were inadequate local training institutions offering T and D in the area of LIS. This finding concurred with Okello-Obura and Kigongo-Bukenya (2011:3) who indicated that there are only five universities in Uganda training librarians. These are MUK, NDU, UMU, KU and IUIU and amongst these, only two universities, that is, Makerere and Uganda Christian universities had a bachelor's degree in librarianship though Ndejje University also had started a degree programme in librarianship in 2012. The other three universities had diploma and certificate qualifications. Thus the limited number of training institutions offering LIS affects the T and D of library staff in the UPCULs.

6.6 Strategies to improve staff training and development

This section discusses the recommendations made by the library staff and university librarians to improve T and D in UPCULs. Based on the findings of the current study the suggestions included the idea that decisions should be made about where and how funds are allocated to assist in staff development. It is therefore essential that adequate thought is given to finding resources for staff T and D and their upkeep to ensure efficient service delivery. In addition, library staff should have regular and continuous T and D.

Furthermore, the current study showed that T and D policies and procedures should be formulated in order to operate efficiently, avoid employee confusion and adhere to legal and regulatory guidelines. The current study also indicated that university libraries should recruit sufficient and well-educated, knowledgeable, skilled and enthusiastic professionals to manage the library and deliver quality services to the users. Library managers must create time for T and

D so as to keep-up-to date with the new changes in the LIS field. In addition, library staff should be motivated by library management to continue with staff training and development with salary increments and promotions.

Library staff recommended developing a retention strategy or human resource plan that included a recruitment, orientation, training, and retention programme. This could help the libraries improve their ability to attract, retain and motivate good employees. Findings also revealed that the university environment should have infrastructure that can support T and D of library staff and users, and foster the development of skills and knowledge to improve performance. In addition, the findings of the study indicated that training policies should provide guidance as to how to select staff for training. This would help when considering the ability of the library staff to learn the material and to use the knowledge gained effectively to make the most efficient use of the limited resources available.

Findings of the current study also revealed that a training needs analysis should be done to establish the training needs required. Also university librarians should encourage library staff to join a library association. Library associations are supposed to meet regularly and offer a wealth of low cost training to its members that improve skills and knowledge for efficient performance, but this is not the case for Uganda. Therefore, library associations must play a more active role in T and D in Uganda. The findings of the current study revealed that networking or collaboration should be intensified or forged amongst libraries in the country, internationally or regionally in areas such as research, staff exchange, conferences and workshops, curriculum development, publications, and distance teaching or research. Finally, the LIS curriculum should be revised to ensure it keeps abreast of current trends and should also involve other stakeholders such as employees.

6.7 General comments and concerns

This section discusses findings from the additional comments regarding library staff T and D in UPCULs. The last questionnaire and interview question was a general one, to provide an opportunity for the respondents to add any further information that the data collection instruments might not have covered. The results of the interview revealed that university

librarians felt that T and D should be encouraged. From the findings the study also noted that T and D activities should be ongoing and provided for all library staff. The findings also revealed that more funds should be set aside for T and D since T and D activities are limited due to a lack of funding which negatively impacts on staff performance.

As mentioned earlier the findings revealed that library staff and heads should carry out a training needs assessment to identify relevant training needs. Furthermore, the study revealed that the library is the key to any institution so more emphasis should be placed on library staff T and D. Findings of the study noted that there should be improved staff motivation in the form of improved remuneration and library staff requested that they should be given the same opportunities as other departments and provided with access to appropriate T and D opportunities.

6.8 Summary of chapter six

Chapter 6 interpreted the findings that were presented in Chapter 5. Interpretation of the findings was done according to the rationale of the study, literature review, research questions and the Cybernetic Open Systems Model of HRM. The researcher also attempted to demonstrate how the current research findings are similar or differ from previous studies conducted on the topic. The chapter ends with the interpretation and discussion of the proposed strategies to improve staff T and D in UPCULs to enhance performance.

The study revealed that various aspects of T and D in UPCULs need to be reviewed and changed. This is necessary for the effective implementation of T and D in these university libraries. In terms of training needs, the study revealed that a good and adequate training plan or programme should be formulated to identify the specific training needs lacking or required by the library staff.

The current study further revealed what the role of university management should be in supporting T and D in the UPCULs. The chapter also highlighted the challenges faced in the libraries in terms of T and D. The following Chapter 7 provides a summary of the study and

makes conclusions and recommendations on how to deal with the various T and D challenges outlined.

Chapter Seven

Summary, conclusions and recommendations

7.1 Introduction

This chapter provides a summary of the findings, conclusions and recommendations of the study, based on data presented and interpreted in the previous chapters. The chapter ends with recommendations for further research in the area. The discussion includes a broad range of issues from the literature reviewed in Chapter 3, the study findings presented in Chapter 5 and discussed in Chapter 6 as well as insights gained from the study. The order of discussion in this chapter follows the research questions that guided the study. In this chapter the summary of the findings, conclusions and recommendations regarding research question four are not presented separately but are included in the recommendation section so as to minimize repetition.

7.2 Summary of findings and conclusions

This section provides a summary of research findings based on the research questions of the study presented in Chapter 1**section 1.6.**The following conclusions are drawn from the findings of the study that are related to T and D in the UPCULs. Both male and female library staff from the six UPCUs were involved in the study. They were from different age groups and had various levels of education with differing work experience and positions.

7.2.1 Nature of staff training and development

The study's findings revealed that library staff were aware of the T and D activities in UPCULs. The findings noted the T and D activities undertaken in UPCULs. In addition the findings established the training and development activities that library staff had participated in. Furthermore, the study's findings confirmed that library staff had participated in various T and D activities. In addition, it was evident from the study that library staff had participated in T and D activities in their respective universities. Findings showed the last time library staff had participated in these T and D activities. This meant that the training and development activities undertaken were irregular and not offered to all library staff. In line with the Cybernetic Open Systems Model, university libraries require continuous training and development of all staff, not

only with basic knowledge on LIS, but with the subject knowledge and professional skills needed to keep up-to-date. From the study findings it can be concluded that irregular and non inadequate T and D activities affect staff performance and service delivery.

The reasons why library staff participated in T and D activities were revealed. The main reasons were to acquire knowledge and skills and also to be efficient and effective at their work. Even though it was important to undertake T and D basing on the reasons stated above, there was however a lack of support from the university management for library staff to fully participate in T and D activities. In the absence of full management support, library staff cannot fully participate in T and D activities hence affecting their development and performance.

Findings of the study noted that some library staff had a negative attitude towards T and D. The study in relation to the Cybernetic Open Systems Model of HRM requires a positive attitude of library staff to facilitate development of staff. Basing on the findings of the study, it can be concluded that the negative attitude of library staff affected T and D. The study noted that the staff who undertook training appeared to perform better than their counter parts though they were not sure of what rewards or recognition they would receive after training. The study concluded that training and development of library staff improves staff performance. Furthermore, findings revealed that library staff were not sure of management recognizing staff that trained and developed themselves. The study further concluded that a lack of staff recognition after training affects staff performance.

The study's findings revealed that the UPCULs were understaffed. In line with the Cybernetic Open Systems Model university libraries should recruit sufficient staff that should be continuously trained in order to best serve users. The study concluded that understaffing and lack of T and D affected both library staff performance and services delivery. Furthermore, the findings revealed that library staff were often not given time off to train and develop themselves. The study also established that a lack of T and D of library staff affected both library management and performance. In line with the Cybernetic Open Systems Model staff should be given time off to train and develop themselves.

7.2.2 Training and development needs and courses desired to improve staff performance

The training courses desired to improve performance of library staff were established by the study's findings. Library staff required a number of courses to improve their performance such courses included: ICT, issues relating to library management, customer care, library automation, information searching and retrieval, library ethics, marketing the library, research and publication, records management, communication skills, library conservation and preservation, conflict resolution and management, team building, and proposal writing. The study concluded that although library staff required a number of courses to improve their performance, no training needs assessment had been done to determine the types of training required.

