

**Continuing professional development (CPD) opportunities in
Information and Communication Technology (ICT) for academic
librarians at the Durban University of Technology**

Mini-dissertation by

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Abstract

Librarians have to ensure that they are kept abreast of the changes in their discipline and are continuously trained to handle new technologies and systems. The changes in the ICT and the impact on the LIS sector should be the catalyst for emphasising the need for training and skills for librarians. Librarians have a role to fulfil by empowering their users in how to search and retrieve relevant information. Continuing professional development (CPD) was introduced as a means to ensure that professionals continuously update their knowledge and skills.

The purpose of this study was to highlight the importance of CPD for the academic librarians based at the Durban University of Technology Library. This study employed a qualitative approach in its research design. Questionnaires were utilised to extract information from twenty-five academic librarians. A follow-up interview session was conducted with five respondents.

The overall study indicated that although the librarians were aware of the importance of CPD and the impact of ICT on the library, not all of them kept abreast of CPD activities within their field. It is recommended that LIASA and relevant stakeholders need to unite to rollout CPD activities within their disciplines and ensure that librarians are participating in CPD activities and are keeping abreast of changes within the sector.

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List of acronyms and abbreviation

Acronyms

ACRL – Association of College and Research Libraries

CPD – Continuing Professional Development

DUT – Durban University of Technology

DUT Library – Durban University of Technology Library

ICT – Information and Communication Technology

IFLA – International Federation of Library Associations and Institutions

IGBIS – Interest Group on Bibliographic Standards

LIASA – Library and Information Association of South Africa

LIS – Library and Information Science

LSE Blogs – London School of Economics and Political Science

RDA – Resource Description and Access

SAQA – South African Qualifications Authority

Abbreviation

CVD – Continuing Vocational Development

Chapter 1

1.1 Introduction

The ever-changing technological environment and its impact on the various disciplines prompted an interest in the above topic. The future of libraries and librarians is constantly being questioned and the implied message is that there is no longer a need for libraries and librarians in the current environment. The nature and the role of the work of librarians have become more fluid in order to adjust and adapt to the changing technological environment. Librarians have to ensure that they are kept abreast of the changes in their discipline and are continuously trained to handle new technologies and systems. ICT has impacted on the traditional roles of librarians. The introduction of social media tools has also changed the way librarians operate and communicate. Cossham and Fields (2006: 235), emphasise the importance of maintaining professional education and standards in this discipline.

According to Kont and Jantson, (2015: 367), learning can occur as formal, informal, and as on-the-job training activities. This can take place as formally planned courses or informal educational activities that can take place spontaneously. Learning occurs in various types of environments such as the workplace, at home, conferences, networking and through various types of interactions with other people.

Continuing professional development or education is basically providing opportunities for individuals to continue their learning and development in their particular disciplines. The increasing pressure on librarians to keep up with technology and information requires them to sharpen their skills regularly. Thus, there is a need for continuing educational development in the library and information science (LIS) field. External factors such as changes in the ICT environment as well as internal factors such as restructuring and changes due to new technology within the organisation impacts on the need for continuous development amongst the LIS professionals (Ramaiah & Lakshman Moorthy, 2002: 24-25).

According to Ajeemsha and Madhusudhan (2012: 18, 20), ICT has impacted on and transformed the organisation, management, and functions of the library. Librarians need to be vigilant about the changes and need to develop technological and managerial skills in order to aid them in meeting the library's changing information needs. Libraries and information services have to function in a knowledge-driven society. The librarian's portfolio needs to adapt accordingly. It is imperative that librarians update their skills in order to fulfil the needs of the user.

Organisations need to ensure that opportunities are available, in order to encourage their employees to continue to develop themselves professionally. Training and development in the

workplace are important as the skills of the employees can reflect on the organisation as a whole. Many institutions provide formal education in library and information services. Once this qualification is achieved, librarians should be encouraged to update their skills regularly by attending conferences, workshops, online courses, and webinars and so on. Adanu (2007: 294), states that learning in the workplace is an emerging trend and that organisations are supportive of this type of learning. It is an essential factor in the personal and professional development of employees. According to Cossham and Fields (2007: 573), it is important for managers to identify the needs assessment for employees as well. Managers are able to identify the gap in the knowledge base of employees and address their training needs.

The importance of Continued Professional Development (CPD) has increased in the recent years and the survival of the profession is now dependent on the librarians and their willingness to engage in opportunities available in order to develop and enhance their skills. The important factor is to keep ahead of the changes and embrace the technological developments that impact on research and information practices (Corcoran & McGuinness, 2014: 176).

In South Africa little has been captured about librarians and their continuous development. The Library and Information Association of South Africa (LIASA) is a recognised body that initiates workshops and conferences in order to encourage librarian and information practitioners to update their knowledge and skills. This research topic will attempt to address the importance of continuing professional development amongst librarians in South Africa. The research will be focused on specifically academic librarians at the Durban University of Technology (DUT) libraries. The outcome of this study will be to highlight the importance of continuing professional development amongst academic librarians. The need for continued upskilling and keeping abreast in one's discipline is important in order to deliver a successful service to one's patrons. It will be good if academic institutions acknowledge the importance of continued professional development in the library and information science discipline. Emphasis on CPD on various other disciplines has been acknowledged and accepted, whilst CPD on library and information science has been overlooked.

1.2 Central research question and sub questions

1.2.1 Problem Statement

Although many CPD courses are available in the LIS section, there is still a lack of support from the sector to attend these courses. The problem is either financial or the lack of support from the particular institution. The South African information sector needs to become serious about CPD and encourage people in this discipline to continuously update their skills. CPD in the LIS sector requires a collaborative effort from all stakeholders if it is to be successful. The

stakeholders are the librarians, their institutions, their professional body and the organisers of the courses. The changes in the ICT and its impact on the LIS sector should be the catalyst for emphasising the need for training and skills for librarians. Librarians have a role to fulfil by empowering users in how to search and retrieve relevant information. If the librarians themselves lack the necessary skills and knowledge, it would be impossible to help others. Librarians' skills need to be relevant to the times and technological changes. Academic librarians are required to have the edge to aid researchers and be a step ahead of their researchers and users.

1.2.2 Research Questions

- How will CPD in ICT help academic librarians advance in their library and deliver excellent service to their patrons?
- What library related CPD programmes/courses are in place within the DUT Library to ensure the continuous improvement of academic librarians in the ICT environment?
- What measures can be put in place for an efficient and effective CPD implementation in South African LIS sectors?

1.2.3 Objectives of the study

The overall objective of this study is to highlight the importance of CPD for academic librarians in the ICT changing environment.

- Objective 1: To identify how CPD in ICT will help academic librarians advance in their library and ensure that they provide an excellent service to their patrons.
- Objective 2: To determine whether CPD courses within the DUT library are in place to ensure the continuous improvement of academic librarians in the ICT environment.
- Objective 3: To suggest appropriate measures for efficient and effective CPD implementation in South African LIS sectors.

1.3 Demarcation of the field of study

This study will focus on the academic librarians at the Durban University of Technology (DUT) libraries. The research will include both the academic librarians with professional qualifications and the nonprofessional library workers. The nonprofessional library workers refer to the librarians in possession of a professional library-related qualification but are employed in lower level posts. An exploratory study will be done on the scope for continuous learning that is in place at the DUT libraries. A questionnaire survey will be sent to all the librarians at the DUT libraries.

1.4 Rationale for the study

The importance of continued professional development for academic librarians will be beneficial to work performance and customer service. Librarians will be adequately equipped to understand the changing technological environment and better equipped to adapt to the changing environment. It is hoped that this research study will address the gap formalising CPD programs in South Africa and highlight how CPD can be used to improve and maintain the quality of services delivered by academic librarians who continuously develop their knowledge and skills in a changing knowledge society. It is anticipated that the South African academic librarianship community will acknowledge the significance of CPD in their respective discipline and encourage employees to attend CPD programs.

1.5 Overview of the literature

The key factors in the literature sources are the various definitions of continued professional development. Adanu (2007: 294), captures a few definitions in his study. Basically, CPD is the ongoing updating of skills and knowledge within the relevant discipline. Many of the sources refer to both the formal and informal knowledge practices and processes that enhance the learning experiences. Doney (1998: 487), highlights three definitions for CPD, which is the continuing process of professional practice, the continuous process of upgrading skills and the systematic improving and expansion of skills and personal traits. As expected, most of the literature underlines the continuous process and development as important. The professionalism of individuals upgrading their knowledge and the membership to a professional body is also an important part of CPD.

Another common factor in the sources was the consensus that it was necessary for librarians to update their skills with the changing environment. Some knowledge and skills are part of the formal educational process like how to search for information, cataloguing rules and standards, whilst other skills are only acquired in practice and on-the-job training (Brine & Feather, 2002: 253-254). While the necessary skills, for example, cataloguing, are learned in the classroom, once studies are completed the individual needs to keep up with the national and international standards and rules of this practice. This type of upgrading of knowledge and skills requires individual initiative and not just that of the employers. The individual involved in cataloguing should be able to read the ongoing trends in this field and listen to webcasts and subscribe to the relevant blogs and wikis to be updated.

Chaudhary (2001: 67-68), states that academic libraries and librarians function differently from other libraries in that the academic libraries are focused on supporting their academic institution and its academic programmes. This author reiterates that continuing education is

necessary for all librarians, regardless of their qualification levels. Continuing education does not necessarily have to be restricted to library specific subjects but can include the informal learning initiatives as well. CPD is a lifelong learning process and is important for professional growth and competence levels.

It is interesting to note the impact that new trends and changes in the LIS sector has on job titles. New terminology for librarians is emerging like Digital librarians, Emerging technology librarians, E-resources librarians and much more. These new job titles require new skills and sometimes specific qualifications that are geared specifically to the needs of the jobs. The recruiting of new skilled employees and reallocation of staff impacts on the library structure and the library faces many challenges. For many of the new emerging job titles, there are specific skills and competencies that are required. Existing staff needs to be actively involved in upgrading their skills in order to have an opportunity to gain experience of the newer job functions (Choi & Rasmussen, 2009: 457). Once again the existing individuals in posts will have to show the initiative and aptitude in keeping up with the latest trends and technologies. Employers should be convinced that the pool of existing staff has the ability to embrace the new tasks and job descriptions.

The changes that are brought about by new technologies impacts greatly on academic librarians and the way they would function. The librarians are aware that the old way of working would have to change with the technology and updating one's knowledge and skills is a necessary phenomenon in their discipline. The benefits of participating in CPD courses is an advantage in job promotion and adding to competence levels in the current job as well as leading to job satisfaction (Corcoran, & McGuinness, 2014: 175-176).

CPD has forced librarians to rethink their training and learning requirements. Technological changes have made librarians aware of the need to continue their educational training outside of library school. Apart from updating their knowledge and skills, CPD brings attention to many new developments within the library discipline (Doney, 1998: 486).

According to Fields and Cossham (2005), it is imperative that librarians are suitably equipped to embrace the new changes in technology and their impact on libraries. The authors are clear that without fully equipped librarians, there may not be any libraries available to future generations. In the past training in libraries was done in-house and on-the-job training was provided. With the evolving changes, it is now necessary that librarians attend course programmes dedicated to training and upgrading their existing knowledge and skills. Both the in-house training and CPD courses add value to existing skills and can supplement each other. They are both valuable "links in the chain of learning" in the library profession.

According to Varlejs (2016: 18), the growing availability of online learning courses enables librarians with internet access the option to a variety of CPD course choices. This, in turn, makes it possible for learning communities between librarians to be formed online.

Varlejs (2016: 8), summarises the IFLA CPDWL (Continuing Professional Development and Workplace Learning) principles by confirming that the individual librarian is the one responsible for pursuing their own ongoing learning and improvement of skills. The onus is upon the individual to assess their needs and requirements and thus engage in activities that can enhance their professional development.

Freeman (1994: 26), talks about the CPD programs being unstructured and uncoordinated. There are various institutions and professional bodies that are promoting and offering CPD courses. These courses should be coordinated by a central body that can monitor and evaluate the success of the courses. In South Africa, various academic institutions and the professional library association, LIASA, offer separate courses and programs for CPD.

Freeman (1994: 27), highlights the contentious issue of the name Continuing Professional Development. In the library environment, there are both professionally qualified library personnel and non-professional unqualified library workers. Whilst the terminology continuing professional development would be suitable to describe the professionally qualified librarian's ongoing development, it would not be correct to use the same terminology for the unqualified library workers. It is suggested that the terminology "continuing vocational development" (CVD) for the non-professional library workers be used instead and that CPD should be used exclusively for the professionally qualified librarians.

Doney (1998: 487), also mentions the debate around professionally qualified librarians and paraprofessional staff. The terminology used in CPD should reflect all the information workers and just not one grouping. It should be noted that librarianship is a profession and all librarians and information workers should be proud of their profession and professional status.

Horvat (2004: 371-372) notes that although the individual attends formal education, there is still the need for some kind of professional training after the formal education due to the rapid changes in technology and the effect it has on the library environment. The onus is largely on the individual to want to keep up with the changes by networking and reading up on the changes in the profession and attending conferences and various workshops.

The quality of service that librarians offer their patrons is a reflection on their institutions. The more skilled and knowledgeable the librarian is; the greater chance of an excellent service delivery being rendered. It is believed that individuals, employers, professional associations and the various library educational programmes should emphasise and share the

responsibility of CPD. Employees are more motivated to perform at their best when they are fully equipped to handle tasks. The continuous training and development of library employees encourage innovation and creativity levels (IFLA, 2016).

In conclusion, it should be noted that effective professional development requires the skills to adjust to the unique needs of the changing profession and to embrace the changes and apply it effectively when required. The ability to network with other colleagues and peers in the same discipline also adds to the professional development of the individual. For CPD to be effective it needs to be ongoing and requires active participation from the individuals, and their employers. In-house staff development and training initiatives within the academic libraries should boost staff morale, contribute to job satisfaction, competency and increase productivity levels.

1.6 Research methodology

The study was an exploratory qualitative research that focused on the common issues in CPD that the librarians at the DUT libraries experienced. The overall design of the research study was a case study. A case study method allowed the researcher more flexibility in researching the issues that were related to the topic of interest. The case study allowed the researcher to study a small group of subjects in order to draw data for this research study (Tight, 2017: 7, 19).

1.6.1 Data sources

This study used a review of literature in the area of CPD for professional and non-professional library and information workers. The second part of the exploratory study focussed on obtaining data via a questionnaire format that was circulated amongst the librarians within the DUT libraries. This was done in order to ascertain the knowledge and skills requirements for academic librarians at DUT. The main research questions guiding this research was how CPD in ICT will help academic librarians advance in their library and ensure that they provide an excellent service to their patrons, to determine whether CPD courses were in place to ensure the continuous improvement of academic librarians in the ICT environment and to look at appropriate measures for efficient and effective CPD implementation in South African LIS sectors.

1.6.2 Data collection techniques

Conducting face-to-face interviews with all the academic librarians at the various DUT campus site libraries was considered and disregarded due to the geographical distance between the various campus libraries. Travelling to interview the librarians would be costly and time-consuming. The researcher thus decided to conduct face-to-face interviews with five out of

the twenty-five librarians identified to participate in this study. A structured list of interview questions was drafted and utilised in the interview sessions. These interviews were conducted with librarians within an easily accessible geographical location.

Questionnaires were utilised to extract information from the academic librarians. The most efficient way of reaching the librarians spread across the DUT library campus was to email the questionnaires to each librarian. As a precautionary backup, the researcher could follow up personally with each respondent as they were within telephonic access at the institution. The benefit of emailing the questionnaires was that it is cost effective and that they could be individually addressed. It was also easier to monitor the responses from the respondents. If the email addresses were incorrect and the mail could not be delivered, it would bounce back and the researcher could be alerted. Another advantage is that the online questionnaire can be much easier and simpler to respond to and it can be returned automatically online. The disadvantage of emailing the questionnaire was, however, the chance that the email could be interpreted as spam and end up in the junk folder of the recipient's mailbox. The subject line of the email message should be something that can draw the reader's attention as well as prevent it from becoming part of the junk mail.

1.7 Value of the study

This particular study will be valuable in terms of understanding the continuing professional development opportunities in information and communication technology for academic librarians at the Durban University of Technology libraries. Academic institutions will realise the importance of allowing their personnel to develop and nurture the new skills that technology encompasses. Academic libraries are forced to embrace the new technological changes and are faced with the added responsibility of retaining highly skilled and motivated personnel. It can be costly to continuously hire new personnel who are qualified and understand the new technological changes, whereas it would make more sense to empower the existing personnel who are familiar with the organisation and its environment. This will save time and finances to simply allow the existing employees to advance on their existing knowledge. This will, in turn, increase job satisfaction, career satisfaction, motivational and organisational commitment levels, as well as ensure that the patrons are satisfied with service they receive. This study will also highlight whether effective CPD courses are in place to ensure the continuous improvement of academic librarians in the ICT environment and to look at appropriate measures for efficient and effective CPD implementation in South African LIS sectors.

The study results can be used to gain insight into the value of CPD courses in ICT and the impact it has on the current academic librarian's work. Hopefully, this study will also motivate further follow-up studies in the future.

1.8 Clarification of key terms

Professional development – According to Ocholla (1995: 12), professional development refers to the progress that professionals undertake to fulfil a gap generated between existing and expected knowledge, skills and attitudes that ensure the requirements for the performance of the task.

