

**CONTINUOUS PROFESSIONAL DEVELOPMENT REQUIREMENTS OF PUBLIC
LIBRARIANS IN THE MPUMALANGA PROVINCE, SOUTH AFRICA**

by

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DECLARATION

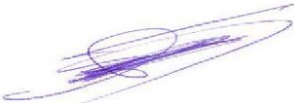
I declare that this dissertation entitled “Continuous professional development requirements of public librarians in the Mpumalanga Province, South Africa” is my own work and that all sources I have consulted or quoted have been indicated and acknowledged by means of complete references.



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DEDICATION

I dedicate this study to the Almighty God, the Creator of heaven and earth for making this study a huge success; as well as to my beloved family; my husband, Matsobane Peter Maboya, who has been a source of motivation and inspiration; and to my children Khutso and Koketso Maboya for being there for me throughout the entire period of my studies. You have been my pillar of strength, very supportive and understanding of the work and the amount of time I spent completing this dissertation.

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LIST OF ACRONYMS AND ABBREVIATIONS

CILIP	Chartered Institute of Library and Information Professionals
CPD	Continuing Professional Development
CPDWL	Continuing professional development and Workplace Learning
CWPL	Continuing Workplace Learning
ICT	Information and Communication Technology
IT	Information Technology
LIASA	Library and Information Association of South Africa
LIS	Library and Information Science
MPLIS	Mpumalanga Library and Information Services
NQF	National Qualifications Framework
SAQA	South African Qualifications Authority

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ABSTRACT

Continuous professional development (CPD) is a vital tool for maintaining and sustaining the skills, knowledge and expertise of staff members in organisation. The user-friendliness of information and communication technology (ICT) has made this possible. CPD activities are designed to bridge the knowledge gap between formal education and the demands of library and information professionals. This study investigates CPD requirements of public librarians in the Mpumalanga province, South Africa. The study was informed by the positivist research paradigm that employed the quantitative approach followed by descriptive research design. The population for the study consisted of 114 librarians managing public libraries in the Mpumalanga province. The instruments used for data collection was the questionnaires. A total of 114 copies of the structured questionnaire were self-administered among the respondents and others sent as email to the respondents due to the covid-19 pandemic. This was to adhere to the restriction of the covid-19 pandemic amidst carrying out the research investigation. Data obtained from the respondents were analysed using descriptive statistical tools. Finding from the study reveal that, respondents have interest and willing to pursue CPD programmes. The essence of the CPD programmes was help librarians to function better in a changing workplace environment. The scenario at public libraries in the Mpumalanga province is different due to challenges faced by many library staff; for example, irregular training, lack of funding and non-affirmation of policy within the library environment. It was established in the study that, the CPD programmes would help to upgrade librarians' knowledge and skills constantly throughout their career growth, especially in this changing world where core skills of emerging technologies are evolving. The study recommends that librarians should embrace CPD, as a means of improving knowledge and skills and keeping up to date with current developments in the field. This would help improve their job performance and develop new skills to add to what they have learnt. The study also recommends that the Library and Information Association of South Africa (LIASA) and LIS sectors should obtain a copyright copy of the framework for consideration and implementation in the organisation. Organisations in these sectors should implement the Chartered Institute of Library and Information Professionals (CILIP) framework if they intend to survive in the competitive changing environment. This would help solve the problem of not having a structured and well-formulated policy for training and development and CPD of staff.

Key words: Continuous professional development, requirements, public librarians, training, Mpumalanga province, South Africa

CHAPTER ONE

INTRODUCTION AND BACKGROUND

1.1 Introduction

The environment in which the library and information sciences (LIS) profession operates is constantly changing due to the influx of diverse information and knowledge. This comprises economic, political, educational, technological and social developments. The role of information and communication technologies (ICTs) becomes significant in this regard. The LIS sector anticipates that these changes would ensure service delivery systems or methods of high quality that meet the users' information needs. When making decision about new improvements of service delivery and implications for the working environment staff knowledge and skills should be updated so that they can perform their duties efficiently and compete globally. The acquisition of the new knowledge and skills are core competencies of the LIS profession. Redfern (1992:389) further expounds that "as job requirements and personal interests change, the maintenance of competence and career advancement requires both commitment to continuous improvement and professional development in continuous workplace learning (CWPL)".

Individuals can keep up with shifting trends in their area by engaging in lifelong learning. Individuals must grab opportunities to expand their talents at the right phases of their careers, emphasizing the value of self-motivation combined with the opportunity to engage in continuing professional development (CPD). According to Brine (2005:2) "Continuing professional development and workplace learning (CPDWL) is a catalyst for various career developments for individuals, and the added skills boost the individual's confidence and competency levels". The impact of ICTs on the LIS sector catalyses librarians to continue learning in order to keep up with changing trends they encounter when delivering services patrons (Cooke 2012:2). Librarians' sustenance of this competitive edge revolves around work efficiency in a fast-changing environment. CPD courses can potentially assist librarians to close the gap between formal education and the needs of the library through maintenance of their authority through expert power (Majid 2004:59). The objective of CPD is to allow people to continuously broaden and develop their expertise in their field. CPD is a path that individuals must take. Megginson, Whitaker and Chartered Institute of Personnel and Development (2007:3) further points out that "it is aimed at enhancing the existing knowledge and skills through participation in various ongoing courses and activities".

Librarians must be knowledgeable, of a high professional caliber, and constantly active in CPD activities in order to provide exceptional service in the LIS industry (Lamprey & Corlevey 2011:2). The expectations from librarians are constantly changing and they require specific skills and knowledge of current technology to ensure quality service delivery (Choi & Rasmussen 2009:458). Although librarians are expected to be skilful in delivering library services this is cannot be possible with inadequate finances and training (Larsen 2006:1). It is critical for librarians to continually update their knowledge and abilities throughout their careers (Freeman 1994:28), as well as to enhance their fundamental talents with emerging technologies. The abilities of librarians are essential for controlling collection development and providing high-quality services to their users (Maesaroh & Genoni 2010:625). Since there is no structured framework for LIS personnel CPD in South Africa, it is required for the professional body, LIASA, as well as individual professionals, to compare what other nations are doing in order to build a CPD framework that can be used in South Africa. If companies want to stay competitive in the changing environment, businesses should use the CILIP framework.

The CILIP framework has been thoroughly examined, and it has been determined that it can be beneficial in South Africa. It includes of personal information as well as a set of standards for individuals, employers, professional institutions, and CPD activity providers to develop. The framework's formal structure fits all workers' professional development demands and guarantees that workers demonstrate their competence at work. It also encourages people to advance in their current positions while simultaneously preparing them for future employment opportunities. The CILIP framework will be the steppingstone to a more formal and structured way to CPD of LIS personnel and to ensure that the organisation functions according to the promulgated government regulations and has skilled, competent staff (CILIP 1992). The framework can help librarians improve their job skills and make the most of their abilities, regardless of whether they want to advance in their careers or pursue other opportunities (CILIP 1992). LIASA has the authority to take the necessary steps to help its members advance their careers. LIASA states that one of its goals is to promote and give education and training to LIS personnel (LIASA 2002). LIASA should appreciate the significance of CPD and make an effort to encourage librarians to prepare for ongoing skill development (LIASA 2013). The study investigates the CPD requirements of public librarians in the Mpumalanga province, seeking their attitudes towards CPD and its provision.

1.2 Background and rationale

The Mpumalanga province is situated in eastern South Africa, bordering the countries Swaziland and Mozambique. The name of the province means “the place where the sun rises. It borders the provinces of Limpopo to the north, Gauteng to the west, the Free State to the southwest, and KwaZulu-Natal to the south in South Africa. Ehlanzeni, Gert Sibande, and Nkangala are the province's three district municipalities, which are further divided into 17 local municipalities (Mpumalanga provincial government 2020). The Mpumalanga Library and Information Services (MPLIS) has six regional libraries in the three districts municipalities, which are: Mbombela, Mashishing, KwaMhlanga, Middelburg, Standerton and Ermelo. It has 114 public librarians in 17 local municipalities and one reference library in Mbombela, Ehlanzeni district. The 114 public librarians are those managing and running the operations of the public libraries in the Mpumalanga province (Mpumalanga provincial government, 2020).

This study focuses on 114 librarians managing and running public libraries in the Mpumalanga province. Their rationale is seeking to know what their attitudes are towards CPD and its provision. These libraries are aware of the changes and new initiatives that occur in the field of library and information science. They are confronted with obstacles in their profession as a result of rapid technological change, which includes the development of cutting-edge technologies in library work and services. This emphasizes the need of ensuring that library professionals are well-prepared for their responsibilities and current with industry changes. They desire to better their job performance and prefer to use what they've learned to create new services. They are looking for a methodical learning technique that will allow them to grow and strengthen their professional talents, allowing them to perform successfully in a changing work environment. They require the ability to stay relevant with technology trends, to consistently study and enhance their areas of specialization, including professional knowledge, and to be exposed to continuous learning initiatives in order to adapt to new job duties and changes.

1.3 Problem statement

In the study by Majid (2004:59), it was emphasised that CPD continues to be a critical factor for present day library practices. It assists librarians to close knowledge gap within and outside the box of formal education. The need for librarians or information professionals to maintain the roles and position of their job specification depends largely on the authority of experts in the profession.

However, the scenario at the public libraries in Mpumalanga is different due to various challenges faced by librarians. This situation is associated with irregular training, funding, and non-affirmation of policy within the library environment. The costs of sending staff on CPD training makes it difficult for employers to ensure that librarians attend courses due to constraints budget in the system (Brine 2005:124). The limited time due to tight work schedules and heavy workloads also inhibits public librarians' participation in CPD courses because employers are reluctant to release their staff to embark on such CPD training. However, employers know that librarians require those skills for service delivery and their day-to-day tasks (Adanu 2007:301). Another challenge is a lack of support from organisations, especially immediate managers which librarians report to in the office (Cossham & Fields 2007:578). Walker (2009) presents a detailed analysis of research libraries that reflects on the lack of a structured framework for CPD of LIS personnel. Inadequate finances and management's reluctance to free personnel to attend the courses are among the causes for non-participation in CPD opportunities, of which may vary by individual and situation. It is critical that the country's professional organizations take a stand on CPD. This would ensure that the library and information science community is on board with increasing CPD within their institutions.

With the constant developments and influence of ICTs in the library sector, CPD plays a critical role in the development and maintenance of information practitioners' knowledge and abilities. It is critical for librarians to have the necessary knowledge and abilities to perform their duties effectively. Modern technologies continue to evolve and have an impact on the field of library and information science. Financial Planning Institute of Southern Africa (2015:3) points out that "CPD appears to be of low impact in the majority of professional bodies". Public librarians are expected to be proficient in information searching and in ensuring that their evaluation skills are balanced with the assistance of researchers. The study aims is to investigate the CPD practices of librarians in public libraries in the Mpumalanga province.

1.4 Objectives of the study

The study is guided by the following objectives:

- i. To examine the types of continuing professional development of librarians in the public libraries in the Mpumalanga province.
- ii. To determine the continuing professional development that librarians in the public libraries in the Mpumalanga province engage in.

- iii. To explore strategies used to improve the continuing professional development of librarians at public libraries in the Mpumalanga province.
- iv. To analyse various opportunities associated with the continuing professional development of librarians in public libraries in Mpumalanga province.
- v. To recommend a formalised professional development framework that would assist librarians to be continuously developed in public libraries in the Mpumalanga province.

1.5 Research questions

The study was guided by the following research questions:

- i. What are the various types of continuing professional development librarians in the public libraries in the Mpumalanga province?
- ii. What is the continuing professional development that librarians in the public libraries in the Mpumalanga province engage in?
- iii. What strategies can be used to improve the continuing professional development of librarians in public libraries in the Mpumalanga province?
- iv. What opportunities are associated with the continuing professional development of librarians in public libraries in the Mpumalanga province?
- v. What recommendations can be made to enhance the formalised professional development framework that could assist librarians in public libraries in the Mpumalanga province?

1.6 Significance of the study

This study would be beneficial to different stakeholders in the public and associated libraries in Mpumalanga province, South Africa. CPD activities should be encouraged and promoted by all shareholders (institutions and LIASA). Within the LIS profession, this will increase the quality of librarianship and service delivery. CPD criteria have been recognized by librarians as mandatory within the LIS profession, and LIASA has an essential role to play in promoting CPD. Although the Library and Information Association of South Africa recognizes the importance of continuing professional development and has attempted to encourage librarians to do so, it has not been made

a mandatory requirement, despite the fact that a commitment to CPD is enshrined in its Code of Ethics and Conduct (LIASA 2013).

The stakeholders cut across management board, staff members, and policy makers in the library among others. Recognizing the importance of CPD has continuously enhanced the skills required of librarians, given its importance to the profession's existence. Corcoran and McGuinness (2014:182) emphasise the importance of regular and planned upgrading of the skills set. Librarians will need to be more alert to ICT changes and their effect on the LIS sector (Ajeemsha & Madhusudhan 2012:20). It is critical that institutions recognize the importance of librarians' professional knowledge and abilities being updated on a regular basis. LIASA recognizes the relevance of CPD and has made an effort to encourage librarians to prepare for ongoing skill development. This initiative has been mandated as a condition of participation. In addition, CPD will be established in the company's Code of Ethics and Conduct (LIASA 2013). LIASA will apply to the South African Qualifications Authority (SAQA) for recognition as a professional body. According to the National Qualifications Framework Act, No. 67 of 2008, its registration will need the development, promotion, and implementation of a CPD system.

1.7 Scope of the study

The scope of the study is restricted to CPD requirements of 114 librarians in 17 local municipalities. The municipalities fall within three districts municipalities, which are Ehlanzeni, Gert Sibande and Nkangala. These three district municipalities have six regional libraries, which are Mbombela, Mashishing, KwaMhlanga, Middelburg, Standerton and Ermelo. The librarians are facing challenges in their professional practices due to the rapid technological changes arising from the development of emerging cutting-edge technologies in library work/services. This development necessitates a fundamental rethinking of CPD. The study is limited and restricted to the CPD requirements of 114 professional librarians managing and running public libraries in the Mpumalanga province, seeking their attitudes towards CPD.

1.7.1 Limitations

The study is limited and restricted only to the librarians managing public libraries in the Mpumalanga province. Staff like library assistants and other staff (e.g., library assistant and general workers) working in public libraries are excluded.

1.7.2 Originality

The study focuses on the CPD of LIS personnel, emphasising the benefits of training and development in the South African LIS sector, specifically in the Mpumalanga province. Due to the library's particular character, development and CPD are required as a more structured and specific form of training. The CILIP from the United Kingdom Framework for CPD will be utilized as a stepping stone to a more official and structured approach of CPD for the South African LIS sector due to the lack of a structured framework for CPD of LIS employees in South Africa. Regardless of whether they wish to seek promotion or move on to other employment possibilities, the framework will aid librarians in developing their competence at work and making the most of their abilities.

1.8 Theoretical foundation

This study which investigates the CPD requirements of public librarians in the Mpumalanga province was underpinned by the coaching and mentoring model/theory (Rhodes & Beneicke, 2002). The coaching and mentoring theory consist of variation of CPD practices, which are based on logical premises. This theory is significant to this study due to its involvement on one-to-one connection, either amongst two instructors, planned to support the CPD. The coaching and mentoring theory has several features of skills element transfer of mentoring and relationship among individuals (Rhodes & Beneicke, 2002). The essence of applying the coaching and mentoring theory in this study is that, librarians with different attitudes should be able to work together irrespective of where they find themselves based on what they have learned in the CPD programme (Choi & Rasmussen 2009:458). Majid (2004:59) points out that “CPD courses are potentially able to assist librarians to close the gap between formal education and the needs of the library by maintaining their authority over this changing environment”.

The unique nature of the library requires that librarians are given sufficient training that will uniquely develop and improve them professionally. The Encyclopaedia of library and information science (McDonald & Levine-Clark 2018) states that “more needs to be done in terms of continuing education before staff development can be placed on a sound intellectual basis”. Library associations could play a leading role in developing effective CPD programmes for the profession. By so doing, they must back up efforts of individual organisations in providing CPD as they are strategically positioned to plan, organise and promote CPD opportunities.

Considering the absence of structured framework for CPD of the LIS personnel in South Africa, this study explores what is available in order to come up with a suitable framework for CPD that can be used in South Africa. The CILIP from the United Kingdom has a framework for CPD aligned with the coaching and mentoring theory. This can be used in this study because it is suitable for use in the South African LIS sector. CILIP (1992) avers that “the framework will be the stepping stone to a more formal and structured way to CPD for the South African LIS sector as it can assist librarians to develop critical work competence and to make the most of their abilities, irrespective of whether they intend to seek a promotion or move on to other work options”.

1.9 Research methodology

Du Plooy-Cilliers (2014:19) state that “paradigms determine what questions are considered worthy of investigation and what processes are required to answer questions and to be acceptable”. Furthermore Terre Blanche and Durrheim (2014:8) supports that “paradigms help to determine the questions that researchers ask about constructs, for instance race, and how they go about answering them”. They also state that a paradigm defines the nature of a researcher’s enquiry. Such constructs include social world issues the researcher is studying and the correct ways of studying them (Terre Blanche & Durrheim 2014). According to Grix (2010:170), a paradigm refers “to a pattern or model and means three different things: firstly, it acts as an organising framework for researchers and is often overtaken or replaced by others, leading to what is commonly called a paradigm shift. The former majority approach is superseded by a new approach using different terminology, theories, methods and practices. Secondly, the term can be used to sum up broad-brush approaches to social phenomena, for example ‘top-down’ or ‘bottom-up’ paradigms of research. Lastly, a paradigm is employed to distinguish between research traditions. The key research paradigms are positivism, post-positivism and interpretivism”. In this study, the positivist tradition is used as the most dominant research paradigm of the past century. It embraces any approach which applies a scientific method to human issues formed as fitting to a natural order open to objective enquiry (Grix 2010:80).