7.2.2.1 Initiation of training and development activities

Findings noted further how T and D activities were initiated. In addition, the study indicated that T and D activities were initiated by the head of department, individual staff or personal initiative and by invitations from other institutions and human resource departments. The study concluded that library staff were not part of the process of initiating courses which affects the T and D initiatives in the libraries.

7.2.2.2 Selection of staff for training and development activities

The ways in which library staff were selected for the T and D activities was revealed. It was evident from the findings that there was lack of transparency in selecting staff for T and D. It was crucial to select the staff correctly for training. Training programmes should be designed to consider the proper selection of trainees. In addition, it was revealed that some library staff attended T and D activities more regularly than their colleagues. In line with the Cybernetic Open Systems Model of HRM, there should be transparency in selecting the right trainees. The study concluded that lack of a designed training programme affects the selection of staff to be trained and this also affects the impact of T and D.

7.2.2.3 Evaluation of training and development activities

A majority of the library staff had not participated in training evaluation. The study concluded from the findings that lack of T and D evaluation affects the impact of T and D.

The study revealed that the T and D undertaken by staff was relevant. Although some library staff indicated that T and D activities undertaken were theoretical and irrelevant. Training and development activities undertaken were relevant because they provided knowledge and skills thus improving staff performance. However, findings also indicated that top management was dissatisfied with the performance of some library staff who undertook training. The study therefore concludes that relevant T and D activities improve performance and service delivery.

7.2.3 Role of management in the training and development of library staff

Management's role in T and D of library staff in the UPCULs included providing funds for T and D activities, encouraging staff to train, providing staff with time off to attend training, allowing collaboration with other university libraries, monitoring staff and bonding with staff. However, there was a lack of support from the university management for library staff to fully participate in T and D activities. Although a majority of the library staff had not been prevented from participating in staff T and D activities, the study concludes that a lack of full management support affects staff development.

It was evident from the study's findings that the university librarians ran T and D activities for both new and present staff. The study also noted that staff were given opportunities to put into practice the knowledge they received during the training. This meant that T and D activities were to some extent encouraged. In relation to the open cybernetic systems model of HRM the study concluded that training of all library staff and giving them time to put in practice the knowledge and skills gained from the training improves staff performance.

7.2.3.1 Training and development budget

Findings indicated that there was no specific budget set aside for T and D activities in the UPCULs. Training and development of staff was handled on an ad hoc basis and decisions were taken by top administrators in the universities. Therefore T and D activities were inadequately funded. Such funds were needed to train and develop library staff, acquire training equipment, infrastructure and training information resources. The study concluded that lack of a specific budget for T and D affected the development of staff.

7.2.3.2 Training and development policy

The study noted that there was no specific library staff T and D policy to guide the development of staff. Training and development of staff was handled on an ad hoc basis with university management taking decisions. In addition, the findings further revealed that UPCULs lacked library training programmes or plans. In the same spirit findings revealed that staff provided short notice to their colleagues of their intention to attend T and D activities. Even though there was an organized system for T and D it was only for top managers. University chief executives did set good examples and demonstrated the ability to motivate and inspired staff to pursue training though there were no effective procedures to guide the library staff in the T and D activities. The study concluded from the findings that in the absence of a T and D policy and programme or plan, T and D activities cannot be effective and staff development is hindered.

7.2.3.3 Role of library associations in training and development of staff

More than half of the library staff were members of a library association. Findings further revealed the reasons why some library staff were not members of a library association. The main reason why these staff were not members of a library association was that staff felt they gained no value from the association which they argued was inactive that is no test was done of pre and post tests of improvement and so forth. Membership to the library association was paid either individually or by the university. Furthermore, the study established that associations assisted their members in training library staff, work standardization, and sponsoring some staff for T and D activities. Some library staff were given time off to attend library association programmes. The study concluded that library association need to play a more active role in the T and D of LIS staff in Uganda.

7.2.4 Challenges faced in training and development of library staff

Establishing the challenges faced in T and D of library staff in UPCULs was the fourth research question. Some of the findings related to this issue has already been stated in section 7.2.1, regarding the nature of staff T and D, 7.2.2, regarding training and development courses, as well as 7.2.3, regarding the role of management in T and D of library staff. The other challenges were as follows:

It was clear from the study findings that there was no staff retention policies for staff who had been trained. Some library staff left the university libraries after undertaking T and D. In addition, findings indicated that staff wanted to be rewarded after they had trained and developed themselves through salary increments and promotion. It can be concluded from the findings that a lack of staff retention policy affects T and D activities hence performance and it could be a contributing factor to the increasing attrition rate of staff.

The study findings revealed that UPCULs lacked training facilities. Training facilities include well built library buildings, constant internet services, projectors and rooms for training. Lack of library training facilities constrained T and D activities. Some UPCULs were housed in either purpose built libraries, lecture rooms or stores. The study concluded that a lack of training facilities affected T and D of library staff.

The study also noted that there were inadequate local institutions offering LIS training. There were only five universities in Uganda that trained librarians and among them only three universities, that is, Makerere University, Uganda Christian University and Ndejje University that offered a bachelor's degree in librarianship. The other two universities, Kyambogo University and Islamic University in Uganda offered diploma and certificate courses in librarianship. The study concluded that the limited number of local institutions offering LIS training for affects library staff T and D.

7.3 Recommendations or strategies for training and development of library staff

The study identified various challenges which were faced in the T and D of library staff in UPCULs. The study therefore provides recommendations or strategies to improve library staff T and D in UPCULs.

7.3.1 Nature of staff training and development activities in UPCULs

The study recommends that UPCULs should provide ongoing T and D activities to all staff. Findings revealed that library staff participated in irregular T and D activities and not all staff participated in T and D activities. Furthermore, the study recommends a positive attitude of all

library staff for successful T and D. Library management must encourage a positive attitude in staff by motivating and rewarding them to participating in T and D.

It was evident from the findings that a lack of T and D affects both staff performance and service delivery. In addition library staff lacked time to train and develop themselves. The study recommends that management of UPCUs should provide adequate support for library staff to fully participate in T and D activities. By providing staff with the time to participate in T and D activities. Management should also recognize staff accomplishments after training and development. Staff who have undertaken T and D should be rewarded through salary increments and promotion.

It was clear from the study's findings that UPCULs were understaffed to perform all the managerial, information, and clerical duties. The study recommends UPCULs recruit efficient well-educated, knowledgeable, skilled and enthusiastic professionals to manage the library and deliver quality services to the users.

7.3.2 Training and development needs and courses required by library staff
The findings of the current study revealed that although the UPCUL staff required a number of courses to improve their performance. No such training needs assessment analysis had been done to determine the types of activities required. The study recommends that university librarians should carry out a needs assessment to determine the training needs of staff and the types of courses required by library staff to improve their performance.

7.3.2.1 Initiation of training and development activities
Management and staff initiated T and D activities in the library. The study recommends that library staff must be part of the initiation of T and D activities if they want to develop themselves. In addition, the study revealed how the library staff were selected for the T and D activities. In line with the Cybernetic Open Systems Model of HRM, the study recommends that university librarians should design a staff training programme to guide the T and D activities in their libraries. These programmes will assist in the selection of the right trainees and consider the

ability of the library staff to learn the training content and to use the knowledge and skills effectively, and to make the most efficient use of library resources possible.

7.3.2.2 Evaluation of training and development activities

Findings showed that a majority of library staff had not participated in T and D evaluations. The study recommends all library staff must be involved in the evaluation of T and D activities carried out. Mandatory evaluations will allow the adoption of relevant training in libraries. Therefore, library managers must ensure that all staff participates in the evaluation of T and D activities undertaken.

7.3.3 Role of management in training and development of library staff

Findings revealed that there was some degree of lack of support from the university management for library staff to fully participate in T and D activities. The universities as a whole should provide for general training such as training in management and training for supervisors and training officers. All library managers should take responsibility for on-the-job training of library staff. They can also make a valuable contribution to the development of the staff by the example they set, the guidance they give, and the standards they prescribe for the library staff in the libraries. The study recommends further that library managers should encourage training for all library staff both new and current so that skills are kept current. This will help the library staff grow professionally.