Continued professional development (CPD) – CPD can be described as enhancing the knowledge and skills of one's existing knowledge base, but it is not merely the type of professional knowledge that is acquired that is important but also the context on how it is acquired and utilised that makes the difference (Kennedy, 2005: 236). CPD is the ongoing process of upgrading the necessary skills required to perform effectively and efficiently in one's profession.

Continued vocational development (CVD) – Freeman (1994: 27), believes that this terminology should be used to describe the enhancing skills of the non-professional library workers.

Lifelong learning – points to the education, development, and gaining of knowledge and skills throughout one's lifetime.

Qualified professional librarians – These are librarians who have acquired a tertiary qualification in their field of study.

Non-professional library workers – This group of workers have no proper tertiary qualification but have worked in the library environment long enough to have the experience in the field.

1.9 Division of chapters

Chapter 1 will introduce the study and outline a detailed discussion on the background and introduction to the topic. It will include the purpose of the study, the research problem, and objectives of the study.

Chapter 2 will present an overview of the existing literature on the continuing professional development of academic librarians.

Chapter 3 of the thesis will outline the research methodology and research design that will be used to conduct the study.

Chapter 4 will present the results or data analysis of the study undertaken.

Chapter 5 will present the discussions of the objectives, conclusions, and recommendations of the study.

1.10 Conclusion

The purpose of Chapter 1 is to provide an overview of the study which includes the background, research questions, methodology, and delimitation, significance of the study and clarification of concepts.

Chapter 2

2. Literature review

2.1 Introduction

This chapter provides an appraisal of various literature reviewed that is related to Continuing Professional Development (CPD) within an academic library, more specifically with the academic librarians. The literature will provide information on what CPD is and what it entails, how CPD can benefit academic librarians advance in their profession and ensure that they provide an excellent service to their patrons as well as to determine if there are adequate CPD courses available to support librarians in their professional development. The literature review will focus on the effect of ICT on the library environment and how CPD will help the librarians embrace the changes positively. The literature will reveal the purpose and benefits of CPD within the library and information sector (LIS).

The importance of the national professional body and institutions supporting their employees in continuing to develop and upgrade their existing skills will also be discussed and highlighted. The core concepts of CPD and its significant impact on employees will be covered. The impact of CPD in an information and communication technology (ICT) environment will be reviewed. The ICT environment is one of the main enablers for motivating the continuous development of an individual's professional skills.

The literature related to this study was selected from various books, online sites, online journals, and databases. Various electronic databases such as EbscoHost, Emerald-Management, Science Direct, ProQuest, and Google Scholar were accessed via the Durban University of Technology's (DUT) and the University of Pretoria's (UP) online library databases. The researcher perused reference lists from relevant articles that were reviewed in order to acquire the essential information from other studies that were closely related to the topic. Various keywords used in the literature search included, but was not limited to, continuing professional development, life-long learning, continuous education for librarians, benefits of continuous learning, continuous professional development and academic and post-qualification development. The literature was reviewed from 2016 to early 2017. The literature reviewed for this study spanned across several continents. The criteria used to select relevant sources stemmed from the similarities used in many countries regarding the idea of continuing professional development. The similarities and the importance of CPD in the many countries are highlighted in the articles used for this study.

2.2 Continuing Professional Development (CPD)

There is a variety of definitions on CPD. The most appropriate and clear definition was according to Redfern (as cited in Doney, 1998: 487), where CPD is described as “an ongoing process aimed at monitoring and upgrading skills and competence of individual workers in the profession”. This definition covers the importance of remaining up-to-date within ones’ profession and the fact that CPD is a continuous endeavour. This means that, even though a period of formal education may have been completed and a qualification awarded, learning for the individual did not end there. Within the library profession, learning and continuous education are ongoing. The way that librarians operate and function changes with evolving technologies. Collin, Van der Heijden and Lewis (2012: 156), iterated in their study that lifelong learning or CPD is the way that individuals are able to sustain and supplement their personal knowledge base associated with their professional sphere.

2.3 Academic librarians

The aim of the academic librarian has always been to empower their patrons to access and retrieve information from the wide range of databases available. With the academic library evolving with the technological trends, it is important that the academic librarian endeavour to keep updated with the latest trends. Many libraries are affected by budget cuts and when new technologies are introduced, libraries cannot afford to hire new employees. The alternative is for existing librarians to be trained in new technologies so that the academic library is able to keep abreast of the new technological changes. Many traditional jobs change or need falls away and the sensible thing would be to train existing staff in handling new trends (Choi and Rasmussen, 2009: 457). Academic librarians are constantly faced with challenges within the library field. The impact of changing trends on the academic libraries affected the librarian and their traditional way of functioning. With the onslaught of the digital environment and repositories, the academic librarians needed to evolve with changes within their libraries. The opportunities afforded by CPD allowed the academic librarian to be a step ahead of their patrons (Corrall, 2010: 567). The general methods of staying abreast with professional educational standards, practices and trends were usually linked to CPD. CPD allowed librarians the opportunity to upskill their knowledge by partaking in educational courses or individual learning. As the academic librarians’ profession evolved, they could embrace the expanding professional development practices and changes by participating in active learning and skills upgrading (Cossham and Fields, 2006: 235). Freeman (1994: 28) believed that it was important and necessary for librarians to continue upgrading their knowledge throughout their career. He believed that CPD should not be a voluntary initiative but that it should, in fact, be compulsory for librarians to continually develop and learn new trends on a regular basis.

This would ensure that the librarian was always a step ahead of the trends and would be able to deliver a better service to patrons. Larsen (2006: 1), mentioned that patrons expected the librarians to be well informed and have extensive knowledge and skills in order to deliver excellent services to their users. Academic librarians needed to be a step ahead of patrons in order to be able to respond efficiently to their queries. It was a challenge for librarians to keep abreast of their users' needs within a changing ICT environment. Academic librarians needed to continuously avail themselves of new learning initiatives and keep reading literature in order to remain updated on the emerging trends. The core skills that librarians possess are still relevant and are supplemented with the changing technologies. Academic librarian's core skills are handling of information, information retrieval, evaluation, and customer services, cataloguing, classification, knowledge organisation, reference works and user education. These skills are relevant and useful in the age of internet searching and electronic database retrievals. Maesaroh and Genoni (2009: 525), concurred that academic librarians were crucial for managing collection development and delivering excellent quality services to their patrons. With the rapidly changing technologies, the academic librarian's tasks became complex and it was imperative that the librarians attempted to keep abreast of the trends by continuing their workplace learning initiatives and embracing CPD.

2.4 The introduction of Continuing Professional Development

Workplace learning, continuing education and CPD are all related concepts, with the emphasis on broadening one's knowledge base. There is a need for professionals to always be abreast of trends within their field. Continuous learning ensures that an individual is not left behind in the professional world but is always kept updated on what is going on in their respective profession. Librarians need to constantly be aware of the changes and various new initiatives occurring within the library and information world (Ritchie et al., 2010: 277).

It is astonishing to note that many individuals only regard the traditional courses and activities, such as courses attended, conferences and workshops or lectures as proper CPD participation. They are unlikely to consider on-line learning, reading, or personal research as being a part of supplementing their professional development (Hustler, 2003: 27).

The rapid progression of technology impacts directly on the library environment. Librarians and library workers are compelled to keep abreast of the changes. Librarians are obligated to their patrons in ensuring that they are competent professionals and that they can deliver suitable services when required. This means that librarians need to continuously develop themselves in order to anticipate the needs of their patrons. Education for professionals no longer ends with a certified qualification. With the impact of ICT, continuous education is essential in strengthening existing knowledge and skills to ensure competent service delivery

to patrons (Cooke, 2012: 2). ICT and specifically the internet, with other related technologies created a dramatic shift in the library and educational sector. With the introduction of e-learning initiatives, new ways of improving one's skills and development were encountered. Librarians now have alternate methods of improving their education and skills. The flexibility of the online courses suits the learner's schedule and allows the learners to be flexible in choosing their time slots to improve themselves (Ngozi Anasi and Ali, 2014: 341-342).

According to Brine (2005: 2), it was necessary and important that individuals take the initiative to develop their skills at appropriate junctures in their career path. Personal development planning is crucial and every individual is encouraged to plan their professional development in order to stay abreast of new technological changes in their fields. CPD means that it was the responsibility of the individual to ensure that they have the necessary and adequate skills to perform their duties. Ai-Ling (2009: 34-35), believed that by keeping one's knowledge and expertise up-to-date, it was easier to adapt to and embrace new opportunities that accompany change. The librarian who is able to embrace change easily is able to accommodate the changes in the LIS field with more enthusiasm than others who are not so ready to accept change. The hastening speed of changes that ICT had on the LIS environment meant that once the formal qualification process was completed, professional training was required soon after. Adanu (2007: 292), concurred that ICT had a major effect on the roles of librarians. The way in which a librarian functioned was no longer the same. New methods of working and liaising with the patrons emerged. Librarians had to learn new ways of working.

Lamptey and Corleley (2011: 2), explained in their study that an excellent service delivery in any library or information service could not be attained if the librarians were not of a high professional calibre. To ensure that the librarians were highly skilled meant that these librarians had to be exposed to CPD programmes. Ongoing learning was imperative to ensuring that librarians were keeping up-to-date with the new trends in librarianship.

Regardless of the acquired professional qualifications, as soon as an academic librarian or information practitioner begins employment at a new institution, they each need to undergo an employee induction or new employee orientation in order to familiarise themselves with the way business is conducted in that specific institution. The individual will also need to continuously undertake ongoing education in order to develop skills necessary to carry out their work, keep abreast of changes in the ICT environment and acquire new skills to apply for promotional posts within the sector. Librarians were not the only professional group where the importance of CPD has been emphasised and promoted and where, furthermore, it has become a professional obligation. The emphasis on CPD in developing countries seemed to be greater than for others. The author highlighted the lack of literature and studies focusing

on the importance of CPD for librarians. It was emphasised that CPD was important in any professional and more studies should be undertaken to highlight the importance of encouraging CPD in the LIS (Maesaroh and Genoni, 2010: 621-623).

2.5 Core concepts of Continuing Professional Development

According to Megginson and Whitaker and the Chartered Institute of Personnel and Development (2007: 3-5), CPD was a path that individuals followed in order to supplement their existing knowledge and skills by engaging in various on-going and developmental courses. CPD provided the librarians, the option of controlling their own learning and development processes. CPD aided the individuals in directing their career advancements in the desired direction by providing a holistic approach that covered all aspects of their life and educational development. CPD requires the support of the employer in order to allow the employee to attend courses to develop themselves. Professional development is an ongoing process that is applicable throughout the individual's employment lifecycle. Brine and Feather (2002: 254), identified two levels of key skills that librarians required to possess in order to successfully satisfy their patron's needs. The generic skills that all individuals are expected to possess are communication skills, problem-solving and some information technology skills. These skills are used in the information services environment and are combined with the second-level skills, which are subject-specific key skills. These skills are acquired along the way in the LIS environment. They can be acquired through orientation within the academic library or by observing other qualified librarians perform their duties. Both these levels of skills needed to be developed and nurtured to ensure that the individuals were well equipped and competent in order to carry out their duties.

Ahmad and Yaseen (2009: 6), believed that CPD was a significant aspect of a librarians' career plan. The introduction of new ICT software packages within libraries required librarians to have certain skills and knowledge to understand the functions of the new systems. Continuous training on the new and emerging technologies enabled the librarians to improve and develop various skills, competencies, and knowledge. Librarians and information professionals are required to be flexible in their ability to continuously upgrade their knowledge base as the changes in technology always affects the LIS sector. Emerging technologies are inevitable in the library world. CPD allowed librarians to provide an effective and efficient service to their patrons.

It is important that the LIS educators motivate their students to continue learning once they graduate. The importance of continuous learning in the LIS sectors must be emphatically emphasised by the educators as the students need to be aware of the changes in technology

and society that affect the LIS environment. The LIS institutions need to be onboard with encouraging and providing CPD programmes (Varlejs, 2016: 11).

The fluidity of CPD courses is an added advantage to the library profession. The choices of courses and the options from various vendors ensure that the training options are available to suit the various requirements of librarians (Cossham and Fields, 2006: 236).

2.6 Reasons for Continuing Professional Development

Various professionals undertake to improve their skills and keep abreast of their specific disciplines for many reasons. CPD is undertaken in order to improve the individuals' or groups job performance skills, make employees feel valued, improve on the current service delivery to patrons, to improve on the individuals' current qualifications, to improve on job satisfaction levels at the organisation, to improve on one's knowledge base on a specific topic of interest. In order to achieve the above, various types of courses or programmes can be pursued. Different types of learning methods are available for individuals to choose from (Craft, 2000: 9-10).

Information professionals should be able to identify gaps in their professional development especially with the changes of technology and thus attempt to close these gaps. As Keiser (as cited in Varlejs, 2016: 22), in his research states that environmental scanning, self-assessment, and performance appraisal can also be used in order to identify gaps in one's knowledge areas.

According to Ajeemsha and Madhusudhan (2014: 102), CPD provided sustainable learning and was the catalyst for career developments of individuals. Competency in emerging technologies ensured that librarians were sufficiently equipped to handle changes in their workplace. Chaudhary (2001: 67), mentioned the factors that contributed to CPD being essential for librarians. The changing trends in librarianship had to be acknowledged and embraced. Librarians needed to keep up with the trends and upgrade their skills. The continuous growth of information ensured that one was kept well informed and knowledgeable in the library field. The new technologies that libraries constantly incorporate into their services meant that librarians needed to understand how technologies functioned and to constantly learn new skills.

CPD had grown over the years, many disciplines adhered to national norms regarding the specifications, and acknowledgement of the CPD courses and learning guides that were available. Craft (2000: 16), mentioned the national focus that surrounded specific requirements such as ICT, literacy, and special educational needs. Although Craft (2000: 17-19), discussed various CPD models that were based on teachers and the educational

systems, these models could be adapted to suit the LIS environment as well. Bolam's CPD model (as cited in Craft, 2000: 17) could be used by the entire educational system (where the entire school closes and all teachers are sent on a training course) or simply applied for individual's personal development. Here the individual could engage in personal reading initiatives or attend an online course for their personal growth and development. Bradley's CPD model (as cited in Craft, 2000: 18), focused on specific outcomes such as, making individuals feel valued in their current jobs, to getting employees motivated and excited about their involvement with change within their disciplines, to enable individuals to participate constructively and competently in the developments within their disciplines, to increase job satisfaction levels, to prepare employees to competently handle changes within their disciplines and to embrace change with a positive attitude.

2.7 Information Communication and Technology and Continuing Professional Development

As mentioned in many of the studies, the impact of ICT on the library environment caused many changes. Librarians that are not competent in ICT skills cannot function and keep up with the new changes in the library environment. Librarians are required to actively embrace the ICT changes and learn to respond to the changes in their job-related aspects with competence. It appears that society as a whole has become ICT focussed and that if one does not adapt to these changes and trends, they can be left behind in this society. Some African libraries may be slow in adapting to changes, but these librarians will not overlook the effect of ICT. Libraries are expected to alter their services in order to accommodate the changes in technology in order to stay relevant with the changes. The African continent has to work on bridging the digital divide in the developing countries in order to embrace ICT and to implement changes within their libraries. With the increase in mobile communications within Africa, ICT usage has dramatically increased and in turn increased the social and economic life within the countries (Kelly, 2004: 40).

Librarians are encouraged to be proactive in their field and keep updated with modern developments in the constantly changing environment. The librarians needed to change their usual way of service delivery and ensure that they were skilled enough to be able to effectively serve their patrons. Library schools were required to reassess their curriculum and amend their courses to include new generation ICT skills. Librarians need to be digitally competent, skilled in the use of internet facilities, understand the various online databases, with effective searching and retrieval skills, be competent leaders and managers in the library profession and understand all the new and technological aspects of the library world (Ajeemsha and Madhusudhan, 2012: 18, 20).

As stated in the 1994 UNESCO/IFLA Public Library Manifesto (as cited in Varlejs, 2016: 14), “*The librarian is an active intermediary between users and resources. Professional and continuing education of the librarian is indispensable to ensure adequate services*”. It is therefore imperative that librarians ensure that there are regularly upgrading their knowledge and skills in order to remain abreast of the technological trends as well as deliver an effective service to their patrons.

The impact of ICT on the library environment was one of the main catalysts for academic librarians to embrace continuing education. ICT has affected the service delivery of information to its patrons. Librarians had to learn how the use of technology made the acquisitions and retrieval of information more resourceful. Programmes for continuing learning for academic librarians were needed in order for the librarians to understand the way that technology helped the way in which libraries now operate. The CPD for academic librarians would help the librarians in understanding the changes and the new methods of working (Littlejohn, 2002: 166, 172). According to Majid (2004: 58), the formal qualifications for the LIS had an expired shelf life due to the continuous changes of ICT within the sector. Qualified librarians had no option but to update their learning and knowledge by attending courses that could help those to adjust according to the new technologies employed in the LIS environment. CPD courses are the way that librarians can fully grasp the changes within their professional environment. CPD allows for the learning and improvement in their professional abilities and by accommodating them to function productively within their changing environment. Majid (2004: 60), asserted that CPD was the way in which to close the gap between formal education and the needs of the workplace. Regular and appropriate continuing education was the way that librarians could attempt to maintain competence in the workplace.