1.9.1 Research approach

The method refers to more specific strategies and procedures for collecting and analysing data. Ngulube (2013:7) assert that “it is a procedural plan adapted by the researcher to answer questions validly, objectively, accurately and economically”. The method justifies the approach that will be used to collect and analyse data. It states what kind of approach will be used and how and why it

will be used in the study. Durrheim (2006:123) further support that “it should give sufficient information to enable another researcher to replicate the study”. The approach describes the method used to study a problem, especially with reference to sources which are to be utilised. Approaches are like methodologies, they are ways of producing data and depend on the view of the world perceived by those that utilise them. According to Grix 2010:162 “they are informed by the paradigm assumptions upon which they are based; for example, a neo-liberal approach to international relations that would be underpinned by specific ontological and epistemological assumptions that would not necessarily be shared by other approaches to the same subject of enquiry in the same field”. There are three different research approaches, namely quantitative, qualitative and mixed methods. The quantitative research approach is a means for testing objective theories by examining the relationship among variables. Fox (2007:7) emphasise that “the variables are measured, typically on instruments, so that numbered data can be analysed using statistical procedures”. The approach uses two strategies of inquiry, which are survey and experimental research inquiry.

According to Creswell (2009:12) “survey inquiry provides a quantitative or numeric description of trend, attitudes, or opinion of a population by studying a sample of the population, while experimental inquiry seeks to determine if a specific treatment influences an outcome”. In this study, the researcher used the quantitative approach. It is concerned with items that can be counted and its most common disciplines are the use of statistics to process and explain data and also to summarise the findings. It was used in this study to examine, test, measure and count variables. It was also used as it represents statistical data (Du Plooy-Cilliers 2014:14). It relies extensively on numbers and statistics in the analysis and interpretation of findings that are generalised from the sample to the population. Data was gathered using a precise set of procedures in order to stay objective and neutral as much as possible. Quantitative data was analysed with statistical processes in order to extrapolate findings from a small sample to the complete population (Bless 2013:16).

1.9.2 Research design

Terre Blanche and Durrheim (2014:565) state that “the research design is a strategic framework or plan that guides research activity to ensure that sound conclusions are reached. ”. It has to do with the answering of research questions over the course of a long research effort. It would be impossible to take on such a project without a well-thought-out strategy or design. Bless (2013:130) allude that “it is also a specification of the most appropriate operations that need to be

performed in order to test a specific hypothesis under certain given conditions”. This study selected a research design considering its ability to aid in producing answers to the research questions and meet the research objectives of the study. Creswell (2009:12) states that “the quantitative approach uses survey inquiry and it is used to provide a quantitative or numeric description of trends, attitudes or opinions of a population by studying a sample of the population”.

According to Alston and Bowles (2003:65) “a research design is how data will be collected, analysed and reported and includes the types of sampling, methods of data collection and analysis to be used”. Thus research design answers research questions that would determine the course the researcher proposes to take for the research journey (Kumar 2011:94). The study adopted the survey research method, which inspects something carefully and is a data collection tool consisting of a series of questions aimed to acquire information about a large number of people. Du Plooy-Cilliers (2014:148) affirm that “it is a very popular research tool and is often used to gather demographic information as well as data about people’s attitudes, opinions, impressions and levels of satisfaction”.

The survey design is used in this study to provide a quantitative or numeric description of the population's trends, attitudes, or opinions by asking a sample of respondents (librarians) questions and then generalizing the results to the population from which the sample (qualified librarians) was drawn (Du Plooy-Cilliers 2014:149). The respondents' information was only gathered once. Questionnaires were given to public library librarians, who completed them and returned them to the researchers. This was the first and the last time data was collected from the respondents. To measure changes in a scenario as well as problem attitudes, a pre-test and post-test survey design was used. To measure any change between two points across time, two data collection points used the same population. The difference in a situation before and after an intervention was compared to measure the change. (Kumar 2011).

1.9.3 Population

A population is defined as the total group of people or entities from which information is required (Wiid & Diggins 2013:186). It is the target group, usually large, about whom the researcher wants to develop knowledge, but which cannot be studied directly; therefore, a sample from that population is used (Punch 2005:293). This is where a sample of the study is determined (Terre Blanche & Durrheim 2014:562). Welman and Kruger in Johnson and Christensen (2008:224)

states that “the population of a study constitutes the total collection of all units of analysis about which the researcher wishes to make specific deductions or conclusion”. In this study, the population group is 114 librarians managing public libraries in the Mpumalanga province. To sample the population, librarians were selected from the large group of librarians in the Mpumalanga province and information was required only from the librarians in Mpumalanga province.

1.9.4 Sampling and sample size

Sampling is a process of choosing and grouping a set of objects, persons or events from which data will be collected. According to Bless (2013:161) “if one needs to collect accurate information about a group of people or objects, the best strategy is to determine every single member or element of the group”. A sample is subgroup of the whole population of a study, and those whose traits will be generalised to the entire population (Bless 2013:162). It is a technique employed by a researcher to select a small group of the population that will represent the whole population (Brynard & Hanekom 2006:54).

Sampling is the process of selecting specific research participants from a large group of people, and it can be done in a variety of methods depending on the type of study. It also entails deciding which people, situations, events, behaviours, or social processes to pay attention to. The purpose of sampling is to choose a sample that is representative of the population from which the researcher hopes to draw conclusions (Terre Blanche & Durrheim 2014:564). It is a statistical procedure where some individual units are selected for study from a population (the total number of units) to make inferences about the entire population (Sullivan 2009:457).

In this study, the targeted sample are 114 librarians selected and purposive sampling method was used from librarians managing and running public libraries in the Mpumalanga province. Librarians were chosen as a sample size as they are the active and functional librarians in the sampled libraries. These are the librarians that were also accessible as at when the data collection was carried out in the identified libraries. Information about CPD was collected only from them about how they can be continuously developed to allow them to expand knowledge within their profession.

1.9.5 Data collection tools

Data collection is the process of gathering raw data from participants. Grix (2010:164) points out that “the method of data collection is associated with both qualitative and quantitative research and data can be collected from a wide range of sources”. In this study, quantitative data collection methods were used to gather information from public librarians through questionnaires. Quantitative data can be calculated, measured, weighed, manipulated and compared statistically. According to Terre Blanche and Durrheim (2014:563) “data can be collected in numerical forms and statistical analysis may be applied to it to determine the significance of the findings”.

Questionnaires and survey data collection tools were used in this study to collect data from librarians at public libraries in Mpumalanga. Questionnaires were sent to public librarians via survey mail and through email, Ocholla (1995) supports that this “will enable the librarians to fill the gap created between existing and expected knowledge, skills and attitudes that can sustain their job performance requirements”. Librarians are required to keep up with changing trends in their field and to close the gap between formal education and the needs of the library by ensuring that they remain relevant in the changing environment (Brine 2005:2). In the questionnaire, closed-ended questions were used as survey questions to provide greater uniformity or responses and because these are easier to process. The researcher instructed librarians to select only appropriate answer from a list possible answers (Babbie 2013:231).

Two structural requirements should guide the construction of closed-ended questions. To begin, the response categories should be comprehensive. They should include all possible replies that could occur. Second, the response categories must be mutually exclusive, which means that respondents should not feel obligated to choose more than one option. To guarantee that categories are mutually exclusive, each combination of categories should be carefully studied, with the question of whether a person might reasonably choose multiple answers in mind. Questions should include instructions for respondents to choose the best answer (Babbie 2013:231-232).

There questions are classified into unstructured and structured questions. In asking questions, open-ended or closed-ended questions may be asked. Closed-ended questions are structured questions from which the respondent will select answers from. According to Babbie (2001:240) “they are very popular in survey research because they provide greater uniformity of response and are more easily processed”. Open-ended questions are unstructured questions which are designed

to allow participants to elaborate and be opined in their response (Busha & Harter 1980:70; Powell 1991:87).

Closed-ended questions have more reliability when compared open-ended questions as they have responses to choose from and therefore there is less possible variation from respondents. According to Powell (1991:88) “the advantage of closed-ended questions is that they can be standardised, simple to administer, and more easily understood by the respondents”. Open-ended questions are imperative in exploratory studies, such as when the research topic is complex or when the relevant dimensions are not known (Denscombe 1998:101). However, the answers are usually more difficult to classify and analyse than responses to structured questions. This could be that the responds are opined and it required the researcher to read and determine themes for each response. As given by Burton et al (2000:337-338) “within the closed-ended question category there are questions that generate dichotomous response such as Yes/No which include a list of variant answers from which the respondent can select. As a result, in order to save time, closed-ended questions were employed in this study. For this investigation, self-administered questionnaires were deemed appropriate instruments. The link between the answers recorded and what the researcher is trying to measure improves with good questionnaires. Despite their drawbacks, well-designed, self-administered questionnaires can save a lot of time for researchers. For this investigation, a questionnaire was employed to obtain quantitative data. The librarians in the Mpumalanga province are widely spread across several public libraries in an array of disciplines. Hence, the self-administered questionnaire was the best option to reach the librarians selected for participation in the study.

In this study. Self-administered questionnaires were used to collect data from public librarians in the Mpumalanga province. The copies of questionnaires were distributed among 114 public librarians via email. According to Ocholla (1995) “this would enable the librarians to fill the gap created between existing and expected knowledge, skills and attitudes that can sustain their job performance requirements to keep abreast of changing trends in their field” and to close the gap between formal education and the needs of the library by maintaining their authority over this changing environment (Brine 2005:2). Closed-ended questions were used as survey questions. The librarians were asked to select an answer from among a list provided in survey research. Closed-ended questions were used to provide a greater uniformity or responses and because they are easier

to process (Babbie 2013:231). Of 114 copies of questionnaire administered, only 103 were retrieved from respondents either on personal basis and those via email.

1.9.6 Data analysis

Data analysis is a process of tabulating and summarising the data, this is imperative in the formulation of a theory based on the data collected. The data collection goes hand in hand with data analysis to promote the emergence of substantive theory grounded in empirical data (Pickard 2007:158). It entails classifying things, persons and events, as well as the properties that characterise them. Data was organised, arranged and reviewed repeatedly and coded continually. Verification was done whereby triangulation of data was the process of data collection (Creswell 2009:199). Data can be analysed by either qualitative or quantitative methods and can be collected through multiple ways, whether by interviews, observation or questionnaires (Pickard 2007:158).

Quantitative data analysis was used in this study because validity and reliability were important. The analysis can be left until the end of the data collection process and statistical software can be used if it is a large survey. However, if analysis is left for too long, time has to be put aside for the data input process. Presented graphs, pie charts and tables can be used for the final report (Dawson 2009:114-115).

1.10 Ethical considerations

Considering ethical issues is very important when conducting research because research is bound to raise ethical consideration. Ethics in research involves people directly if research is conducted on documentary evidence. It also involves obtaining the informed consent of those who are going to be interviewed, questioned, observed or from whom materials are taken (Fox 2007:148).

The following four issues are involved in the system of ethical conduct in research: (1) voluntary participation, which is a principle that emphasise that people must not be forced to participate in research and that, if they have agreed to participate, they are free to withdraw at any time they wish during the research; (2) informed consent means that prospective research participants must be informed in full of the procedures and risks involved in research and they must give their consent to participate. They are also free to withdraw at any time they feel that they are at risk (Fox 2007:148); (3) participant harm means participants must not be put in a situation where they may be at risk of either physical or psychological harm as a result of their participation; and

privacy, where two standards are applied to assist in the protection of the privacy of research participants. The researcher guarantees the confidentiality of all participants and assures them that no identifying information will be made available to anyone not directly involved in the research. The participants will remain anonymous throughout the research, even to the researchers themselves (Fox 2007:148), until ethical issues were taken into consideration

1.11 Definition of terms

1.11.1 Learning

Werner & DeSimone (2006:77) refers “learning as a relatively permanent change in behaviour, cognition, or effect that occurs as a result of one’s interaction with the environment”. In other words, it is the process by which an individual acquire a new skill within an organisation, this is visible when an individual’s performance improve and this can be linked to their experience rather than motivation to learn. Armstrong (2009:664) avers that “learning can be described as a process of active engagement with experience. It is what people do when they want to make sense of the world”. It may involve an expansion of skills, knowledge, understanding, values or capacity which leads to changes in attitude and behaviour.

Learning can thus be defined as a process by which people gain knowledge, abilities, and attitudes through experience, reflection, study, or instruction. It's also a constant process that leads to the development of skills, knowledge, and attitudes that prepare people for future higher-level tasks.

1.11.2 Lifelong learning

This refers to education, development and gaining of knowledge and skills throughout one’s lifetime.

1.11.3 Workplace learning

This is defined as the methods, processes, and activities through which employees learn in the workplace, ranging from basic skills to advanced technology and management practices that are immediately applicable to workers' jobs, duties, and roles; the learning can be formal, non-formal, incidental, or experiential, with a focus on self-directed learning. Employee knowledge, skills, values, attitudes, and behaviours in respect to the workplace environment should be the outcomes. It is a critical factor in employees' personal and professional development. Workplace learning is the primary means by which people improve their performance, and it is a critical strategic

component in accomplishing organizational objectives and goals, resulting in a direct increase in competitive advantage. It's a new type of CPD in which the workplace encourages employees to learn (Sacchanand 2000).

1.11.4 Training

Training refers to the teaching and learning by carrying out activities with hope of developing trainees' skills within an organisation, the activities enables trainees to apply their knowledge, skills, abilities and also offers them the opportunities to learn skills and knowledge new attitudes. It is the act of increasing the skills of an employee for doing a particular job. It is necessary to equip the old employees with new techniques and technologies. This is useful as it affords employees to do their job correctly, effectively and conscientiously. It mainly improves the knowledge and skill of an employee when performing in their new job.

1.11.5 Development

Noe (2008:266) states that “development, is the formal education, job experiences, relationship and assessment of personality and ability that help employees to perform effectively in their current or future job”.

1.11.6 Career development

This is a crucial part of human maturation. It encompasses a person's full life span, including their self-concept, family life, and all aspects of their environmental and cultural circumstances.

1.11.7 Staff development

According to Dutta (2012) “is a term that refers to the processes, programmes and activities through which every organisation develops, enhances and improves the skills, competencies and overall performance of its employees and workers”. “Staff development can be viewed as the activities and programs (formal or informal and on or off campus) that help staff members learn about responsibilities, develop required skills and competencies necessary to accomplish institutional and divisional goals and purposes, and grow personally and professionally to prepare themselves for advancement” (Virginia Tech 2012).

Trepp (2012) opined that “staff development is a programme that guides and encourages employees to acquire knowledge, increase their skills and develop their abilities on a continuing

basis”. It is a concerted effort to assist people in learning to do their jobs better, as well as a continual improvement of the organization through individual growth and development in order to improve the effectiveness of all employees. Webb (1996:194) states that “staff development involves all activities, actions, processes, policies, programmes and procedures employed to facilitate and support staff to enhance their performance and potential and that they may serve their individual and institutional needs”.

1.11.8 Professional development

Ocholla (1995:12) asserts “that professional development can be described as the development that enables professionals to fill the gap created between existing and expected knowledge, skills and attitudes that can sustain their job performance requirements”. The over-all aim of professional development is to educate and train supportive staff so that all citizens can pursue their own continuing education (McDonald & Levine-Clark 2018). Furthermore LIASA (2013) refers “professional development to the purposive efforts adopted by the LIS to strengthen its capabilities and to achieve its mission effectively and efficiently by making sure it encourages and provides for the growth and development of its human resources”.

1.11.9 Continuing professional development

CPD is a systematic learning strategy that leads to professional growth and improvement, allowing individuals to perform successfully in a changing work environment. To put it another way, the goal of CPD is to bridge the knowledge gap between formal education and the needs of professional practice. Majid (2004) outlines “several methods, such as short courses, workshops, in-house training, computer-based instruction, distance education, professional talks, seminars, symposia, conferences, pre- and post-conference tutorials, and many more that have been used traditionally for the development of professionals”.

CPD is a systematic, ongoing process through which we can broaden, deepen and update our skills (Huckle 2001). Tomlinson (1993), cited in Scannell (1996) defines CPD as, “the systematic maintenance, improvement and broadening of knowledge and skills, and the development of personal qualities necessary for the execution of professional, managerial and technical duties throughout one’s working life.” It is the ongoing maintenance and enhancement of a professional's knowledge, expertise, and competence in accordance with a plan developed with the needs of the professional, the employer, the professions, and society in mind. It can also be characterized as

learning activities aimed to assist professionals in obtaining new competences, and it might take the shape of a lecture, a half-day or full-day workshop, or a seminar (Jones & Robinson 1997).

1.11.10 Continuing professional education

Weingand (2000) claim that “this concept refers to education that takes place once a professional qualification is achieved, with the intent of maintaining competence and learning new skills”. Tracey (2004) further mentions that “Continuing professional education (CPE) is a life-long process through which individuals update knowledge, skills and attitudes acquired during their education”. Self-directed learning is a type of learning in which people take charge of their own progress. CPE is a means to an end, not an end in itself. It is critical for professionals who have received formal education but need to expand their expertise. There are a number of reasons why individuals would pursue CPD or CPE, including the desire to expand professional knowledge and abilities, which are required for advancement in the workplace, as well as the desire to display professional standing to clients and employers (Tracey 2004).

1.12 Structure of dissertation

The rational arrangement of chapters, sections, and sub-sections assist in systematically introducing the reader to the required background and making him susceptible to the new ideas and conclusions that he will encounter. A major topic must be introduced, discussed, and ended in each chapter. The same can be said for portions. The research project determines the chapter classification of a dissertation or thesis.

This dissertation consists of the following six distinct chapters, each with a specific focus and objectives.

1.12.1 Chapter one: Introduction

Chapter one provides an introduction with a broad overview of the CPD concept in public libraries and an introduction to the Mpumalanga province and continuous development to be practised. An overview of the research problem, theoretical foundation and method of investigation is also discussed.

1.12.2 Chapter two: Literature review

This chapter presents the literature review, where other works dealing with the same aspects of continuous development are discussed. It also allows the researcher to compare the results of this study to those from other studies in the literature review. The chapter explains what has yet to be written about the issue for which the researchers are exploring. There are other works discussed that deal with the same elements of continual development. It also allows the researcher to compare the results of this study to those from other studies in the literature review.

