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## Impact of Continuing Professional Learning Programmes (CPLPs) on University Librarians

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# **Impact of Continuing Professional Learning Programmes (CPLPs) on University Librarians**

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## **Abstract**

The major objective of this study was to know the impact of Continuing Professional Learning Programmes (CPLPs) upon Public Sector University Librarians of Lahore, Pakistan. As an allied objective, an attempt was also made to show practical solutions for making effective utilization of these professional programmes. This study was based on mixed methods research design. Quantitative and Qualitative methods were applied to meet the set objectives of the study. The Explanatory Sequential Design (QUAN+qual) was used. Quantitatively gathered data from the 84 library professionals working in public sector universities of Lahore; Pakistan, was first analyzed by SPSS Software. An interview guide was shaped to gather qualitative data from 10 key experts in the field. Thematic approach was applied to analyze the qualitatively gathered data. Results of the study show that Continuing Professional Learning Programmes have a positive impact on library professionals. Library services are improved through these activities. Information services are provided quickly and efficiently. Efficiency happens in the job. Better virtual reference services are provided to the users. There is an urgent need to provide Continuing Professional Learning Programmes to university librarians to polish their skills for providing efficient services at the workplace. Results of this research are limited to Public Sector University Librarians of Lahore, Pakistan. The research has practical implications for librarians, library administration, university authorities, and policymakers of the libraries to provide Continuing Professional Learning Programmes to the librarians to get a positive impact upon the working and

service delivery styles of librarians. The study has found out the impact of Continuing Professional Learning Programmes and solutions to overcome such barriers.

### **Keywords:**

Continuing Professional Learning Programmes (CPLPs), Impact of CPLPs upon Librarians, Solutions to Implements CPLPs

### **Introduction/Background**

Continuous learning is a life-long process that never stops. In modern times, library professionals mostly depend upon IT for providing quick, efficient, quality services to their users. For delivering quality services, ongoing professional learning is of great value as multiple benefits are achieved via Continuing Professional Learning Programmes (CPLPs). Majid (2010) stated that knowledge acquired from formal education became outdated after five years. Refresher courses are of great value to provide up-to-date knowledge to the job professionals. Continuous learning provides adequate skills among working practitioners and they become enough able to perform routine tasks efficiently. Ogunsola (2011) and Cobblah (2015) mentioned that training activities are not provided properly after formal education hence there is a dire need to provide learning opportunities to not only fresh graduates but also to the working professionals. CPLP has a positive impact on the working styles of professionals. New services are introduced through continuous professional learning. The organization appreciates skilled workers and adequate expertise arises through proper implementation of CPLPs.

Owusu (2017) explored the impact of Continuing Professional Learning Programmes. The findings of his study revealed that Continuing Professional Learning Programmes had a positive impact on working practitioners. These courses enhanced learning and developed required skills among professionals to provide efficient services. Workshops, seminars, and conferences were frequently utilized to polish relevant expertise. These activities groomed the personality of professionals. Through CPLPs, a collaborative environment was ensured between library staff and users. Satisfactory services were provided to the users through CPLPs. Engetou (2017) explored the impact of staff training on organizational performance. Results of the study showed that development courses were very necessary for the organization especially for those staff members who don't have a vast and versatile experience of the job. Training methods and development

courses enhance the skills of the staff and these programs create a positive effect on the performance of the employees and improve skills.

There is an urgent need for CPLPs due to changing demands of library users for information resources and services. Librarians need to be more skilled and updated to deliver services to end-users. CPLPs have a very powerful impact on the services of library professions. Library professionals should be encouraged to take part in Continuing Educational Activities so that they might develop relevant skills and expertise and perform well at the workplace to play their pro-active role not only for the organization and users but also for the community and country. Internal policies of the organizations also motivate library professionals to participate in CPLPs and cultivate required skills for better service delivery. CPLP courses are needed to get knowledge and skills of emerging trends, technologies, and tools. The goal of CPLP activities is to grab learning opportunities to provide better services to users (Ramaiah, Chennupati & Moorthy, 2002).

### **Statement of the Problem:**

The study intends to find out the impact of Continuing Professional Learning Programmes (CPLPs) upon university librarians.