2.8 Professional Library and Information Services (LIS) Associations

The role of the national professional library associations differs from country to country. The international professional body IFLA (International Federation of Library Associations and Institutions), supports and promotes many CPD opportunities. IFLA promotes some of the popular CPD functions such as workshops, conferences, networking amongst librarians, webcasts, online learning and many other activities. CPD in some countries is mandatory whilst in many others it is optional. (Corcoran and McGuinness, 2014: 181). In South Africa skills development is mandatory. The National Skills Authority (NSA) of South Africa and the Skills Development Act of 2000 declares that employers must contribute a percentage of their business income to the skills development fund in order to ensure that employees are regularly encouraged to attend courses to upgrade their skills within the workplace. NSA emphasises five main objectives that need to be adhered to:

- The objectives are to develop “a culture of high quality, life-long learning by encouraging employers to accept skills and professional development” as a venture in developing individuals.
- To foster a culture of professional skills development within the economy in order to promote employment growth and productivity levels.
- To create an environment that can stimulate and support skills development within small, medium and larger organisations.
- To “promote opportunities for skills development in social initiatives” and to provide assistance for new incumbents into the work environment. (Woolfs and Sheldon, 2001: 66-67).

NSA has ensured that the LIS sectors in South Africa adhere to these stipulations by setting indicators that need to be followed. The South African libraries liaise and report to their respective national associations and governmental bodies. The skills legislation has introduced professional development programmes and activities in order to ensure that the South African librarianship does not lag behind the rest of the world in welcoming the changes within the LIS sector. Library schools are also required to adhere to the stipulations and make changes when necessary (Woolfs and Sheldon, 2001: 66-67). However, it is still necessary for the South African national library association to enforce the concept of CPD being compulsory. CPD is currently encouraged in South Africa with various vendors nationally and internationally promoting and encouraging librarians at large to commit to continuing their learning within the LIS environment.

According to Havener and Stolt (1994: 25), the LIS had long since maintained the idea of CPD for librarians. Many of the national library associations have maintained the support for its members in their goals. The Association of College and Research Libraries (ACRL) clearly covers the CPD in their first goal, which states, “To contribute to the total professional development of academic and research librarians”. It is necessary to ensure that many of the national organisations in the developing countries also emphasise and support the CPD of librarians in their respective fields. Havener and Stolt (1994: 35), discussed the importance of individual institutional support policies in order to encourage and support CPD initiatives within their institutions. The results of the studies undertaken state that academic libraries are able to influence professional development activities that librarians engage in by providing financial support and allowing time-off to attend the training courses. It was noted that librarians that were supported by their employers enrol in more courses and developmental training. The employees that receive the backing of their institutions also publish more and receive more grants as opposed to employees who do not receive the support from their employees. Although the onus is on the individual employee to pursue their own CPD for personal growth

and development, it is clear that the more support they have from their employers, the better they fare in the CPD environment. This, in turn, has positive impacts on the institution and the library.

According to Keiser (as cited in Varlejs, 2016: 22), although, to a certain extent professional structures and broad readings can help the information professional keep abreast of changes in their discipline, the increasing social networking tools play a major role in keeping updated with trends.

Raju (2014: 163, 169), discussed the way technology had changed a traditional academic library's way of functioning. These changes have affected the way librarian's function and the fact that they now require a different set of knowledge and skills in order to carry out their usual work. From the studies, it was concluded that the LIS professionals all over the world were being challenged by the new emerging skill requirements. It was the time that LIS training and education in South Africa embraced the new challenges and ensured that the South African librarians were fully equipped to embrace the new challenges posed in their professional field. The national body of the South African Library Association needed to evolve with the changes and ensure that the LIS professionals were not lagging behind in their educational development.

The fifth law of Ranganathan's Five Laws of Library Science (as cited in Cooke, 2012: 3), applies directly to the changing environment of the existing LIS educational system. The fifth law implies that the library and LIS environment is a growing entity. Ranganathan already alluded to the fact that the library environment should be able to adjust continuously with the new changes. The library educational programmes need to be constantly adjusted in order to accommodate new technologies and changes. This meant that the LIS national bodies need to adjust and accommodate new technologies and promote more CPD programmes in order to attract the local librarians to upgrade their existing knowledge.

Majid (2004: 61) concludes that professional associations within a country were regarded as the best bodies for hosting CPD initiatives. National associations should work closely with the LIS schools in ensuring that proper CPD activities were carried out. CPD activities should be combined with the LIS school programmes in order to promote the importance of keeping up-to-date with the changing technologies within the LIS sector.

Robinson and Glosiene (2007: 463), highlighted the importance of CPD in the library and information sectors and listed the authors who have conducted studies in their relevant countries and have reached the conclusions that CPD was a critical part of a librarians' world in order for them to maintain the changes in their field. The need for CPD is seen as crucial across the world in various Asian, African, European, Australian and American libraries.

Practices and the responsibility of CPD differed in the various continents and countries. There is no consistency or agreement on who is responsible for CPD in many countries. Robinson and Glosiene (2007: 464-465), mentioned in their article the Open Society Initiative and the programmes it introduced in encouraging CPD initiatives. One of the initiatives included the LIS Fellowship for professional librarians. This initiative allowed for librarians to spend some time at various libraries on a sort of exchange system and thus learn from each other whilst sharing knowledge of their home institution and country. These programmes allowed the librarians to develop and learn from other professional librarians. It opened up avenues for comparative learning to take place. This initiative was successful and brought professional librarians together to collaborate and work together in enhancing their knowledge and skills.

2.8.1 Library and Information Association of South Africa (LIASA)

The Library and Information Association of South Africa (LIASA) is a professional body that includes the membership of individuals who work in libraries and other organisations that are in anyway affiliated with the information services. LIASA is a non-profit organisation that represents all types of information services and institutions within South Africa. This organisation strives to “unite, develop and empower” all individuals affiliated in the LIS environment (Wikipedia, 2016).

LIASA was recently approved as a SAQA-accredited (South African Qualifications Authority) professional body for librarians in South Africa (LIASA, 2016). CPD is one of SAQA's requirements for being acknowledged as a professional body. According to Hyams (as cited in Adanu, 2007: 296), professional library associations should support and encourage all librarians and library practitioners to pursue professional development. The professional bodies would carry more influence in raising awareness of the various CPD programmes that can be pursued. The need for national participation in promoting CPD within the LIS environment is important.

Cossham and Fields (2006: 236), conducted a CPD Needs Assessment of the New Zealand librarians in order to determine what development the librarians required. This assessment helped in determining the types of CPD courses that should be promoted for the librarians' benefit. It helped in providing clarification for managers as to what developments their librarians needed within their libraries. This would be a good way to assess the skills level of the South African librarians for future developments. Lamptey and Corlety (2011: 6), stated that professional organisations should engage with their membership on a regular basis in order to determine the types of development that were required and should ensure that formal, structured programmes were in place to enhance the current learning skills of librarians.

IFLA has been promoting the concept of CPD in the workplace, once formal education was completed. It was acknowledged that librarians needed to continue learning and develop their professional skills throughout their working careers. Librarians are encouraged to participate in projects across the LIS sectors, participate in CPD educational programmes and connect with counterparts from other institutions in networking and interest group initiatives. These initiatives would help to develop the individual (Larsen, 2006: 7).

2.9 Future of libraries and change

Sayers (2007: 478), mentioned the impact of technological changes on academic libraries and that if the next generation of newly qualified librarians were not effectively mentored, the future of academic libraries would be very bleak. The recruitment and retention of new library professionals were crucial in securing the future of academic librarians. The concern was that many newly qualified professionals were being enticed to take up alternate positions as record managers and knowledge management posts. Librarians need to be encouraged to partake in CPD courses as the technological changes occurred and changes in the library world were effective. Many librarians embraced the technological changes by moving out of the academic libraries and into private sectors. Smith (2005: 153), believed that change was inevitable and that it should be used as an incentive to encourage further development of librarians. By allowing librarians to pursue professional development opportunities, it opened up the path to transformation and more opportunities for promotional purposes within the library. Individuals typically resist change as it makes them uncomfortable, however, with the library embracing changes and allowing the librarians to upskill themselves in order to flow with the change, this can have a positive impact on the library environment. Sayers (2007: 485), believed that coaching and mentoring the future generation in appreciating and being committed to the library profession would ensure that the profession would not disappear. Access to significant professional development opportunities would motivate librarians to value their profession and note the importance of it in shaping the future of learners in an ever-changing environment. Employers were encouraged to support their employees in CPD and this, in turn, would ensure that librarians were fully invested in their academic librarian posts. The academic librarians needed to be nurtured and valued in their environment. Adanu (2007: 292), mentioned that ICT made the library and information services an exciting place to work in and that in turn ensured that employers had to provide development plans and opportunities for their employees in the workplace. The author emphasised the importance of CPD and training within the work environment. ICT and workplace education together could overcome the challenges and changes that the LIS sector had been exposed to.

Employers should be focussed on encouraging staff development within their organisations. Developing employees in the skills that they were lacking in would ensure a better, well-equipped library and librarians. High quality staff can ensure that an excellent service was provided by their libraries. It has been established through all the literature pursued that CPD is ultimately a lifelong activity. It is ongoing and constantly needs to be nurtured (Ajeemsha and Madhusudhan, 2014: 94). According to Cooke (2012: 5), communication in its various forms such as interpersonal, organisational and intercultural communication are vital in LIS education, more specifically for the online programmes. Interactive courses can motivate and encourage librarians to register and partake of the various online courses that are available.

Clyde (2005: 431), in her study, reported on the requirements that librarians needed to continue with user education and information literacy programmes. The study revealed that libraries at large were interested in recruiting librarians who have evolved with changes within the library field and who were skilled in the various user education and information literacy initiatives. The librarians were expected to be flexible and incorporate much of the information literacy instruction courses as part of the credit bearing courses within the universities. The various job advertisements that were analysed in the above study highlighted the importance of the job requirements that evolved to accommodate new changes within libraries. The newly qualified professionals would not have some of the criteria that libraries were looking for due to the gap in the LIS curriculum compared to the ICT changes on libraries at large. This would mean that these professionals would need workplace learning and CPD courses to get them on par with the new requirements. Therefore, it is important to note that CPD is important for newly qualified professionals as well as currently employed professionals in order to remain abreast of new trends within the LIS sector. Freeman (1994: 26), explained the importance of CPD and ensuring that a librarian would choose to stay abreast of changing trends within the library and information world. This author believed that it was necessary to remain abreast of trends and that librarians needed to regularly update their knowledge and actively participate in CPD initiatives. It was important that library schools and the professional library organisation promoted various CPD initiatives.

With the changes that technology incurred on libraries, it must be noted that the patrons and their needs changed accordingly. The patrons' expectations and sophistication levels differed in the changing ICT environment compared to previous users. The patrons were more proficient with technology and this required the librarians to keep up with the current technological trends as well. The volume of information increased with the internet and the speed at which information was now available increased the pressure on librarians to adapt accordingly. The continuing education for librarians is significant in equipping librarians with

the necessary skills for them to meet the ongoing challenges incurred by ICT changes (Ramaiah and Lakshman Moorthy, 2002: 25).

2.10 Keeping abreast of professional competencies

According to Ai-Ling (2009: 36), there were various ways of keeping up-to-date with the new changes in the LIS sector. Electronic mailing lists such as, Listservs and various online publications are examples of methods of keeping abreast of latest developments. Participation in professional associations and being part of professional committees contribute to keeping updated. By pursuing continuing educational courses, the librarian can ensure that they are updated on new developments. The web presence made it much easier to keep abreast of latest developments in the library field. The online courses and webinars that are constantly advertised encourage interested parties to partake of the information in order to upgrade their knowledge and skills. Professional librarians were also encouraged to engage in mentoring and coaching initiatives, further develop other librarians, and in the process develop their own personal competencies. Some skills are not easily learned but are emulated and acquired by observation and understudying others. Skills like problem solving and leadership qualities are developed overtime by learning from others. Adanu (2007: 302), stated that librarians should network with other professionals and keep updated by reading various published literature, and by attending workshops and conferences. Larsen (2006: 8), mentioned that librarians could keep abreast of trends by participating in job exchange programmes, job rotation initiatives, fellowship programmes, networking initiatives and by building formal partnerships with other librarians and institutions.

ICT had contributed to e-learning courses and these programmes ensured that librarians were able to improve their skills at their own pace. With e-learning initiatives, librarians have the chance of improving their skills in many areas. With these initiatives, librarians can broaden their skills with technology. The benefits of e-learning courses allowed the information professional to be more flexible in their educational development and it could be completed on a part-time study-basis as well. Familiarity with the ICT environment prepares the librarian to handle queries with patrons confidently (Ngozi Anasi and Ali, 2014: 342). In order to stay up-to-date with new changes in the library field, librarians needed to keep updated with new publications emerging within the field. Professional literature is a great way of keeping informed (Chaudhary, 2001: 71).

It is still not clear as to who is responsible for CPD for individuals in the workplace. Is it the individual's responsibility to ensure that they are adequately empowered to deliver the best service to their patrons or is it the responsibility of the employer to ensure that their employees are adequately trained and skilled to carry out their duties competently? Adanu (2007: 293),

mentioned that in Ghana there was no consensus as to whose responsibility on-the-job training for the qualified librarians was. Four viewpoints emerged in Ghana at the time of Adanu's study. These viewpoints could easily relate to the South African situation as well. The first viewpoint was that the responsibility for CPD rested with the professional library associations of Ghana. The second view was that the onus rested with the institution (employer) and that it was the responsibility of employers to ensure that their employees were competent enough and that the onus lay with the employers to plan professional CPD courses for their employees. The third view was that it was the responsibility of the individual to pursue CPD courses and improve their own skills and knowledge base. The fourth viewpoint was that all the relevant stakeholders unite and cooperate with ensuring that the individual was adequately trained for the job. It was concluded that regardless of who was responsible for CPD, the work environment should be conducive to promoting the improvement of one's skills.

2.11 Continuous individual learning and skills improvement

It has been discovered that individuals who take responsibility for their own learning initiatives are much more invested and dedicated in the courses and thus complete the courses more successfully than others whom, have been pushed to undergo upskilling. The individual learning assessment allowed the individual to identify personal learning dysfunctions and to improve on those areas. Various motivational factors inspire individuals to upgrade their skills and knowledge base. Intrinsic motivation is one of the main drivers of boosting ones' creativity and learning skills. Incentives and rewards can motivate the individual to achieve new skills. Individuals that have a sense of freedom to creativity are willing to take risks in order to motivate themselves into moving out of their comfort zones (Ahmed, Loh and Zairi, 1999: 427). Blair (as cited in Adanu, 2007: 297), encouraged individuals to take responsibility for their own professional and career development. He emphasised that the primary responsibility and understanding of ones' own needs rested within the individual themselves. Individuals are the only ones that can determine their own limitations. Corcoran and McGuinness (2014: 182), stated that individuals were motivated to partake in CPD initiatives for faculty status or simply because they were requested to do so by their superiors. Some simply remained abreast of changes in order to keep updated on changes within their field. Cossham and Fields (2007: 576), stated that individuals usually focused on their personal needs and thus it should be the individual's own responsibility to enhance their knowledge and skills. The individual could improve their own skills and thus the newly acquired skills could be used to advance their career within the company. The employer would be impressed at the initiative taken by the individual and reward them accordingly as well. Doney (1998: 487), emphasised that CPD could be undertaken in various ways, such as librarians attending courses, conferences, seminars or continue to study for further qualifications. In order to continue learning, CPD can

be pursued either as a formal or informal process, individually or within groups, within the institution or outside the institution.

2.12 Continuous skills improvement and organisational learning

The reality is that not everyone will be motivated to upgrade themselves without being pushed a little. Institutions and organisations take it upon themselves to encourage employees to attend training and learning initiatives. It is necessary to encourage employees to learn and improve their knowledge regularly. It can sometimes be difficult to get certain categories of employees to attend training sessions on their own and it can be expensive as well. It is sometimes more affordable to send groups of employees to training courses. Some employees feel more relaxed and comfortable attending training and learning sessions with other people rather than individually. Group learning and creative performances can be enhanced by the diversity of the group; it has been noted that group training has had positive effects in certain environments rather than individual training sessions. Employees are motivated to learn and engage better with their colleagues and it motivated competition amongst the groups, which in turn has a positive effect on training results. (Ahmed, Loh and Zairi, 1999: 429). Many institutions undertake a skills audit of their employees, and this helps to reveal the areas where staff are lacking in skills. Employers are then able to identify the types of skills that the employees needed to acquire in order to perform their jobs to the best of their ability (Brine, 2005: 17). This appraisal of staff skills enables the organisation to effectively identify the lack of skills amongst employees and thus initiate training and development courses for them to pursue.

According to Adanu (2007: 296), it was important that organisations or employers provided clarity on the issue of CPD within the work environment. The organisation should have clear policies in place that outlined the way workplace learning and CPD was handled at that particular institution. Formal procedures at a workplace would be the best at outlining the employer's view on CPD. Brine (2005: 13), commented that it was essential that information practitioners monitored their professional development and that their skills levels were constantly upgraded in accordance with their respective fields of study. Academic libraries played a major role in supporting their parent body and it was, therefore, important that the librarians take an active role in keeping abreast with technological changes in order to provide the best services to their patrons. CPD policies and guidelines within the academic institutions could ensure that all library workers are competently trained to handle their patron's queries and requests (Ajeemsha and Madhusudhan, 2014: 95).