In this chapter, published information like textbooks, journal articles, scholarly articles, reference books and databases are used to search information. The literature relating to the area of study focuses on the professional development requirements of professional librarians in public libraries in South Africa, specifically in the Mpumalanga province, is discussed. The chapter also discusses the continuing development and professional involvement having the potential to inspire and to improve job performance (Ocholla 1995).

The chapter further discusses CPD, the importance of CPD, challenges presented by CPD programmes and initiatives, the Chartered Institute of Library and Information Professionals (CILIP) and the framework for CPD programme in South Africa (Ocholla 1995). These are discussed according to the objectives of the study. This also cover the theoretical framework that guides the study. The theoretical framework discussed issues surrounding definitions as found in the literature: such as the relationship between training, development, and education; the need of continuous development for organisations; and the importance of continuous development for the LIS sector.

This begins with the brief description and background information regarding the theory, theoretical framework and an overview of the study. It further discusses different aspects such as the relationship between training, development and education; the importance of continuous development for organisations and the importance of continuous development for the LIS sector. It further seeks to investigate the attitudes of librarians towards CPD among library staff. The challenges facing by the librarians in their profession in the Mpumalanga library and information services (MPLIS). It also discusses the expectations from librarians and the requirements to their specific skills suitable for libraries and knowledge of current technological aspects (Choi & Rasmussen 2009:458). It further discusses CPD courses to assist them to close the gap between

formal education and their authority over the changing environment (Majid 2004:59). CILIP (1992) also discusses that “structured and suitable framework for CPD and specific forms of training, development and continuing professional development required due to the unique nature of the library”.

It further discusses the important roles and activities to be played by LIASA in the continuing professional development of the LIS workforce (LIASA 2002). The chapter also covers the research paradigm and approach used in continuous professional development requirements of public librarians in the Mpumalanga province (Terre Blanche & Durrheim 2014:562).

1.12.3 Chapter three: Research methodology

The chapter outlines research methodology, its many stages, its design, and the procedures employed in this study are all outlined in this chapter. These include parameters about the survey population, the sampling techniques and sample size employed, the data collection method (questionnaire), and the data analysis method employed.

1.12.4 Chapter four: Results and discussions

Chapter four reports the major findings of the study to the reader. It is the one of the most satisfying chapters to write because it shares all that was discovered. It reports on the quantitative data and reconciles the aims and objectives with the results. The findings provide critical information that serves as the basis for making recommendations.

1.12.5 Chapter five: Summary, conclusion and recommendations

This chapter summarises the entire study in view of the aims and objectives set to be achieved. This chapter concludes with the discussion in relation to the research questions asked. Recommendations are offered for further research and resources. It discusses the results from chapter four (results and discussions) in relation to the statement or the problem and the research questions that are addressed in chapter one (introduction) and draws conclusions about the study’s findings.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

The literature review and theoretical foundation of the investigation are presented in this chapter. The theoretical foundation for the study was presented using the lens that was utilized to lead the study through the research paradigm employed in the Mpumalanga province's CPD criteria for public librarians. According to Bak (2004:18) “the purpose of this chapter is to draw analogy of established debate, and thus justify the significance of the research against previous research”.

A review of the literature on and around the topic of research is the first step in the research process. Grix (2010:168) says that “literature review may be known as a review of the literature or literature survey and is used to determine what has not been written about the topic the researcher intend to carry out”. It serves as a benchmark against which the researcher can compare and contrast the results. A review of the literature aids in determining the most significant subjects to concentrate on and in leading research in the proper direction. It assesses whether the study problem is too broad to address, too limited to make a worthwhile contribution to the area, or if it has been explored by other scholars previously (Du Plooy-Cilliers 2014:101).

It entails finding potential sources and evaluating them for their trustworthiness and validity in relation to the research. The literature review analyses the relevant sources of information and guides the writing of a review of sources to summarise the main findings of the research on literature. Du Plooy-Cilliers (2014:101) asserts that “it involves searching, reading, evaluating and summarising as much as possible of the available literature which relates both directly and indirectly to the research topic. It is used broadly to refer to all kinds of published information, including textbooks, journal articles and other material available online”.

A literature review entails a search of recent studies on the topic under consideration. It is primarily collected by reading whatever has been published that appears to be related to the study question. Some background knowledge is required to conceptualize the research issue in such a way that the problem and hypothesis may be clearly stated (Bless 2013:49). The major goals of a literature review are to avoid duplication, identify research gaps or areas where the researcher can add information, and situate one's own perspective among other scholars' work and approaches (Grix

2010:168-169). Its objective is to put the current research investigation into context. It also identifies the primary models and ideas that are important to the research study and analyses what previous scholars have written on the topic. The main goal is to unravel knowledge about the research issue and find any relevant material that can help with the study (Du Plooy-Cilliers 2014:101).

In this study, published information includes primary and secondary sources used to search information. The literature relating to the area of study focuses on the continuous professional development requirements of professional librarians in Mpumalanga province in South Africa. Continuous development and professional involvement have the potential to inspire and improve job performance (Ocholla 1995).

This chapter discusses CPD, in the following sub-headings and they are as follows:

- i. Types of continuous professional development of librarians
- ii. Continuing professional development that librarians are engage in
- iii. Strategies used to improve the continuing professional development of librarians
- iv. Various opportunities associated with the continuing professional development of librarians
- v. Formalised professional development framework that would assist librarians

2.2 The types of Continuing Professional Development of Librarians

Continuous professional development has become so imperative among staff members to the extent that it must be enforced on quarterly or yearly basis so as to regulate and harmonise the practices of work operations/performance carried out in the organisation, especially with library entity being the subject under investigation. Personal observation and experience of the researcher notice that, the librarians at Mpumalanga library and information services (MPLIS) have shown much interest in participating in CPD programmes. This was the evidence having worked in that environment for a couple of years. The different types of continuing professional development programme according to Ocholla (1995) are formal and informal education, network training CPD activities and in-house training for the improvement of their job performance. These are the various ways through which librarians are supported and trained in their job professions. When librarians apply for any of the continuous development programme, it avails them the opportunity to have a

new services and products that are marketable in the society. When librarians continue to learn and acquire more knowledge and skills required for their professions, it gives them another state of assurance better than what they already know, such that, they begin to unlearn and learn what is before them. In this present age where digital technology is the order of the day, librarians need training especially in the areas of Microsoft application programmes, to ensure that service delivery systems and methods meets the expectations of users' information needs. The training in e-learning among librarians or any category of academic staff is crucial as it helps to keep up with changing trends required to deliver services for competent effect of patron's information needs (Nwagwu 2020).

It could be seen or noted from Nwagwu (2020) emphasis regarding e-learning that the individual concern must show some level of interest and commitment to the process involves before the knowledge or skills to be acquired could be transferred. Librarians interested in and willingness to pursue CPD programmes should see it as means of improving their personal knowledge, skills and keeping up to date with the current development in the field of librarianship and associated ones. The willingness to participate in CPD activities depends on the recognition of personal needs and development. This could help improve librarians job performance, such that, having developed new skills and knowledge required to handle services from what they use to know and do in the office. One of the approaches used in this CPD is to look for a systematic technique of learning that leads to professional growth and improvement, allowing people to perform successfully in a changing work environment.

It is expected that, librarians should seek and have the opportunity to keep up to date with current practices of continuous learning that will reinvigorate the improvement of their subject and professional knowledge having been exposed to continuous learning initiatives (Majid 2004). This initiative embraces new job functions and changes as described by Ocholla (1995) that “when he states that professional development is the development that enables professionals to fill the gap created between existing and expected knowledge, skills and attitudes that can sustain their job performance requirements”.

Librarians should continue to have keen interest to learn more about the various categories of CPD such as, network learning communities, performance management, extended training programme through an online platform and monitoring. These require training associated with mentoring, task-

related learning teams, collaborative teaching, planning and observations, embarking on short- and long-term leave for study and other activities, and engaging with professional organisations. These show less on visits to other public libraries and institutions, engage with some school-university partnerships and study groups' consultations (Majid 2004).

Therefore, the need for public librarians to develop themselves through the various sub-areas in the CPD programmes becomes significant. This will empower them to keep abreast of current changing trends in their field, such that, constantly upgrading their knowledge and skills throughout their career would help them stabilise in their job practices. CPD programmes is believed to supplement their core skills with the new technology that enable them to function successfully in a changing work environment today (Freeman 1994; Majid 2004).

2.3 Continuing professional development that librarians are engaged in

In order to embrace new work tasks and developments, librarians must be exposed to continuous learning efforts.. According to Lamptey and Corleley (2011:2) “excellent service delivery within the LIS sector depends upon librarians being knowledgeable, of a high professional calibre and continuously engaged in CPD activities”. The requirements for librarians are constantly changing and therefore require librarians to have specific knowledge and skills suitable for their operations in libraries, as this may help them to advance their knowledge with current technological implications (Choi & Rasmussen 2009:458). Librarians in recent times are eager to be engaged in continuous learning, due to the job specifications required of them. The researcher is of the view that, librarians should be exposed to diverse learning initiatives because of the changes that is experienced on daily basis across the world in the job functions of librarianship. In order to function better, librarians should be knowledgeable, be of high professional calibre and continuously engaged in diverse CPD activities. This would help meet the requirements of the constantly changing nature of their jobs. Adequacy of knowledge and specific skills are better suitable for best library practices irrespective of the geographical locations. Therefore, it is imperative based on the responsibility of librarians to stay up to date in knowledge, skills and attitudes relating to their profession, since technology are required for every operation that they perform regardless of their job titles.

Librarians, whether old or young should attend both formal and informal education, such that, they become improved in their job performance. They should attend CPD training activities to keep up

with changing trends in order to deliver services competently to patrons. They should also attend information and communication technology training to implement service delivery systems and methods that meet users' high information needs.

CPD is a path that people take to improve their existing knowledge and abilities by taking part in a variety of continuing courses and activities. The goal of CPD is to allow individuals to continuously grow and develop their expertise in their field (Megginson et al. 2007:3). Individuals' confidence and competency levels are boosted by CPD, which serves as a catalyst for numerous career improvements. The impact of ICT on the LIS sector prompted librarians to pursue continuing education and compelled them to stay up with new trends in order to provide competent services to their customers (Cooke 2012:2). Continued learning grants individuals opportunity to keep up with changing trends in their field. Brine (2005:2) affirms that "it is imperative that individuals seize opportunities to develop their skills at the appropriate stages of their career paths, underlining the importance of self-motivation being accompanied by an opportunity to engage in CPD".

Librarians must maintain their competitive advantage and work successfully and efficiently in a rapidly changing environment. By preserving their power over this changing environment, CPD courses may be able to help librarians bridge the gap between formal education and the needs of the library (Majid 2004:59). Lamprey and Corleley (2011:2) describes CPD "as the way in which individuals of a professional group can develop, maintain and widen their knowledge and skills". According to Majid (2004), cited in Woolls (2005), CPD is "the systematic method of learning that leads to growth and improvement in professional abilities, enabling individuals to function successfully in a changing work environment. The purpose of continuing professional development activities is to fill in the knowledge gaps between formal education and the needs of the professional practice." This definition shows that CPD is vital to maintaining professional standards, especially when 'knowledge gaps' are compounded by a lack of formal education.

Doney (1998:487) defines CPD "as an ongoing process of monitoring and upgrading the skills and competence of individual workers in the profession". Its goal is to keep you up to speed in your field, with the awareness that CPD is a never-ending process that requires a lifelong commitment. Learning does not stop just because formal education is completed. According to Larsen (2006:1), librarians are supposed to be informed and provide outstanding service to their users; nevertheless,

this goal is frequently jeopardized by a lack of funding and training. It is critical for librarians to continually enhance their knowledge and abilities throughout their careers (Freeman 1994:28), and to supplement their fundamental talents with the latest technology. The skills of librarians are essential for controlling collection development and providing high-quality services to their users (Maesaroh & Genoni 2010: 625). It is critical for librarians to be aware of the changes and new initiatives occurring in the LIS field (Ritchie, Hallam, Hamill & Lewis 2010:277).

Choi and Rasmussen (2009:457) point out that “the impact of technological advancements on libraries affects library structure because the changes may engender reorganising the responsibilities of librarians within the departments”. Existing librarians must be exposed to ongoing learning opportunities in order to adapt to new work duties and changes. According to Lamptey and Corleley (2011:2) “excellent service delivery within the LIS sector depends on librarians being knowledgeable, of a high professional calibre and continuously engaged in CPD activities”. The demands on librarians are continually evolving, and they now require specific skills for libraries as well as awareness of current technological aspects (Choi & Rasmussen 2009:458). Corral (2010:567) emphasises that “the changes that transpire within the academic institutions provide opportunities and challenges for academic librarians”. Furthermore, Ahmad and Yaseen (2009:6) state “that CPD should be an important aspect of any professional vocation. Librarians are required to be adaptable in their ability to embrace change and upgrade their skills in accordance with new trends in ICT”.

According to Lamptey and Corleley (2011:6) “it is important that professional bodies such as LIASA engage with their membership on a regular basis to determine the types of continuous learning initiatives that the members within the various LIS sectors require to upgrade their knowledge and skills”. LIASA has taken the effort to promote numerous CPD courses and training, as well as other institutions' CPD programs. As a result, it is highly recommended that all librarians join their professional groups in order to learn about the variety of CPD opportunities available. Ocholla (1995) also describes professional development “as the development that enables professionals to fill the gap created between existing and expected knowledge, skills and attitudes that can sustain their job performance requirements”.

CPD is widely acknowledged as an essential component of professional development (Collin, Van der Heijden & Lewis 2012). The LIS field is no exception, with professional organizations putting

a greater focus on continuing education (Broady-Preston & Cossham 2011). Many libraries actively encourage their employees to participate in activities that will broaden and improve their expertise, such as staff development committees (Davis & Lundstrom 2011). The study discusses CPD of LIS personnel and emphasises the benefits of training and development in the South African LIS sector. It discusses a structured framework for CPD of the LIS personnel in South Africa. It looks at existing frameworks in other countries in order to build a viable CPD framework that may be applied in South Africa, where there is currently none. It also outlines the formal CPD structure that will be utilized in South Africa by the Chartered Institute of Library and Information Professionals (CILIP), previously the Library Association. Because of the library's particular environment and in terms of continuing education, a more structured and specific kind of training, development, and CPD is required before staff development can be established on a solid intellectual foundation.

2.4 Strategies used to improve the continuing professional development of librarians

Strategies varies in context and content, due to the nature of research investigation carried out. The strategies used to improve the continuous professional development of librarians varies from one context and librarians to another. This was due to the training had and environment where they work and kind of client that the librarians support on daily basis. The economic, political, educational, technological, and social advancements, such as those in information technology, are continually changing the environment in which LIS work. In order to keep up with changes in finance, technology, and user expectations, the LIS sector must anticipate changes in service delivery systems or methodologies. The LIS sector must make decisions on new service delivery options, which have significant implications for librarians' working environment. Updating knowledge and abilities, learning new skills, and retaining core competences are all in demand. Academic, vocational, or technical qualifications, due to their short lifespan, cannot give a remedy in such a situation. Maintaining competence and career advancement demands a commitment to both continual improvement and professional growth as job requirements and personal interests change (Redfern, 1992:389).

The CILIP framework could be seen as one strategy for continuous professional development being utilised by many LIS organisations in present day information economy. It is thought to be appropriate for usage in the South African LIS sector. CILIP granted permission to use and recommend this framework for the South African LIS sector. This paradigm was thoroughly examined, and a literature review was undertaken to see if it may be useful for public libraries in

South Africa. Because there is no such framework for CPD in South Africa, this could be a stepping stone to a more official and structured approach to CPD for LIS staff. Employers, professional organisations such as the LIASA, and individual professionals all play essential roles in the LIS workforce's continuing education. Regardless of whether you plan to seek a promotion or move on to other employment possibilities, the framework could help you build your competence at work and make the most of your abilities (CILIP 1992).

The researchers needed to look at what is available in other countries to come up with a relevant framework that could be applied in South Africa because there is no organized framework for CPD of LIS people in South Africa. In 1992, the CILIP (previously the Library Association) established a systematic framework for CPD. The framework (CILIP) comprises of a personal profile and a set of rules for individual and employer development, as well as professional institutions and CPD activity providers. The framework's formal structure guarantees that workers demonstrate competence at work, but it is also flexible and welcoming enough to fit all workers' development needs. It also encourages workers to advance in their current positions while also helping them to prepare for future employment opportunities.

The framework helps this study understand what goes into planning and evaluating individual library employees, as well as the employing organizations (universities) and training institutions that provide professional development programs for library staff. The framework also outlines the professional knowledge and abilities expected of librarians, as well as criteria for providing professional development programs to individual library personnel, employers (universities in Ghana), and suppliers of professional development activities for this study (universities, professional associations).

The literature conducted on the frameworks and programmes for CPD of LIS workers was based on the suggestion for suitable use of the South African LIS sector. The CILIP framework was viewed as a set of principles and standards that provided a vision, philosophical foundation, and organizational structure at the time. A framework establishes the parameters under which particular activities are carried out (NQF 2002), and the CILIP framework ensures that people can recognize and identify learning outcomes from both work and personal activities (CILIP 1992). The framework tries to be supportive, clear, and consistent, while also giving the individual the

freedom to plan constructively based on personal preferences, perceived needs, and resource availability.

Rather than simply responding to events, the framework encourages people to take charge of their own lifelong learning and affect their own future. Even if there are no plans for advancement, there will always be a need to enhance efforts to stay current on new knowledge and practices so that when opportunities emerge, personnel are ready to seize them (Simmonds 1994:360). Redfern (1993:496) states that “the framework is a voluntary scheme and it encourages a systematic approach that recognises and promotes the value of work-based learning”. It also assists individuals in assessing their own situation prior to engaging in negotiations with employers. The framework is designed to assist employees in providing high-quality services, and it can be viewed as an enabling tool for CPD rather than a mandated method of ensuring CPD.

CPD is voluntary rather than required, according to the CILIP framework, and its success and evolution are determined by the extent to which it is adopted and utilized in reality (Redfern 1992:389). According to CILIP (1992) “social, economic, political and educational developments impact on the delivery of library and information services. Changes in funding regimes, administrative structures and technology, and shifts in the expectations of library users also lead to changes in the nature of services provided”. CILIP (1992:1) further elaborate that “this in turn means that library and information professionals or staff have to ensure that their skills and competencies match the changes in the demands of users and employers”.