7.3.3.1 Training and development budget

The findings revealed that T and D activities were inadequately funded. Therefore, the study recommends that university libraries should have specific budgets for T and D activities set aside so as to keep up-to-date in supporting university libraries with the required skills. The Ugandan University management therefore must allocate sufficient funding to support training and development of library staff. The university libraries should solicit funds from other sources to supplement what is given to them by the university.

7.3.3.2 Training and development policy

The study confirmed that there was no policies regarding T and D of library staff. The study recommends the government through the NCHE should ensure that the policy regarding T and D of library staff is designed and implemented in all sectors including private university libraries. In line with the Cybernetic Open Systems Model of HRM, formulating of policy regarding T and D would help UPCULs to provide ongoing training to all staff. Also, the findings revealed that university librarians from UPCULs lacked a clear programme or plan for training and development of library staff. The study further recommends university librarians to carefully plan for T and D of staff by formulating T and D programmes and plans. Such plans will identify staff strengths and weaknesses for the detailed programmes, implementation and the evaluation of programmes so as to improve performance and service delivery in the UPCULs.

7.3.3.3 Role of Library Associations in Training and Development of staff

The study recommends that university librarians should encourage staff to join professional associations. The findings also revealed that library associations were not meeting the professional needs of its members. From the above findings, the study recommends that library associations must cover the needs of their membership and provide guidance in terms of T and D to enhance the skills of professionals. The study recommends further that networking or collaboration should be intensified or forged amongst libraries in the country (Uganda) internationally or regionally in order to improve staff skills and knowledge for better performance.

7.3.4   Challenges faced in training and development of library staff

The study recommends at a macro level that the university management develops a human resource strategy or plan that includes a recruitment, orientation, training, and retention guidelines. This can help the libraries improve their ability to attract, retain and motivate staff.

Furthermore the current study findings revealed that UPCULs lacked training facilities. Some UPCULs are housed in either purpose built libraries, lecture rooms or stores. It is a common phenomenon for university libraries to lack essential facilities for education provision. The study recommends that the university management should establish infrastructure that can support T

and D of library staff and foster the development of skills and knowledge to improve performance. In addition, the findings revealed that there are a few institutions which provide training for LIS. The study recommends that LIS courses be introduced in all local training institutions in Uganda.

7.4 Strategies to improve training and development

Many of these strategies have already been discussed with the previous challenges. However, other strategies are highlighted in this section.

The study recommends a revised curriculum to suit current trends and should also involve other stake holders including employers. Consequently, the study recommends an optimum LIS curriculum, that is dynamic and responsive to the changing information environment, and one that is contingent on producing information professionals who are able to manage change.

In addition, the study recommends that distance education be encouraged for the training of LIS professionals at Ugandan private chartered institutions. In Uganda distance education is already being offered at Makerere University (MUK), the Uganda Management Institute (UMI) and Kyambogo University (KU). This will assist library staff who are in fulltime employment to undertake continuing professional development outside of normal working hours. The study recommends the establishment of E-learning and E-governance through libraries. In a country like Uganda e-learning now has great relevance, especially for extending higher education into new, previously neglected areas. A large percentage of the target population is beyond the reach of formal education channels due to a variety of inherent weaknesses in the Ugandan teaching system, including the lack of traditional educational infrastructure in many areas. E-learning initiatives may provide access to staff who are unable to access formal education channels due to work commitments.

Furthermore, the study recommends that a T and D habit be developed in the libraries. Staff development does not have to occur only in a formal training or workshop session. Library management should encourage development informally during weekly or monthly staff meetings, during the day when they mentor other library staff. Library managers should setup

dialogue sessions to encourage discussion on topics that the library staff are interested in learning about. Also a journal should be kept in the library for staff to write their ideas about T and D.

Library managers should setup a mentoring programme. Mentoring is the supporting and affirmation approach of pairing library staff working together to grow and develop professionally. New library staff should be paired with experienced staff who can guide their development.

The study recommends a consolidation and expansion of the university library network. It is acknowledged that universities should take steps to provide public access to the internet, but it also should encourage the development of communication access centers that will play an important role in T and D of staff. University library authorities have a responsibility to ensure that library and information networks are as comprehensively available as other utilities and provided at reasonable costs. Both existing and new libraries should have infrastructure that is at least capable of access to electronic information over national and international networks and to access local information in different forms.

Library management should promote a staff member to the position of training coordinator. This person will be able to keep abreast of the training field and of the needs within the university library. This is key to making training a reality and the one method that most organizations such as a university need to put into place as soon as possible. Although much of the training coordinators work is administrative, very little seems to be accomplished if this position does not exist in libraries. The training coordinator would work with external consultants, keep training records, respond to requests, subscribe to library periodicals, schedule workshops, coordinate calendars and take care of the logistics of seminars and workshops. The training coordinator should not conduct the actual training unless he or she has the experience and credibility to do so. However, knowledge of LIS training is necessary for the training coordinator. External consultants should be approached to develop a training programme to help university libraries meet their specific needs.

7.5 Originality

According to Phillip and Pugh (2005: 62), it is a requirement at this level, that the study makes a significant and original contribution to the knowledge of facts and or theories in the field of the study. The originality of this study lies in its exploration of the anomalous situation between policy and practice in the T and D of library staff in the UPCULs. The study reviewed various studies related to the study carried out by various researchers such as Oldroyd (1995); Smith (2003); Sayer, Walton and Smith (2008); Thang (2009); Abba and Dawha (2009); Lockhart and Majal (2012) and Eze (2012). These studies assisted in the setting of a benchmark regarding the T and D of library staff in UPCULs.

In addition, the current study used two approaches (quantitative and qualitative) with various data collection instruments such as a questionnaire and an interview schedule to address the research problem. These processes of reviewing the various studies related to the study and the combination of quantitative and qualitative methodologies, together with various data collection instruments, allowed the researcher to arrive at findings that constitute an original contribution. It also enabled a critical analysis of the prevailing HRM cybernetic open system models of HRM in relation to the research problem studied.

7.6 Contribution of the study

This section presents the contribution of the study to theory, policy and practice.

7.6.1 Contribution of the study to theory

The main objective of research was to address the present situation concerning T and D of library staff in UPCULs. The Cybernetic Open Systems Model of HRM was used to guide the study, and provided the principles and building blocks on which to advance the theory. The study contributes towards the theory and practice of T and D of library staff in the UPCULs.

The study applied a pragmatic paradigm which views learning as a process in which library staff debunk concepts such as truth and reality and focuses instead on what works as the truth regarding the problem under study and finding solutions to the problems. Rather than looking at approaches, the study emphasized a study problem and all methods available to understand the

problem. In this case the study was able to freely choose the methods, techniques and procedures of the study. Pragmatism was applied in soliciting and analyzing data, for example, university librarians were easily interviewed while library staff preferred to answer a self-administered questionnaire in their own time. The combination of methods helped to obtain sufficient, comprehensive information in generating confidence in the findings and conclusions.

Adoption of the Cybernetic Open Systems Model of HRM served to provide insight into the study relating to staff T and D in UPCULs. The empirical findings and challenges in the Ugandan situation were examined in the study. The Cybernetic Open Systems Model of HRM indicated that through T and D, staff acquire knowledge and skills to improve their performance. The objectives of staff T and D were to provide staff with the necessary knowledge and skills to improve work performance and enable staff to adapt to constant changes while developing professionally. Staff T and D has been identified by various scholars to be very crucial to any organization and its effectiveness. The pace of change and development, particularly in the field of LIS is rapid. In these circumstances libraries that fail to develop their staff risk being left behind.