There is generally a difference in opinion between an individual's requirements for CPD and what the employer or manager believed that the individual required. The employer is usually

concerned about the holistic need to achieve and develop capacity across all employees in order to ensure that all employees are developed accordingly in order to cope with the changes in the workplace. This can save costs in getting all employers to attend the same training and ensure that all employees are on the same level. The individual's focus is on what they, as individuals require to further boost their career and what they require for their existing positions. Individuals have their own take on what would suit their personal needs. It can be difficult for managers to balance the library needs with individual employee needs, especially with budget constraints and the time-off that would be required to attend courses and the impact of the time-off on service delivery (Cossham and Fields, 2007: 575-576).

2.13 Benefits of Continuing Professional Development

The benefits of CPD are numerous. Embarking on CPD initiatives could lead to job promotions, job satisfaction, and career advancements. Upgrading ones, existing skills in order to keep abreast of new technologies could make the job functions simpler. CPD initiatives could boost the employee's morale and in turn improve the services rendered to patrons (Adanu, 2007: 302). Academic librarians operate in a fluid environment that constantly deals with changes and CPD helps to make the transition easier for librarians. CPD also benefits academic librarians who are involved in teaching information literacy as part of the academic curriculum. CPD helps in ensuring that the librarian is up-to-date with changes and is not left behind in the ever-changing environment. The institution that supports CPD is viewed as a model employer by other employees who are not afforded these opportunities in their institutions. The positive impact that the continuous educational programmes have on employees is endless as employees feel more valued and worthy in their current posts. Employees are more active in their workplace and more willing to go the extra mile to their place of employment (Corcoran and McGuinness, 2014: 176-177).

Doney (1998: 486), stressed that CPD contributed to enhancing the employee's knowledge and skills and alerted them to various developments within their relevant profession. CPD increased the employee's performance in the workplace, and employees were able to provide a more effective service to their patrons. Employees that attended CPD seemed to have more confidence than those employees who did not attend CPD courses.

CPD enhances professional expertise, competence and the individual's well-being, which in turn impacts on the effectiveness and efficiencies of the institution. CPD has been detected as being effective at the individual level as well as on the organisational level. CPD provides added stimulation for the employees and encourages them to provide and deliver an excellent service to their patrons (Collin, Van der Heijden, and Lewis, 2012: 161). By keeping updated in the library profession, librarians ensure that not only has their knowledge been broadened,

but they are also providing the institution with a high professional standard of well-developed librarians. The continuous updating of a librarian's knowledge ensures that the library, in turn, is providing a better, more effective service to their patrons (Lamprey and Corlethey, 2011: 2).

2.14 Challenges of CPD

Librarians experience various challenges within their work environments in relation to continuing their education and keeping abreast of changes within their disciplines. Funding and finances for CPD courses are a huge challenge for librarians as well as the libraries. Conferences, workshops, and various CPD initiatives require some sort of finances for travelling, registration or accommodation. Employers find it difficult to be able to budget and afford to send all their employees on training courses (Brine, 2005: 124). In order for the CPD to succeed in the institution, the environment needs to be conducive and encouraging in pursuing continuous learning initiatives (Adanu, 2007: 301). The librarians need to be proactive and willing to participate in CPD programmes. It would be futile to send librarians to CPD courses only to realise that they were not interested in furthering their knowledge. A major challenge for most academic librarians in pursuing CPD activities is the issue of time or lack of it. CPD activities can take one away from work and it requires dedicated time. The age factor is sometimes a barrier affecting librarians' interest in attending CPD activities. Some CPD courses have a cut-off age restriction of 45 years. It seems that age affects the participation in CPD activities as older librarians are seen as being resistant to change and not particularly inspired to upgrade their skills, especially those that are close to retirement age (Kont and Jantson, 2015: 369). Although it has been noted by Chan and Auster (as cited in Kont and Jantson, 2015: 369), age was not restrictive in participating in CPD activities. It was rather identified as the longer the number of years of employment, the greater the librarian's participation in updating their knowledge. The more senior librarians (number of years in the profession), were more positive in embracing continuing educational activities and were enthusiastic in keeping their knowledge and skills constantly updated. Some librarians do not apply for CPD courses, as they are afraid to draw attention to their lack of updated skills (Corcoran and McGuinness, 2014: 184-185). It is important to note the impact of family commitments of CPD activities. It is challenging for librarians to find a balance between work and family commitments. The lack of support from senior management for CPD participation is another challenging issue experienced by some librarians. Employees wait to be told to attend courses and the junior employees are sometimes overlooked for training initiatives. The lack of support from the manager for employees to attend CPD activities can hamper the growth and development of employees within that organisation (Cossham and Fields, 2007: 578-579).

2.15 Conclusion

As noted from the above literature, CPD is important in order to keep the library profession alive. The survival of professional librarianship depends on the willingness of library professionals to participate in the various continuing educational programmes that are available. As ICT developments constantly transform the library world and research and development practices, CPD is a function that is required more than ever before (Corcoran and McGuinness, 2014: 176). CPD is essential in ensuring that workplace proficiency and skills are kept updated. It is apparent there are still many challenges that can hamper CPD participation within libraries and information services. It is also clear that CPD is encouraged within libraries at various levels.

Many of the authors in the literature review were of the opinion that CPD was indeed an important aspect of a librarians' career. In order to remain on top of trends within their field and in order to enhance the services that they offer the librarians should be proactive and continue to develop themselves professionally. This will, in turn, boost their library's image and the service that they provide to their patrons would be high.

Chapter 3

3. Research Methodology

3.1 Introduction

Research is an ongoing process of collecting, analysing and interpreting information in order to supplement our understanding of things that are of interest to one. Research is necessary in order to enhance our understanding of aspects and challenges experienced in various disciplines (Leedy & Ormrod, 2014: 2). Bless, Higson-Smith and Sithole (2013: 1) stated that research is focused on defining a research question and then finding a logical way to find answers to the research question. This chapter outlines the objectives of the study and provides an overview of the rationale for the choice of research design. The purpose of this chapter is to describe the research methodology that was used to conduct this study. This chapter includes the research design, location of the study, the sample selection, the inclusion and exclusion criteria and the data collection tools that were used in the study.

3.2 The research design

A research design refers to the strategy employed by the researcher to respond to research questions in order to address the research problem. Creswell (2014: 3-4), discusses three approaches to research designs, which are qualitative, quantitative and mixed methods. Qualitative research is described as an explorative approach in order to understand a social issue, whilst quantitative research is seen as a method of examining and measuring variables within theories. Mixed research methods are described as a means of collecting, analysing and combining both qualitative and quantitative data within a research approach. Qualitative research is unstructured and a more flexible approach to data and circumstances change, whilst quantitative research has a more structured data collection process based on measurements (Creswell, 2014: 12-13). Furthermore, Wilson (2014: 15), explains that whilst qualitative research focuses on the social and situational limitations that form the process of inquiry, quantitative research focuses on the measurement and study of relationships between variables and not the process.

The research design creates the outline of the collection, measurement and data analysis and is the basic planning for the research project (Leedy & Ormrod, 2014: 76). According to Wilson (2014: 144), the aim of the research design is to provide a plan that can guide the research process and enable the researcher to derive clear and logical conclusions from the results of the data collected. The measuring instrument used for this study was a self-administered questionnaire that was managed as an online survey and followed by interviews. The research design for this study leaned towards an explorative qualitative research approach as the

researcher was able to collect and analyse data that explored the concept for CPD opportunities in ICT for academic librarians at the Durban University of Technology. Exploratory research helps to clarify or define a problem or to gain a better understanding of a social issue. This is where a researcher has an idea or has observed something and seeks to understand more about it. Exploratory research helps to diagnose a situation and to discover new ideas. Exploratory research can be useful in gaining a better understanding of the study undertaken and more clarity on the study can be gained through follow-up interviews after the survey questionnaire has been completed (Babbie, 2016: 90). The researcher will obtain clarification from participants via interviews. This research will be a case study as it is focused on solving a problem and will aid in formulating decisions that will aid the research study.

3.3 Geographical study location

This study was conducted at the Durban University of Technology which is a multi-campus site spread across Durban and Pietermaritzburg within the province of KwaZulu-Natal. Each campus houses a site library which provides dedicated library services to the campus users. The library has a staff complement of seventy-eight permanently employed staff spread across the multi-campus site, ranging in a variety of functional level posts. The library employs a combination of professional and non-professional staff. Professionally qualified librarians working at the DUT Library formed part of the research participants for this particular study.

3.4 Ethical considerations

Ethical considerations are essential for any research process and it applies to qualitative, quantitative and mixed methods research. Permission is required from the participants as well as the institutions through which the research is conducted (Creswell, 2014: 92). Babbie (2016: 65), stresses the concern for anonymity and confidentiality in conducting the research study. The participant's interest should at all times be protected.

Ethical approval to conduct this study was obtained from the University of Pretoria, Ethics Committee. Once the Committee approved the revised changes on the questionnaire communication went out to the institution where the research would be undertaken. Permission to conduct the study within the Durban University of Technology (DUT) was obtained from the DUT Ethics Committee, the Director of Research and Postgraduate Support and the DUT Library director. As advised by Wilson (2014: 99), all participants were provided with information regarding the scope of the study together with the questionnaire. Participation was voluntary and participants were assured of confidentiality and anonymity. The link to the online questionnaire was emailed to each participant. Five randomly selected participants will

be interviewed over the telephone. They will each be assured that the entire process is confidential and that no names would be attached to the results.

3.5 Selection of the research population

Babbie (2016: 116), describes the research population as a group of individuals that are chosen as relevant subjects for a particular study. This population group is about whom conclusions are drawn for the research study. Qualified librarians from the DUT Library, in possession of a formal library qualification, participated in this study. Qualified librarians were identified for this study as they were more equipped to share their knowledge on CPD.

3.5.1 Sample

Wilson (2014: 214) and (Babbie, 2016: 186), discusses two techniques of sampling, namely probability or random sampling and non-probability sampling. Probability sampling refers to the concept that every member of the population has an equal chance of being selected whilst non-probability does not have this assurance (Wilson, 2014: 214, 218).

The population sampling for this study were professionally qualified librarians who worked at the DUT library. There is seventy-five permanently employed library staff at the DUT Library. Around +-forty-six are professionally qualified staff whilst the rest have either a matric, a National Diploma in Library Science or qualifications in other non-related library discipline. The non-probability sampling technique, purposive or selective sampling was employed in this research. Purposive sampling was chosen as it allows the researcher to employ the flexibility or using his/her own knowledge and judgment in selecting the sample target (Babbie, 2016: 187). The researcher identified twenty-five librarians to participate in this study. These librarians were chosen as they had a better insight on CPD related programmes and courses. The selection was also based on the fact that these librarians would be willing to partake in the survey and thus there was a higher probability of them completing the questionnaires.

3.5.2 Inclusion criteria

The participants that had a professional LIS qualification and working within DUT were studied.

3.5.3 Exclusion criteria

All librarians without a formal LIS basic bachelor's degree were excluded from the study.

3.6 Data collection

Data collection is the method used to gather and analyse information on a particular subject of interest. Two types of data collection methods are available, namely primary data collection and secondary data collection. Primary data collection refers to data that is gathered for the first time, whilst secondary data collection refers to re-examined data. Secondary data refers

to data that was collected and used by previous researchers and that was processed and analysed and is made available for reuse for other researchers (Kothari, 2004: 95). For the purpose of this study, secondary data was used to gain perspective on the topic for the literature review. However, primary data collection was used to conduct this research study at the DUT Library. According to Wilson (2014: 151), primary data is usually obtained through interviews, observation, and questionnaires. The data collection method utilised for this study was self-administered online questionnaires, followed by interviews. The interviews would be a follow-up to the questionnaire and clarification on responses will be obtained. Although the participants did not submit their names on the questionnaires, the researcher would be able to follow-up on interviews based on the designation of the participants. The researcher anticipates receiving more insight from the interviews and thus provide further clarity on the study.

3.7 Data collection instrument

The data collection instrument used to collect data would depend on the type of data that the researcher needs to gather. Kothari (2004:17), states that various methods are employed in collecting primary data. Examples of data collection instruments are questionnaires, observations, interviews or surveys.

3.7.1 Self-administered questionnaire

A self-administered questionnaire allows all participants to complete the questionnaire at their own pace at a time most convenient to them. The questionnaire can be completed online with the use of any internet-enabled device. Questionnaires can be emailed to participants and it is easier to send reminders to many participants simultaneously (Fink, 2017: 15-17).

As questionnaires can reach large geographical areas (Fink, 2017: 15), a self-administered questionnaire was utilised for this study as it allowed the researcher to reach all participants who were spread across six campus sites. The researcher was able to obtain data from a widely scattered study population, by using the questionnaire as a data collection instrument. The self-administered questionnaire also allowed for a fast turnaround time and the chance to follow up with participants who were delayed in responding. Questionnaires are a popular means of collecting data for research purposes. The questionnaires if designed correctly can draw the desired information from the participant. Questionnaires are a relatively easy way of eliciting data.

It should be noted that although questionnaires were popular, they also had drawbacks. Some respondents would simply ignore the survey and not complete the questionnaire (Fink, 2017: 16), whilst Babbie (2016: 280), explains that questions on the survey can be misinterpreted

by the respondents. He further states that survey questionnaires can be inflexible in their rigid format. Leedy and Ormrod (2014: 197), stated that questionnaires have a low return rate as participants do not feel obliged to complete or return the questionnaires. The authors also feel that questions can be misinterpreted and that the nature of questions sometimes lacks depth and does not draw the full potential of responses from the participants if they are not correctly worded.

For the purpose of this research, the researcher designed a self-administered questionnaire using relevant questions intended in drawing out responses from the participants. The questionnaire consisted of six sections:

- Section A: Demographics
- Section B: CPD opinions and perceptions
- Section C: CPD awareness
- Section D: Participation in CPD activities

3.7.2 Interviews

According to Wilson (2014: 153), interviews allow the researcher a chance to delve deeper into the participant's beliefs and attitude towards a specific subject. Interviews can be conducted either telephonically or as face-to-face interviews. A face-to-face interview is conducted on a one-to-one basis. This gives the researcher an advantage in observing the participant's body language when responding to questions (Leedy & Ormrod, 2014: 196; Wilson, 2014: 153). A telephone interview is conducted over a telephone. Telephone interviews are cheaper to conduct and it can reach virtually across any geographical distance. It is a faster way of collecting data and it requires less organization. These interviews can also be recorded and later reviewed (Leedy & Ormrod, 2014: 196; Wilson, 2014: 157).

Leedy and Ormrod (2014: 196), points out that interviews can be conducted using either a structured format or semi-structured format to conduct the interviews. A structured interview entails the researcher having a standard list of questions and only conducting the interview using that particular list of questions. The semi-structured interview allows the researcher to either follow a standard list of questions or be able to probe deeper into the participant's responses whenever necessary. For the purpose of this research, a telephone interview with participants was considered as the participants were spread across six sites and it was more convenient to conduct the interviews via the telephone than to arrange site visits.

The researcher, however, followed up the questionnaire survey by conducting interviews with five participants. This was done in order to clarify and verify certain issues that required clarity after the respondents completed the online questionnaire. The structured list of questions was

compiled and addressed to the five participants. The responses are captured in Chapter 4 of this research.

Interviews have the added advantage of allowing more open-ended questions. Babbie (2016: 249), describes open-ended questions as allowing the respondents to elaborate on their answers. It is also a way to nudge the respondents to share more information about a particular subject. Closed-ended questions, on the other hand, restrict the respondents in their answers. These types of questions are more popular in survey questionnaire type research methods.

A combination of open-ended and closed-ended questions was employed by the researcher in capturing data from the designated participant group. The researcher was able to analyse the results of both the semi-structured questionnaire and semi-structured interview. The results are captured in Chapter 4. The self-administered questionnaire was circulated via an online survey tool, QuestionPro. The DUT Library subscribes to this online survey and the researcher was able to utilize the software for this research purpose.

3.8 Pilot testing

According to Fink (2017: 8), a pilot study is a means of testing the strength of the research questions. It is basically a tryout of the actual questionnaire in ensuring that the questions are clear and, as far as possible, devoid of errors. Babbie (2016: 259), believes that no matter how careful a researcher is in designing the questionnaire there is always a possibility of errors. Statements can either be ambiguous or questions are invalid to the topic. The idea of pretesting a research survey is encouraged in order to eliminate any errors. Wilson (2014: 168), encourages pretesting in order to increase the levels of validity and reliability in the research study.

For the purpose of this research, the questionnaire was pre-tested on five DUT Library staff members. These participants were chosen as they were within an accessible geographical location and they were willing to offer constructive criticism and opinions. The questionnaire was circulated to the five participants in a hardcopy format. The researcher undertook to pretest the survey questionnaire in order to eliminate errors and to enhance the quality of the research study by decreasing any chance of unreliability in the results.

Once the pilot test was completed and the ethical clearance gained from the University of Pretoria and the respective structures within DUT, the questions were entered onto the QuestionPro software application. The survey link was then emailed by the researcher to each participant. An informative letter outlining the study was attached to the survey and circulated to each participant.

3.9 Validity of the instrument

The validity of an instrument is defined as a method to determine if an instrument is correctly measuring what it is supposed to measure. The instrument that is being utilised needs to be effective (Maree, 2016: 239). Kothari (2004: 73), states that validity can reflect the differences within the measuring instrument. The researcher needs to be confident that the instrument utilised for the research study is effective in order to analyse the results. Content validity measures the effectiveness of the measuring instrument in terms of variables to be measured (Maree, 2016: 240).