Continuous professional learning is of great value as it creates required skills among library professionals with changing demands and perceptions of the library's users. Unless CPLP is provided to library professionals, users' needs can't be satisfied and services may not be provided in accordance with emerging tools, and patterns in the field.

A review of past studies highlights the need for Continuing Professional Learning Programmes to enhance the skills of the librarians so that they might perform efficiently at the workplace. University librarians must be highly knowledgeable and skilled so that they could perform efficient services and play an innovative role in their organization. So, this study has been conducted to investigate the impact of Continuing Professional Learning Programmes upon public sector university librarians.

Several studies have been conducted to know the effectiveness of Continuing Professional Learning Programmes however there is a lack of literature to know the impact of Continuing Professional Learning Programmes upon public sector university librarians. Past studies showed

that the area of Professional development regarding library professionals is seriously neglected in the past decades. This research specifically focuses upon the impact of Continuing Professional Learning Programmes, barriers for their proper implementation, and practical solutions for making effective utilization of these courses.

This research will be of great value for the library professionals, users, library administration, top management of the organizations, policymakers, and professional bodies.

### **Research Objectives:**

The objectives of the research are shown as following:

1. To investigate the impact of Continuing Professional Learning Programmes upon Public Sector University Librarians
2. To find out the difference between librarians' designations and the impact of CPLPs
3. To reveal the difference between librarians' qualifications and the impact of CPLPs
4. To explore solutions for developing required skills of modern librarianship among librarians through job-training-activities

### **Review of Related Literature:**

Continuing Professional Learning Programmes (CPLPs) include workshops, short courses for professional development, usage of library automation software, digital library software, website development, virtual library services, citation management software, research training, advance analysis review techniques, familiarity with the emerging technologies & tools, updated knowledge and skills in the field of librarianship, awareness of new tools in library management, and updated relevant knowledge, etc. Continuing education provides benefits not only to the job professionals but also to the organizations. It increases the performance level of the staff and reduces mental stress. As Pan and Hovde (2010) stated that professional development is very beneficial throughout life because it provides several benefits to individuals and organizations. It is the requirement of the time that librarians need to keep up with the challenges of modern times. The impact of development activities is very strong on library practitioners in academic libraries. The satisfaction level of the users is important to improve libraries and to improve the quality of services, librarians need to be skilled and this may be possible through proper training. Lockhart

and Majal (2012) investigated the impact of development and training on the library professionals of the University of Technology, Cape Peninsula. The study revealed that development activities were significant to polish the skills of the staff members. CPLPs built social networking among working practitioners. Working practitioners get an opportunity to know colleagues working in other organizations to get familiarity with the best practices that were applied in specific organizations. Relevant skills were grabbed through such professional activities. The role of the professionals became more important and visibility was shown inside of the organization through the implementation of modern services at the workplace.

Ajeemsha and Madhusudhan (2014) concluded the positive impact of Continuing Professional Learning Programmes on LIS para-professionals working in central universities of South India. Findings of the study revealed that semi-professionals had positive aspects on professional development activities and were satisfied by these development activities, most importantly on the job training. Continuous learning enhanced the self-confidence of the library professionals and they become enough competent to perform not only traditional services but also unconventional services at par with the perceptions of the users. Anasi and Ali (2014) measured the perceptions of the librarians working in the academic libraries to explore the benefits and major challenges of accepting e-learning for professional development activities. The findings of the study showed that technology had brought great benefits for library professionals as several tasks were performed via emerging tools. CPLP had a positive impact on the services. Library professionals became enough seasoned to perform exceptional services to facilitate the users through the best practices. Lyon et al (2015) mentioned the live experience and need of the training to the library professionals working with the clinical care team. The findings of his study revealed that CPLPs provided inner happiness and developed confidence among library professionals to manage unfavorable situations and keep performing ideal services through innovative techniques.

Continuing Professional Learning Programmes enabled library professionals to create modern skills of librarianship in themselves for playing a dynamic role in their organization. Modern librarianship had become very challenging and professional short-term courses very highly valuable in equipping professionals with requisite skills so that they might perform required tasks without facing stress. These courses enhanced motivation, satisfaction, and job efficiency (Durodolu, 2016). Training of the staff had a positive impact on organizational performance.