7.6.2 Contribution of the study to policy

Different international bodies have adopted a policy on staff T and D, for example, the American Library Association, IFLA, the SAQA Act (No. 58 of 1995) of South Africa and BTVET skilling strategic plan 2010-2020 in Uganda. Quality service provision is dependent on the expertise of staff. Changes in society, ICTS, and professional growth requires library staff to continuously update their skills and knowledge.

Despite the wealth of policy supporting staff T and D in libraries and the implications of the various sections of the BTVET skilling strategic plan 2010-2020 in Uganda there appears to be a lack of recognition of the applicability of the plan to T and D of library staff in UPCULs. In all the university libraries investigated in Uganda, the study confirmed that there are irregular T and D activities and not all staff undertake T and D. That means there is a gap between policy and the actual practice of library staff T and D in UPCULs. This was evident from the lack of formulated T and D policies, programmes and plans in the UPCULs. The findings and recommendations of

the study could be used to draft a T and D policy for the UPCULs which could be published through a workshop with various university stakeholders for action and implementation. The aim of the workshop would be to create awareness among various stakeholders of the nature and role of the T and D policy.

Therefore, it is intended that the findings of the study should influence those in authority to close the gap between policy and practice. Decision makers can be made aware of the study's findings through workshops, seminars, conferences and publications so that they recognize and act on the need to demonstrate their ongoing and concerted commitment to T and D of library staff in UPCULs.

Universities need to provide an adequate budget for the implementation of such a policy. Such actions would go a long way to address library staff T and D and ensure that the policy formulated is implemented to bridge the gap between policy and practice.

7.6.3 Contribution of the study to practice

Findings of the research were significant since they identified the gap between theory and actual practice in T and D in UPCULs and made recommendations for bridging it in policy and practice. Training and development is an important factor in delivering efficient and effective services. However, irregular T and D activities as revealed by the study adversely affect the performance of library staff. In practice irregular and inadequateT and D of library staff hinders efficient staff performance and ultimately the delay of a quality library service.

The T and D courses required by library staff were identified and if staff are trained continuously and trained in relevant courses, their knowledge and skills will improve hence ensuring better performance. In addition, the study shed light on the challenges encountered in training and development of library staff. These challenges could be dealt with by university and library management following the strategies revealed by the study. The survey results, contributed to the knowledge of the practice of library staff T and D in the areas surveyed in contrast to the theoretical understanding of it in UPCULs. The conclusions drawn and the remedial measures

proposed by the study are useful tools to assist UPCULs and other stakeholders improve on the quality of T and D activities so as to enhance the performance of library staff.

7.7 Suggestions for further research

The current study examined the nature of staff T and D in UPCULs. The study was limited to the six UPCULs. The study recommends that further study be conducted in public universities to determine the magnitude of the challenges faced in library staff T and D.

7.8 Summary of the study

A summary of discussion of this chapter is shown in Table 29 below.

Table 29: Matrix of research questions, cybernetic open system model, principles and prerequisites from the model and literature and findings

Research question	Cybernetic Open Systems Model	Literature reviewed	Principles and pre-requisites from the model and literature	Findings
What is the nature of staff T and D in UPCULs?	Ongoing T and D activities for all staff	Ondari-Okemwa (2000), Garrod (2001), McNicol (2002), Milkovich and Boudreau (2004), King, McMenemy and Poulter (2006), and Naong (2009).	Ongoing and to all staff	Irregular and inadequate training
What are the T and D courses required by library staff to improve performance?	Assessed or analyzed activities	Riley (2002), Myburg (2003), Genoni and Smith (2005), Song (2005), Missingham (2006), Salas et al (2012) and Majinge (2014).	Assessed and analyzed training activities	No needs assessment done
What is the role of management in T and D of library staff?	Management to fully accept the responsibility of staff T and D	Vink (1991), Murphy (2009), Erasmus et al (2012)	1) Allocation of sufficient funds 2) Formulate and implement T and D policy 3) Design T and D plan or programme 4) Recruit efficient, trained and skilled staff 5) Provide time off for T and D activities	1) Inadequate funding 2) Lack of T and D policy 3) Lack of T and D plan or programme 4) Understaffing 5) Lack of time off to train and develop themselves 6) Inadequate collaboration and networking 7) Inadequate monitoring and

Research question	Cybernetic Open Systems Model	Literature reviewed	Principles and pre-requisites from the model and literature	Findings
			6) Allowing collaboration and networking 7) Monitoring and bonding with staff	bonding with staff
What are the challenges faced in T and D library staff?	Economic, environmental, personal, and participation factors.	Alemna (1991), Ita (1991), Adediba (1995), Oldroyd (1995), Kaniki (1997), Raseroka (1999), Ondari-Okemwa (2000), Onatola (2000), Ochola (2000), Kinnell, Yu and Ceaser (2000), Milkovich and Tettey and Puplampu (2000), Carleton University (2000), Laurier Institution (2000), Kozlowski et al (2000), Aketunji (2001),Garrod (2001), Fitzpatrick (2001), Tennant (2001),Gering and Conner (2002), Bloom (2002),McNicol (2002), Myburg (2003), Mathews (2003), Hammers (2003), Boudreau (2004), Teferra and Altbach (2004), Evenson (2004),Kavulya (2004), Boudreau (2004), ALA (2005), Raju (2005), Genon and Smith (2005), Tettey (2006),King, McMenemy and Poulter, (2006), Damonse (2006), Akporhonor (2006), Milkovich and Friedman (2006), Saks and Belcourt	1) Allocation of sufficient funds 2) Improved T and D facilities 3) Employ enough, skilled and trained staff 4) Ongoing T and D activities and to all staff 5) Positive attitude of all staff towards T and D 6) Full university management support 7) Carrying out training needs assessment 8) Formulate and implement T and D policy and plan or programme 9) Develop recruitment and retention policy 10) Introduce LIS course in all universities 11) Provide time for T and D activities 12) Management motivating staff to train and develop themselves	1) Insufficient funding 2) Inadequate T and D facilities 3) Understaffing 4) Irregular T and D activities for few staff 5) Negative attitude of some staff towards T and D 6) Inadequate university management support 7) Lack of training need assessment 8) Lack of T and D policy and plan or programme 9) Lack of recruitment and retention policy 10) Inadequate LIS training institutions 11) Lack of time off to attend T and D activities 12) Lack of staff motivation by management to train and develop

Research question	Cybernetic Open Systems Model	Literature reviewed	Principles and pre-requisites from the model and literature	Findings
		(2006), Ocholla and Bothma (2007), Minishi-Majanja (2007), Ajidahun (2007), Rahman, Khatun and Islam (2008), World Bank (2008), Chapman, (2008),Yawson, (2009), Morris (2010), Magina and Lwehabura (2011), Gavgani, Kigongo-Bukenya and Musoke (2011), Shokraneh and Shiramin (2011), Khan and Bhatti (2011), Okello-Obura and Kigongo-Bukenya (2011), Laskowska (2011), Salas et al (2012), Khan and Bhatti (2012) Erasmus (2012), Simba (2014), and Majinge (2014).		
What strategies can you recommend for improvement of T and D?	Environmental, personal, and participation factors	King, Hyman (1991), Iris and Galletta (1991), Kinnell, Yu Vink (1991), Moore (2000), Ceaser (2000), Stoker (2000), Kimberly (2000), Yesufu (2000), Nathan (2001), Robins and De Cenzo (2001), Tennant (2001), Ocholla (2001), Grimshaw (2003), Raju (2004), Song (2005), McMenemy and Poulter (2006), Ajidahun (2006), Missingham (2006), Ajidahun (2007),du Toit (2008),	1) Allocation of sufficient funds 2) Ongoing T and D activities and to all staff 3) Improved infrastructure 4) Employ sufficient and skilled staff 5) Positive attitude of staff 6) Full management support 7) Training and development budget 8) Carry out training needs assessment 9) Formulate and implement T and D policy	1) Insufficient funding 2) Irregular T and D activities for all staff 3) Lack of T and D facilities 4) Understaffing 5) Negative attitude of some staff towards T and D 6) Inadequate university management support 7) Lack of T and D budget 8)Lack of training needs assessment 9) Lack of T and D policy and plan or programme 10) Lack of recruitment and retention policy