The framework provides that library and information professionals should break their job down into four key areas:

- “Library and information skills
- Personal effectiveness/communication
- Management skills
- Corporate skills”

The framework also indicates that when choosing on their future education, information professionals should examine their career objectives and job descriptions. The knowledge and skills required for library and information professionals are classified under the following key areas, according to CILIP (1992:5):

- “Library and information skills

- Identify needs of library user
- Meet user needs and demands
- Customer care
- Organisation of knowledge and information
- Retrieval of knowledge and information
- Identify sources of information
- New development in products processes and services (CILIP 1992:5)”

Information workers will benefit from the framework since it offers a methodical approach to a wide range of learning possibilities. The framework, according to Simmonds (1994:360), is designed to accommodate all library and information service employees, regardless of their age, level of responsibility, or business size. It encourages employees to take charge of their own lifelong learning and to shape their own destiny rather than merely responding to a situation (Simmonds 1994:360). The framework, on the other hand, is extremely detailed, and walking through it can take a long time.

Librarians need to explore strategies to improve CPD programmes. These strategies become essential as it will help the librarians improve their CPD activities through attendance of conferences, seminars, workshops, in-house service training, information-sharing sessions, group discussions and collegial meetings of the CILIP framework and training in all CPD activities. This indicates a knowledge gap in the characteristics of effective CPD models that foster professional autonomy, necessitating the need to educate all stakeholders on the various forms of CPD activities.

2.5 Various opportunities associated with the continuous professional development of librarians

Librarians can take advantage of a variety of possibilities as part of their ongoing professional development. Weingand (2000:199) emphasizes the significance of continuing education for anyone working in the information sector, including librarians. According to the author, regardless of their work titles and responsibilities – professional, paraprofessional, or clerical – every employee has a responsibility to keep up with changes in the profession, technology, and society. This entails maintaining current information, abilities, and attitudes.

According to studies, a degree has a three-year shelf life and its worth diminishes over time (Corrall 1998:17; Weingand 2000:201). This indicates that in order to succeed in his or her career, every professional should focus on preserving competences and gaining new abilities. This would help to advance from known to unknown information resources and best practices in the library profession. CPD is no longer an option; it is become a requirement for professional activities. Professional education is thought to serve as a springboard for further training and growth. The practical experience gives a real-life context for the new professional, who is faced with the difficulty of updating and consolidating what they already know while also learning new knowledge and skills pertinent to the work and position. It is the professional's responsibility to do so, and in some professions, such as medicine, it is part of the code of ethics. CPD has a number of advantages for library personnel and the organization, and it is believed that an organized approach to CPD will assist employees. It can help them plan their long-term objectives and determine how they will reach them. CPD is the duty of the individual professional, according to McDonald and Levine-Clark (2018), but it is crucial to the individual, the LIS organization, and the society that the profession is dedicated to serve.

Librarians face a variety of problems when it comes to continuing education, including paying attendance, subsistence, and travel. Due to budgetary constraints and a lack of financing, companies find it difficult to allow all of their employees to attend courses (Brine 2005:124). According to Adanu (2007:301) “for CPD to succeed within an institution, it needs to actively promote continuous educational activities. It is also important that librarians who attend the CPD courses are genuinely interested in upskilling themselves as it would be futile to send individuals who had no intention of furthering their skills”. Another issue that arises when attending CPD courses is a lack of time. Employers are hesitant to release employees from their regular employment because they are aware of the potential impact on services when employees are absent. Another issue is the age cut-off. The majority of CPD courses are geared toward the younger age, therefore more seasoned librarians may be overlooked (Corcoran and McGuinness 2014:184). A manager's lack of support can be another stumbling obstacle for librarians who want to participate in CPD activities (Cossham & Fields 2007:578).

Those responsible for providing CPD and managing it in an organization have a challenge. On the one hand, there is a need to improve professional abilities in order to give better services to user communities; on the other hand, there is a financial and time allocation issue. The underlying

problem of how CPD opportunities are viewed by professionals is entwined in this conundrum. According to Anwar (1998), there is a lack of library financial assistance, a lack of encouragement from library administration, personal financial restraints, a lack of time, a paucity of employees, and a lack of personal enthusiasm. Anwar's (1998) findings are presented in this article. The findings from this article are by Anwar (1998) are of extreme importance in the current research.

Librarians have an opportunity associated with CPD programmes. Such opportunity will strengthen their areas of specialty, and settle them effectively and efficiently in their productivity. It will also enhance their knowledge and skills that could enable them to function successfully in a changing workplace environment. The CPD brings diverse opportunities that will lead to the use of CPD programmes meant for staff to improve their professional competence (Brine 2005:2).

Exposition from extant literature initiate that librarian were of the opinion that CPD programmes will be very appropriate, as such, more training courses of this nature should be provided. They felt that the opportunities associated with CPD programmes will help them to develop more confidence to perform better in the future regarding what they know and do best. Librarians were clear as to the understanding of what CPD is and its importance in their discipline. Librarians should understand the importance of opportunities associated with CPD programmes in their own development as well as the impact it could have on the service delivery of libraries (Brine 2005:2).

Most of the various opportunities associated with CPD programmes cut across the following areas: advances specialised competence of employees, Service delivery within the library environment is sustained, foster effective and efficient librarians' productivity, CPD enhances librarians' knowledge and skills, CPD supports and strengthens library management, Different knowledge and skills acquired are deepened , CPD promotes different activities within the library, Self-development/directed learning interface , strengthen areas of specialty, CPD helps to sustain capability of librarians, permits integration into other systems of library practices, guides professional standards and ethics of the profession, enables librarians to function successfully in a changing work environment, develops, maintains and widens professional knowledge and skills of librarians and CPD allows librarians to keep abreast of changing trends and continuously learn and improve their subject and professional knowledge and CPD updates knowledge, skills and attitudes acquired during their education (Brine 2005).

2.6 Formalised professional development framework that would assist librarians

LIASA and the individual professionals who surround other bodies available in other countries have come up with a suitable framework for CPD that can be used in South Africa, cutting across references to structured framework of CPD of LIS personnel in South Africa, LIASA and the individual professionals who surround other bodies available in other countries have come up with a suitable framework for CPD that can be used in South Africa. Due to the increasing needs of a competitive changing environment, LIASA and the LIS sector adopted the CILIP framework.

In this regard, LIASA should recognize the value of CPD and aim to encourage librarians to make plans to upgrade their skills on a regular basis, which is required by law (LIASA 2013). LIASA should engage with its membership on a regular basis to determine the types of continuous learning initiatives that members in various LIS sectors require in order to improve their knowledge and skills. All CPD initiatives should be coordinated by the country's national framework in order to streamline courses and activities.

Individual librarians should keep up with new developments via alerts, online webinars, and a variety of other interesting websites. By just keeping in touch about advancements and their implementation, they can learn from their peers, colleagues, and fellow librarians. Encouragement of various forms of mentorship and coaching among librarians enables for the transfer of knowledge and skills, allowing for continued development (LIASA 2013). According to Sayers (2007:485), mentoring and teaching the next generation of librarians is important in the field since it may be utilized to keep existing practices in place and prevent knowledge loss. Funding and other barriers to participation in CPD activities should be addressed to ensure development and sustainability. There is a need for further campaigning to encourage companies and others to participate and support implementation.

LIASA and the LIS sector should receive a copyright copy of the framework as soon as possible and adopt it in their organizations. If companies want to stay competitive in a changing world, businesses should use the CILIP framework. This will address the issue of a lack of a systematic and well-formulated policy for employee training and development, as well as continuing professional development (CPD). The CILIP framework should be applied because it can be seen as a solution to some of the present staff training and development issues, and it specifically addressed the issue that training programs should be based on identified staff needs before the

training process begins; it must be ensured that the identified needs really are training needs. This is necessary because it will emphasize the importance of training and development to MPLIS managers and personnel. The framework should also emphasize the training and development of all employees, regardless of their level of responsibility (LIASA 2013). Furthermore, the implementation of this framework will ensure that the MPLIS operates in accordance with the government's different pieces of legislation and policy. Staff can utilize the framework individually, and it is proposed that the MPLIS use it as a key corporate tool to help establish and enhance a learning culture at work that displays a genuine commitment to the workforce.

As a professional organization, LIASA should play an active role in supporting the aforementioned guidelines and emphasizing the necessity of training all library personnel. They should manage CPD activities and provide credit for courses taken, as well as establish proficiency standards. LIASA can then provide the appropriate CPD support to libraries.

LIASA should acknowledge the importance of CPD and try to encourage librarians to plan to continuously update their skills, which is being enforced as a compulsory requirement (LIASA 2013). It should also consult with its members on a regular basis to determine the types of continuous learning activities that members in various LIS fields require to improve their knowledge and abilities. To streamline courses and activities, all CPD initiatives should be coordinated under the country's national framework.

2.7 Theoretical framework

According to Neuman (2006:74) “the theoretical framework is a broad theoretical system that includes assumptions, concepts, and social theories.” In a similar vein, Brink, Van der Walt and Van Rensburg (2012) claim that “a theoretical framework is based on propositional statements resulting from an existing theory”. Manda (2002:95) supports that “theoretical definitions (conceptualisation) of the key concepts are an integral component of the development of theories in any discipline and, consequently, are central to any scientific research. As a result, a theoretical framework gives direction to the research study and places it in the discipline or subject to represent the research objectives (Henning, Van Rensburg & Smit 2004:25). According to Labaree (2009), a theoretical framework is "the structure that may hold or support a research study's theory. It discusses and offers the theory that explains why the research problem under investigation arises". It demonstrates an understanding of the study issue's ideas and concepts, as well as how they relate to the larger disciplines of knowledge being examined. It searches through course

readings and related research studies for theories and analytic models that are relevant to the research problem at hand (Abend 2008:173).

A theoretical framework is essentially an idea or model of what the researcher intends to investigate (William 2017). It connects the researcher to existing knowledge through the application of a relevant theory to the research problem and the selection of research methodologies. It outlines which key variables influence a phenomenon of interest and emphasizes the need to investigate how and when those key variables differ. A theoretical framework also demonstrates academic norms and methods, as well as a description of why the study is important and how the researcher plans to fill the gap in the literature (William 2017).

A theoretical framework's objective is to make research findings more understandable and generalizable. It stimulates study and knowledge expansion by giving both direction and impetus (Polit & Beck 2004:119). Neuman (2003:42) defines a theory “as a system of interconnected abstractions and ideas that condense and organise 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 can be thought of as a system that organizes concepts in a way that leads to comprehension or insights. A theory is made up of several concepts that are linked together (Welman, Kruger & Mitchell 2005:21). Welman et al. (2005:21) also define theory as “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”.

2.8 Theoretical framework and literature review

Theoretical framework and literature review are both used to present the key concepts and models related to the research topic. They both contain details of literature published on the topic and one or more sections of the body can be allocated to the presentation of information on a research topic (Du Plooy-Cilliers 2014:304). A clear understanding of the differences among a theoretical framework and literature review provides a better guidance for organising, conceptualising and conducting research and they increase the chances of publishing the manuscript. Using the appropriate framework will improve the quality of manuscripts and increase the likelihood of favourable critiques by reviewers and editors (Hatcher & Winn 2008).

The literature review and conceptual frameworks serve the same five purposes: (1) to give a point of reference for interpretation of data, (2) to explain how a study improves knowledge, (3) to conceive the investigation, (4) to analyse research design and instruments, and (5) to create a foundation for the important ideas in the issue statement and purpose (Merriam & Simpson 2000). A literature review's purpose is to determine whether a topic is researchable, to summarize the findings of closely related studies, and to assess the importance of the current study in comparison to previous studies. (Creswell 2003). Merriam (2001) described the theoretical framework as “the structure, the scaffolding and the frame of the study. The structure comes from the author’s disciplinary orientation and the literature relates to the topic and theory under the investigation”.

The theory that underpinned this study is the coaching and mentoring model/theory (Rhodes & Beneicke, 2002). The coaching and mentoring consist of variation of CPD practices, which are based on logical premises. This theory is significant due to its involvement on one-to-one connection, either amongst two instructors, planned to support the CPD. The coaching and mentoring theory has several features of skills element of mentoring and relationship among individuals (Rhodes & Beneicke, 2002). The essence of applying this coaching and mentoring theory is that, librarians with different attitudes should be able to work together towards CPD programme. At the Mpumalanga public libraries, librarians are faced with diverse challenges of technological changes which cut across library work and service ethics, knowledge and skills development. This emphasizes the need of ensuring that library professionals are well-prepared for their responsibilities and current with industry changes. Librarians are expected to have specific abilities appropriate for libraries and understanding of current technology features, which are continually evolving (Choi & Rasmussen 2009:458). They must maintain their competitive advantage and function effectively in a fast-changing environment. By preserving their power over this changing environment, CPD courses may be able to help librarians bridge the gap between formal education and the needs of the library (Majid 2004:59).

This coaching and mentoring of CPD acknowledges that the training and development play an important part in employee commitment and quality of work. From the same perspective, library staff training and development play a key role in the quality of work produced in library operations. Absence of library staff training and development can lead to a high staff turnover which is one of the challenges that public libraries in Mpumalanga are facing. It is difficult to give a clear-cut

difference between commitment and high performance, which makes the concept less feasible (Businge 2013:19).

The study looks on the CPD needs of public librarians in Mpumalanga, as well as their attitudes about CPD and its delivery. Due to rapid technological advancements and the development of cutting-edge technology in library work/services, librarians in the MPLIS face obstacles in their job. This emphasizes the need of ensuring that library professionals are well-prepared for their responsibilities and current with industry changes. The demands on librarians are continually changing, and they now require specific abilities for 21st-century libraries, as well as understanding of current technological innovations (Choi & Rasmussen 2009:458). They must maintain their competitive advantage and function effectively in a fast-changing environment. By preserving their power over this evolving environment, CPD courses may be able to aid librarians in reducing the gap between formal education and library demands (Majid 2004:59).

Because of the library's particular character, a more structured and specific kind of training, development, and CPD is required. According to McDonald and Levine-Clark (2018), more needs to be done in terms of continuing education before staff development can be supported intellectually. Library associations should take the lead in creating effective and efficient CPD programs for the entire profession. Individual organizations must be held accountable for supporting their efforts to deliver CPD since they are better positioned to plan, organize, and promote CPD opportunities. The employers and LIASA, for example, play an important role in the CPD of the LIS workforce. LIASA has the potential to take the necessary steps to support the professional development of its members and will provide education and training to LIS employees as part of its services to the LIS sector (LIASA 2002).

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

The main purpose of this chapter is to review the research methodologies employed in this study and to justify the research approach and design that was adopted. It illustrates how various techniques and processes were used to obtain and analyse the data. It also outlines the population of the study as well as the sampling methodology.

This chapter focuses on the tools that were utilized to collect data and why they were thought to be suitable. The problem that have arisen as a result of their utilization are also discussed. Procedures for data analysis are examined to see whether there was anything that made the researcher's job easier or more difficult, as well as challenges and processes, outlining the researcher's experiences throughout data collecting and analysis. The researcher selected what she considered to be the most appropriate study methodologies and strategy for answering the research questions. Furthermore, this chapter also deals with the methods and procedures that were adopted in conducting this study. It covers the research approach, research design, population, sampling method, data analysis procedures, data collection and data collection tool.

3.2 Research approach

The method explains the approach used to gather and analyse data. It explains the method taken and why it was chosen, followed by a full discussion of the techniques followed. It provides enough information for another researcher to duplicate the study (Durrheim 2006:123). The strategy outlines the process or procedures performed in defining a task or an issue, particularly in terms of which methods of access or sources should be used. There are three types of research approaches: quantitative, qualitative, and mixed methods research (Grix 2010:162).

The quantitative approach was employed in this study to examine, test, measure and count variables. It was used to represent numerical and statistical data (du Plooy-Cilliers 2014:14). In the analysis and interpretation of findings that have been generalized from the sample to the population, it heavily relies on numbers and statistics. Data was gathered using a precise set of procedures, with the goal of remaining as objective and neutral as possible. Quantitative data was

analysed with statistical processes in order to extrapolate findings from a small sample to the complete population (Bless 2013:16).

3.3 Research design

The research design, according to Terre Blanche and Durrheim (2014:565), is a strategy framework or plan that guides the research activity to guarantee that sound conclusions are achieved. It is critical in every research project as it establishes the framework for the research activity, providing direction, assisting in keeping the research on track, and ensuring that all parts of research are included (Research Services 2011). Because research is a project that takes place over a long length of time, it is closely related to the solution to a research question. Bless (2013:130) asserts that “it is a specification of the most appropriate procedures to do in order to test a specific hypothesis under specified circumstances”.

The potential of the strategy to produce answers to the research questions and achieve the study's research objectives was evaluated when choosing a research design for this study. A survey inquiry is employed in the quantitative approach to provide a numerical or numerical description of trends, attitudes, or opinions of a population by studying a sample of the population (Creswell 2009:12). Alston and Bowles (2003:65) indicate that “a research design is how data will be collected, analysed and reported and includes the types of sampling, methods of data collection and analysis to be used”. As a result, a research design answers questions that will help you select the direction you want to take for your research (Kumar 2011:94). A research design is required for doing the study.

The researcher used a research design in this study to provide a quantitative or numeric description of a population's trends, attitudes, or opinions by asking questions to a sample of respondents (qualified librarians) thereafter generalising the findings to the entire population from which the sample of respondents (qualified librarians) was drawn (Du Plooy-Cilliers 2014:149). This method has the following advantages: it saves time and money, there is no interviewer bias, respondents have more privacy, it is used to collect current data, and samples do not have to be huge in comparison to the population being studied (Connaway & Powell 2010:108). According to Heath et al. (2009:135), the survey research design was employed in this study since it is widely regarded as a research method for studies and is concerned with examining the respondents' ideas, attitudes, and behaviour.

