

attend two types of staff development programs which are : Degree level program and master's level program

4.5 Effectiveness of staff development programmes

With regard to assessing effectiveness of staff development programmes in academic libraries, the respondents were asked to indicate whether training programmes had a positive impact on their work efficiency. The findings shows that, 27 (71.1%) of the respondents indicated that training attended had a positive effect on their job performance while 7 (18.4%) respondents indicated the opposite. There were also 4 (10.5%) respondents who did not give any comment. The findings, therefore, show that majority of respondents had been benefiting from various training opportunities.

However, the findings show that some respondents, though few, were of the opinion that they did not benefit from training as far as improvement of their job performance was concerned. During informal discussion with some key respondents, it was revealed that training was not always based on assessment of training needs. That was the major reason that training beneficiaries gained knowledge on aspects that did not always relate to what they practiced in their day to day activities. Another reason was that in many cases training is provided by donors, who have priority on what should be taught, the teaching materials as well as the facilitators. Involvement of beneficiaries was limited and so after the training was over training beneficiaries realized that they had acquired skills which did not tally with their work demands or environment.

The respondents were further asked to give opinion, if the staff development programmes, practices and guidelines or policies employed were effective. The findings revealed that 7 (18.4%) of the

respondents answered “Yes” while 31(81.6%) of the respondents answered “No”. The findings, therefore, revealed that majority of respondents considered staff development practices and strategies in use to be ineffective. Informal discussion with respondents provided various explanations, the major one being that the training provided did not focus on training needs, which consequently resulted into acquisition of skills which not reflect the gap in relation to what staff were supposed to do well at the workplace.

4.6 Challenges Hindering Effectiveness of Staff development programs in Academic Libraries

The fourth objective sought to find out challenges hindering effectiveness of staff development practices academic libraries. The following subsections present the findings.

4.6.1 Challenges Impeding Effectiveness of staff development programmes

The respondents were first asked to indicate if there were any challenges that hindered effectiveness of staff development at the respective institutions. The findings revealed that 37 (97.4%) of the respondents indicated that there were issues with conducting staff development programmes while only one (2.6%) respondent indicated that there were no challenges.

Furthermore respondents highlighted major challenges that hindered effectiveness of staff development program

The findings show that 28(73.7%) respondents indicated the challenges as unavailability of funds to support staff development, 7 (18.4%) indicated lack of time to attend training, 3 (7.9%) indicated inadequacy of staff, while 2 (5.3%) respondents indicated mismatch between training and needs. focusing on professional staff development in academic libraries at

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the University of Science and Technology (UST) Library revealed that, although staff development was beneficial in creating of a more ever-changing library staff, were the major, lack of funds, time, personal needs and inability to deal with rising expectations.

4.6.2 Measures to Improve Effectiveness of staff development programs in Academic Libraries

After identifying the challenges, the respondents were further asked to provide suggestions on strategies to adopt to address those challenges to improve staff development initiatives at the respective organizations.

Suggestions on Measures to improve effectiveness of staff development programmes

The findings shows that 24 (63.2%) respondents suggested increasing budgetary allocation to support staff development, 10 (26.3%) suggested employment of more staff, 9 (23.7%) suggested seeking support from donors while 4 (10.5%) recommended basing training on training needs assessment. Three (7.9) respondents gave no comment, majority of the respondents suggested increasing budgetary allocation to support staff development.

Other studies have recommended the same on increase budget, seeking support from donors and basing training on training needs assessment such as: focused on the challenges and opportunities of continuing education in libraries suggested that library employees should first have an inbound desire to acquire new knowledge and skills. In other words, the desire to gain new skills should be from within; staff should be self-motivated, also highlighted various factors influencing the selection of continuing education programmes, such as the programme's reputation, quality, outcome,

relevance of content, opportunities for networking and the presenter's credentials, stressing that the importance of the factors varied across different institutions, individual employees, economic conditions and job expectations.

Henderson (2006) focused on staff development among library staff and suggested that after each training workshop, there should be follow-up review sessions as well as mentoring. Training sessions should involve smaller groups, be scheduled more frequently and for a longer period of time and be accompanied with elaborated hand-outs for use as reference materials in the future.

Conducted a study in Canada and suggested that public libraries should partner with private organisations in a bid to obtain funding for training of library staff or the public. Partnerships would make it possible for public libraries to share their resources and services, benefiting their patrons, as notable in Australia.

5.0 Conclusion

The findings of the study have indicated that staff professional development programs are very crucial to the respondents in order to improve their performance. This was spurred in part by technological developments which have a positive effect on the provision of library services, King revealed that training on ICT for public library staff in the UK was beneficial. However, there were concerns about the training environment and contents as there was a demand for inclusion of ICT troubleshooting and problem solving rather than generic skills in the programs so as to match the type of queries normally encountered in libraries. However, the study revealed that staff professional development programmes in use were ineffective due to

various factors such as limited opportunities for continuing education and such opportunities being offered without consideration of training needs. Therefore, there is a need to ensure that opportunities for staff professional development programs are provided, and that any training provided should be based on training needs. To this effect, there is a need to ensure that funds for supporting staff professional development programmes are available, as well as having guidelines that effectively provide guidance on issues of staff professional development programmes so as to ensure effective use of resources in favour of staff professional development programmes and improvement of staff performance. A study by Osei (1996) carried out at the University of Science and Technology Library in Kumasi, Ghana and revealed that staff development programmes improved performance of library staff at the university. The programmes also improved effectiveness in work as well as interpersonal relations among staff.

There is also a need to address various other issues raised, such as unavailability of funds to support staff development, lack of time to attend training, inadequacy of staff, and failure of training provided to match training needs. To that effect, there is a need to ensure that staff development and staff development are given priority in planning by allocating enough funds for that purpose. There should be priority to staff recruitment so that service provision may not be adversely affected when some have to attend professional training. Similarly, there should be academic institutions offering master degree programmes, at least one in each major zone in Tanzania, to allow staff in remotely located regions to attend training. On a study of: Training and development for Librarians: Why bother? The author suggested on CPD policy formulation because establishing guidelines for staff

development issues will assist in decision making in relation to staff development and it would motivate staff in remote regions of the country to pursue various programmes instead of relying on the only University of Dar es salaam offering master's degree in Information studies located in Dar es salaam. There is also a need to. That would help in avoiding potential conflicts and, ensuring effective utilization of resources. Lastly, there is a need for librarians to find ways of generation or raising funds instead of depending on the government or donors. Among the options for consideration are writing of funding proposals to would be donors, starting and well managing various projects and ensuring effective budgeting.

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