Research question	Cybernetic Open Systems Model	Literature reviewed	Principles and pre-requisites from the model and literature	Findings
		Anderson (2007),Ocholla and Bothma (2007), Minishi- Majanja (2007),Ocholla (2008), Seyama (2009), Naog (2009), Connor (2009), Chiware (2010), Bukenya and Musoke (2011), Okello-Obura and Kigongo-Bukenya (2011), Lochart and Majal (2011), Nsibirwa-Zawedde (2012),Erasmus et al (2012), Salas et al (2012) and Majinge (2014).	and plan or programme 10) Formulate recruitment and retention policy 11) Introduce LIS course in all universities 12) Provide staff with enough time for T and D 13) Improved LIS curriculum 14) Collaboration and networking 15) Evaluate T and D activities 16) Introduce distance learning education 17) Establish mentoring plan 18) Establish E-learning services 19) Establish T and D habit 20) Appoint training coordinator	11) Inadequate LIS training institutions 12) Inadequate time off for T and D activities 13) Unsuitable LIS curriculum 14) Inadequate collaboration and networking 15) Inadequate evaluation of T and D activities 16) Lack of distance learning education 17) Inadequate mentoring plan 18) Lack of E-learning service 19) Inadequate T and D habit 20) Lack of a training coordinator

In conclusion the study has achieved its objectives by answering the research questions that guided the study. The study examined the nature of staff T and D in UPCULs. The study focused on the nature of T and D activities, training needs and courses required by library staff to improve their performance and the role of management in T and D of library staff with a thorough review of the available literature on the subject. The study was guided by the Cybernetic Open Systems Model of HRM.

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APPENDICES

Appendix 1: Informed consent

20 November2013

Dear Respondent,

Informed Consent Letter

Researcher: Clement LutaayaNabutto

Institution: University of KwaZulu-Natal

Telephone number: +27 (0) 780465507, +256 772 569 891

Email address: 212562282@stu.ukzn.ac.za., clement_lutaaya@yahoo.com

Supervisor: Dr Ruth Hoskins

Institution: University of KwaZulu-Natal

Telephone number: + 27 (0) 33-260 5093

Email address: hoskinsr@ukzn.ac.za

I, Clement LutaayaNabutto, Deputy University Librarian Ndejje University, kindly invite you to participate in the research project entitled **"Staff training and development in Ugandan Private Chartered University Libraries."** This research project is undertaken as part of the requirements of a doctoral study, which I am undertaking through the University of KwaZulu-Natal, Information Studies Programme.

The purpose of this study is to investigate the staff training and development activities of the Ugandan private chartered university Libraries   and to establish the types of training and development courses

required by library staff. The study also aims to establish strategies that will assist with overcoming the challenges faced by these libraries in terms of staff training and development.

Participation in this research project is voluntary. You may decline to participate or withdraw from the research project at any stage and for any reason without any form of disadvantage. There will be no monetary gain for participating in this research project. Confidentiality and anonymity of records identifying you as a participant will be maintained by the Information Studies Programme at the University of KwaZulu-Natal.

If you have any questions or concerns about participating in this study, please feel free to contact myself or my supervisor at the numbers indicated above.

Thank you for participating in this research project.

Clement LutaayaNabutto

....

Signature   Date 20November 2013

Appendix 2: Application Letter for data collection at Bugema University

Information studies

School of social sciences

University of KwaZulu-Natal

Private bag X01

Scottsville 3209, south Africa

Tel: +27 (0)332605571

mutulas@ukzn.ac.za

8 November 2012
Vice Chancellor
Bugema University
P. O. Box 6529
Kampala

Attn: University Librarian

Dear Sir,

RE: APPLICATION FOR RESEARCH DATA COLLECTION

Reference is made to the above subject.

Mrs Clement Lutaaya Nabutto is a duly registered PhD student in the Information Studies Programme at the University of KwaZulu-Natal, in South Africa. As part of the requirement for the award of the doctoral degree, she is undertaking a study on "Staff Training and Development in Ugandan Private Universities". The study covers six university libraries in Uganda.

The purpose of this letter is to kindly request a written permission from your office to enable her to collect data from your University. Possible dates for data collection are flexible within 2013. The data will be collected through survey questionnaire and interviews. Your authorization to this request will be highly appreciated.

Yours sincerely,

Professor Stephen Mutula
Academic Leader, Development Cluster

Appendix 3: Research Permit from Bugema University

B U G E M A   U N I V E R S I T Y

Main Campus	**Kampala Campus**
32km, Gayaza – Zirobwe Road	**Adventist Center**
P.O Box 6529	**Opposite Law Dev't Center**
KAMPALA, UGANDA	**Makerere Hill Road**
Tel: 256-31-351400	**P O Box 6529**
Fax: 256-31-351460	**KAMPALA, UGANDA**
Website:www.bugemauniv.ac.ug	

Tel: 256-312-362482

OFFICE OF THE UNIVERSITY LIBRARIAN

November 14, 2012

Dear Ms Clement Lutaaya,

RE: PERMISSION TO CONDUCT RESEARCH AT OUT INSTITUTION.

Thank you for your interest in conducting research at our institution. In response to your letter dated 20th October 2012, I on behalf of Bugema University Administration hereby write to grant you permission to conduct research in connection with Staff training and development in Uganda private university libraries.

I hope that your engagement here shall be rewarding for your future career development.

Yours sincerely,

David Lwabi.

CC: Vice Chancellor

 DVC- Academics

A CHARTERED SEVENTH-DAY ADVENTIST INSTITUTE OF HIGHER LEARNING

MISSION: "To offer an excellent and distinctive holistic Christian education designed to prepare our students

Appendix 4: Application letter for data collection at Ndejje University

Information studies

School of social sciences

University of KwaZulu-Natal

Private bag X01

Scottsville 3209, south Africa

Tel: +27 (0)332605571

mutulas@ukzn.ac.za

8 November 2012

Vice Chancellor
Ndejje University
P. O. Box 7088
Kampala

Attn: University Librarian

Dear Madam,

RE: APPLICATION FOR RESEARCH DATA COLLECTION

Reference is made to the above subject.

Mrs Clement Lutaaya Nabutto is a duly registered PhD student in the Information Studies Programme at the University of KwaZulu-Natal, in South Africa. As part of the requirement for the award of the doctoral degree, she is undertaking a study on "Staff Training and Development in Ugandan Private Universities". The study covers six university libraries in Uganda.

The purpose of this letter is to kindly request a written permission from your office to enable her collect to data from your University. Possible dates for data collection are flexible within 2013. The data will be collected through survey questionnaire and interviews. Your authorization to this request will be highly appreciated.

Yours sincerely,

Professor Stephen Mutula
Academic Leader, Development Cluster

Appendix 5: Research permit from Ndejje University

NDEJJE

P. O. Box 7088 Kampala Uganda
Tel: 077 730322

OFFICE OF THE
VICE CHANCELLOR

UNIVERSITY

E-mail: vc@ndejjeuniversity.ac.ug
Website: www.ndejjeuniversity.ac.ug

Our Ref: VC/C/1

Your Ref:

7/11/2012

Date:

Clement Lutaaya Nabutto
Information Studies Programmes
School of Social Sciences,
College of Humanities,
University of KwaZulu-Natal,
Pietermaritzburg Campus,
South Africa.

Re: **Permission for Mrs Clement Lutaaya Nabutto to collect research data at
       Ndejje University**

Reference is made to your letter dated 26thOctober 2012, on the subject matter.

You are hereby informed that the permission has been granted to Mrs Clement Lutaaya
Nabutto to collect research data at Ndejje University as per the request.