3.4 Population

The overall group of persons from whose information is requested is referred to as the population (Wiid & Diggins 2013:186). The target group is a big group of people about whom the researcher wants to learn more but can't study directly; consequently, a sample from that population is used (Punch 2005:293). The population, according to Terre Blanche & Durrheim (2014:562), is the wider pool of cases from which a sample is drawn. The whole collection of all units of analysis about which the researcher seeks to make specific inferences or conclusions is referred to as the study's population (Welman 2005:52; Johnson & Christensen 2008:224).

In this study, the targeted population consisted of 114 librarians (qualified and paraprofessionals) managing and running public libraries in the Mpumalanga province. These librarians are situated in three district municipalities: Gert Sibande, Ehlanzeni and Nkangala districts and 17 local municipalities. The small nature of the population made the researcher to make use of the entire population as sample size. Therefore, the sample is a census. These were the qualified librarians which information was collected from regarding CPD requirements, based on seeking their attitudes towards CPD and its provision.

3.5 Sampling

The scientific foundation of everyday practice is sampling. It's a technical accounting instrument for rationalizing data gathering and selecting a suitable technique to limit the group of things, people, or events from which the actual data will be derived. The best technique for gathering reliable information about a group of people or objects is to identify each individual member or element of the group (Bless 2013:161). It is a method of selecting a small group or sample to discover the characteristics of a larger group or population, and it covers all aspects of the population (Brynard & Hanekom 2006:54).

In quantitative research, a sample is a subset of the complete population that is researched by the researchers and whose features will be generalized to the full population (Bless 2013:162). The purpose of sampling is to choose a sample that is representative of the population from which the researcher hopes to draw conclusions (Terre Blanche & Durrheim 2014:564). It is a statistical method in which a subset of a population (the total number of units) is studied in order to draw conclusions about the full population (Sullivan 2009:457).

In this study, the entire population of 114 librarians managing the entire public libraries in the Mpumalanga province were used as sample size due to its small size. Information is collected from the qualified librarians about how involved in continuous development to broaden and deepen their knowledge within their profession. This study used the purposive sampling strategy since it allowed them to be more flexible and apply their own knowledge in picking the sample target (Babbie 2016:187). The librarians chosen were deemed to have a better awareness of CPD initiatives and have expressed an interest in the program's development in the past. Another advantage of this sample procedure is that it saves money and time (Kothari 2004).

3.6 Data collection method

The process of creating and collecting empirical data from a number of sources is referred to as data collection. Both qualitative and quantitative research use data collecting, and there are many different forms of data that can be collected (Grix 2010:164). The questionnaire was utilized in this study to collect data from public librarians in the Mpumalanga province. It was utilized to apply methods in order to be able to generate data. Quantitative data collection is used to count, measure, weigh, enumerate, manipulate and compare mathematically. Data can be collected in numerical forms and statistical analyses can then be applied to it to determine the significance of the findings (Terre Blanche & Durrheim 2014:563).

3.7 Data collection tool/instrument

Questionnaire

The questionnaire is one of the most extensively used data collection methods in research. This low-cost data collection approach is used to reach out to a large, scattered community (Pickard 2013:207). Questionnaires that are completed without the assistance of a researcher are known as self-administered questionnaires (Bless, Higson-Smith & Sithole 2013:194). These surveys might be distributed by the researcher and then collected after completed, or they could be delivered via mail (including email) (Bless et al. 2013:195). For this study, the researcher decided to administer the questionnaires online through email as they were sent out to the respondents. The reason being that, due to circumstances surrounding the covid-19 pandemic, many librarians and colleagues working in different libraries do not want to have face to face contact with people. Meanwhile, there were few public libraries where the researcher had to personally go and administer the questionnaire as those public libraries were close to the researcher domain. The use of online

platform for data collection is also allowed in research investigation. After three weeks, with continuous follow up on call with the respondents, the researcher requested the respondents to kindly forward the filled questionnaire back to her. Through this measure the researcher was able to gather the administered questionnaire from the 114 public librarians in Mpumalanga province. Web-administered surveys was also used to gather data based on the capability to incorporate multimedia items survey the tools that is able to do real-time randomisation of questions (Fricker & Schonlau 2002:347).

According to Johnson and Christensen (2008:203) “a questionnaire is self-report data collection instrument that each research participant completes as part of a research study”. It fosters truthful responses. Because anonymity is ensured, it is easier for responders to submit answers. The questionnaire encouraged candid responses because anonymity was assured, making it easier for respondents to react. The following are some of the benefits of using a questionnaire as a data gathering tool for this study:

- It eliminates interviewer bias; there is no way to influence the response through verbal presentation style. It eliminates interviewer bias, and there is no way to influence the response through verbal presentation style.
- The questionnaire's predetermined format tends to eliminate variety in the questioning process. The substance and organization of the questions will not change after they have been written in the final version and included in the questionnaire.
- The questionnaire's set format reduced variety in the questioning procedure. Once the questions are finalized and included in the questionnaire, the substance and organization of the questions will not alter.
- It promotes the provision of accurate responses. It encouraged people to give accurate responses.
- It can be built in such a way that collecting and analyzing quantitative data is quite simple.
- It can be built to make quantitative data collection and analysis relatively simple. It facilitates the collection of a large amount of data in a relatively short period of time. It facilitates for collecting the large amount of data in a short period of time.

- It removes the researcher's personal interaction with the respondents. It removed the researcher's personal interaction with the responders (Connaway & Powell 2010:146).

The use of a questionnaire as a data collection instrument applicable to this study has the following disadvantages:

- The researcher cannot use probing strategies. The researcher is unable to employ probing techniques.
- Developing a structured instrument necessitates far more effort in terms of content, format, and question wording. In terms of content, format, and question phrasing, creating a structured instrument necessitates significantly more effort.
- Respondents are unable to elaborate or ask for clarification on their responses (Burns & Grove 2005:398, Polit & Beck 2008:414).
- Respondents are unable to define or describe confusing issues on the questionnaire.
- It prevents personal contact with responders, perhaps resulting in the investigator gaining insufficient information about study participants.. It prevents personal interaction with responders, which might lead to the investigator learning insufficient information about research participants.

When creating the questions, the benefits and drawbacks of questionnaires were examined. Leedy (1996:144) and Melville and Goddard (2001:48) state that “a good questionnaire uses clear and understandable language, asks only relevant questions that is short, has objective questions, gives clear instructions and is carefully worded”.

Data was collected only from the selected librarians. Questionnaires were sent to the librarians and collected after they have completed them. Pre-test and post-test survey designs were used to measure changes in a situation as well as problematic attitudes. The same population was used in both data collections to measure any change between two points in time. The difference in a scenario before and after an intervention was used to measure the change (Kumar 2011).

3.7.2 Pre-testing the questionnaire

As part of the preparation for the actual interview or questionnaire administration, the questionnaire is pre-tested. As a result, it is critical to complete this step in order to catch any errors

that the researcher may be unaware of. To check for flaws such as imprecise terminology, ambiguity, and bad wording, the researcher presented the questionnaires to a randomly selected sampled population outside the research population from all public libraries in three district municipalities in the Mpumalanga province. Babbie (2001:280) notes that, “the pre-test subjects should comprise a representative sample although the researcher should use people to whom the questionnaire is relevant. ”. The researcher also sought the advice of five specialists in research methodologies to assess the instruments' methodological flaws, such as inaccurate scales, inadequate instructions, and question face validity. Booyesen (2003:140); Welman and Kruger (2001:141) and Babbie (1998:159) agree that “pre-testing a questionnaire is essential and must be conducted on a small sample”. Booyesen (2003:140) suggests that “a researcher should carefully consider all the comments of the respondents who participated in the pre-test because they are often insightful and helpful, but does not have to accept all the comments”. As a result, the remarks and flaws of the pre-tested questionnaires were taken into account, and the questions were adjusted as needed. In order to create an effective questionnaire, you must write questions that draw out the information that needs to be corrected. The purpose of pre-testing a questionnaire was to ensure that it was free of errors. As a result, any errors found in the questionnaire were rectified in research before it was given to respondents.

3. 8 Data analysis

Data analysis is a continuous process that begins at the beginning of any research project. The process of analysis is critical in the development of a theory based on raw data. To foster the creation of substantive theory based on empirical evidence, data collection and analysis go hand in hand (Pickard 2007:158). Data analysis comprises categorizing things, people, and events, as well as the attributes that define them. Data was organized, structured, and evaluated on a regular basis, and it was constantly coded. Data verification is necessary since it aids in triangulation of data owing to the data collection procedure (Creswell 2009:199). The act of analyzing, cleaning, manipulating, and modelling data with the goal of emphasizing relevant information in ways that enable the researcher find patterns or problems and explore relationships that exist in the data is known as data analysis. The goal of this phase is to "reduce the huge corpus of material" obtained by the researcher in order to make sense of it (Bryman 2013:13).

To answer the research questions, it entails categorizing, arranging, manipulating, and summarizing data. After the data has been collected, the following step is to analyze it, and the final step is to present the study's conclusions. According to Gibbs (2007:1) “analysis entails some

kind of transformation, in which a researcher gathers data and strives to change it through analytic techniques into a clear intelligible, insightful, trustworthy, and even innovative analysis" (Onwuegbuzie, Leech & Collins 2011).

Data can be analysed either by qualitative or quantitative methods and it can be collected through multiple courses whether by interviews, observation and questionnaires (Pickard 2007:158). In this study, Self-administered questionnaire was utilised for this study as it was sent to 114 public librarians via email due to the circumstances of the covid-19 pandemic where some restrictions were imposed by several institutions to adhere to the virus spreading and saving lives of staff members. There were in some instances where the researcher had to personally visit the public libraries due to nearness to her where she was able to administer the questionnaire personally. The questionnaire administered was to find out from public librarians the expected knowledge, skills and attitudes that could sustain their job performance requirements and this allowed the librarians to complete the questionnaire at their own pace. The 103 questionnaire that was collected or retrieve from respondents through personal retrieval and email platform were collated and analysed through descriptive statistical analysis. Prior to analysing the questionnaire, the researcher separated then according to their various section and given to a statistician for better interpretation of the results. The demographic data were analysed using Microsoft Excel and SPSS. The result obtained were presented in tables in chapter four below.

3.9 Ethical considerations

In this investigation, ethical problems were taken into account. They were seen as extremely significant when performing the study because research is guaranteed to bring ethical issues. If research is based on documentary evidence, ethics is directly involved. It also entails gaining the informed consent of people who will be interviewed, questioned, or observed, as well as those from whom items will be obtained (Fox 2007:148). In this study, the following ethical issues and permission to conduct the study were taken into consideration: voluntary participation, informed consent, participant harm and privacy and confidentiality.

Voluntary participation: Participants were not compelled to participate in this study and were advised that even if they agreed to participate, they might withdraw at any moment during the study.

Informed concern: participants were fully informed of the procedures and risks involved in the study and were required to give their agreement to participate. They were also free to leave at any time if they felt threatened.

Participants harm: participants were not put in a situation where they were at risk of both physical and psychological injury as a result of their participation in this issue.

Privacy: to assist in the protection of research participants' privacy, two standards were used. All participants' personal information will be kept private, and no personally identifying information will be shared with anybody who isn't a participant in the research. Even to the researchers, the volunteers will remain anonymous throughout the study (Fox 2007:148).

Confidentiality: all participants' personal information will be kept confidential by the researcher, and nobody who isn't directly involved in the study will get any identifying information.

Permission to conduct the study: Polit and Beck (2008:170) observe that “ethical considerations are followed to protect the rights of respondents and the institution and to ensure scientific integrity”. The UNISA Research and Ethics Committee of the Department of Information Science granted ethical approval to guarantee that the study followed the rules. (UNISA 2016).

The researcher received and added the following appendices in accordance with UNISA's study ethical procedures and policy: permission (Appendix A) from the Mpumalanga Library and Information Services (MPLIS) to conduct the research, acceptance letter (Appendix B) for permission from MPLIS to UNISA to grant the researcher to carry out her research, a letter of consent to respondents (Appendix C) from the researcher for completion of information from the questionnaire, a questionnaire (Appendix D) to respondents, approved proposal letter (Appendix E) from the Registrar, risk assessment tool (Appendix F) and a copy approved ethical clearance (Appendix G) from Department of information science ethic review committee, which ensures respect for the anonymity, confidentiality and privacy of all participants. The participants were also informed that they might withdraw from the study at any moment and without giving a reason if they so desired.

The Turnitin anti-plagiarism technology was used to detect similarities and prevent plagiarism in this work, and all sources were acknowledged. This dissertation is a presentation of the findings.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND INTERPRETATION OF RESULTS

4.1 Introduction

This chapter presents the process of data analysis on how data was collected, presented and analysed. According to Wilkinson (2000:77) “the role of analysis is to bring data together in a meaningful way and enable us as researchers to interpret or make sense of it”. This chapter summarizes the findings and results received from the study's administered questionnaires. In regard to the study objectives mentioned in chapter one, this chapter includes data analysis and interpretation of questionnaire responses from public librarians. The data was interpreted and analysed in accordance with the following research questions: What are the various types of continuing professional development of librarians at the public libraries in the Mpumalanga province?

- i. What is the continuing professional development that librarians in the public libraries in the Mpumalanga province engage in?
- ii. What strategies can be used to improve the continuing professional development of librarians in public libraries in the Mpumalanga province?
- iii. What opportunities are associated with the continuing professional development of librarians in public libraries in the Mpumalanga province?
- iv. What recommendations can be made towards the formalised continuing professional development framework that could assist librarians in public libraries in the Mpumalanga province?

4.2 Analysis and interpretation of demographic data of respondents

The analysis of demographic data is the subject of this section. The gender of respondents was needed to determine what percentage of respondents were male and what percentage were female, as well as if this characteristic influenced CPD participation. The age of the respondents in the study is taken into account to display the various age groups of the participants. The age of respondents was investigated to see if it influenced CPD practice in any way. The work experience variables, as well as the librarians' qualifications and roles, were utilized to establish how the librarians may seek and use CPD training to affect improvements in their work environment. A

total of 114 copies of questionnaires were distributed to respondents and 103 (90%) copies were returned, which was later used in the analysis of the result of this study.

4.2.1 Personal data of the respondents

Acronyms and symbols used in this study include:

F = Frequency, **%** = Percentage, **N**= Numbers, **CPD** = Continuing professional development

A summary of the responses presented in table 4.1 below:

Table 4.1 Distribution of demographic data from sampled libraries N=103

Gender	Frequency	Percentage %
Male	38	36.9
Female	65	63.1
Total	103	100
Age		
Age	Frequency	Percentage %
26 – 35	19	18.4
36 to 45	42	40.8
46 to 55	34	33.0
56 and above	8	7.8
Total	103	100%
Qualification		
Qualification	Frequency	Percentage %
Matric only	6	5.8
Matric and archival certificate related to library science	8	7.8
Matric and other certificates not related to library science	6	5.8
Diploma not related to library science	04	3.9
Higher diploma in library science	16	15.5

Degree in library science	48	46.6
Degree and honours in library science	12	11.7
Masters in library science	03	2.9
Total	103	100
Position		
	Frequency	Percentage %
Librarian	68	66.0
Senior librarian	08	7.8
Chief librarian	06	5.8
Library manager	03	2.9
Library assistants	18	17.5
Total	103	100
Work experience		
	Frequency	Percentage %
5 years	15	14.6
6-10 years	66	64.0
11-12 years	12	11.7
13 and above	10	9.7
Total	103	100

Source: Data from field work 2020

The results in table 4.1 indicate that there were more female respondents (65: 63.1%) than male (38: 36.9%). The findings depict that female respondent participated in the study more than males. It can be deduced that there are more female respondents at the public libraries in the Mpumalanga province that support service delivery to users of libraries.

Ages of respondents were categorised by age group from young adults (26 to 35 years, n = 19), middle-aged adults (36 to 45 years, n = 42), adults (46 to 55 years, n = 34) and old-age adults (56 and above years, n = 8). The results of ages of the respondents revealed that the majority are middle-aged adults (42: 40.8%), followed by adults (34: 33.0%), young adults (19: 18.4%) and

old-age adults (8, 7.8%). The age of respondents was sought to find out whether it has in any way affected the practice of CPD. There was an implication that adults and middle-aged adults (78: 75.72%) and young adults (19: 18.4%) manage public libraries, and that the public libraries have a lot of new blood entering the workforce and that they are well into their career and should be engaged in CPD. Old-age adults (8: 7.8%) are ready for retirement.

The findings showed that adults, middle-aged adults and young adults (95: 92.2%) manage and run public libraries effectively and efficiently in the Mpumalanga province. It is clear that both young and old employees are hesitant to attend CPD training. This could be due to their established habits and inability to accept change, as well as a fear of admitting their weaknesses in particular areas of the job. It is critical for Mpumalanga library administration to persuade these people to accept change and choose to be changed rather than being pushed to change. CPD is essential for both adults, middle-aged adults, young adults and old-age adults to keep current with skills, knowledge and competencies in rapidly changing times. Besides age restriction, CPD training should be available to all levels of staff (young and old), and it should be a continuous effort to keep workers informed about new developments and changes in the library environment. Because library systems do not remain static, CPD training should be geared toward keeping all workers informed about what is going on in the library, not just new hires. Staff who have been in the service for a long time may require refresher courses to help them stay current with new information.

With regard to qualification of respondents, the findings indicated that 84.5% of the respondents have LIS qualifications. It revealed that the highest qualification obtained by respondents was a degree in information science (48: 46.6%), followed by 16 (15.5%) higher diploma in information science/study, 12 (11.7%) respondents hold a degree and honours degree in library science, 3 (2.9%) respondents hold a master's degree in information science, 8(7.8%) hold matric and a certificate in archival studies and this certificate is an entrance to study a degree in archival or information science, 15.5% of the respondents did not have LIS qualifications. It was revealed that 4 (3.9%) respondents have a diploma not related to library science, 6(5.8%) have matric and other certificates not related to library and information science, 6 (5.8%) respondents hold matric only and no other qualifications. All the above-mentioned respondents (qualified and unqualified librarians) manage and run public libraries in the Mpumalanga province and they all have a keen interest to participate in CPD programmes. They are all managing and running public libraries in

order for them to keep abreast of skills, knowledge and competencies in rapidly changing times. They have to learn new skills in order to survive this era of change.