Developments courses were very necessary for the organization especially for those staff members who have less experience. Training methods and development courses enhanced the skills of the staff and these programs created a positive influence on the performance of employees. These increased the confidence levels of the employees. These courses were not only useful for the individuals but also for the employers. These refresher courses helped in meeting the objectives of the organization (Engetou, 2017).

Spencer, A. J., & Eldredge, J. D. (2018) highlighted the role and functions of library professionals. Librarians of the present age are expected to perform innovative services which can't be possible without professional learning and skills. Librarians assisted researchers to conduct research having a societal impact; and in this context, library professionals also needed to develop relevant skills so that they could perform diverse services. Winberry & Potnis (2021) elaborated that innovation in library services happened through proper planning and CPLP activities. Without proper planning, end-users could not be facilitated efficiently. Public libraries should place a clear focus upon the professional grooming of librarians so that satisfactory services might be provided to the community. There was an urgent need to consider environmental and technological aspects while delivering services to the users. Required expertise needed to be grabbed through professional learning opportunities.

## **Research Methodology**

Researchers used a mixed-methods research design that mixes both quantitative and qualitative data. "When one mixes quantitative and qualitative data, "we have a very powerful mix" (Miles & Huberman, 1994).

Keeping in view the research objectives of this study which were both of quantitative and qualitative nature, the study was conducted in 2 different phases. This mixed-methods study was implemented due to the nature of the study.

Quantitative data was required to get detailed statistical results while qualitative data was needed to add value and support the quantitatively driven data. Mixed methods study provides strengths of both quantitative and qualitative studies.

Firstly, quantitative data was gathered. The population of the quantitative study was all the working librarians in public sector universities of Lahore, Pakistan. These public sector universities were selected from the list provided by Higher Education Commission, Islamabad on its website (<https://hec.gov.pk/english/universities/pages/recognised.aspx>).

The Census sampling technique was applied while gathering quantitative data. The instrument of the questionnaire was pilot-tested from 15 selected leading experts in the field. The instrument was refined in accordance with experts' observations. The questionnaire was distributed among 84 librarians working in public sector universities of Lahore. The gathered data were analyzed through SPSS Software.

Secondly, an interview guide was shaped and utilized to collect qualitative data from 10 key experts in the field. Semi-structured in-depth interviews were conducted to explore practical solutions for the implementation and efficient utilization of Continuing Professional Learning Programmes. Expert sampling was utilized to choose a panel of 10 prominent library professionals who keep conducting Continuing Professional Learning Programmes. Their opinions, views, observations were obtained about solutions to make effective utilization of Continuing Professional Learning Programmes. Qualitative data collected through interviews was analyzed having used a thematic approach.