Yours faithfully
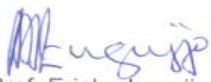
Prof. Eriabu Lugujjo
VICE CHANCELLOR

Cc Supervisor

Dr. Ruth Hoskins

hoskinsr@ukzn.ac.za

+27 (0) 332605093

Appendix 6: Application letter for data collection at Kampala International University

Information studies

School of social sciences

University of KwaZulu-Natal

Private bag X01

Scottsville 3209, south Africa

Tel: +27 (0)332605571

mutulas@ukzn.ac.za

8 November 2012

Vice Chancellor
Kampala International University
P. O. Box 20000
Kampala

Attn: University Librarian

Dear Madam,

RE: **APPLICATION FOR RESEARCH DATA COLLECTION**

Reference is made to the above subject.

Mrs Clement Lutaaya Nabutto is a duly registered PhD student in the Information Studies Programme at the University of KwaZulu-Natal, in South Africa. As part of the requirement for the award of the doctoral degree, she is undertaking a study on "Staff Training and Development in Ugandan Private Universities". The study covers six university libraries in Uganda.

The purpose of this letter is to kindly request a written permission from your office to enable her to collect to data from your University. Possible dates for data collection are flexible within 2013. The data will be collected through survey questionnaire and interviews. Your authorization to this request will be highly appreciated.

Yours sincerely,

Professor Stephen Mutula
Academic Leader, Development Cluster

Appendix 7: Research permit from Kampala International University

KIU KAMPALA INTERNATIONAL UNIVERSITY
EXPLORING THE HEIGHTS

Ggaba Road, Kansanga * PO BOX 20000 Kampala, Uganda
Tel: 041-4-267603 Fax: +256 (0) 41 - 501974 E-mail:
admin@kiu.ac.ug * Website: http://www.kiu.ac.ug

Office of the Vice Chancellor

Ref: KIU/VC/200/9

November 21, 2012

Ms. Clement Lutaaya Nabutto
Department of Social Sciences
College of Humanities
University of KwaZulu - Natal
Pietermaritzburg Campus
South Africa

Dear Madam

RE: Data Collection from KIU Library Staff

We acknowledge receipt of your letter date October 26, 2012 regarding the above subject.

Kampala International University encourages research and hence feels honoured to be part of your study. We have no objection therefore to your request.

We wish you well in your endeavour and look forward to receiving a copy of the findings.

Sincerely Yours

2 1 NOV 2012
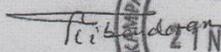
Prof. P. Kazenga Tibenderana
Vice Chancellor

c.c.   Chief University Librarian, KIU
c.c.   Dr. Ruth Hoskins, Study Supervisor
       University of KwaZulu-Natal

"Exploring the Heights"   1

243

Appendix 8: Application letter for data collection at Nkumba University

Information studies

School of social sciences

University of KwaZulu-Natal

Private bag X01

Scottsville 3209, south Africa

Tel: +27 (0)332605571

mutulas@ukzn.ac.za

8 November 2012

Vice Chancellor
Nkumba University
P. O. Box 237
Kampala

Attn: University Librarian

Dear Madam,

RE: **APPLICATION FOR RESEARCH DATA COLLECTION**

Reference is made to the above subject.

Mrs Clement Lutaaya Nabutto is a duly registered PhD student in the Information Studies Programme at the University of KwaZulu-Natal, in South Africa. As part of the requirement for the award of the doctoral degree, she is undertaking a study on "Staff Training and Development in Ugandan Private Universities". The study covers six university libraries in Uganda.

The purpose of this letter is to kindly request a written permission from your office to enable her to collect data from your University. Possible dates for data collection are flexible within 2013. The data will be collected through survey questionnaire and interviews. Your authorization to this request will be highly appreciated.

Yours sincerely,

Professor Stephen Mutula
Academic Leader, Development Cluster

Appendix 9: Research permit from Nkumba University

Nkumba University

CHARTERED SINCE 2006 BY THE GOVERNMENT OF UGANDA

OFFICE OF THE VICE-CHANCELLOR

The mission of the University is to provide an environment that enables the cultivation of Competence, Confidence, Creativity, and Character, in the academic, professional and social interactions.

Our ref: NU/VC/E/37   **Date:** 15 November 2013

Mrs. Clement Lutaaya Nabutto
PhD student
University of KWAZULU-NATAL
Private Bag X01
Scottsville 3209, South Africa

Dear Mrs Lutaaya Nabutto,

RE: APPLICATION FOR RESEARCH DATA COLLECTION

Permission is granted to you to collect data from Nkumba University as part of the requirement for the award of the doctoral degree you are undertaking on "Staff Training and Development in Ugandan Private Universities".

Yours sincerely,

Assoc. Prof. Hannington Sengendo
VICE CHANCELLOR

c.c. Professor Stephen Mutula, Academic Leader, Development Supervisor
c.c. Systems Librarian, Nkumba University

Appendix 10: Application letter for data collection at Uganda Christian University

Information studies

School of social sciences

University of KwaZulu-Natal

Private bag X01

Scottsville 3209, south Africa

Tel: +27 (0)332605571

mutulas@ukzn.ac.za

13November 2012

Vice Chancellor
Uganda Christian University
Kampala

Attn: University Librarian

Dear Sir,

RE: **APPLICATION FOR RESEARCH DATA COLLECTION**

Reference is made to the above subject.

Mrs Clement Lutaaya Nabutto is a duly registered PhD student in the Information Studies Programme at the University of KwaZulu-Natal, in South Africa. As part of the requirement for the award of the doctoral degree, she is undertaking a study on "Staff Training and Development in Ugandan Private Universities". The study covers six university libraries in Uganda.

The purpose of this letter is to kindly request a written permission from your office to enable her to collect data from your University. Possible dates for data collection are flexible within 2013. The data will be collected through survey questionnaire and interviews. Your authorization to this request will be highly appreciated.

Yours sincerely,

Professor Stephen Mutula
Academic Leader, Development Cluster

Appendix 11: Research permit from Uganda Christian University

UGANDA CHRISTIAN
UNIVERSITY
A Centre of Excellence in the Heart of Africa

14 November 2012

Prof. Stephen Mutula

Academic Leader, Development Supervisor

University of Kwazulu-Natal

Dear Prof. Mutula

RE: PERMISSION FOR RESEARCH DATA COLLECTION

I pleased to inform you that permission is hereby granted to Mrs. Clement Claire Lutaaya to carry out her research and collect data from our University, concerning staff training and development in our University Library.

Thank you

Yours truly

Dr. Frederick Mukungu

University Librarian

Cc Vice Chancellor

A Complete Education for A Complete Person

P. O. Box 4, Mukono, Uganda   Tel: +256 (0) 31 235 0800   Fax: +256 (0) 41 429 0800   Email: ucu@ucu.ac.ug   Web: www.ucu.ac.ug
Founded by the Province of the Church of Uganda. Chartered by the Government of Uganda

Appendix 12: Application letter for data collection at Uganda Martyrs University

Information studies

School of social sciences

University of KwaZulu-Natal

Private bag X01

Scottsville 3209, south Africa

Tel:+27 (0)332605571

mutulas@ukzn.ac.za

1 February 2013

Dr. Ssempebwa Jude
In-charge research directorate
Uganda Martyrs University
P. O. Box 5498
Kampala

Attn: University Librarian

Dear Madam,

RE: **APPLICATION FOR RESEARCH DATA COLLECTION**

Reference is made to the above subject.

Mrs Clement Lutaaya Nabutto is a duly registered PhD student in the Information Studies Programme at the University of KwaZulu-Natal, in South Africa. As part of the requirement for the award of the doctoral degree, she is undertaking a study on "Staff Training and Development in Ugandan Private Universities". The study covers six university libraries in Uganda.

The purpose of this letter is to kindly request a written permission from your office to enable her to collect data from your University. Possible dates for data collection are flexible within 2013. The data will be collected through survey questionnaire and interviews. Your authorization to this request will be highly appreciated.