The positions in public libraries were occupied by the respondents ranging from the library managers, chief librarians, senior librarians and library assistants. The findings indicated that respondents comprised 68(66.0%) librarians, 8(7.8%) senior librarians, 6(5.8%) chief librarians, 3(2.9%) library managers and 18(17.5%) library assistants. The results showed that 85(82.5%) respondents were qualified librarians and 18(17.5%) were library assistants. It was clearly indicated that CPD training should be offered to staff at all levels and the implication therefore is that CPD training should be well understood and should be actively pursued by all the librarians.

With regard to respondents' experience, the findings indicate the number of years for which respondents were working at public libraries. It indicates that almost all of the respondents have work experience ranging from five years to 13 years and above. It reveals that 66(64.1%) respondents have 6-10 years' experience, followed by 15(14.6%) who have 5 years' experience, 12(11.7%) respondents have 11-12 years' experience, 10(9.7%) respondents have five years' experience and 13 respondents have more than five years' experience in managing public libraries.

The results revealed that almost all respondents have experience in managing public libraries. The highest number of work experience is 6-10 years' experience (66: 64.0%), followed by 5 years' experience (15: 14.6%) and 11-12 years (12: 11.6%). Thirteen respondents have more work experience or were few old staff waiting for pension/retirement.

4.1.2.1 Requirements of CPD programmes

This section indicates the respondents who are interested in and required to participate in CPD programmes. A total of 14.56% of the respondents need financial sources and materials for CPD programmes, 9.71% who are registered with a professional body and need to identify areas for CPD programmes, and 53.5% respondents have a keen interest in and are willing to pursue CPD programmes. A summary of the responses is presented in table 4.2 below.

Table 4.2: Requirements of CPD programmes N=103

Requirement of CPD programmes	Frequency	Percentage %
You must be interested and willing in that CPD programme	55	53.5
Have a certain amount of development activity	1	0.97
Register with the professional body as member and licence to function	10	9.71
Identify areas of need for such CPD programme	10	9.71
Plan and carry out the CPD programme activities	2	1.94
Sources for resources (financial and materials) that will support your CPD	15	14.56
Replicate your CPD programme activities in your work operations	2	1.94
Apply your learning of the CPD programme on your job performance	03	2.91
Share your knowledge, skills and experience of the CPD programme with colleagues	02	1.94
Adhere to policies of the organisation in the CPD programme	02	1.94
Evaluate your CPD programme, whether it is worth while	01	0.97
TOTAL	103	100

Source: Data from field work 2020

The results in table 4.2 indicate that 55 (53.5%) of respondents have an interest in and are willing to pursue CPD programmes, 15 (14.56%) respondents need resources for financial and materials to support CPD programmes, 10 (9.71%) are registered as members of professional body, 10 (9.71%) respondents identified areas for CPD programmes. (3, 2.91 5%) needs to apply learning for CPD programmes based on their job performance, 2 (1.94%) shared their knowledge, skills and experience about CPD programmes with colleagues, and 2 (1.94%) adhered to polices of the organisation (Lamptey & Corletey 2011:2).

4.2.2 Types of CPD programmes by librarians

Table 4.3 shows that the respondents have high interests to participate in CPD programmes; for example, to attend library conferences, formal and informal education, network training CPD activities and in-house training for improvement of their job performance. In addition, they will develop new services from what they have learnt. They need training in Microsoft application programmes to be able to implement service delivery systems and methods of high quality that meet users' information needs and e-learning training to keep up with changing trends to deliver services competently to patrons.

A summary of the responses is presented in table 4.3 below.

Table 4.3: Types of CPD programmes by librarians N=103

Types of CPD programmes	Frequency	Percentage %
Local, regional and international conference	25	24.3
Networking training	25	24.3
Formal and information education	8	7.8
Personal study projects	2	1.9
Work-based research projects	2	1.9
Library association programmes/activities	10	9.71
Work place learning programme (in-house-training)	15	14.6
Schedule meetings with other fellow librarians	02	1.9
E-Learning training	02	1.9
Microsoft application training programme	10	9.71
Mentoring of younger colleagues	2	1.9
TOTAL	103	100

Source: Data from field work 2020

This section shows that 25 (24.3%) respondents have a keen interest in attending local, regional and international conferences, 25 (24.3%) also need to attend networking training to improve their job performance and prefer to develop new services from what they have learnt, 15 (14.6%) require workplace learning programme (in-house) training, 10 (9.71%) require library association programmes/activities, 10 (9.71%) need to attend Microsoft application training programme to ensure that service delivery systems and methods meet the high expectations of users' information

needs and 8 (7.8%) require networking training and e-learning training to keep abreast of changing trends to deliver services competently to patrons. The findings showed that respondents have a high interest to participate in CPD programmes. This is in accordance with Ocholla (1995) study which reveals that librarians have interest in CPD training programmes due to how it has enhanced their knowledge and skills for library practices.

4.2.3 Categories of different types of CPD programmes

Table 4.4 shows that respondents are interested in learning more about the various categories of CPD programmes like network learning, mentoring, monitoring and network learning, and to embark on short- and long-term leave for study and other activities.

Table 4.4: Categories of different types of CPD programmes N=103

Categories of different types of CPD programmes	Frequency	Percentage %
Peer coaching/review	05	4.85
Critical friendships	02	1.94
Mentoring	05	4.85
Action research	02	1.94
Task related learning/planning teams	05	4.85
Collaborative teaching, planning and observations	05	4.85
Data collection and analysis	02	1.94
Performance management/review	15	14.6
Monitoring	10	9.71
Networked learning communities	20	19.41
Visits to other public libraries and institutions	03	2.91
Embarking on short- and long-term leave for study and other activities	05	4.85
Engage with some school-university partnerships	02	1.94
Extended training programmes through online platform	15	14.6
Engagement with professional organisations	05	4.85
Study groups/ consultations	02	1.94
TOTAL	103	100

Source: Data from field work 2020

The results revealed that 20 (19.41%) of the respondents are interested to learn more about the CPD category network learning communities, followed by 15 (14.6%) who want to know more about performance management and extended training programme through online platform, 10 (9.71%) about monitoring, and 5 (4.85%) want to learn more about the categories mentoring, task-related learning teams, collaborative teaching, planning and observations, embarking on short- and long-term leave for study and other activities, and engaging with professional organisations. They show less on visits to other public libraries and institutions, engaging with some school-university partnerships and study group consultations.

The findings depict that 48.6% respondents have a keen interest to learn more categories of CPD programmes (Majid 2004).

4.2.4 Sub-areas in the continuous professional development programmes by librarians

Table 4.5 reveals that all respondents need to be developed through the sub-areas in the CPD programmes which will empower them to keep abreast of changing trends in their field. Furthermore, CPD programs will allow them to continually improve their knowledge and skills throughout their careers (Freeman 1994:28). CPD programs will also enable people to enhance their basic abilities with new technology and perform successfully in a changing work environment.

Table 4.5: Sub-areas in the CPD programmes by librarians N=103

Sub-areas in the CPD programmes	Frequency	Percentage %
Subject standards (e.g. LCSH, DDC)	80	77.7
Indexing and abstracting	80	77.7
Authority control	80	77.7
Metadata formats (e.g. MARC, Dublin Core)	80	77.7
Descriptive standards (e.g. AACR2)	80	77.7
Thesaurus construction	80	77.7
Audio video cataloguing	80	77.7
Serials cataloguing	80	77.7
Internet cataloguing	80	77.7
Cataloguing of other item types	80	77.7

Other ICT skills	80	77.7
Taxonomies and ontologies	80	77.7
Web authoring and design	80	77.7
Skills in rendering different types of information services (user, serial, etc.)	103	100
Management and supervisory skills	103	100
Communication skills	103	100
Leadership and stress management skills	103	100
Other generic skills	103	100
Other information management skills	103	100
Job orientation and customer-service skills	103	100
Presentation skills	103	100
Digital library development	103	100
Knowledge management	103	100
Policy work and documentation	103	100
Technical services work (e.g. acquisitions)	103	100
Systems support	103	100
Record management	103	100%

Source: Data from field work 2020

The results in table 4.5 reveal that almost all respondent need to be developed in sub-areas in CPD programmes. About 80 (77.7%) respondents need more advanced information and metadata formats, subject standards, indexing and abstracting, authority control, descriptive standards, thesaurus construction, audio-video cataloguing, serials cataloguing, internet cataloguing, other ICT skills, taxonomies and ontologies, web authoring and web design are all skills that respondents require. The reason for this is to broaden and deepen their knowledge within their profession on a continuous basis and to develop, maintain and widen professional knowledge and skills.

All respondents need more CPD training dealing with skills in rendering different types of information services, management and supervisory skills, communication skills, leadership and stress management skills, other generic skills, other information management skills, job orientation and customer-service skills, presentation skills, digital library development, knowledge

management, policy work and documentation, technical services work, systems support and record management skills (Freeman 1994:28).

4.2.5 Opportunities associated with continuous professional development programmes

Table 4.6 shows that almost all of the respondents (103) respondents were of the opinion that CPD programmes will be very appropriate and more training courses of this nature should be provided. They felt that the opportunities associated with CPD programmes will help them to develop more confidence to perform better in future. They had a good idea of what CPD was and how important it was in their field. They recognized the value of CPD opportunities for their own professional growth, as well as the impact it could have on library service delivery.

Table 4.6: Opportunities associated with CPD programmes N=103

Opportunities associated with CPD programmes	Frequency	Percentage %
Advances the specialised competence of employees	103	100
Service delivery within the library environment is sustained	103	100
Foster effective and efficient librarians' productivity	103	100
CPD enhances librarians' knowledge and skills	103	100
CPD supports and strengthens library management	103	100
Different knowledge and skills acquired are deepened	103	100
CPD promotes different activities within the library	103	100
Self-development/directed learning interface	103	100
Strengthen areas of specialty	103	100
CPD helps to sustain capability of librarians	103	100
Permits integration into other systems of library practices	103	100
Guides professional standards and ethics of the profession	103	100
Enables librarians to function successfully in a changing work environment.	103	100
Develops, maintains and widens professional knowledge and skills of librarians	103	100
CPD allows librarians to keep abreast of changing trends and continuously learn and improve their subject and professional knowledge	103	100
CPD updates knowledge, skills and attitudes acquired during their education.	103	100

CPD fill in the knowledge gaps between formal education and the needs of the professional practice.	103	100
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Source: Data from field work 2020

The results revealed that almost all of the respondents (103) have an opportunity associated with CPD programmes. In addition, CPD programmes will strengthen their areas of specialty, and settle them effectively and efficiently in their productivity. It will also enhance their knowledge and skills, and enable them to function successfully in a changing work environment. The findings depict that almost all of respondents are interested in using all opportunities associated with CPD programmes. Lastly, the respondents will be satisfied with the opportunities to be provided and recognised that CPD will improve their professional competence (Brine 2005:2).

4.2.6 Strategies that could improve CPD of librarians

Table 4.7 indicates that the librarians could use strategies to improve their CPD activities through attendances of conferences, seminars, workshops, in-house service training, information-sharing sessions, group discussions and collegial meetings of the CILIP framework and training of all CPD activities. The findings depict that respondent need to explore different strategies to improve CPD programmes. The reason is that, different individuals, environment and training programmes varies.

Table 4.7. Strategies that could improve continuous professional development of librarians

Strategies that could improve CPD of librarians	Frequency	Percentage %
Conference attendance	20	19.4
Seminar / Symposium attendance	5	4.9
Workshops attendance	15	14.6
Group discussion	03	2.91
Information sharing sessions	05	4.9
In-house service training	20	19.4
Collegial meetings of the CILIP framework	03	2.91
CPD activities	32	31.1
TOTAL	103	100

Source: Data from field work 2020

Based on different result obtained, it can be noticed that 32 (31.1%) respondents may improve in CPD programmes, while others 20 (19.4%) may not improve in CPD even though they attended conference and in-house service training. Meanwhile it is believed that, 15 (14.6%) that attended workshop, 5 (4.9%) through seminar/symposium were able to share information during and after the sessions. Therefore, since 3 (2.91%) group had discussions and collegial meetings of the CILIP framework, it was noticed that respondents need to explore more strategies to improve CPD. This corroborates with the study by CILIP (1992).

4.2 Summary

The data analysis, presentation, and interpretation of the data received by the questionnaires were presented in this chapter. The data was interpreted and analysed in accordance with the study's research questions and objectives, which were defined in chapter one. For ease of interpretation, the data was analysed using simple frequencies and percentages. This chapter includes an introduction, demographic data on the respondents, and personal information about the respondents. The findings and results were discussed and revealed.

CHAPTER FIVE

DISCUSSION OF FINDINGS

5.1 Introduction

The findings taken from the research aims and research questions of the variables are discussed in this chapter, as well as the demographic features of the respondents and the findings drawn from the research objectives and research questions of the variables. The goal of this chapter is to go over the study's findings and outcomes.

5.1.2 Characteristics of respondents

The characteristics discussion is divided into two sections: demographic data for respondents and personal data for respondents. Gender, age, credentials, positions/rank, and work experience of librarians are among the characteristics of respondents in this study. The participants of the study were 114 public librarians from the Mpumalanga province. Out of the 114 self-administered questionnaires provided, 103 (%) were returned and answered the research questions correctly. The data was analysed and presented using percentages and frequency.

5.1.3 Demographic characteristics of the respondents

The demographic data of the respondents is analyzed in these sections. The gender of the respondents in this study indicates how many male and female respondents took part in the study. The age of the participants in the study was taken into account, and they were divided into several age groups. Qualifications, jobs, and work experience are all factors that influence how librarians might pursue CPD training in order to create improvements in their workplace (Wilkinson 2000). The current study found that more female respondents than male respondents engaged in the total research investigation, based on demographic data of the respondents. (see table 4.1).

The respondents were categorized by age group and the findings revealed that the majority of respondents were middle-aged adults, adults, young adults and old-age adults. The age of respondents was sought to find out whether it is in any way affected the practice of CPD. The implication was that adults, middle-aged adults and young adults manage public libraries, that the public libraries have a lot of new blood entering the workforce who are well into their career and should be engaged in CPD. Old-age adults are ready for retirement (see table 4.1). Besides age

restriction, CPD training should be offered to staff at all levels (old and young) and Keeping staff informed about new developments and changes in the library sector should be a continuous exercise. Because library systems do not remain static, CPD training should be geared toward keeping all workers informed about what is going on in the library, not just new hires. Refresher courses may be necessary for employees who have been in the service for a long time and want to maintain their knowledge up to date.

With regard to qualification of respondents, it was revealed that the majority of respondents have qualifications in information science and some of the respondents did not have qualifications related to information science and they are all managing and running public libraries in the Mpumalanga province. They all have a keen interest to participate through CPD programmes and have to learn new skills in order to survive this era of change (see table 4.1, chapter four). The results relating to the respondents' position showed that public libraries are mostly managed and run by qualified librarians and few unqualified librarians. There are few seniors, chief librarians and mean library managers in public libraries. It was clearly indicated that CPD training should be offered to staff at all levels and the implication is therefore that CPD training should be well understood and should be actively pursued by all the librarians (see table 4.1). Results relating to work experience of respondents differ by four years from one another. The results revealed that almost all of the respondents have work experience ranging from five years to 13 years and above. The most work experience is six to ten years (see table 4.1, chapter four).

5.2 Personal data of respondents

This section responds to questionnaire raised from the research questions of the study.

5.2.1 Requirements of CPD programmes

The findings indicated that the respondents have a keen interest in and are required to participate in CPD programmes, but they need financial resources and materials to support CPD programmes. They registered as members of a professional body, were required to identify areas for CPD programmes, needed to apply learning for CPD programmes based on their job performance, to share their knowledge, skills and experience about CPD programmes with colleagues and adhered to policies of the organisation (see table 4.2) (Lamprey & Corleley 2011:2).

5.2.2 What are the various types of CPD librarians at the public libraries in the Mpumalanga province?

The findings showed that the respondents are very interested in participating through CPD programmes; for example, to attend library conferences, formal and informal education, network training CPD activities and in-house training for improvement of their job performance. In addition, they will develop new services from what they have learnt. They need training in the Microsoft application programmes to ensure that service delivery systems and methods meet the expectations of users' information needs, and training in e-learning training to keep up with changing trends to deliver services competently to patrons (see table 4.2 in chapter five) (Ocholla 1995).

5.2.3 Categories of different types of CPD programmes

The findings indicated that 20 (23%) of the respondents have a keen interest to learn more about the various categories of CPD like network learning communities, performance management, extended training programme through an online platform and monitoring. They also required training in the categories of mentoring, task-related learning teams, collaborative teaching, planning and observations, embarking on short- and long-term leave for study and other activities, and engaging with professional organisations. They show less on visits to other public libraries and institutions, engage with some school-university partnerships and study groups consultations (Majid 2004).

5.2.4 Sub-areas in the CPD programmes by librarians

The findings showed that all respondents need to be developed through the sub-areas in the CPD programmes which will empower them to keep abreast of changing trends in their field and to constantly upgrade their knowledge and skills throughout their career. CPD programmes will also supplement their core skills with the new technology and enable them to function successfully in a changing work environment (Freeman 1994:28).

5.2.5 What opportunities do you think is associated with the CPD of librarians in public libraries in the Mpumalanga province?

The findings indicated that almost all the respondents were of the opinion that CPD programmes will be very appropriate and more training courses of this nature should be provided. They felt that

the opportunities associated with CPD programmes will help them to develop more confidence to perform better in future. They have a good understanding of what CPD is and why it is important in their field. They recognized the value of CPD opportunities for their own professional development as well as the impact it may have on library service delivery (Brine 2005:2).

5.2.6 What strategies can be used to improve the CPD of the librarians in the Mpumalanga province?

The findings indicated that the librarians need to explore strategies to improve their CPD activities through attendances of conferences, seminars, workshops, in-house service training, information-sharing sessions, group discussions and collegial meetings on the CILIP framework and training of all CPD activities (CILIP 1992).