Validity can be measured in two ways, self-evident measures, and pragmatic measures. Self-evident validity measures exactly what the instrument alludes to measure, which are face validity and content validity. Pragmatic measures test the specific value of the research instrument used and it attempts to answer the question of “Does it work?” Pragmatic measures include concurrent validity, predictive validity and construct validity (Babbie, 2016: 149; Kothari, 2004: 74).

The survey instrument was designed according to the objectives of this study and the questions were formulated in order to draw responses and conclusions that are aligned with the research focus and objectives of this study. This ensured a rational or logical relationship between each question and the objectives of the study. The researcher will attempt to triangulate the validity of the study during the interview session with the use of open-ended questions. Triangulation is a technique that can validate data sources through cross verification from two or more sources. It aids in extracting evidence from the sources and provides a coherent justification for the research study (Creswell, 2014: 201).

3.10 Reliability

Reliability of an instrument can be defined as a method of measuring consistency with a research study (Maree, 2016: 238). Internal reliability refers to the measuring of items that are identified to measure a common construct. Internal reliability focuses on the aspect where all objectives within the instrument measure the same variable. Cronbach’s alpha coefficient measures the internal reliability of an instrument. The Cronbach alpha coefficient is based on inter-item connections. If the item is strongly connected with one another, the consistency is high and the coefficient will be close to one, whereas if the items are formulated incorrectly and do not connect, the alpha coefficient is close to zero (Maree, 2016: 130).

The questionnaire was also pretested on five librarians in order to ensure its validity and to improve the reliability of the instrument, as well as, to eliminate any errors within the questions.

3.11 Data analysis

Once all the data have been collected, the next stage in the research process is the data analysis. This stage will allow for the data to be interpreted and conclusions can be drawn from the collected data. The analysis of the data collated and the content of the data will be interpreted and analysed once all the respondents complete the questionnaire. Data analysis is the logical application of techniques in order to describe, illustrate and evaluate data. There are various analytic processes that offer ways in which to draw inductive references from data by extracting relevant data (the phenomenon of interest) and ignoring the irrelevant data (statistical fluctuations) (Shamoo and Resnik, 2003: 32).

Although this research takes a qualitative approach, some of the outputs would have a quantitative analysis. A thematic analysis will be used in this study as the data content will be analysed according to themes. Content analysis will be used to analyse the qualitative data that will be derived from the responses to the open-ended questions on the questionnaire (Fink, 2017: 152). The online reports from QuestionPro will be used to analyse and interpret the results. The data will be displayed and represented graphically by the use of bar graphs and diagrams.

3.12 Conclusion

This chapter focussed on the research methodology that was applicable to the study. Chapter 3 explained the research design and approach undertaken for this particular study and also highlighted the relevant data collection methods that were employed to study the specific population group. The next chapter will focus on the interpretation of the data retrieved from the participants.

Chapter 4

4. Data analysis and findings

4.1 Introduction

The overall objective of this study is to highlight the importance of CPD for academic librarians in the ICT changing environment.

A self-administered questionnaire was developed, aligned according to the objectives of the study and this provides the backdrop to which the respondent's demographics, opinions about CPD, their level of awareness, participation, challenges, and suggestions for improvement to CPD practices will be analysed. Face to face interviews and a telephonic interview was conducted with five respondents over a period of one week. A structured interview was conducted with each respondent and they were asked the same set of questions. The interview questions were aligned according to two out of the three objectives of the study. The interview focused on objective two and three of the research study.

This chapter presents the data analysis conducted on the data gathered for this study. The responses collected from the self-administered survey have been analysed using the embedded tool within the online QuestionPro software used to administer the questionnaire. Qualitative data collected from the interviews are presented as a set of themes”

4.2 Response rate

A total of twenty-five librarians participated in the survey. Five out of the twenty-five staff were identified to participate in the follow up interview. Twenty self-administered questionnaires were returned. This provided a response rate of 80%.

20 Completed surveys <hr style="width: 20%; margin-left: 0;"/> 25 Participants were contacted	= 80% response rate
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The issue around response rates and the percentage that would be regarded as acceptable is a source of constant debate amongst researchers. According to Babbie (2016: 264-265), the “body of inferential statistics” used in association with surveys anticipates that all participants should undertake to complete the survey. However, since this hardly ever happens, non-responsive bias becomes a concern as the response rate would impact on the quality of the survey data. If the overall response rate is high, there is less chance of non-responsive bias compared to a low response rate. The response rate of 80% is considered as

high. Nulty (2008: 302), also acknowledges a response rate of 80% as high and acceptable for online responses.

4.3 Participant demographics

The participant's demographics were captured in respect of current job designation, highest qualification obtained and the number of years' experience at the library. The information is captured in a table format and displayed in Table 4.3.1.

Table 4.3.1

[Total number surveyed: n=20]

Current position at DUT	No. of years employed at DUT	No of years in current position	Highest qualification
Circulation librarian/coordinator	8 years	8 years	Masters in LIS
Subject Librarian	21 years	11 years	Bachelor of Technology: LIS
Site coordinator and information services Librarian	19 years	7 years	B.Bibl. (Hons)
Librarian	5 years	5 years	Honours degree
Subject librarian	8 years	5 years	Masters
Librarian	5 years	5 years	Masters
Subject Librarian	24 years	7 years	Post grad diploma: LIS
Subject Librarian	6 years	7 years	Masters
PG/Subject Librarian	7 years	7 years	Masters in Library and Information Sciences
Cataloguing and Classification Librarian	8 years	8 years	Bachelor of Technology: LIS
Subject Librarian	25 years	25 years	Masters of Technology: LIS
Acquisitions and E-Resources Librarian	20 years	6 years	Masters in Library Science
Subject Librarian	15+	8 years	Bachelor of Technology: LIS
Assistant Librarian: Circulation	8 years	3 years	Bachelor of Technology: LIS
Subject Librarian	1 year	1 year	Bachelor of Technology: LIS
Library Assistant	6 years	4 years	Bachelor of Technology: LIS
Subject Librarian	10 years	5 years	Masters Level
Assistant Librarian Acquisitions - Periodicals	17 years	3 years	B-Inf. Degree
Assistant Librarian: Circulation	5 years	5 years	Bachelor of Information Science
Library Assistant	3 years	1 year	Bachelor of Technology: LIS

The majority of the respondents above have been employed at the DUT Library for three years and more. The number of years experienced between the respondents ensured that they were well affiliated with the DUT Library rules and regulations. All the respondents have a

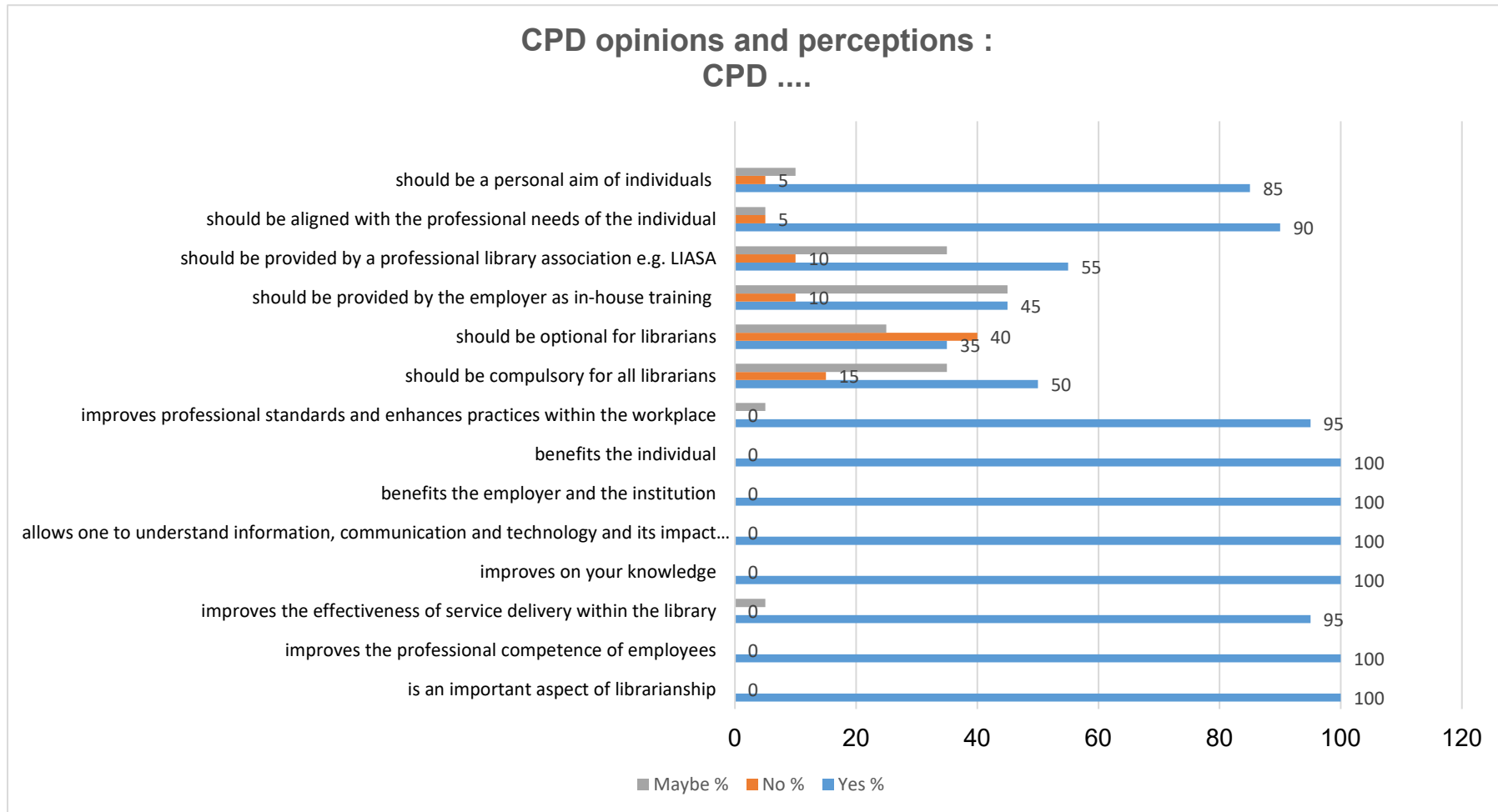
professional library qualification. It is noteworthy to acknowledge that out of the twenty respondents that completed the survey, eight had a Master's degree, whilst nine had a Bachelor's degree, two had an Honour's qualification and one respondent had a Post-Graduate Diploma in Library Science. This can thus confirm that DUT has a high calibre of qualified librarians who are employed at the library.

4.4 Objective 1: To identify how CPD in ICT will help academic librarians advance in their library and ensure that they provide an excellent service to their patrons

CPD opinions and perceptions

A questionnaire was employed to measure the librarian's opinion on CPD and whether they believed that CPD was beneficial in their particular discipline. It was interesting to note the various opinions and perceptions of the respondents regarding CPD activities. Section B of the questionnaire which consisted of fifteen questions helped to identify the librarian's 'Opinions and perceptions of CPD'. The respondents were asked a variety of close-ended questions in order to analyse their take on CPD and its relevance to their discipline. The responses of the respondents with regard to their general opinions of CPD is captured as percentages in Figure 4.4.1 below.

Figure 4.4.1 [Total number surveyed: n=20]



Summarising this,

- All twenty of the respondents agreed that CPD is an important aspect of librarianship.
- The respondents were in agreement that CPD improved the professional competence of employees.
- Ninety-five percent (95%) of the respondents believed that CPD improved and impacted upon the service delivery of the library.
- All the respondents believed that CPD had a positive impact on the participant's knowledge base.
- All the respondents agreed that CPD permitted one to understand information, communication and technology and its impact on libraries better.
- All the respondents acknowledged that attending CPD activities benefited the employer, the institution as well as the individual.
- Ninety-five percent (95%) of the respondents believed that CPD improved professional standards and could enhance practices within the workplace.
- Only fifty percent (50%) of the respondents felt that CPD should be made compulsory for all librarians, whilst fifteen percent (15%) disagreed and around thirty-five percent (35%) were not sure that it should compulsory.
- The respondents did not believe that CPD should be optional for librarians. Only thirty-five percent (35%) felt that CPD should be optional, whilst twenty-five percent (25%) were undecided. Forty percent (40%) felt that CPD should not be optional for librarians.
- Forty-five percent (45%) of the respondents believed that CPD training should be provided by the employer as in-house training, whilst forty-five percent (45%) were unsure and ten percent (10%) believed that CPD was not the employer's responsibility.
- The majority of the respondents believed that CPD should be provided by the professional library association, namely, LIASA.
- It was interesting to note that eighty-five percent (85%) of the respondents agreed that CPD should be a personal aim of each individual. Five (5%) disagreed, whilst ten percent (10%) were undecided.

It is interesting to note that the importance and purpose of CPD were recognised by the majority of the respondents. Similarly, in the literature by Collin, Van der Heijden and Lewis (2012: 156), it is stressed that the constant upgrading of skills and knowledge is essential for librarians to improve on their existing knowledge. It is important to note that most respondents agreed that CPD should mainly be the responsibility of the individual, whilst it was still necessary for the employers and National bodies to encourage CPD activities. Cossham and Fields (2007: 576), encouraged individuals to take it upon themselves to enhance their existing

knowledge and skills. It was encouraging to note that the librarians felt that CPD was important and had a positive impact on their jobs. The authors Ahmad and Yaseen (2009: 6-7), acknowledged in their studies that CPD was an important aspect for career advancement for librarians.

The respondents were asked to state other opinions and perceptions that they may have regarding CPD. The following in Table 4.4.2 is a list of perceptions that the respondents noted regarding CPD. It was interesting to note that one respondent was quite emphatic that the librarians that qualified for CPD, should not compromise the leave and other in house services of librarians who would remain behind, whilst they pursued their CPD activities. This basically meant that the library services should not in any way be compromised. It was suggested that the DUT library management align the CPD activities according to the library's leave policy. It was noted that it was unfair that certain librarians went off to participate in CPD activities whilst others remained behind and picked the extra workload. The issue of the employees not participating in any CPD activities and the fact that they were disgruntled when their colleagues were selected to attend these activities were not mentioned in any of the literature that I studied. It was pointed out by the respondents that were surveyed that they felt that CPD should cater for all librarians regardless of their job function and qualifications. It was also noted that CPD activities could not be forced upon individuals and that librarians should take the initiative to upgrade their skills voluntarily.

Table 4.4.2 List of perceptions

CPD should cater for all librarians regardless of their sections and qualifications.

It should be aligned with management's plan on leave programmes. CPD should be aligned with institutional human strategic goals rather than unequal staff being given leave options at the expense of others.

CPD helps librarians improve their qualifications and also keep abreast of new trends.

It grows the capacity of the librarian and also library assistant.

CPD shouldn't be a checklist that needs to be ticked off.

It needs to be integrated into practice in order to develop skills which demonstrate understanding and value.

*CPD doesn't just mean formal studies. It could just be reading and keeping updated
CPD is important for both personal and organisational growth*

CPD compels one to keep abreast with developments in their career

CPD is very helpful for professionals because it helps professionals to manage their own personal professional development. CPD is an on-going process. So when a professional is equipped with knowledge through CPD, he or she can perform his or her duties effectively.

CPD is ultimately the responsibility of the individual.

One cannot force CPD on an individual. It has to be done on their own. CPD should not only be aligned to one's current position. In order to grow professionally one needs to branch out and learn new skills.

CPD is critical for library professionals

CPD helps the individual to improve and develop new skills in their profession and in return the organisation benefits as the level of productivity grows in a positive way.

CPD is a career focused on upward mobility.

CPD should be compulsory for the Librarians

It should not only be career focused, it should also focus on individual areas of interest as well.

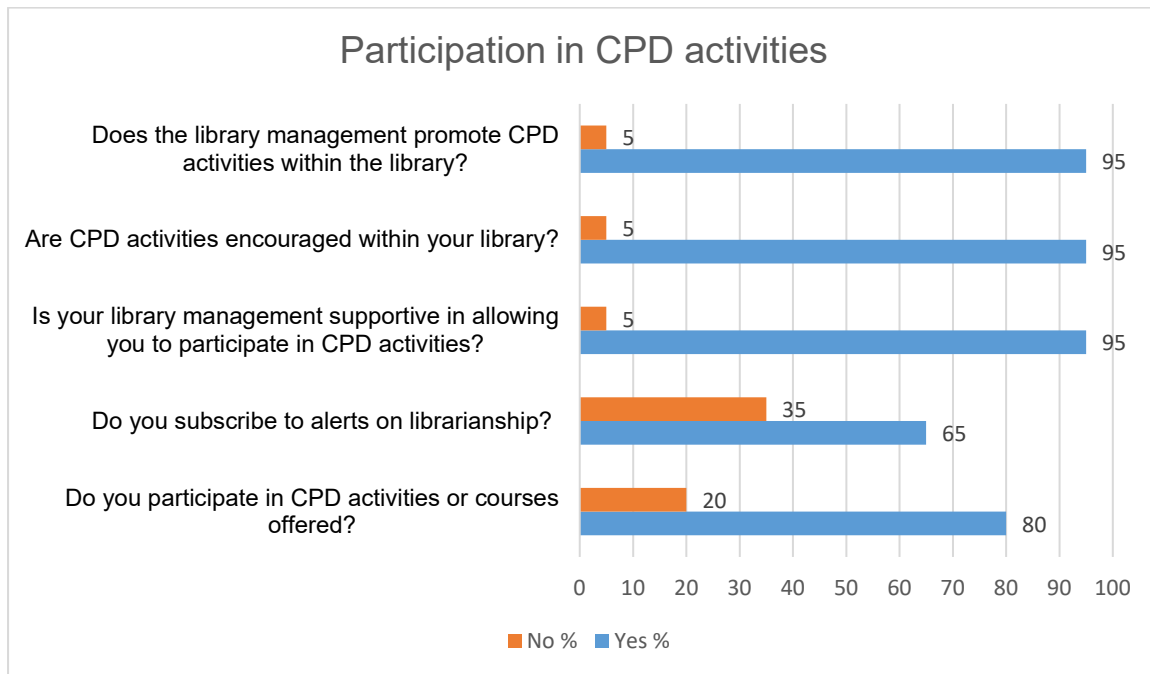
CPD is very important in a workplace as it also motivates employees to improve their knowledge and skills and also contribute effectively in the workplace.