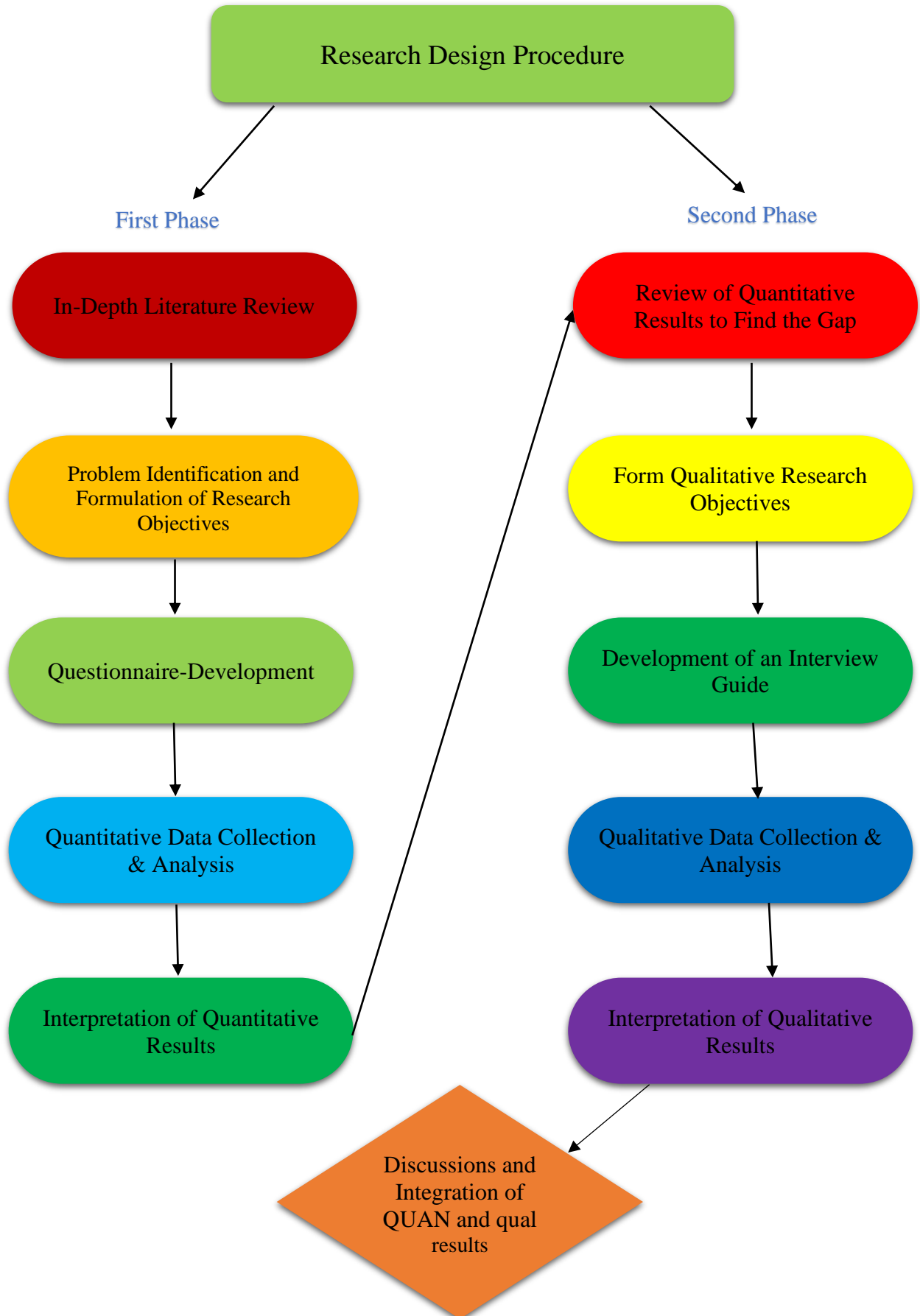
Apart from the formal interview, informal discussions were made with librarians to know actual problems for the implementation of Continuing Professional Learning Programmes and to offer practical solutions to those barriers in light of these discussions. Formal interviews, informal discussions with key experts of the field, and personal observations provided insight into practical solutions for the adoption of professional development activities.

A checklist of the interview questions was formulated (Table 6). Themes gathered through the qualitative data were analyzed in detail in textual form to show clear pictures of the obtained results.

The following Figure (1.0) shows the mixed methods research design that was followed in this study:



Figure: 1.0



## Quantitative Data Analysis

### Qualification of the Respondents

Acquired results show that 40 (47.62%) respondents had the degree of Masters in Library Science (MLISc), thirty-two (38.09%) had the degree of MS/ M. Phil, and nine (10.7%) had the degree of Ph.D. Three (3.57%) had miscellaneous degrees.

**Table 1**

*Frequency Distribution of Respondents' Qualification*      *N=84*

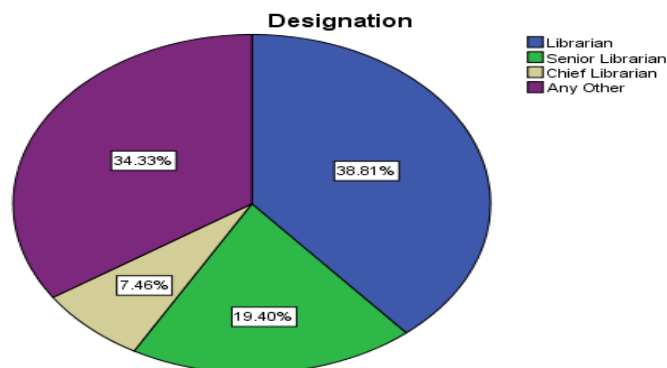
<b>Qualification</b>	<b>Frequency</b>	<b>Percent</b>
MLISC	40	47.62%
M-Phil	32	38.09%
PHD	9	10.7%
Other	3	3.57%
Total	84	100.0%