Yours sincerely,

Professor Stephen Mutula
Academic Leader, Development Cluster

Appendix 13: Research permit from Uganda Martyrs University

Uganda
Martyrs
University

Making a difference

Office of the Research Directorate

14th February, 2013

Dear Sir/ Madam,

Re: Permission to collect Data from UMU Library

This is to introduce to you Mrs. Clement Lutaaya Nabutto, a PhD student at the University of Kwazulu – Natal in South Africa. She is undertaking a study on Staff Training and Development in Ugandan Private Universities and more specifically, University Libraries.

She has clearance from the Research Directorate to obtain information from this University.

The purpose of this letter is to request you to give her the assistance she requires.

Thank you for your cooperation.

Abisagi N. Kasoma

Administrator

Research Directorate

Uganda Martyrs University

Cc   Deputy vice Chancellor Academic Affairs, Ugandan Martyrs University

Cc   Librarian, Uganda Martyrs University

Cc   Registrar, Uganda Martyrs University

Appendix 14: Request for permission to pre-test instruments at Kyambogo University

University of KwaZulu-Natal
School of Social Sciences
Private Bag X01
Scottsville
3209
South Africa

4 May, 2013
University Librarian Kyambogo University
P. O. Box 1
Kampala, Uganda

Dear Sir

RE: Request for Permission to Pre-Test My Research Instruments

I am a PhD student in Information Studies programme, at the University of KwaZulu-Natal Pietermaritzburg campus. My research topic is **"Training and development of library staff in Ugandan private chartered Universities.**To ensure consistency, clarity and validity of research instruments I wish to pre-test my instruments at Kyambogo University. My supervisor Prof. Ruth Hoskins (see her details below) has advised me to seek your permission to pre-test the instruments (survey questionnaire and interview schedule). This letter serves as a request for your permission in this regard.

Yours sincerely

Clement Lutaaya Nabutto (Mrs)
Candidate

Email: clement_lutaaya@yahoo.com
Cell: +256 7 72569891

Professor Ruth Hoskins
Supervisor

Telephone number: + 27 (0) 33260 5093

Email: hoskinsr@ukzn.ac.za

Appendix 15: Questionnaire for library staff

Questionnaire for library staff on staff training and development in Ugandan Private Chartered University Libraries

Part I. Demographic Data

Please tick the relevant box and where you require more space for answering any of the questions please use the blank (reverse) side of the questionnaire.

1. Gender

[   ] Female   [   ] Male

2. Your Age (years)

a) 18-25 [   ]   b) 26-30 [   ]   c) 31-40 [   ]   d) over 40

3. What is your position/job title?...

4. How many years have you served as an employee of this university library? …………………………………………………………………………………………… …………………………………………..…………………...

5. What is your highest educational attainment?

	Less than O'Level
	O' Level
	A' Level
	Certificate from College/University
	Diploma
	Bachelor's Degree
	Postgraduate Diploma
	Master's Degree
	Doctoral Degree

Part II: Knowledge about staff training and development

6. Are you aware of any staff training and development activities presently in your library?

[   ] Yes   [   ] No

6.1 If yes, what staff training and development activities are there?

……
……………………………………………..……………………...

……
……………………………………………..……………………...

7. Which of the following staff training and development activities do the staff participate in?

Conferences   [   ] Yes   [   ] No   [   ] Unsure

Workshops   [   ] Yes   [   ] No   [   ] Unsure

External courses   [   ] Yes   [   ] No   [ ] Unsure

Internal courses   [   ] Yes   [   ] No   [   ] Unsure

Job rotation   [   ] Yes   [   ] No   [   ] Unsure

Internal job exchanges   [   ] Yes   [   ] No   [   ] Unsure

External job exchanges   [   ] Yes   [   ] No   [   ] Unsure

Further studies   [   ] Yes   [   ] No   [   ] Unsure

Research   [   ] Yes   [   ] No   [   ] Unsure

Publication   [   ] Yes   [   ] No   [   ] Unsure

Mentoring   [   ] Yes   [   ] No   [   ] Unsure

Access posts   [   ] Yes   [   ] No   [   ] Unsure

8. Have you participated in any staff training and development activities while working in this library?

[   ] Yes   [   ] No

If No, continue with question 14

8.1. If yes, which staff training and development activity/programme/s have you been engaged in?

……
…………………………………………………………..

……
…………………….…………………………..

9. When was the last time you participated in any staff training and development activity and briefly describe it?

……
…………………………………………………………..

……
…………………….…………………………..

10. What were your reasons for participating in this activity?

……
…………………….…………………………..

……
…………………….…………………………..

……
………….……………………………………………...

11. Do you feel the training and development you undertook was relevant for you?

[   ] Yes   [   ] No   [   ] Unsure

11.1. Please provide details for your answer above.

……
…………………….…………………………..

………

……………………………………………………………...

12. Did you participate in any form of evaluation of the staff training and development activity?

[   ] Yes   [   ] No

12.1. If yes, please provide details of this evaluation

………

……………………………………...…………………...

………

……………………………………...…………………..

13. Who sponsored the training and development activity?
[   ] Self   [   ] Employer   [   ] Other organization

Others,
specify..

....

14.   What   training   and   development   courses   are   desired   to   improve   staff

performance?………………………………………………………………………………………

……………………………………………………...

....

………

……………………………………...…………………..

15. What role does management play in the training and development of library staff?

………

……………………………………...…………………...

………

……………………………………...…………………...

16. Are you a member of Uganda Library and Information Association (ULIA)?

[   ] Yes   [   ] No

16.1. If yes, how does ULIA assist its members in training and development?

…………………………………………………………………………………………………
………………………………………….…………………..

……
………………………………………….…………………..

17. Is staff training and development encouraged at your organization/university?

[   ] Yes   [   ] No   [   ] Unsure

17.1. If yes, in what ways is it encouraged?

……
………………………………………….…………………..

……
………………………………………….…………………..

17.2. If no, in what ways is it discouraged?

……
………………………………………….…………………..

……
………………………………………….…………………..

18. Have you ever been prevented from participating in staff training and development activities?

[   ] Yes   [   ] No   [   ] Unsure

18.1. If yes, give details.

……
……………………………………………………..

……
…………………………………………..……………..

19. How is training initiated in this university?

……
………………………………………..……………..

Part III: Perceptions, attitudes, and commitment of staff to staff training and development and training effectiveness and impact.

Under this section, show the extent to which you agree with each of the statements by ticking the best alternative of your choice.

SN	Items	Strongly Disagree	Disagree	Slightly Disagree	Neither Agree Nor Disagree	Slightly Agree	Agree	Strongly Agree
Perception and attitude of staff about training and development								
1	The management of this University carries out induction training for new staff in the University.	1	2	3	4	5	6	7
2	The University organizes in-service training courses for library staff to enable them acquire new skills in their professions.	1	2	3	4	5	6	7
3	There is a well-organized system of employee training and development for the entire staff of this University.	1	2	3	4	5	6	7
4	Staff training and development is for top managers of the University only.	1	2	3	4	5	6	7
5	External training schemes are arranged for staff to improve on their academic qualifications and performance at work.	1	2	3	4	5	6	7
6	Employees in the library department are encouraged to pursue	1	2	3	4	5	6	7

SN	Items	Strongly Disagree	Disagree	Slightly Disagree	Neither Agree Nor Disagree	Slightly Agree	Agree	Strongly Agree
	further academic studies to improve on their skills.							
7	There is a special budget set for library staff training and development in this university.	1	2	3	4	5	6	7
8	Management gives special recognition to staff after completion of their training.	1	2	3	4	5	6	7
9	Library staff are trained on a regular basis to meet the technological trends in the information field.	1	2	3	4	5	6	7
10	Equal opportunity is given to staff who wish to pursue further training in the library department.	1	2	3	4	5	6	7
11	A special department is in place to ensure proper staff training and development.	1	2	3	4	5	6	7
12	The university retains all staff that undergo training to improve on performance.	1	2	3	4	5	6	7
13	The library management believes in a highly trained workforce for efficient service delivery.	1	2	3	4	5	6	7
Training and Development Effectiveness								
14	In this university the library staff members understand and agree with the objectives of training and development.	1	2	3	4	5	6	7
15	The leadership of this university has set clear direction for the library staff training and development.	1	2	3	4	5	6	7
16	In this university individual members' knowledge and skills are well recognized and used.	1	2	3	4	5	6	7
17	In this university, library members accept responsibility for their results after training.	1	2	3	4	5	6	7
18	Authority is distributed throughout the department and library employees feel empowered and involved during and after training.	1	2	3	4	5	6	7
19	Library top management use training and development enhancing behaviours and avoid training sabotaging behaviours.	1	2	3	4	5	6	7
20	The chief executive of this university demonstrates ability to motivate and inspire members of staff to pursue training.	1	2	3	4	5	6	7
21	There are effective procedures to provide order and guide the library employees in training and development.	1	2	3	4	5	6	7