4.5 Objective 2: To determine whether CPD courses within the DUT library are in place to ensure the continuous improvement of academic librarians in the ICT environment

A questionnaire was utilised to measure and understand the librarian's level of 'CPD participation' within the DUT Library. Section D of the questionnaire consisted of ten questions

which addressed the level of 'Participation in CPD activities'. A follow-up interview with five of the respondents aligned with the above objective was conducted over a period of one week.

Figure 4.5.1 [Total number surveyed: n=20]



According to the responses to the survey, the majority of the respondents, eighty percent (80%), participate in CPD activities that are offered, whilst a small group, twenty percent (20%), of the respondents, do not participate in any CPD related activities (See figure 4.5.1). It was clear from the above Figure 4.5.1 that the majority of the respondents were satisfied with the DUT Library managements approach to CPD activities within the library. The respondents were requested to indicate how they ensured that they are kept abreast of changes within their discipline. It was interesting to take note of the various methods that the respondents employed in keeping up-to-date with the various changes occurring within their discipline. Some methods were common whilst there were a few surprising other methods such as the institutional notifications between institutions. The following responses emerged from the survey. The list of items in Table 4.5.2, indicates that the respondents were aware of various methods of keeping abreast of their discipline. Ai-Ling (2009: 36), acknowledged the many ways of keeping abreast of changes within the required discipline. Electronic mailing lists and various online publications could be set up as alerts and utilised to keep updated in their disciplines.

Workshops, Seminars, and relevant training, Online meetings, Google groups, Webinars, Peer alerts, Website alerts on discipline pages, Institutional notifications amongst various

institutions relating to the LIS disciplines. Attending LIASA related workshops. Keeping abreast of reading and networking with colleagues in similar disciplines.

Linking to TOC alerts of relevant LIS journals, Subscriptions to blogs eg. Scholarly Kitchen, LSE Blogs, and various social media sites. Listservs, attending LIASA Interest Group meeting, eg. IGBIS, Learning from colleagues. Furthering of studies and attending Carnegie CPD courses.

Table 4.5.2 Keeping abreast of trends

The respondents were asked if they subscribed to any alerts relating to their discipline. Sixty-five percent (65%) agreed that they did subscribe to alerts, whilst thirty-five percent (35%), denied subscribing to any alerts (See Figure 4.5.3). It was a bit alarming to note that some of the librarians did not feel compelled to subscribe to any alerts within their discipline in order to keep abreast of what is happening in their field. This meant that these librarians were oblivious of new changes within the LIS sector. Some of the alerts that the respondents were familiar with and subscribed to are listed below in Table 4.5.4.

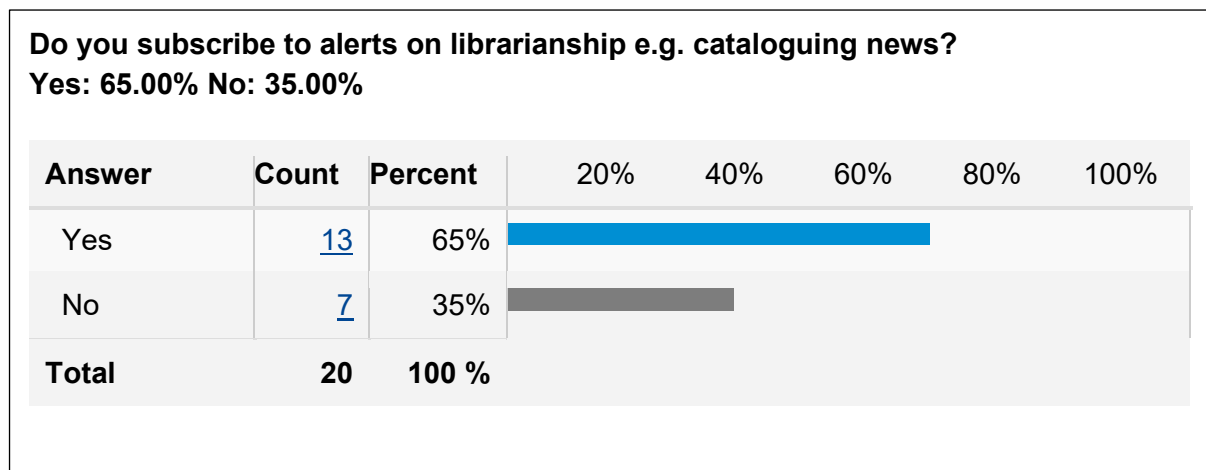


Figure 4.5.3 Librarianship alerts

LIASA interest group alerts, Brighttalk, New database alerts, ScienceDirect alerts, TOC alerts of journals, Institutional Repository, Discovery Tools, Research Gate, EbscoHost, ACRL news, New Review of Academic Librarianship Library and Information Science Research Library Journal Events, RDA Listservs, UKSG Academic Newswire, Library Journal Right Relevance

Table 4.5.4 List of alerts

The respondents were questioned on how often they participated in CPD related activities. The respondents engaged in CPD activities at various intervals as seen in Figure 4.5.5, below. The CPD engagement ranged between daily to annual intervals. It appears that the

respondents participate in CPD activities in sporadic intervals as the option for other had the highest result, of 27.27%.

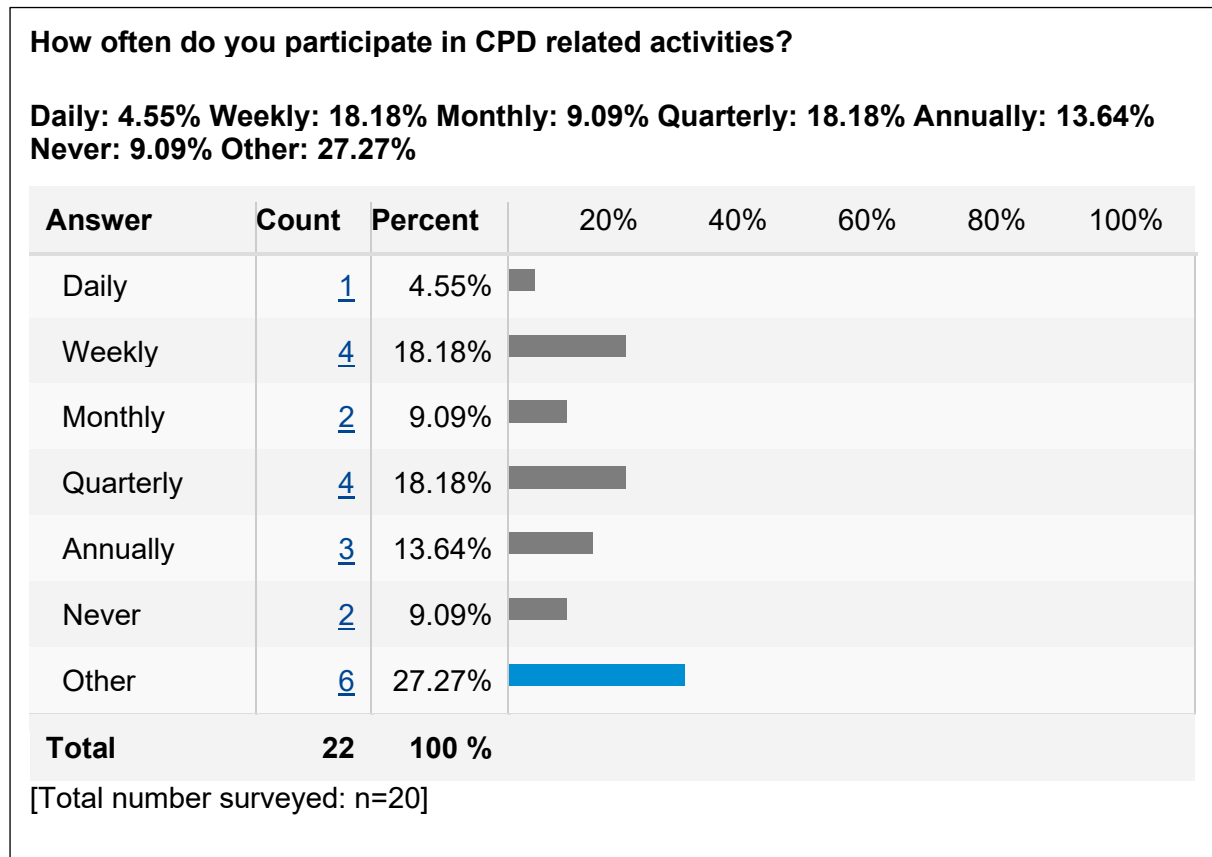


Figure 4.5.5 CPD engagement

As seen in Figure 4.5.1 above, the majority of the respondents indicated that their library management encourages and supports them in participating in CPD related activities. Ninety-five percent (95%) agreed that CPD activities were supported and encouraged by the DUT Library management, whilst only five percent (5%) disagreed. It was also clear from the respondent's input that the DUT Library management promotes CPD activities within the library. Adanu (2007: 301), stated that it was important for individuals to be encouraged in pursuing CPD opportunities. This was also in line with research by Kont and Jantson, (2015: 367) that individuals will learn more effectively if they are motivated to learn. The five percent (5%) that disagreed that library management was supportive and encouraging with CPD related activities explained as follows in Table 4.5.6 that...

The management often excludes staff members from lower levels hence I do miss out on other CPD activities.

Table 4.5.6 Disagreement with library management on CPD activities

With regard to the challenges experienced in participating in CPD activities, the following were noted as reasons why some staff members do not participate in CPD activities. Financial constraints and lack of time were the most common challenges that the respondents experienced in CPD related activities. It was also clear that the respondents felt that library management decided on which staff to send to which training. Cossham and Fields (2007: 578), mentions that a lack of support and encouragement from management for employees to attend CPD activities can stifle the development of individuals within the workplace. See Table 4.5.7.

<p><i>Financial constraints within the department. (x3)</i></p> <p><i>A prerequisite to attend activities is a compulsory paper submission to attend the workshop or conference.</i></p> <p><i>The training does not have a direct impact on current post and thus individual motivations are declined.</i></p> <p><i>The time constraints that restrict individuals from attending CPD related activities. Webinars are scheduled during busy work times and thus no time to attend. (x6)</i></p> <p><i>You have to dedicate time and be disciplined and sometimes it is not possible to do any CPD activities even in a week depending on job related activities.</i></p> <p><i>Individuals have to pursue CPD activities in their own time. Individuals are not allowed to attend trainings as managers need to select the relevant staff that are allowed to attend these trainings. So no option to choose, as managers decide on behalf of staff. (x3)</i></p> <p><i>Management often excludes staff from lower levels so staff are excluded.</i></p> <p><i>Lack of support for your own development as the activity could target a group of individuals on a specific topic. Cost factors e.g. presenters, facilities and value for money i.e. implementation of training into the work environment.</i></p> <p><i>Cultural and generational diversity.</i></p> <p><i>No challenges were encountered. (x2)</i></p>

Table 4.5.7 Lack of support to attend CPD activities

Interview Questions

Two sets of questions from the interview focused on objective two of the research study. The first two questions from the structured interview addressed objective two of the research study.

Question 1 Are you satisfied with the DUT library managements attempt to encourage CPD enhancements for staff?

Respondents 2, 3 and 5 agreed that they were satisfied with library management's attempts to encourage CPD activities within the library.

Respondents 1 and 4 were not impressed with library management's attempts to encourage CPD within the library. Respondent 1 felt that management did not share much information with staff and thus staff who are not aware of new activities are disadvantaged and are ignorant of new courses and activities available.

Respondent 4 was not completely satisfied. This respondent felt that *"proper workshops, mentorship programmes and a smooth transition for employees should be introduced to ensure candidates can effectively develop into different areas of the library that they feel passionate about. I also feel management must ensure that certain factors such as competency, experience should also be deciding factors including qualification when guiding staff into CPD programmes. Lastly, a proper handover process must take place for the person entering the new post"*.

Although three out of the five respondents were pleased with library management's attempts to encourage CPD, it seems that more could be done to ensure that all staff is notified of relevant CPD courses, thus allowing staff the opportunity to learn more about their areas of interest. According to Choi and Rasmussen (2009: 457), it is important for current employees to be encouraged and involved in upgrading their skills and thus enable them to gain experience in other job functions. Varlejs (2016: 31-32), believes that employers should encourage employees to partake in CPD activities as this enhances their productivity in the workplace and that proper policies and funding should be in place to encourage these activities.

Question 2 Do you believe more could be done to encourage staff to participate in CPD activities?

Respondents 2 and 3 believed that management was doing their best and that it was up to the individual's responsibility to continue with their development. They believed that there was nothing more that management could do to encourage and that it was up to the staff to follow up on their own.

Respondents 1, 4 and 5 disagreed and believed that management could do more to encourage CPD activities within the DUT Library staff. Respondent 1 believed that staff who attended CPD activities should share their experiences with the rest of the staff via face-to-face report back sessions and not via reports that were circulated to staff. Varlejs (2016: 32), believes that proper guidelines should be in place at the workplace in order to allocate timeframes and funding that would be allocated to CPD activities. Employers are encouraged

to motivate and support employees in participating in CPD activities that employers should engage with employees in determining what their specific training and learning needs are.

4.6 Objective 3: To suggest appropriate measures for efficient and effective CPD implementation in South African LIS sectors

Section C of the questionnaire addressed the level of 'CPD awareness' within the LIS sector. This section consisted of six questions which addressed the level of CPD awareness within the LIS sector. A few of the questions aided in responding to the above objective. The follow-up interview clarified and responded to the librarian's opinions on the effective implementation of CPD within the South African LIS sectors. The National Skills Authority (NSA) of South Africa encourages the South African LIS sectors to adhere to the regulations that life-long learning and the development of professional skills amongst others are pursued and encouraged in this sector.

The survey attempted to gain an understanding of whether the DUT librarians were aware of any CPD activities that the library and national body, namely LIASA, highlighted during the year. It was interesting to note that although LIASA is a popular national library association and the librarians are aware of its existence, only sixty percent (60%) of the respondents were members of the association. Forty percent (40%) were not members of the national library association. This is disturbing as LIASA is the only national professional association and librarians should be motivated to join the association.

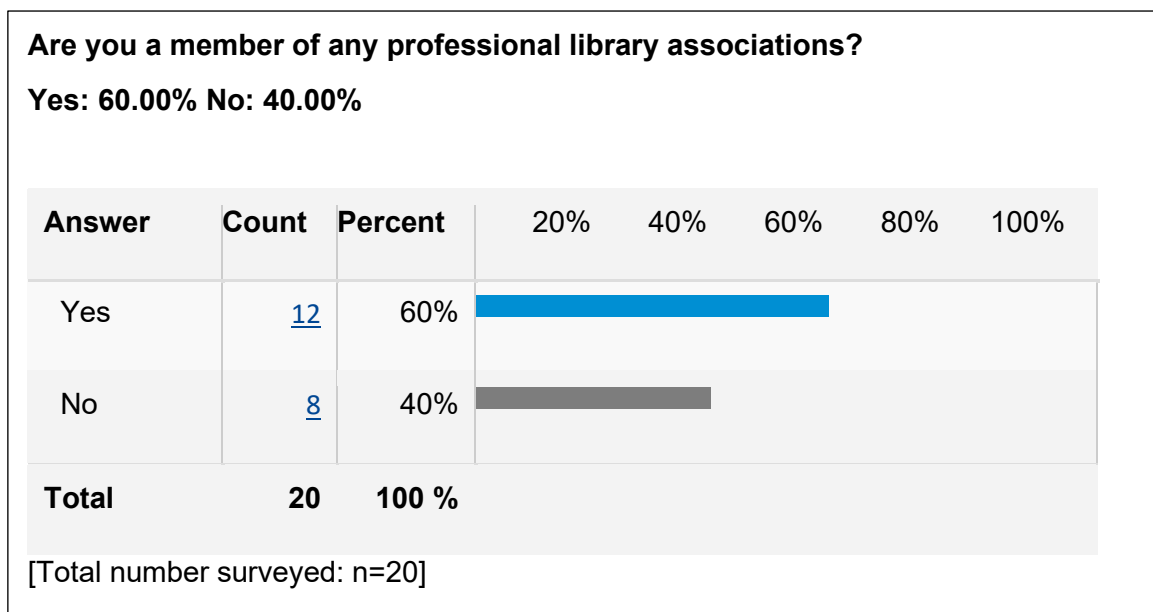


Figure 4.6.1 Membership

It is important to note that seventy-five percent (75%) of the respondents were aware of the various CPD courses and activities that were offered within their discipline. Only twenty-five percent (25%) were not aware of any activities within their discipline. This should raise some concerns as it means that somehow this small percentage of librarians are oblivious to any CPD activities that are been hosted by either the library or LIASA. According to Chaudhary (2001: 68), believes that continuous learning and upskilling oneself is necessary for all librarians. Figure 4.6.2 reflects on the responses from the respondents.