5.3 Summary

The results and the findings of this chapter were drawn from the questionnaires, the demographic characteristics of the respondents and the findings drawn from the research questions and research objectives of the study. An overwhelming majority of the respondents were aware of CPD activities. The finding indicated that all librarians have an interest in and willingness to pursue CPD programmes. They are very interested to participate through CPD activities to develop new services from what they have learnt. They also have a keen interest to learn more about the various categories of CPD programmes. They must all be developed through CPD program sub-areas that will enable them to stay current with shifting trends in their industry. They understand that continuing education will help them to keep their knowledge and abilities up to date throughout their careers, augment their core talents with new technology, and enable them to work successfully in a changing work environment.

The respondents felt that the opportunities associated with CPD programmes will help them to develop more confidence to perform better in their future. They recognized the value of CPD opportunities for their own professional development as well as the impact it may have on service delivery. They take advantage of opportunities to improve their abilities at the right stages of their careers, emphasizing the necessity of self-motivation combined with the ability to engage in ongoing professional growth. In addition, techniques should be implemented to strengthen their CPD activities and to investigate ways to improve CPD programs.

CHAPTER SIX

SUMMARY, CONCLUSION AND RECOMMENDATIONS

6.1 Introduction

This chapter summarizes the findings, conclusions, and recommendations of the study. The goal of this chapter is to summarize the findings in relation to the research goals and questions. The findings of this study were based on the research objectives listed below, which were explained in chapter one of this study:

A total of 103 (90%) respondents participated in the research investigation. The quantitative approach with the use of a questionnaire as the main instrument was employed to investigate CPD requirements of librarians, as reflected in the research methodology.

The outcomes of their application were reported in chapters 4, 5 and 6. Questionnaires were administered to 114 public librarians in the Mpumalanga province. A total of 103 (90%) responses were received (see chapters 4 and 5). The total responses consisted of 103 questionnaires and six key informants from public librarians in the Mpumalanga province (see chapter 5).

Self-administered questionnaires and survey techniques were utilised and sent to the librarians via survey mail to public libraries. The librarians were asked to choose an answer from a list supplied in survey research using closed-ended questions and survey questions. Respondents had more alternatives to pick from in the questionnaire's questions. Tables have been used to present the information.

For ease of when interpreting, collected data was analysed using basic frequencies and percentages, and cross-tabulations of some of the responses were created. Questionnaires were used to count, measure, weigh, enumerate, manipulate, and compare mathematically because they provided a greater uniformity of responses and were easier to process, they provided more options for respondents to choose from, they employed methods with the intention of being able to produce data, and they were used to count, measure, weigh, enumerate, manipulate, and compare mathematically.

Analysis of the collected data was presented and interpreted in accordance with the research questions and research objectives outlined from chapter 1 of the study. Data was analysed using simple frequencies and percentages for easy interpretation of data. It comprises introduction, characteristics of respondents regarding the demographic data and personal data of the respondents (see chapters 4, 5 and 6).

The results and findings were discussed and revealed from the (respondents) public librarians in the Mpumalanga province. The study investigated continuous professional development requirements of public librarians in the Mpumalanga province, seeking their attitudes towards CPD and its provision. The results and the findings of this chapter were drawn from questionnaires, demographic characteristics of the respondents and the findings drawn from the research questions and research objectives of the study. An overwhelming majority of the respondents were aware of CPD activities and programmes (see chapter 5).

Chapters 5 and 6 revealed the finding that all librarians have an interest in and willingness to pursue CPD programmes. They are very interested in participating through CPD activities to develop new services from what they have. They have keen interest to learn more categories of CPD programmes. They must all be developed through CPD program sub-areas that will enable them to stay current with shifting trends in their industry. They understand that continuing education programs will help them to keep their knowledge and abilities up to date throughout their careers, as well as enhance their core talents with new technology. It will also enable students to function effectively in a rapidly changing workplace.

The respondents felt that the opportunities associated with CPD programmes will help them to develop more confidence to perform better in their future. They recognised the significance of opportunities associated with CPD programs in their own growth as well as the potential impact on service delivery. They take advantage of opportunities to improve their abilities at the right stages of their careers, emphasizing the necessity of self-motivation combined with the ability to engage in ongoing professional growth. They could also examine techniques to improve CPD programs by using tactics to improve their CPD activities.

6.2 Recommendations

The following recommendations were made based on the study's findings and conclusions. This was done in accordance with the study's research objectives, which were mentioned in the first chapter.

Research objective 1: To describe and explain CPD requirements of librarians.

The librarians in this study showed a strong interest in and willingness to participate in CPD programs. They see CPD as a way to improve their knowledge, abilities, and stay current with the latest developments in their profession. Their needs were always changing, and they needed specific library abilities as well as understanding of current technical developments.

CPD training should be offered as an important part of each professional career, according to this study. CPD should be viewed by librarians as a means of enhancing their knowledge, abilities, and staying current with current developments in the profession so that they may enhance their job performance and offer new services based on what they have learned. Professional development should also be viewed as development that enables professionals to bridge the gap between their current and expected knowledge, abilities, and attitudes in order to meet their work performance criteria. They must be adaptive in their ability to accept change and enhance their skills in line with new industry trends ICT

Research objective 2: To determine what CPD requirements librarians are engaged in.

The findings showed that librarians are eager to be engaged in continuous learning. The study recommends that librarians should be exposed to continuous learning initiatives in order for them to embrace new job functions and changes. They must be knowledgeable in their field, possess a high level of professionalism, and participate in continuing professional development activities on a regular basis. Librarians are required to have specific abilities appropriate for libraries as well as understanding of current technical features, as the requirements for them are always evolving. Regardless of their job titles, it is their responsibility to keep up to date on knowledge, skills, and attitudes related to the profession, technology, and societal change.

The study also recommends that librarians should attend formal and informal education to improve their job performance and develop new services from what they have learnt. They should attend CPD training activities to keep up with changing trends in order to deliver services competently to patrons. They should also attend information and communication technology training to implement service delivery systems and methods that meet users' high information needs.

Research objective 3: To analyse various opportunities associated with CPD programmes.

This study shows that librarians have clear understanding of what CPD is and the importance of it within their discipline. They were of the opinion that CPD programmes will be very appropriate and more training courses of this nature should be provided. This study states that the opportunities associated with CPD programmes will help them to develop more confidence to perform better in their future. They understand the importance of opportunities associated with CPD programmes in their own development as well as the impact that could have on the service delivery. They take advantage of opportunities to improve their abilities at the right stages of their careers, emphasizing the necessity of self-motivation combined with the ability to engage in ongoing professional growth. They require the ability to stay current with trends, to study and develop their subject and professional knowledge on a constant basis, and to be exposed to continuous learning initiatives in order to adapt to new job roles and changes.

Therefore, this study recommends that CPD programmes should strengthen librarians' areas of speciality, and foster in them effectiveness and efficiency about their productivity. CPD programmes should also enhance their knowledge and skills, and enable them to function successfully in a changing work environment. Satisfactory opportunities should be given to librarians through CPD to improve their professional competence.

Research objective 4: To explore strategies used to improve CPD of librarians.

The findings indicated that the respondents need to explore strategies to improve CPD. Therefore, this study recommends that librarians should explore strategies to improve their CPD through attendance of CPD programmes like attending conferences, seminars, workshops, in-house service training, information-sharing sessions, group discussions and collegial meetings of the CILIP framework. They should explore strategies to improve CPD programmes through attendance of activities.

Research objective 5: To recommend formalised professional development framework that would assist librarians.

Following the analysis of the CPD framework in the preceding chapter, it is advised that LIASA and the LIS sector secure a copyright copy of the framework and implement it as soon as possible. If companies want to stay competitive in a changing world, businesses should use the CILIP framework. This will address the issue of a lack of a systematic and well-formulated policy for employee training and development, as well as continuing professional development (CPD).

The CILIP framework should be implemented because it addresses some of the current issues in staff training and development, and it specifically addresses the issue that training programs should be based on identified staff needs before the training process begins; it must be ensured that the identified needs are actually training needs. This is necessary because it will underline to MPLIS managers and workers the importance of training and development. Training and development for all employees, regardless of their position, should be a major focus of the framework. Furthermore, the adoption of this framework will ensure that the MPLIS is functioning within the various pieces of legislation and policies that have been promulgated by the government. The framework can be used independently by staff, and it is suggested that the MPLIS use it as an important corporate tool to help create and enhance a culture of learning at work that demonstrates real commitment to the workforce. As a professional organization, LIASA should play an active role in supporting the aforementioned guidelines and emphasizing the necessity of training all library personnel. They should manage CPD activities and provide credit for courses taken, as well as establish proficiency standards. LIASA can then provide the appropriate CPD support to libraries.

LIASA should acknowledge the importance of CPD and try to encourage librarians to plan to continuously update their skills, which is being enforced as a compulsory requirement (LIASA 2013). It should also engage with its membership on a regular basis to assess what kinds of continuous learning initiatives members in various LIS areas require in order to improve their knowledge and abilities. All CPD initiatives should be coordinated by the country's national framework in order to streamline courses and activities.

Research objective 6: To categorize different types of CPD programmes.

The findings showed that respondents have a willing interest to learn more about the categories of CPD programmes like network learning, mentoring, monitoring, network learning and embark on short- and long-term leave for study and other activities. For this reason, this study advises the librarians on how they can learn to categorise different types of CPD programmes.

Research objective 7: Sub-areas used in continuous professional development programmes.

The findings revealed that all respondents require development through the sub-areas of CPD programs in order to enable them to keep up with changing trends in their field, to continuously upgrade their knowledge and skills throughout their careers, to supplement their core skills with new technology, and to function successfully in a changing work environment.

According to the study, librarians should be developed through sub-areas in CPD programs so that they can continuously broaden and deepen their knowledge within their profession, as well as develop, maintain, and broaden their professional knowledge and skills, and to enable them to function successfully in a changing work environment. It is also recommended that library managers recognize the need of continuous education for all employees and provide them with the administrative assistance they require.

6.3 Summary of the findings

The findings summary addressed the study's research objectives and questions. The study questions led to questions that were aligned with one another and reflected in the questionnaire schedule.

The following research objectives respond to each of the research questions below:

6.3.1 Objective 1: To examine various types of CPD requirement of librarians

- What are the various types of continuing professional development requirements of librarians at the public libraries?

The present research built in objective one revealed that, the librarians have interest in and required to participate in CPD programmes. They have keen interest in and willing to pursue CPD programmes. They need to apply learning for CPD programmes based on their job performance, to identify areas for CPD programmes, need sources for resources (financial and materials) that

will support CPD programmes. They shared their knowledge, skills and experience about CPD programmes with colleagues, also to register with the professional body (LIASA) as members and adhered to policies of the organisation (Lamprey & Corleley 2011:2).

The present research built in objective one. It revealed that most of the librarians are interested in and willingness to pursue CPD programmes. They perceive CPD as a way to improve their knowledge, abilities, and stay current with the latest developments in their profession. They were eager to take part in CPD events because they saw it as a personal need. They desire to better their job performance and prefer to use what they've learned to create new services. They are looking for a technique of learning that will lead to professional growth and improvement, allowing them to perform successfully in a changing work environment.

In order to accept new work functions, they must be able to stay current with trends, study and develop their subject and professional knowledge on a continual basis, and be exposed to continuous learning initiatives and changes, as defined by Ocholla (1995) who states that “professional development is the development that enables professionals to fill the gap created between existing and expected knowledge, skills and attitudes that can sustain their job performance requirements”.

6.3.2 Objective 2: To determine the continuous professional development requirement that librarians in the public libraries in the Mpumalanga province engage in

- What is the continuing professional development that librarians in the public libraries in the Mpumalanga province engage in?

According to the findings, responders must be exposed to ongoing learning activities in order to adapt to new work roles and changes. Excellent service delivery in the LIS sector, according to Lamprey & Corleley (2011:2), is dependent on librarians being competent, of a high professional calibre, and consistently involved in CPD activities. The demands on librarians are continually evolving, requiring them to have specific abilities appropriate for libraries as well as understanding of current technical issues (Choi & Rasmussen 2009:458).

Weingand (2000:199) emphasizes that “the significance of continuing education for anyone working in the information sector, including librarians. She also asserts that, regardless of their job

titles and responsibilities – professional, paraprofessional, or clerical – every member of the staff is responsible for staying current as the profession, technology, and society evolve”. This entails maintaining current information, abilities, and attitudes.

6.3.3 Objective 3: Explore strategies used to improve the continuous development of librarians’ public libraries in the Mpumalanga Province

- What strategies can be used to improve the continuous professional development of the librarians in public libraries?

The findings from the present study revealed that the librarians need to explore strategies to improve their CPD programmes, activities through attendances of conferences, seminars, workshops, in-house service training, information-sharing sessions, group discussions and collegial meetings of the CILIP framework and training of all CPD activities (CILIP 1992). Findings from the present study revealed that 90% of the respondents need to explore strategies to improve CPD programmes. It indicated that 50% of the respondents could use strategies to improve their CPD activities through attendance of conferences, seminars, workshops, in-house service training, information-sharing sessions, group discussions and collegial meetings of the CILIP framework and training in all CPD activities. This indicates a knowledge gap in the characteristics of effective CPD models that foster professional autonomy, necessitating the need to educate all stakeholders on the various forms of CPD activities.

6.3.4 Objective 4: Analyse various opportunities associated with the CPD of librarians in public libraries

- What opportunities are associated with the continuous professional development of librarians?

The findings from present study revealed that almost all respondents (103: 100%) respondents were of the opinion that CPD programmes will be very appropriate and more training courses of this nature should be provided. They felt that the opportunities associated with CPD programmes will help them to develop more confidence to perform better in future. They have a good understanding of what CPD is and why it is important in their field. They recognized the value of CPD opportunities for their own professional growth, as well as the impact it could have on library service delivery.

According to the findings of this study, lifelong learning permits people to stay up with shifting trends in their fields. Individuals must seize opportunities to expand their talents at the right phases of their careers, emphasizing the necessity of self-motivation along with the ability to engage in ongoing professional development. CPDWL is a catalyst for numerous professional advances for individuals, and the additional abilities boost the individual's confidence and competency levels, according to the study (Brine 2005:2).

6.3.5 Objective 5: Recommend formalised professional development framework that could assist librarians

- Which recommendations can be made towards the formalised professional development framework to assist librarians?

As there is no organized framework for LIS personnel CPD in South Africa, the current study suggests that LIASA and individual professionals look at what is available in other countries to develop a CPD framework that can be used in South Africa. If LIASA and the LIS sector are to thrive in the competitive changing climate, they must adopt the CILIP framework.

LIASA should acknowledge the importance of CPD and try to encourage librarians to constantly improve their skills (LIASA 2013). LIASA should engage with its members on a regular basis to determine the types of continuous learning initiatives that members in various LIS sectors require in order to improve their knowledge and abilities. All CPD initiatives should be coordinated by the country's national framework in order to streamline courses and activities.

Librarians should keep up with new advances by signing up for notifications, attending online webinars, and reading a variety of interesting blogs. By just keeping in touch about advancements and their implementation, they can learn from their peers, colleagues, and fellow librarians. Encouragement of various forms of mentorship and coaching among librarians enables for the transfer of knowledge and skills, allowing for continued development. According to Sayers (2007:485) “the profession would be maintained contemporary and less likely to fade away if future generations of librarians were coached and mentored”. Funding and other barriers to participation in CPD activities should be addressed to ensure development and sustainability. There is a need for further campaigning to encourage companies and others to participate and support implementation.

6.3.6 Objective 6: Sub-areas in the CPD programmes by librarians

The findings of this study also revealed that almost all respondents require development through the sub-areas in CPD programs, which would enable them to keep up with changing trends in their profession and continuously enhance their knowledge and abilities throughout their careers (Freeman 1994:28). The programs will also help people enhance their basic abilities with new technologies, allowing them to succeed in a changing work environment.

6.3.7 Objective 7: Categories of different types of continuous professional development programme

The findings from the present study revealed that the respondents have a keen interest to learn more about the various categories of CPD programmes like network learning, mentoring, monitoring, network learning and to embark on short- and long-term leave for study and other activities. They also have a keen interest to pursue categories like network learning communities, performance management and extended training programme through online platform and monitoring.

They also required categories of mentoring, task related learning teams, collaborative teaching, planning and observations, embarking on short- and long-term leave for study and other activities and engaging with professional organisations. They show less on visits to other public libraries and institutions, and engaging with some school-university partnerships and study groups consultations.

6.4 Conclusion

From the findings of the study, it was established that, this study has achieved the research objectives and answered the research questions adequately. The findings revealed that respondents have an interest in and willingness to pursue CPD programmes. They are eager to participate in CPD activities in order to provide new services based on what they have learned. They are eager to learn more about the numerous types of CPD programs available. They must all be developed through CPD program sub-areas that will enable them to stay current with shifting trends in their industry. They understand that continuing education will help them to keep their knowledge and abilities up to date throughout their careers, as well as enhance their core talents with new technology. It will also enable students to function effectively in a rapidly changing workplace.

In this study, the literature review discusses the following aspects: CPD, the importance of CPD, challenges presented by CPD programmes and initiatives, the CILIP and the importance of the CILIP framework for CPD in South Africa. Based on the challenges of this study, the scenario at public libraries in the Mpumalanga province is different due to some challenges faced by library staff. There is a situation associated with irregular training, lack of funding and non-affirmation of policy within the library environment. Major limiting factors are funding attendance and finances for subsistence and travelling. Other limiting factors are the following:

- (1) Budget constraints and a lack of funding make it difficult for employers to allow all their staff to attend courses.
- (2) The limited time considering the tight schedule and a heavy workload is also a hindrance to attending CPD courses among public librarians and employers are reluctant to release their staff to embark on such CPD training. However, they know that librarians require those skills in service delivery in their everyday jobs.
- (3) There is a lack of support from immediate managers which the librarians report to in the office.
- (4) Lack of a formal framework for LIS employees CPD, non-use of CPD opportunities, and insufficient funds to management's reluctance to release staff to attend the courses.
- (5) The research paradigm used for the study is positivism (quantitative questionnaire) which was used to measure data, information and literature for the discussion of findings.
- (6) The quantitative data collection approach was used to gather information from public librarians through questionnaires.
- (7) For the survey, closed-ended questions were employed. The librarians were given a list of possible responses to choose from. This was done to ensure that responses were more consistent and that they could be processed more quickly.
- (8) Self-administered questionnaires and survey techniques were used to collect data from public librarians. These methods were employed with the intention of being able to produce data. Questionnaires were distributed to 114 public librarians via survey mail to enable the librarians to fill the gap created between existing and expected knowledge, skills and attitudes that can sustain their job performance requirements.