### Respondents' Designations

Results in Figure 2.0 show that 34 (40.48%) respondents were working as librarians, 18 (24.43%) were senior librarians, 11 (13.09%) were working as chief librarians while 21 (25%) had miscellaneous designations including assistant librarians, in-charge librarians, etc.

**Figure 2.0**

*Frequency Distribution of Respondents' Designations*



## Respondents' Experience in Years

Results in Table 2 show that 24 (28.57%) respondents had experience from 01 to 05, 19 respondents (22.61%) from 06 to 10 years, 17 respondents (20.24%), from 11 to 15 years, 10 respondents (11.90%) had 16 to 20 years, 5 respondents (5.95%) had experience from 20 to 25 years while 1 (1.19%) respondent had above 25 years- experience.

**Table 2**

*Frequency Distribution of Respondents' Experience N=84*

<b>Experience</b>	<b>Frequency</b>	<b>Percent</b>
1-5	24	28.57%
6-10	19	22.61%
11-15	15	20.24%
16-20	14	11.90%
21-25	11	5.95%
More than 25	1	1.19%

## Impact of Continuing Professional Learning Programmes

The respondents were requested to show opinions about the impact of Continuing Professional Learning Programmes on library services and the minds of the librarians. They were given different statements which revealed their perception of the impact of CPLP activities on librarian's minds and library services. The participants were asked to tick different options about the need for CPLP activities on a five-point Likert scale. Descriptive statistics presented in Table 3 show that the Continuing Professional Learning Programmes have a strong impact on the library services and the minds of the librarians as professional development a great psychological impact. Several benefits are attained through CPLPs. The following Table reveals that most of the participants agree that CPLPs enable to provide user-centered services in the libraries. The majority of the respondents do agree that library professionals get updated knowledge through CPLPs. Better virtual reference services may be provided. Information resources are quickly delivered to end-users. Mean in the below table reveals that most of the participants agree that CPLPs have impacted upon the personal attributes of library professionals and they have initiated refined services in the libraries to uplift the image of their organization. Refinement in library services takes place due to CPLPs, advancement occurs in library operations via CPLPs, library professionals upgrade

knowledge and expertise by virtue of professional learning opportunities, professional skills are enhanced through participation in professional learning courses, modern services are initiated, integrated library services are implemented through CPLPs, leadership traits are developed in librarians through professional grooming opportunities, and image of the libraries also gets more visibility through CPLPs. The highest attained mean showed that most of the respondents mentioned willingness for the user-centered services in the libraries through the impact of CPLPs. The lowest mean score occurred for the statement of a better image of libraries in society through CPLPs. The overall mean score for all statements related to the impact of CPLPs remained 3.76 to 4.27. For 11 given impact statements, the mean score was above 4, and only for 3 statements, the mean score was above 3. It showed that the majority of the participants perceived the impact of CPLPs upon themselves and the services of the libraries positively.

**Table 3**

*Descriptive Statistics of Impact of Continuing Professional Learning Programmes N=84*

<b>Impact of CPLPs</b>	<b>Mean</b>	<b>Std. Deviation</b>
User-Centered Services in Libraries	4.27	.657
Updated Knowledge of Library Professionals	4.15	.634
Better Virtual Reference Services	4.10	.800
Quick delivery of Information Resources to End-Users	4.09	.712
Refinement in Library Services	4.09	.596
Advancement in Library Operations	4.06	.649
Upgradation of Knowledge and Expertise	4.04	.824
Enhancement in Professional Skills	4.03	.738
Visibility at Work-Place	4.03	.758
Initiation of Modern Services	4.03	.738
Implementation of Integrated Library Services	4.01	.769
Creation of Leadership Traits in Librarians	3.88	.708
Improvement in Linguistic Skills	3.78	.885
Better Image of Libraries in the Society	3.76	.676