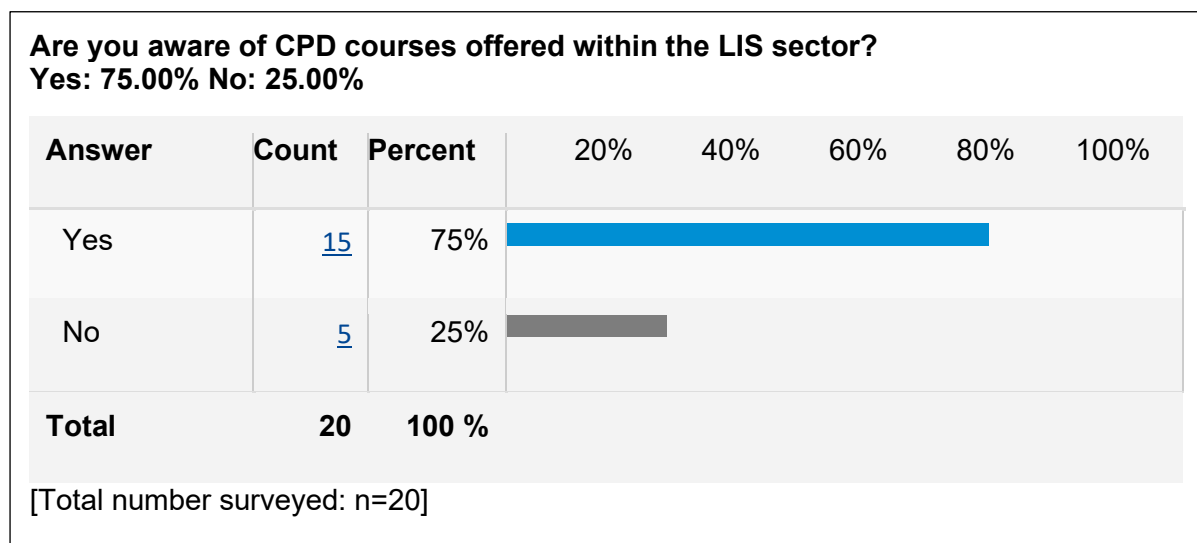


Figure 4.6.2 Awareness of CPD activities

The following listed below in Table 4.6.3 were additional courses that the respondents attended and felt that it impacted on their individual knowledge-base.

- *Information Literacy and financial management*
- *Customer relations Information Technology Training of trainers Job-specific oriented courses*
- *Carnegie CPD Courses*
- *IGBIS, Marketing, ICT courses, Library management workshops, LIASA conferences and workshops - LIASA symposiums*
- *Conferences and seminars; LIS vendor related training; Online webinars and podcasts; MOOCs from a variety of institutions worldwide; various interest group workshops and webinars*
- *Cataloguing-related workshops like when there are RDA courses, whether offered, locally or nationally. I recently attended an RDM course which will equip me when our library is ready to implement RDM, data curation, etc.*
- *Marketing Open Access Communication skills*
- *Research methodology workshop*

Table 4.6.3 Additional CPD courses attended

In Figure 4.6.4, below, the respondents highlighted the courses that they were familiar with. The figure below depicts the various courses and the percentages relating to each course. The majority of the respondents (85.51%) are aware of CPD engagement through conferences/seminars, workshops, training sessions, and webinars.

What CPD courses are you familiar with? (You may choose more than one option)

Conferences/Seminars: 21.74% - Workshops: 26.09% - Training sessions: 21.74% - Mentoring and supervision: 5.80% - Webinars: 15.94% - Online courses: 7.25% - Other: 1.45%







Answer	Count	Percent	20%	40%	60%	80%	100%
Conferences/Seminars	15	21.74%					
Workshops	18	26.09%					
Training sessions	15	21.74%					
Mentoring and supervision	4	5.8%					
Webinars	11	15.94%					
Online courses	5	7.25%					
Other	1	1.45%					
Total	69	100 %					

Figure 4.6.4 CPD engagement - awareness

Interview Questions

The balance of the structured interview questions addressed objective three of the research study. Four sets of questions from the second part of the interview focused on objective three of the research study.

Question 3 What can LIASA do to promote CPD awareness within LIS sectors?

Respondent 1 felt that more open communication with all levels of staff regardless of whether they are members or non-members of LIASA. This finding was in line with Varlejs (2016: 35), in that professional structures or associations should provide accurate and timeous dissemination of information regarding CPD activities within their sectors.

Respondent 2 felt strongly that *“LIASA need to advertise training interventions on their website and should liaise with library managers and directors”*.

Respondent 3 stated that *“Firstly, I think that LIASA should lower their membership fees. It is too high. With a lower fee, more people would be able to become members and enjoy the benefits available to LIASA members. Lower the conference - their conference fees are also too high and very few people can afford to attend without subsidies. LIASA could also have more workshops for paraprofessionals in each region”*.

Respondent 4 believed that by means of “*workshops, mentorship programmes, groups/forums on CPD etc. are good sources of making people from the LIS sector understand the importance of CPD*”.

Respondent 5 believed that “*LIASA should provide accredited short courses to encourage librarian’s participation*”.

According to Varlejs (2016: 33), professional library and information structures should be active advocates in promoting CPD activities. Raju (2014: 169), discussed the way technology impacted upon the traditional way a library functioned and that LIS professionals were constantly being challenged by the new emerging trends and the need to improve on existing skills. It is thus important that LIASA need to evolve with the continuous changing innovations and ensure that the librarians are kept well informed and that CPD activities are continuously planned and promoted so that the librarians are not left behind in the new age of librarianship. As LIASA has now been approved as a SAQA-accredited body, it should start providing accredited CPD courses that librarians can engage in.

Question 4 What practices can be utilised by LIASA that can help librarians today?

Respondent 1 believed that it would be good to encourage people to join LIASA and thereafter encourage them to join the LIASA interest groups.

Respondent 2 felt that more workshops and conferences need to be provided by LIASA.

Respondent 3 stated that “*Mostly members are notified of workshops or training via email that is provided by LIASA and the LIASA interest groups. These notifications must be more widely distributed to all library staff irrespective of whether they are a member or not. Again, LIASA fees must be lower so that it is affordable. The conference fees should also be much lower so that librarians can afford to pay the fees without assistance*”.

Respondent 4 stated that “*I think more importantly for LIASA when implementing, CPD is the reflective process including evaluation of the CPD programmes and how many people it has actually helped or developed within the sector. This is key to effective growth for CPD programmes and librarians*”.

Respondent 5 believed that it would be worth the effort to encourage communities of practice (COP) within the LIS sector.

Varlejs (2016: 34), states that the professional structures should take the initiative to coordinate CPD activities within their country and encourage regional and provincial collaboration amongst libraries and information sectors. The national structures are also

encouraged to collaborate internationally in order to promote CPD activities and networking amongst their countries.

Question 5 How can these measures be implemented?

Respondent 1 stated that it would help to explain the benefits and positive attributes of becoming a LIASA member and this would help them to join LIASA.

Respondent 2 acknowledged that these measures were already being implemented at some point.

Respondent 3 responded as follows *“An institutional fee could be implemented. If an institution has a membership, then all its library staff must be included in email alerts from LIASA and at least enjoy a discount to attend the LIASA conference”*.

Respondent 4 believed that *“These reflective programmes for CPD needs to be handled by skilled professionals with the relevant experience and qualification for various jobs within the LIS sector who understand the skills required, gaps and the needs of librarians”*.

Respondent 5 believed that these measures could be implemented by *“forming structures that will facilitate knowledge sharing within the sector”*.

Question 6 Are you satisfied/happy with what LIASA currently does to encourage CPD?

Respondent 1 was satisfied with LIASA and their attempts to communicate information about latest training and workshops. *“This how I became aware of the Carnegie CPD course that was been offered through the University of Pretoria”*.

Respondent 2 felt that LIASA was doing their best. *“The problem is that Librarians do not want to join LIASA which makes it difficult for them to attend training. Library managers are willing to pay for them if they are LIASA members”*.

Respondents 3 and 4 were not satisfied with LIASA and their attempts to encourage CPD activities. They believed that more could be done for library staff and more especially the paraprofessionals.

Respondent 5 reported that although he was satisfied with LIASA and their attempts to encourage CPD, there was still room for improvement within this association.

As the respondents were interviewed, it became obvious that they had different opinions on LIASA and how the association communicated and implemented CPD activities. It was clear that LIASA could implement more courses and encourage active participation from all sectors of the library and information services.

4.7 Summary of results

The respondents that participated in this research study were from various sections of the library. There was subject librarians, Circulation librarians, Cataloguing, Acquisition, and Periodical staff. It was interesting to note that whilst all twenty of the respondents believed that CPD was an important aspect of librarianship, not all of them kept abreast of CPD activities within their field. What was also interesting was that only half of the respondents believed that CPD should be made compulsory for all librarians. It was inspiring that a large percentage of the respondents believed that CPD should be the responsibility of the individual. It was alarming to note that not all librarians were concerned about keeping abreast of trends and activities within their discipline. According to the respondents, the library professional association LIASA needed to communicate and be more encouraging in their attempts to role CPD courses, activities, and training.

Chapter 5

5. Discussions, conclusion, and recommendations

5.1 Background

There are formal educational programmes in librarianship at various universities within South Africa and within the province of KwaZulu-Natal. These institutions offer the diploma, undergraduate and postgraduate qualifications. As pointed out by the literature outlined in this research study, formal educational qualifications are not sufficient to provide on-the-job skills and training, more especially with the rapidly changing ICT environment and its direct impact on librarianship. As one of the previously disadvantaged institutions in South Africa, the Durban University of Technology (DUT) has faced many challenges, with regard to the enrolment and financial aspects of fees as well as the government subsidy rates. The Durban University of Technology Library (DUT Library) has faced its own set of challenges with the continuous budget cuts being the most crucial in allowing the library to develop and evolve with the technological changes. Despite the number of environmental, social and economic challenges, the DUT Library has persevered and attempted to rise above these challenges. The academic librarians employed at the DUT Library are of a high calibre and are able to deliver an excellent service to their patrons.

5.2 Introduction

This chapter reflects upon the research study undertaken in this dissertation by summarising the work done, highlighting the research gap, and explaining the unique contributions of this study. This chapter focuses on reporting the conclusions, limitations of the study that resulted from this study and recommendations for further research. The overall objective of this study was to highlight the importance of continuing professional development for academic librarians in the changing ICT environment. The challenges experienced in achieving the objectives and overcoming these barriers will be addressed. This chapter will provide a discussion on the respondent's suggestions for CPD improvements within the library and information services sector.

According to Nulty (2008: 302), online surveys yield an average of around thirty-three-point three percent (33.3%) response rates. This study obtained a response rate of eighty percent (80%). The response rate for this study is regarded as high and an acceptable percentage for the study to progress.

5.2.1 Research questions

The research questions for this study were based on

- How will CPD in ICT help academic librarians advance in their library and deliver excellent service to their patrons?
- What library-related CPD programmes/courses are in place within the DUT Library to ensure the continuous improvement of academic librarians in the ICT environment?
- What measures can be put in place for an efficient and effective CPD implementation in South African LIS sectors?

The discussions that follow will discuss each of the objectives that were outlined to respond to the above questions.

5.3 Discussion/Summary

5.3.1 Objective 1: To identify how CPD in ICT will help academic librarians advance in their library and ensure that they provide an excellent service to their patrons

The importance of CPD was acknowledged by all the respondents that participated in this study. The respondents acknowledged that CPD improved upon the professional competence of employees and improved their knowledge base. These findings are in line with the literature consulted where similar research findings were noted in various studies conducted by other authors such as Larsen (2006: 1), Maesaroh and Genoni (2010: 621-622) and Megginson and Whitaker and Chartered Institute of Personnel and Development (2007: 3-5). These authors iterated the importance of CPD in uplifting one's professional development and improving existing professional knowledge by keeping updated in their field. These findings were supported by Fisher and Matarazzo (as cited in Kont and Jantson, 2015: 368), who emphasised the importance of keeping up with the drastic changes that technology together with international norms has on libraries. CPD is essential in professional environments where changes inadvertently alter the scope and knowledge base of the discipline.

The majority of the respondents recognised that CPD improved and impacted positively on the service delivery of the library. The majority of the respondents agreed that CPD improved their professional standards as well as enhanced practices within the libraries. Similar findings were noted in the studies of Cooke (2012: 2) and Lamptey and Corletey (2011: 2), who stated that an excellent service delivery in the library could not be obtained if the librarians were not well informed and updated on the latest trends. A well-read and informed librarian was better equipped to respond to user needs.

All the respondents shared the opinion that by embarking on CPD activities, it improved one's understanding of information, communication, and technology (ICT) and the effect on libraries. These findings are consistent with previous research undertaken by Littlejohn (2002: 166, 172), that CPD could help librarians in understanding the changes and new methods of

working in the workplace. Technological innovations have impacted on the way librarians' function and by understanding ICT trends it helps the librarian to keep abreast of innovations. My findings are to some extent in line with Freeman (1994: 28), that CPD should be made compulsory for librarians to keep updated with the latest trends and changes within the discipline, although only 50% of the respondents in this study believed that CPD should be made compulsory for all librarians. Most of the respondents believed that CPD was necessary and that librarians needed to understand the new trends and technology and in turn provide a better service to their patrons. Similar to Brine (2005: 2), as stated in his literature, the majority of the respondents believed that CPD should be a personal aim of each individual. Brine believed that librarians needed to be proactive in keeping updated with new training and developments within their field. It was interesting to note in the findings (Figure 4.4.2 in Chapter 4) that CPD could not and should not be forced upon individuals, as it would not be effective. Librarians should be motivated enough to embark upon CPD activities for their own development as this would then be more effective in their professional growth.

The opinions and perceptions of the respondents were clear in that they were emphatic in their belief that CPD enhanced their career growth, developed them professionally and that it was necessary for them as librarians to stay updated on the latest trends and innovations via various channels that were available in their discipline. These findings are in harmony with those of researchers such as Ahmad and Yaseen (2009); Ajeemsha and Madhusudhan (2014); Chaudhary (2001) and Megginson and Whitaker and Chartered Institute of Personnel and Development (2007).

5.3.2 Objective 2: To determine whether CPD courses within the DUT library are in place to ensure the continuous improvement of academic librarians in the ICT environment

It was encouraging to note that the majority of the respondents saw CPD participation as a significant aspect of their development and therefore participated in CPD activities that were offered. The findings from this research (as highlighted in Chapter 4), demonstrates that the DUT Library supports and encourages the librarians to participate in CPD activities. This was aligned to the study conducted by Kont and Jantson (2015: 368), that librarians should be motivated to upgrade their educational and professional qualifications. By encouraging librarians to attend conferences and seminars, in order to improve their skills on a regular basis can benefit both the individual and the library as a whole. The respondents believed that it was necessary for them to subscribe to alerts and other tools in order to keep abreast of new developments within their discipline. These findings are in line with Ai-Ling (2009) and Horvat (2004), in that individuals need to keep aligned with changes by reading, attending conferences and workshops and by subscribing to the various online tools that are available for librarians. By encouraging the librarians to participate in CPD opportunities and by

motivating self-improvement and self-development in keeping with the changes in the ICT world, librarians are able to meet the challenges required to handle new tasks and new ways of working (Kont and Jantson, 2015: 368). The respondents felt in general that they were encouraged to participate in activities if it was in direct line with their current job. Three respondents out of the five that were interviewed were satisfied with DUT Library managements' attempts to encourage CPD activities. This was in harmony with the research by Ajeemsha and Madhusudhan (2014), where constant nurturing and development of employees were encouraged.

This study revealed that the lack of finances and funding to engage in CPD was a challenge for respondents to engage in CPD activities at the DUT Library. This was similar to the findings of Brine (2005), where funding was highlighted as a challenge. The lack of support from management for certain staff was highlighted in the findings, similar to those of Cossham and Fields (2007). The lack of time and family commitments were identified as other major challenges in this study. The lack of employer support in terms of time off and the motivation to participate in CPD activities was also seen as a challenge. These findings are consistent with previous research conducted by Adanu (2007) and Corcoran and McGuinness (2014).

Overall, it was agreed that the DUT Library management could do more to encourage CPD activities within the library for their employees. The DUT Library management should reconsider their selection of employees that are nominated or selected to attend CPD activities. It is important that all librarians are given an opportunity to improve their existing skills. Kont and Jantson (2015: 368), mentions in his research that managers need to actively support staff at all levels in training and education as it motivates employees and allows them opportunities for growth within their disciplines. It was suggested that librarians share their experiences via workshops and training rather than in the form of a written report. This finding was consistent to that of Kont and Jantson (2015: 375), in that librarians that attend any CPD activities should be encouraged to share their experiences and lessons learnt via presentations to their colleagues and interested LIS communities. The research undertaken by Havener and Stolt (1994), discusses the importance of institutional support policies that encourage CPD initiatives within the institutions.