SN	Items	Strongly Disagree	Disagree	Slightly Disagree	Neither Agree Nor Disagree	Slightly Agree	Agree	Strongly Agree
22	The leadership of the university evaluates its training effectiveness through feedback.	1	2	3	4	5	6	7
23	The chief executive of this university sets a good example for the university.	1	2	3	4	5	6	7
24	The leadership team has a strong sense of identity with the trained library staff.	1	2	3	4	5	6	7
25	The teams in this university are effective at making decisions.	1	2	3	4	5	6	7
26	When members of library staff encounter training difficulties, the leadership team understands and helps them.	1	2	3	4	5	6	7
27	The management team has demonstrated ability to conduct effective relations with training institutions for their staff.	1	2	3	4	5	6	7
28	The head of library encourages every person in the department to undertake training for skills development.	1	2	3	4	5	6	7
29	After training, library staff are given opportunities to practice what they studied.	1	2	3	4	5	6	7
30	There are many training and development opportunities for library staff of this university.	1	2	3	4	5	6	6
Training Impact								
31	The library staff who have undertaken training perform better than their counter parts.	1	2	3	4	5	6	7
32	Service delivery in libraries is directly affected by the training and development programmes in the university	1	2	3	4	5	6	7
33	The staff training and development activities have slowed the services of the library to users	1	2	3	4	5	6	7
34	Library users do not feel any impact of the training and development programmes undertaken by the library staff of this university	1	2	3	4	5	6	7
35	Since the inception of the staff training programme in the library, the library services have detoriated	1	2	3	4	5	6	7
36	Top management is dissatisfied with the performance of library staff who undertake training	1	2	3	4	5	6	7

SN	Items	Strongly Disagree	Disagree	Slightly Disagree	Neither Agree Nor Disagree	Slightly Agree	Agree	Strongly Agree
Staff commitment after training								
37	I would be very happy to spend the rest of my career in this university after training.	1	2	3	4	5	6	7
38	I really feel as if the library training challenges in this university are my own.	1	2	3	4	5	6	7
39	I feel like part of the family in this library.	1	2	3	4	5	6	7
40	I feel a strong sense of belonging to this organization/library.	1	2	3	4	5	6	7

Part IV: Challenges and strategies of staff training and development

41. What challenges do you face when engaged in staff training and development?

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42. What challenges does the university encounter in implementing staff training and development programmes?

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43. What strategies would you recommend for the university to ensure an effective staff training and development programme?

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44. Any other information you would like to offer about library staff training and development in universities?

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Thank you for taking time to complete this questionnaire.

Appendix 16: Interview schedule for the university librarians

Interview schedule for the university librarians on staff training and development in Ugandan privatechartered university libraries

1. Gender

[   ] Female   [   ] Male

2. For how many years have you served as an employee of the university library?
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3. What is your highest educational attainment?

	Diploma
	Bachelor's Degree
	Postgraduate Diploma
	Master's Degree
	Doctoral Degree
	Other, please specify

4. Do you have a staff training and development programme for library staff?

[   ] Yes   [   ] No

4.1. If yes, please give details.

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5. How does management encourage staff to participate in staff training and development activities?

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6. Is there a formal library policy that serves to address staff training and development concerns and reflect organizational objectives and targets as well?

[   ] Yes   [   ] No

6.1. If yes, give a brief description of the policy.

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7. Which of the following types of staff training and development activities do the staff participate in?

Conferences   [   ] Yes   [   ] No   [   ] Unsure

Workshops   [   ] Yes   [   ] No   [   ] Unsure

External courses   [   ] Yes   [   ] No   [   ] Unsure

Internal courses   [   ] Yes   [   ] No   [   ] Unsure

Job rotation   [   ] Yes   [   ] No   [   ] Unsure

Internal job exchanges   [   ] Yes   [   ] No   [   ] Unsure

External job exchanges   [   ] Yes   [   ] No   [   ] Unsure

Further studies   [   ] Yes   [   ] No   [   ] Unsure

Research   [   ] Yes   [   ] No   [   ] Unsure

Publication   [   ] Yes   [   ] No   [   ] Unsure

Mentoring   [   ] Yes   [   ] No   [   ] Unsure

Access posts   [   ] Yes   [   ] No   [   ] Unsure

7.1 Other   [   ] Yes   [   ] No   [   ] Unsure
If yes, please specify

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8. Have any staff training and development programmes/activities been implemented since you have been the university librarian?

[   ] Yes   [   ] No

8.1. If yes, give details.

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9. How do you select staff for training in your department?

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10. What are your plans for staff training and development in your library?

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11. To what extent have your plans been fulfilled?

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12. Do you run staff training and development programmes/activities for new employees?

[   ] Yes   [   ] No

12.1. Please explain in detail.

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13. Do you run staff training and development programmes/activities for the present employees?

[   ] Yes   [   ] No

13.1. Please explain and give details.

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14. Does lack of astaff training and development programme affect library service delivery?

[   ] Yes   [   ] No

14. 1. If yes, please explain

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15. Does lack of a staff training and development programme affect your performance?

[   ] Yes   [   ] No

15.1. If yes, please explain

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16. Does lack of a staff training and development programme affect staff performance?

[   ] Yes   [   ] No

16.1. If yes, explain

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17. Is there a budget set aside for staff training and development activities?

[   ] Yes   [   ] No

17.1. If yes, what proportion is it of the total university library budget?

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18. Has time been set aside to accommodate staff training and development activities?

[   ] Yes   [   ] No

18.1. Please explain giving details.

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19. Are there staff available to help fill in forstaff that are participating in staff training and development activities?

[   ] Yes   [   ] No

20. Have the staff training and development programmes/activities been evaluated in order to inform future training sessions?

[   ] Yes   [   ] No

21. Are individual staff training and development needs being met?

[   ] Yes   [   ] No

21.1. Please explain in detail.

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22. Are organizational staff training and development objectives being met?

[   ] Yes   [   ] No

23. As a manager at an educational institution, do you encourage your staff to study?

[   ] Yes   [   ] No

23.1. Please explain and give details with examples.

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24. Do you pay from the library budget for any courses that are offered at your university?

[   ] Yes   [   ] No

25. Are staff that have studied given the opportunity to put the theory they have learnt while studying into practice?

[　] Yes　　　　　　　[　] No

25.1. Please explain in detail.

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26. What training and development courses are desired to improve staff performance?

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27. Are library staff members of a library association?

[　] Yes　　　　　　　[　] No

27.1. If no, why not?

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27.2. If yes, who pays for their membership?...

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28. Does the library facilitate membership of library associations/organizations?

[   ] Yes   [   ] No

28.1. Please explain in detail.

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29. Do staff get time off to attend library association/organization programmes/functions?

[   ] Yes   [   ] No

30. Does the library help with the additional costs associated with attending these activities?

[   ] Yes   [   ] No

Example: [   ] Accommodation

                 [   ] Subsistence

                 [   ] Travel

                 [   ] Other

31. What challenges do you encounter in implementing the staff training and development programmes in the university?

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32. What recommendations would you like to make with regard to staff training and development activities at this university?

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33. Is there anything else that you might like to add concerning staff training and development in this university?

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Thank you for taking time to answer my questions.