### **Qualification Based Difference Regarding the Impact of Professional Development**

Apart from applying descriptive statistics, inferential statistics tests were applied too for knowing a better picture of the impact of CPLPs upon university librarians. If the p-value is less than 0.05 in inferential statistics, then it is considered as an indicator for statistical significance between different groups. ANOVA test was applied to know the significant difference between qualification and impact of professional learning opportunities. Attained results highlighted that there was no qualification-based difference regarding the impact of professional development. It shows that qualification does not matter a lot and CPLPs have their impact upon the professional grooming of library professionals. Even professionals having less qualification may groom into seasoned and expert service providers through CPLPs.

**Table 4**

*Qualification Based Difference Regarding the Impact of Professional Development*

	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	1.691	3	.564	1.288	.286
Within Groups	27.570	63	.438		
Total	29.261	66			

### **Designations Based Difference Regarding Impact of Professional Development**

ANOVA test was applied to know the significant difference between designations of library professionals and the impact of professional learning opportunities. Attained results highlighted that there was no designation-based difference regarding the impact of professional development. It shows that designation does not matter much and CPLPs have their impact upon the professional grooming of library professionals. Even professionals having low scale & designations may groom into seasoned and expert service providers through CPLPs. Table 5 shows attained results.

**Table 5**

*Designations Based Difference Regarding Impact of Professional Development*

	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	.266	3	.089	.192	.901
Within Groups	28.996	63	.460		
Total	29.261	66			

### **Qualitative Data Analysis**

*Practical Solutions for Proper Implementation and Utilization of Continuing Professional Learning Programmes as Recommended by Experts*

Experts of the field recommended practical solutions for proper implementation and utilization of Continuing Professional Learning Programmes. They identified that market-based courses were of great significance for the library students (n=7). They indicated that training opportunities need to be provided to the librarians with TA/DA for encouraging them to develop a passion for learning and implement newly learned methods and technologies at the workplace (n=8). They pointed out that librarians should develop a personal interest in their professional grooming as real change happened from one own self (n=9). They emphasized that University authorities should facilitate librarians to take part in training for professional development of manpower (n= 10). They suggested that a Master Trainer should be recruited to create the required skills of modern librarianship among librarians (n=9). They highlighted that HEC should develop a written policy to equip librarians with emerging technologies (n=9). Experts also suggested that Short Term Continuing Professional Learning Programmes should be offered to librarians by the organization (n=10).

**Table 6***Practical Solutions for Adoption of Continuing Professional Learning Programmes**N=10*

<b>Statements</b>	<b>Frequency</b>
Market-based courses should be taught by Library Schools.	7
Training opportunities need to be provided with TA/DA to librarians.	8
Librarians should develop a personal interest in their professional grooming.	9
University authorities should facilitate librarians to take part in trainings.	10
Master Trainer should be recruited to create the required skills of modern librarianship among librarians.	9
HEC should develop a written policy to equip librarians with emerging technologies.	9
Short-Term Continuing Professional Learning Programmes should be offered to librarians by the organization.	10

**Discussion of Findings:**

Subjects of the interview (qualitative study) recommended practical solutions for the adoption of Continuing Professional Learning Programmes to initiate special services by the librarians to facilitate their users. Analysis of the interview shows that Continuing Professional Learning Programmes are highly significant for grabbing emerging IT skills and to lead from the front in the organization.

Interviewees said that market-based courses were of great significance for library students. Library schools should provide learning and skills in accordance with market needs. Practical courses should be focused rather than the teaching of theoretical courses and methods.

One expert explained that:

“Instead of providing theoretical ideas, Library Schools should provide practical-based learning so that the same may prove productive for the working library practitioners after having grabbed jobs. Library Schools should provide skills according to the market needs and should arrange information literacy sessions for the students by inviting leading professionals of the field so that valuable practical learning might be ensured.”