5.3.3 Objective 3: To suggest appropriate measures for efficient and effective CPD implementation in South African LIS sectors

This study attempted to understand the librarian's commitment to continuing improving upon their existing knowledge and skills by determining their awareness and participation within the national LIS sector. The majority of respondents (60%) belonged to the Library and Information Association of South Africa (LIASA). It was disheartening to note that the rest of the

respondents did not feel obliged to join the national library association. This was noted during the follow-up interview sessions that the respondents were not pleased with the high membership fees that the national library association, namely LIASA charged. It was interesting to note that 75% of the respondents were aware of the various CPD activities that were offered and 65% participated in the activities and training courses that were available. Researchers such as Hyams (as cited in Adanu, 2007) believed that professional library associations should encourage librarians to pursue continuous professional development within their disciplines. Although my findings are to some extent in line with Majid (2004) and Robinson and Glosiene (2007) in lieu of the national body being the best body for undertaking the hosting of CPD initiatives and that CPD initiatives was critical for librarians to keep updated in their disciplines, it was clear in my findings that respondents were not pleased that LIASA alerts service is not accessible by non-members. This meant that a large number of librarians were unaware of the involvement of the national body in implementing CPD initiatives. My findings run counter to the views of Lamptey and Corleley (2001: 6), who believed that the professional associations should engage with their members on a regular basis in order to understand their needs. Sixty-five percent (65%) of the respondents declared that they attended various CPD activities and courses in order to remain abreast of their discipline. Various workshops and training sessions were popular activities that the DUT librarians participated in.

Currently, in South Africa, many academic institutions and LIASA offers separate CPD activities and courses for librarians and information workers. It is interesting to note that Freeman (1994: 26), believed that all CPD activities within a country should be coordinated by a national structure. It is imperative that the national professional structure takes ownership and actively proceeds to encourage CPD activities within their countries. These national structures are required to recognise the importance of professional development for librarians. This will, in turn, warrant effective information services for the users (Varlejs, 2016: 10),

During the interview sessions, the findings revealed that respondents expected the South African national library organisation LIASA to engage in more open communication with all levels of staff and include non-members in their communication endeavours. This finding is consistent with those of Cooke (2012: 5), in that communication is vital within the LIS discipline. One of the respondents believed that LIASA should liaise and engage with library managers and directors in order to reach more employees within the LIS sectors. These findings were aligned with those of Larsen (2006), whose studies indicated that librarians needed to be encouraged to participate in activities and thus be able to network with colleagues from other institutions. The findings from this study revealed that LIASA should introduce accredited short courses that could encourage more participation from librarians.

This would, in turn, encourage librarians to evolve and embrace the changes that technology has impacted upon within the LIS sectors. This was in accordance with Freeman's (1994: 26), studies that revealed the importance of CPD in ensuring that librarians stay updated in respect of the changing trends within their discipline. According to Cooke (2012: 5), interactive courses can motivate librarians to be actively involved and partake in various online courses that are available. CPD ensures that the librarians are able to keep pace with changes in their discipline. It ensures that librarians are able to maintain and enhance their knowledge and skills that they need in order to deliver an excellent service to their patrons.

The findings of this study revealed that more could be done by LIASA to encourage more librarians to join as members. The membership fees and conference fees should be made more affordable in order to encourage more active participation from librarians. The respondents believed that the LIASA interest groups should be marketed more widely in order to draw more participation from librarians. The study revealed that LIASA should focus on inviting librarians to join the association by listing the benefits and positive attributes of this body and by making it more desirable to join. Although LIASA does list its aspirations and policies but does not list the benefits of membership on its website.

Knowledge sharing between institutions and colleagues should be encouraged so that new ideas and ways of functioning could be discussed and shared. The findings of this study revealed that although three out of five respondents were currently pleased with LIASA and the way members were encouraged to participate in CPD activities, it was clear that this body could improve on its communication measures to reach a wider population of librarians. LIASA was encouraged to implement and create more opportunities for CPD activities. These findings were aligned to that of the International Federation of Library Associations and Institutions (IFLA, 2016), where it was emphasised that employers and professional library associations should undertake the responsibilities of CPD activities. IFLA encourages CPD activities and continuous learning and development of librarians. Majid (2004: 61), states in his studies that the best bodies for hosting CPD activities within its country were the national professional associations. Similarly, according to the IFLA Principles and Best Practices (as cited in Varlejs, 2016: 8), the onus is upon the individual librarian or information professional to monitor the gaps in their knowledge with those of their discipline and thereby proceed to close those gaps by expanding their knowledge and skills.

5.4 Limitations and future studies

The response rate for this study was high and thus made it possible for this study to proceed. This study was focussed on the academic librarians employed at the DUT Library. This included librarians that were in possession of a library qualification regardless of whether they

were employed in a professional or nonprofessional capacity within the library. Due to the limited literature in this particular field, it is hoped that this study can benefit other researchers interested in this topic. The findings of my study are limited to only the academic librarians with professional library qualifications. Unfortunately, my study did not focus on the para-professionals and their need for CPD. Neither did my study focus on the view of management view or approach to CPD activities for their employees.

A suggested follow-up study from this research can be based on the perceptions of library management towards CPD opportunities within their library.

Further research into the study of para-professionals and their needs and perceptions of CPD activities can add value to this topic.

5.5 Recommendations

The importance of librarians keeping updated and abreast of their current disciplines was highlighted effectively in the above study. My study offers confirmatory evidence that librarians are required to continuously update their skills especially with the evolving ICT changes as it impacts on the way that they function. It is recommended that librarians subscribe to alerts and online webinars in order to be well informed of what the current changes in their disciplines are. It can be suggested that librarians keep continuously learning by networking and working closely with their colleagues and peers, participating in projects with other fellow professional librarians, engaging in new professional activities that are made available and by forming interest groups that have common grounds for discussion with other librarians. CPD is actually a process of continuous learning. It can be observed as a way of filling in the gaps of knowledge that exists by further learning and indulging in further knowledge seeking activities. It is recommended that this study can influence and impact on librarians and their employers to encourage and promote CPD activities in their current environment. By encouraging CPD participation amongst the DUT Librarians, it provides additional benefits in that the librarians' participation in these courses highlights the institution at large and the librarian, in turn, are able to interact and forge relationships with colleagues from all over the world. The librarian grows as an individual and becomes a better librarian and can thus divert the skills learned to their patrons and colleagues at large.

The LIS schools can play a major role in aligning their curriculum to accommodate the changing trends and the impact of ICT on the LIS sector. The LIS educators can promote the importance of lifelong learning to their students. The LIS schools are encouraged to remain involved in promoting CPD activities and incorporate continuous learning activities for postgraduate students and other librarians (Varlejs, 2016: 38).

As pointed out in the literature studies by Havener and Stolt (1994: 35), institutional policies in support of encouraging CPD activities within the institution is necessary and important for individuals to understand where their institutions stand with regard to CPD. It would help if institutions or employers are upfront with regards to their financial support as well as granting time-off from daily duties in order for employees to attend CPD activities.

Coaching and mentoring of other librarians by professionally developed librarians/peers can also ensure that librarians are kept informed of latest trends and developments. Similarly, Sayers (2007: 485), believed that coaching and mentoring the future generation of librarians ensured that the profession would be kept current and the profession not decline. Access to necessary professional development opportunities can help motivate librarians to value their profession and shape the future of learners in an ever-changing ICT environment. It would be a great idea to encourage librarians and information professionals to develop a personal learning plan that can help them monitor and improve their current and future career advancements within the discipline.

5.6 Conclusion

Numerous CPD challenges and obstacles have been identified. This study will be valuable in terms of understanding the CPD opportunities that are available for DUT librarians. It is hoped that this study will also empower existing librarians to continue upgrading and upskilling themselves continuously. CPD helps one to ensure that an individual's knowledge is relevant and up-to-date. By keeping updated on regular CPD activities librarians are more aware of the changing trends and innovations within their discipline. CPD enables librarians to contribute more effectively in their field of work. CPD ensures that librarians are more confident in their approach to their jobs and functions. Change is inevitable in the library and information sector, and this should be an incentive for librarians to be encouraged to continue with further developments in their field.

Although a largely positive perception of CPD was determined from the results of this study, it should be noted that library manager's leadership styles can also influence the librarian's perception and views on CPD. This, in turn, can influence the way librarians accept and acknowledge the importance of CPD activities in their daily life.

In response to the problem statement as highlighted in Chapter 1, it is important that LIASA needs to focus on encouraging current LIS professionals to continuously update their skills. Librarians need to be empowered and adequately equipped in order to transfer learning skills onto others.

All the relevant stakeholders involved in continuing learning activities should be encouraged to join forces and implement CPD activities within their sectors. The information professional needs can be adequately assessed and relevant CPD activities can be suggested to the individuals in order to enhance their workplace productivity and service delivery to their patrons.

Continuing professional development is essential as it ensures that librarians continue to be competent in their profession. It is an ongoing process and continues throughout an individual's professional career.

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Appendices

Appendix A – Participants letter

Cataloguing Department

Durban University of Technology

P.O. Box 1334

Durban

4000

Tel.: +27 31- 373 5354

E-mail: anushiem@dut.ac.za

1 February 2017

Dear Participant

Thank you for your participation in my research study. Your time and help are greatly appreciated.

This is part of my Master's research study in information technology. The title of my research study is: Continuing professional development (CPD) opportunities in Information and Communication Technology (ICT) for academic librarians at the Durban University of Technology.

The study involves a short questionnaire and it should not take more than 20 minutes to complete. I may follow-up with a short interview, should I require any further clarification on questions. Your participation would contribute in addressing the importance of CPD for academic librarians within academic libraries.

It is however important that I remind you, that anything you will be writing down is:

- Confidential as only my research supervisor and I will have access to the questionnaire responses on an individual level (that is this questionnaire) and
- Anonymous - as you are not required to place your name on this questionnaire

The questionnaire should not take more than 20 minutes to complete. Place a cross in the appropriate box that corresponds with the answer that you feel is most appropriate to you.

Thank you

Anushie Moonasar

Appendix B – Informed consent

Consent to participate in the research study

Consent to Participate in the Research Study:

I, _____, hereby confirm that I have been informed by the researcher, Anushie Moonasar, about the nature, conduct, benefits and risks of this study. I have also received, read and understood the above written information regarding the study.

The nature, objective, possible safety and health implications have been explained to me and I understand them.

I understand my right to choose whether to participate in the project and that the information furnished will be handled confidentially.

I am aware that the results of the investigation may be used for the purposes of publication.

Upon signature of this form, you will be provided with a copy.

Signed: _____ Date: _____

Witness: _____ Date: _____

Researcher: _____ Date: _____

Appendix C - Questionnaire

Questionnaire

Perceptions of Continuing Professional Development (CPD)

Section A - Demographics

1. What is your current position at the DUT Library?

2. How long have you been employed at the DUT Library?

3. How long have you been in your current position?

4. What is your highest level of a completed LIS qualification?

Section B – CPD opinions and perceptions

I believe that...

5. CPD is an important aspect of librarianship

Yes	
No	
Maybe	

6. CPD improves the professional competence of employees

Yes	
No	
Maybe	

7. CPD improves the effectiveness of service delivery within the library

Yes	
No	
Maybe	

8. CPD improves on your knowledge

Yes	
No	

Maybe	
-------	--

9. CPD allows one to understand information, communication and technology and its impact on libraries better

Yes	
No	
Maybe	

10. CPD benefits the employer and the institution

Yes	
No	
Maybe	

11. CPD benefits the individual

Yes	
No	
Maybe	

12. CPD improves professional standards and enhances practices within the workplace

Yes	
No	
Maybe	

13. CPD should be compulsory for all librarians

Yes	
No	
Maybe	

14. CPD should be optional for librarians

Yes	
No	
Maybe	

15. CPD should be provided by the employer as in-house training

Yes	
No	
Maybe	

16. CPD should be provided by a professional library association e.g. LIASA

Yes	
-----	--

No	
Maybe	

17. CPD should be aligned with the professional needs of the individual

Yes	
No	
Maybe	

18. CPD should be a personal aim of individuals

Yes	
No	
Maybe	

19. Please state any other perceptions or opinions you may have on CPD

--

Section C – CPD awareness

20. Are you a member of any professional library associations?

Yes	
No	

21. If 'Yes', please state the name of the association

--

22. Are you aware of CPD courses offered within the LIS sector?

Yes	
No	

23. If you answered 'Yes' to the above question, please specify the types of courses offered

--

--	--

24. Did you attend any of the above courses?

Yes	
No	
Maybe	

25. What CPD courses are you familiar with? (You may choose more than one option)

Conferences/Seminars	
Workshops	
Training sessions	
Mentoring and supervision	
Webinars	
Online courses	
Other	

Section D – Participation in CPD activities

26. Do you participate in CPD activities or courses offered?

Yes	
No	

27. How do you ensure that you are kept abreast of changes within the LIS sector?

--	--

28. Do you subscribe to alerts on librarianship e.g. cataloguing news?

Yes	
No	

29. If 'Yes', please state which alerts you subscribe too

--	--

--

30. How often do you participate in CPD related activities?

Daily	
Weekly	
Monthly	
Quarterly	
Annually	
Never	
Other	

31. What are the challenges experienced in participating in CPD activities?

--

32. Is your library management supportive in allowing you to participate in CPD activities?

Yes	
No	

33. If 'No', please explain why?

--

34. Are CPD activities encouraged within your library?

Yes	
No	

35. Does the library management promote CPD activities within the library?

Yes	
No	

Appendix D - Interview questions

Following up on Objective 2 of the research question, the following questions was put to the interview participants.

Q1. Are you satisfied with the DUT library managements attempt to encourage CPD enhancements for staff?

Q2 Do you believe more could be done to encourage staff to participate in CPD activities?

Following up on Objective 3 of the research question, the following questions were asked.

Q3 What can LIASA do to promote CPD awareness within LIS sectors?

Q4 What practices can be utilised by LIASA that can help librarians today?

Q5 How can these measures be implemented?

Q6 Are you satisfied/happy with what LIASA currently does to encourage CPD

Appendix E – UP Ethical clearance permission



UNIVERSITEIT VAN PRETORIA
UNIVERSITY OF PRETORIA
YUNIBESITHI YA PRETORIA

Enquiries : Dr Marlene Holmner
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Office : IT 6-43

Faculty of Engineering, Built
Environment and Information
Technology
School of Information Technology

2017-05-03

ETHICAL CLEARANCE FOR ANUSHIE MOONASAR

Dissertation Title: *Continuing professional development (CPD) opportunities in Information and Communication Technology (ICT) for academic librarians at the Durban University of Technology*

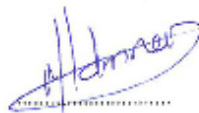
To whom it may concern:

This is to confirm that the Research Committee of the Department of Information Science approved the application by Anushie Moonasar for ethical clearance. Mrs Moonasar complied with the standard requirements for ethical clearance as set out by the University of Pretoria's Faculty of Engineering, Built Environment and Information Technology (EBIT), as follows:

- She signed and submitted all the application forms required for ethical clearance;
- She submitted her data collection instruments for vetting by both the Research and Ethics Committees; and
- She implemented all corrections recommended by the above-mentioned committees.

The Research Committee of the Department of Information Science therefore requests permission for Mrs Moonasar to collect the data she needs in order to complete and submit her mini-dissertation for examination. The Committee further appreciates any effort by appropriate authorities to expedite this process, and expresses its gratitude in anticipation.

Yours sincerely



Dr Marlene Holmner

Dr Marlene Holmner
Academic Coordinator: Carnegie MIT
Department of Information Science
E-mail: marlene.holmner@up.ac.za

Appendix F – Letter seeking permission from DUT

To: The DVC: Teaching and Learning (Academic)
Director of Research and Postgraduate Studies
Director: Library Services

From: Mrs Anushie Moonasar (Librarian: Cataloguing & Classification)

Date: 8 May 2017

Permission and consent to undertake research at your university for a Masters study.

Dear Deputy Vice-Chancellor and Directors: Library and Research

I seek your kind permission and consent to undertake research for my Masters study entitled:
Continuing professional development (CPD) opportunities in Information and Communication Technology (ICT) for academic librarians at the Durban University of Technology

I am a Library staff member at the Durban University of Technology currently pursuing a Master's degree in Information Technology. The study is being undertaken at the University of Pretoria.

The purpose of the research study is to assess whether academic librarians at the Durban University of Technology are provided with opportunities to pursue continuing professional development in information and communication technology within the library and information sector. The focus of the study will be on librarians with a formal tertiary qualification.

I plan to invite the librarians to participate voluntarily in an online survey at your university in April-July 2017. Confidentiality is assured in terms of research ethics and all responses will remain completely anonymous.

The researcher will abide by the ethics and code of conduct as pledged to the University of Pretoria research department and ethics committee.

Please feel free to contact me telephonically on 031 3735354 or 0832361066, e-mail: anushiem@dut.ac.za should you have any queries. I would appreciate a written response from your office.

Thanking you for your kind permission and co-operation.

Anushie Moonasar

Appendix G – Permission from DUT



17th May 2017

Ms Anushie Moonasar
c/o School of Information Technology
University of Pretoria

Dear Ms Moonasar


PERMISSION TO CONDUCT RESEARCH AT THE DUT

Your email correspondence in respect of the above refers. I am pleased to inform you that the Institutional Research Committee (IRC) has granted permission for you to conduct your research "Continuing professional development (CPD) opportunities in Information and Communication Technology (ICT) for academic librarians at the Durban University of Technology" at the Durban University of Technology.

The DUT may impose any other condition it deems appropriate in the circumstances having regard to nature and extent of access to and use of information requested.

We would be grateful if a summary of your key research findings can be submitted to the IRC on completion of your studies.

Kindest regards.
Yours sincerely



PROF SIBUSISO MOYO
DVC (ACTING): RESEARCH, INNOVATION AND ENGAGEMENT
DIRECTOR: RESEARCH AND POSTGRADUATE SUPPORT