Quantitative data analysis was used to bring data together in a meaningful way and enable researcher to interpret them.

(9) The interpretation and analysis of data were done in accordance with the research questions and research objectives outlined from chapter one of the study.

(10) For ease of interpretation, the collected data was presented in the form of tables and analysed using simple frequencies and percentages, with cross tabulations of some of the responses obtained.

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APPENDIX A
PERMISSION LETTER

APPENDIX A
PERMISSION LETTER

2443 EXT D2
Siyabuswa
0472
21-10-2019

TO: MR MI SIBAMBO
DIRECTOR: MPUMALANGA LIBRARY & INFORMATION SERVICES
Department of Culture, Sport and Recreation
Ikhamanga Building No.05, Government Complex
Mbombela
1200

Dear Sir

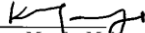
Re: Permission to conduct research study about Continuous Professional Development Requirements of Public Librarians in the Mpumalanga Province, South Africa

I Kwena Martha Maboya, a student from University of South Africa (UNISA), Student No. 30157781. I'm conducting a research study about, "Continuous Professional Development (CPD) Requirements of Public Librarians in the Mpumalanga Province, South Africa" to fulfill the requirements of a Master of Information Science.

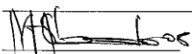
I therefore request permission to conduct the study in your department, Mpumalanga Library Services (MPLIS) section using a questionnaire attached to this letter. Please, note that all the questionnaires completed will be treated with the necessary confidentiality they deserve and respondents are not required to disclose your personal details, whatsoever.

NB. Letter of approved ethics from the University and questionnaire attached

Hoping for your maximum cooperation.


Kwena Martha Maboya
Student no. 30157781

Approved/not Approved _____


MR. MI SIBAMBO
DIRECTOR: LIBRARY & INFORMATION SERVICES

APPENDIX B

ACCEPTANCE LETTER



culture, sport & recreation

MPUMALANGA PROVINCE
REPUBLIC OF SOUTH AFRICA

Ihamanga Building, No.7 Government Boulevard, Riverside Park, Extension 2, Mbombela, 1200
Mpumalanga Province, P.O. Box 1243, Mbombela, 1200
Tel: 013 766 5242, Fax: 013 766 8253/5591

Departement van
Kultuur, Sport & Rekreasie

Liko Letemasko, Letemidalo
Netekuhibika

uMnyanga
wamaSiko, zemDialo
nokuziThabisa

ENQ: MR. Musa Sibambo
Tel : 013 766 5386

Department of Information Science
University of South Africa
P.O BOX 392
UNISA
0003

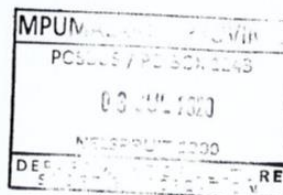
Dear Sir/Madam

Re: Permission to conduct research study in Mpumalanga Library Service Section

We hereby grant your Master's student Ms. Kwena Martha Maboya permission to carry out her research study and administer questionnaires at all our libraries in the Mpumalanga Province.

Yours sincerely

MR. MI Sibambo
Director: Mpumalanga Library and Information Services
23/10/2019



APPENDIX C
LETTER FOR RESPONDENTS

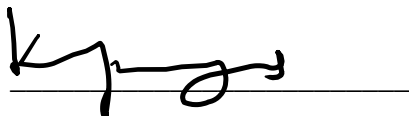
Questionnaire on Continuous Professional Development Requirements of Public Librarians in the Mpumalanga Province, South Africa

Dear Respondents

I am Kwena Martha Maboya, conducting research on Continuous Professional Development Requirements of Public Librarians in Mpumalanga Province, South Africa. This study is towards a master's degree in information science at the University of South Africa (UNISA). Your assistance is needed in completing the information below. All information supplied will be kept secret as it is meant for academic purposes only.

I shall be grateful if you could support me in this regard.

Hoping for your maximum cooperation

A handwritten signature in black ink, appearing to read 'Kwena Martha Maboya', is written over a horizontal line.

Martha Maboya

Student No. 3015778

APPENDIX D
QUESTIONNAIRE

**Questionnaire on Continuous Professional Development Requirements of
Public Librarians in the Mpumalanga Province, South Africa**

A: Demographic Information

Name of public library in Mpumalanga.....
 Gender.....
 Age.....
 Qualifications.....
 Current position.....
 Work experience.....
 Primary duties.....
 Categories of library staff (academic staff)non-academic staff.....

NB. Kindly tick where appropriate and write in some of the opinion where necessary

Where 1= low, 2=mid low, 3= average, 4= high and 5= very high

Table B1. Requirements of continuous professional development programmes

Requirement of CPD programmes	1	2	3	4	5
You must be interested and willing in that CPD programme					
Have certain amount of development activity					
Register with the professional body as member and licence to function					
Identify areas of need for such CPD programme					
Plan and carry out the CPD programme activities					
Source for resources (financial and materials) that will support your CPD					
Replicate your CPD programme activities in your work operations					
Apply your learning of CPD programme on your job performance					
Share your knowledge, skills and experience of CPD programme with colleagues					
Adhere to policies of the organisation in CPD programme					
Evaluate your CPD programme whether it is worth while					

Table B2. Types of continuous professional development programmes by librarians

Types of CPD programmes	1	2	3	4	5
Local, regional and international conference					
Networking training					
Formal and information education					
Personal study projects					
Work-based research projects					
Library association programmes/activities					
Work place learning programme (in-house training)					
Schedule meetings with other fellow librarians					
E-learning training					
Microsoft application training programme					
Mentoring of younger colleagues					

Table B3. Categories of different types of continuous professional development programmes

Categories of different types of CPD programmes	1	2	3	4	5
Direct learning in schools					
Peer coaching/review					
Critical friendships					
Mentoring					
Action research					
Task related learning/planning teams					
Collaborative teaching, planning and observations					
Data collection and analysis					
Performance management/review					
Monitoring					
Indirect learning in schools					
Networked learning communities					
Visits to other public libraries and institutions					
Embarking on short- and long-term leave for study and other activities					
Engage with some school-university partnerships					

Extended training programmes through online platform					
Engagement with professional organisations					
Study groups/ consultations					

Table B4. Sub-areas in the continuous professional development programmes by librarians

Sub-areas in the CPD programmes	1	2	3	4	5
Subject standards (e.g. LCSH, DDC)					
Indexing and abstracting					
Authority control					
Metadata formats (e.g. MARC, Dublin Core)					
Descriptive standards (e.g., AACR2)					
Thesaurus construction					
Audio video cataloguing					
Serials cataloguing					
Internet cataloguing					
Cataloguing of other item types					
Other ICT skills					
Taxonomies and ontologies					
Web authoring and design					
Skills in rendering different types of information services (user, serial, etc.)					
Management and supervisory skills					
Communication skills					
Leadership and stress management skills					
Other generic skills					
Other information management skills					
Job orientation and customer-service skills					
Presentation skills					
Digital library development					
Knowledge management					
Policy work and documentation					
technical services work (e.g. acquisitions)					

Systems support					
Record management					

Table B5. Opportunities associated with continuous professional development programmes

Opportunities associated with CPD programmes	1	2	3	4	5
Advances the specialised competence of employees					
Service delivery within the library environment is sustained					
Fosters effective and efficient librarians' productivity					
CPD enhances librarians' knowledge and skills					
CPD supports and strengthens library management					
Different knowledge and skills acquired are deepened					
CPD promotes different activities within the library					
Self-development/directed learning interface					
Strengthen areas of specialty					
CPD helps to sustain capability of librarians					
Permits integration into other systems of library practices					
Guides professional standards and ethics of the profession					
Enables librarians to function successfully in a changing work environment					
Develops, maintains and widens professional knowledge and skills of librarians					
CPD allows librarians to keep abreast of changing trends and continuously learn and improve their subject and professional knowledge					
CPD updates knowledge, skills and attitudes acquired during their education.					
CPD fill in the knowledge gaps between formal education and the needs of the professional practice.					

Table B6. Strategies that could improve continuous professional development of librarians

Strategies that could improve CPD of librarians	1	2	3	4	5
Conference attendance					
Seminar / Symposium attendance					

Workshops attendance					
Group discussion					
Information sharing sessions					
In-house service training					
Collegial meetings of chartered institute of library and information professionals (CILIP) Framework					
CPD activities					

Thank you for your time and participation

APPENDIX E

APPROVED PROPOSAL LETTER

UNISA Correspondence

mandd@unisa.ac.za

Thu 11/29/2018 8:47 AM

To: K M MABOYA <30157781@mylife.unisa.ac.za>



MABOYA K M MRS
P O BOX 6184
SIYABUSWA
0472

STUDENT NUMBER : 3015-778-1
ENQUIRIES : mandd@unisa.ac.za
FAX : (012) 429-4150
2018-11-29

Dear Student

I have pleasure in informing you that your research proposal has been approved. Registrations are closed for the current academic year, but you may continue with your studies. You will receive supervision and have access to the library until the next registration period.

Please visit the Unisa website in November for more information on the next registration period. Register online and pay for the research component of your qualification within the prescribed registration period.

Yours faithfully

for Registrar

APPENDIX F

RISK ASSESSMENT TOOL

Appendix 8: Risk Assessment Tool

The risk assessment tool must be submitted with the final proposal.

Complete the Research Ethics Risk Assessment by answering each question below. If you answer “YES” to any of the items, the outcome of the risk assessment is considered to vary from a low to high risk level. The UNISA research ethics review system is based on the UNISA Standard Operating Procedure (SOP) for Research Ethics Risk Assessment. If you are an external applicant, a copy of this document can be requested from urerc@unisa.ac.za; internal applicants can click on this [link](#) to obtain the document. If you are unsure about the meaning of any of these concepts, please consult your supervisor or project leader.

1	Does your research include the direct involvement of any of the following groups of participants (Refer to Section 4 in the SOP)	YES	NO
<i>Place an 'x' in box [if yes, provide details in the space allocated for comments]</i>			
	Persons with biological, clinical or social welfare matters		x
	a) Children or young people under the age of 18 Include the parental consent letter and explain how assent will be obtained in section 6.1 of the application form.		x
	b) Persons living with disabilities (physical, mental and/or sensory) ¹ that could potentially put the person at risk of harm		x
	c) Persons that might be considered vulnerable, thus finding it difficult to make independent and/or informed decisions for socio, economic, cultural, political and/or medical reasons (such as the elderly, the dying, unconscious patients, prisoners, those in dependant relationships, women considered to be vulnerable due to pregnancy, victimisation, etc.)		x
	d) Communities that might be considered vulnerable, thus finding it difficult to make independent and informed decisions for socio, economic, cultural, political and/or medical reasons		x
	e) UNISA employees, students or alumni Indicate that you will apply for permission at the UNISA Research Permission Subcommittee (RPCS) in section 3.1 of the application form to involve any of these participant groups in the proposed research.		x
	f) Persons whose native language differs from the language used for the research	x	
	g) There is a likelihood that a person or definable group will be identified during the research process and it is likely to be of concern.		
	h) Other ² . Please describe.		
Comments: If you selected any option above, please describe it in detail here. The native language of most of the students in the education departments at the Wellington Campus is Afrikaans. These students are potential participants in the research.			

¹ Describe whether and how proxy or gatekeeper consent will be obtained in section 6.1 relevant to items 2.1. a – e

² Form 1 does not apply to plant, molecular or cell research, animal and environmentally related research.

2	Does your research involve any of the following types of activity that could potentially place the participants at risk of harm?	YES	NO
<i>Place an 'x' in the box provided [if yes, provide details in the space allocated for comments]</i>			
	a) Collection, use or disclosure of personal, identifiable information <u>without</u> the consent of the individual or institution that is in possession of the required information (with the exception of aggregated data or data from official databases in the public domain)		x
	b) Collection, use or disclosure of personal, identifiable information directly from participants <u>with</u> consent	x	
	c) Personal, identifiable information to be collected about individuals from available records (e.g. employee records, student records, medical records, etc.) and/or archives	x	
	d) Participants being exposed to questions which may be experienced as stressful or upsetting, or to procedures which may have unpleasant or harmful side effects		x
	e) Participants being required to commit an act which might diminish self-respect or cause them to experience shame, embarrassment, or regret		x
	f) Any form of deception of participants, concealment or covert observation		x
	d) Examining potentially sensitive or contentious issues that could cause harm to the participants		x
	g) Research which may be prejudicial to participants		x
	f) Research which may intrude on the rights of third parties or people not directly involved		x
	f) Audio-visual recordings of participants which may be of a sensitive or compromising nature (with or without consent)		x
	g) Disclosure of the findings of the research could place participants at risk of criminal or civil liability or be damaging to their financial standing, employability, professional or personal relationships		x
	h) Any form of physically invasive diagnostic, therapeutic or medical procedure such as blood collection, an exercise regime, body measurements or physical examination		x
	k)*Psychological inventories / scales / tests		x
	q) Other. Please describe		
<p>Comments: If you selected any option above, please describe it in detail here. The researcher cannot fully guarantee that participants will treat information shared in the focus groups confidentially. All participants will be required to sign a non-disclosure of information statement whereby they agree to maintain the confidentiality of information discussed by participants and the researcher during the focus group meeting.</p> <p>Information on individuals selected to participate in study will be obtained from students records from departmental officers and the CPUT Master Information System that provide summary data relating to student enrolments and profiles.</p>			

3	Does your research involve any activity that could potentially place the researcher(s) at risk of harm?	YES	NO
	a) There is a possible risk of physical threat, abuse or psychological trauma as a result of actual or threatened violence or the nature of what is disclosed during the interaction		x
	b) There is a possible risk of being in a compromising situation, in which there might be accusations of improper behaviour		x
	c) There is an increased exposure to risks in everyday life and social interactions, such as working with hazardous materials or sensitive information		x
Comments:	If you selected any option above, please describe it in detail here.		

4	Does any of the following apply to your research project?	YES	NO
Place an 'x' in the box provided [if yes, provide details in the space allocated for comments]			
a) Participants will be offered inducements or incentives to encourage their involvement in the research			x
b) Participants will incur financial obligations as a result of their participation in the research			x
c) The researcher(s) can anticipate financial gains from involvement in the research (i.e. contract research)			x
d) Any other potential conflict of interests, real or perceived, that could be seen as compromising the researcher(s) professional judgement in carrying out or reporting on the research			x
e) Research will make use of Unisa laboratories			x
f) Research will be funded by UNISA or by an external funding body that could compromise the integrity of the research project			x
Comments: If you selected any option above, please describe it in detail here.			

5	Guided by the information above, classify your research project based on the anticipated degree of risk. [The researcher completes this section. The ERC critically evaluates this benefit-risk analysis to protect participants' rights] <i>Place an 'x' in the box provided</i>			
Category 1 Negligible No to indirect human participant involvement.	Category 2 Low risk - X Direct human participant involvement. The only foreseeable risk of harm is the potential for minor discomfort or inconvenience, thus research that would not pose a risk above the everyday norm.	Category 3 Medium risk Direct human participant involvement. Research that poses a risk above the everyday norm, including physical, psychological and social risks. Steps can be taken to minimise the likelihood of the event occurring.	Category 4 High risk Direct human participant involvement. A real or foreseeable risk of harm including physical, psychological and social risk which may lead to a serious adverse event if not managed responsibly.	
Briefly justify your choice/classification				
In medium and high-risk research, <u>indicate the potential benefits</u> of the study for the research participants and/or other entities.				
In medium and high-risk research, <u>indicate how the potential risks of harm will be mitigated</u> by explaining the steps that will be taken to minimise the likelihood of the event occurring (e.g. referral for counselling, debriefing, etc.).				

APPENDIX G
ETHICAL CLEARANCE



DEPARTMENT OF INFORMATION SCIENCE ETHICS REVIEW COMMITTEE

17 October 2019

Dear Ms Kwena Martha Maboya

Decision:
Ethics Approval from 16
October 2019 to 16 October
2024

DIS Registration #: Rec-171019
References #: 2019-DIS-0037
Name: KM Maboya
Student #: 30157781

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Thank you for the application for research ethics clearance by the Unisa Department of Information Science Research Ethics Committee for the above-mentioned research. Ethics approval is granted for five years.

The *low risk application* was reviewed and expedited by the Department of Information Science Research Ethics Committee on 17 October 2019 in compliance with the Unisa Policy on Research Ethics and the Standards Operating Procedure on Research Ethics Risk Assessment. The proposed research may now commence with the provisions that:

1. The researcher(s) will ensure that the research project adheres to the values and principles expressed in the UNISA Policy of Research Ethics.
2. Any adverse circumstances arising in the undertaking of the research project that is relevant to the ethicality of the study should be communicated in writing to the Department of Information Science Ethics Review Committee.
3. The researcher(s) will conduct the study according to the methods and procedures set out in the approved application.
4. Any changes that can affect the study-related risks for the research participants, particularly in terms of assurances made with regards the protection of participants' privacy and the confidentiality of the data should be reported to the Committee in writing, accompanied by a progress report.
5. The researcher will ensure that the research project adheres to any applicable national legislation, professional codes of conduct, institutional guidelines and scientific standards relevant to the field of study. Adherence to the following South African legislation is important, if applicable: Protection of Personal Information Act, no. 4 of 2013; Children's Act no. 38 of 2005 and the National Health Act, no. 61 of 2003.
6. Only de-identified research data may be used for secondary research purposes in future on condition that the research objectives are similar to those of the original research. Secondary use of identifiable human research data requires additional ethics clearance.
7. No field work activities may continue after the expiry date of **17 October 2024**. Submission of a completed research ethics progress report will constitute an application for renewal of Ethics Research Committee approval.

Note:

The reference number 2019-DIS-0037 should be clearly indicated on all forms of communication with the intended research participants, as well as the Committee.



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Yours sincerely

A handwritten signature in black ink, appearing to read 'Isabel'.

Dr Isabel Ochelnack-Kelly
Department of Information Science: Ethics Committee