Interview respondents remarked that organizations should have an encouraging attitude towards library staff and should provide them learning opportunities by sending them to different workshops, seminars, and conferences with TA/DA. This welcoming attitude of the organizations will develop service-oriented psychology in librarians and they will provide efficient services to their users and meet the set objectives of the organization dedicatedly.

One subject explained that:

"Our university seniors and authorities are full of narrowness and prejudice. They don't even allow us to attend training activities at our own expense. They don't encourage us to make participation in learning opportunities."

Experts commented that librarians should develop a personal interest in their professional grooming. Without taking a personal interest in Continuing Professional Learning Programmes, no changes could happen because self-passion is of great value in implementing emerging technologies in the best interests of the organization, and without the active involvement of the library professionals, value-added services could not be provided in the libraries. The quote of an interviewee is as below:



"Without self-change and personal interest of the librarians, the image of the libraries couldn't be improved on the whole in the society. The library should change themselves keeping in view the modern needs. They should play a leading role in the institutions through the delivery of satisfactory services after having made themselves skilled through participation in Continuing Professional Learning Programmes. They should be sincere to one organization at one time and be dedicated rather than seeking part-time jobs for getting more and more income to improve life-style."

Respondents indicated that University authorities should facilitate librarians to take part in trainings. Library professionals should be allowed sanctions to travel across the country to take part in professional development activities. They should be given TA/DA. They should be encouraged. They should be inspired to work in the organization with pleasure. One participant believed that:

"If I am provided special incentive from my organization to learn more skills and initiate more services to provide efficient services to the users then I don't have any objection. Organizations need to pay to get back paid in the form of additional services."

Experts emphasized that Master Trainer should be recruited to create the required skills of modern librarianship among librarians. This trainer should provide practical skills to the librarians so that practical solutions should be provided to automate the libraries, digitize the precious collections of the libraries and deliver virtual reference sources more efficiently. The presence of the Master Trainer in a library would certainly bring positive results to the organization.

Subjects of the qualitative study described that HEC should develop written policies to equip librarians with emerging technologies. HEC is a policy-making body and may prove dynamic in shaping policies for the prosperity of libraries. One expert elaborated:

"All libraries are adopting different practices related to users' services, automation, digitization, conventional and hybrid services. If HEC implements a uniform policy for school libraries, college libraries, and at least university libraries then there would be similarity in the provision of services to the users and efficiency would be brought. HEC should make it compulsory for the librarians to attend Continuing Professional Learning Programmes which may be conducted at the provinces'

headquarters of HEC. This step of HEC will enable library professionals to perform well in the universities.”

Key experts stated that organizations should provide opportunities to their library staff members for participating in Continuing Professional Learning Programmes for enhancing their professional skills so that they might carry out necessary functions of the organizations efficiently.

Informal discussions were also made with library professionals to know the impact of Continuing Professional Learning Programmes upon libraries. These discussions revealed very important factors and showed hidden aspects of the study too for offering practical solutions for the adoption of Continuing Professional Learning Programmes in the university libraries.

Respondents indicated that some participants attended professional training activities just for fun. They attended such courses to increase the pages of their CV and to get TA/DA from their organization. They didn't implement newly learned knowledge and skills after going back to their organization. They also feared that their projects could fail and they could be held responsible on account of the project failure. They couldn't implement new technologies in their libraries due to natural fear and lack of supportive attitude on behalf of their seniors and competent authorities of the universities. So, this situation needs to be checked by concerned organizations. Practical feedback should be taken from the participants of the workshops and Continuing Professional Learning Programmes so that the real purpose of these training activities may be achieved.

Participants also indicated that some organizations and Chief Librarians of the universities do not allow and encourage the young librarians to take part in professional learning activities. Mind setup of some Chief Librarians is traditional. They don't want to implement emerging technologies in their libraries. They don't like to come out of traditional boundaries. They want to continue services using old methods. They don't realize the significance of modern librarianship. They don't take progressive initiatives to provide services using the latest techniques. They serve the users using old techniques. They largely depend on print format resources. They don't implement ICTs in their librarians. They also don't encourage young librarians to initiate IT-based services to better deliver information resources to their users. Their attitude is casting a wrong effect upon the working of energetic librarians.

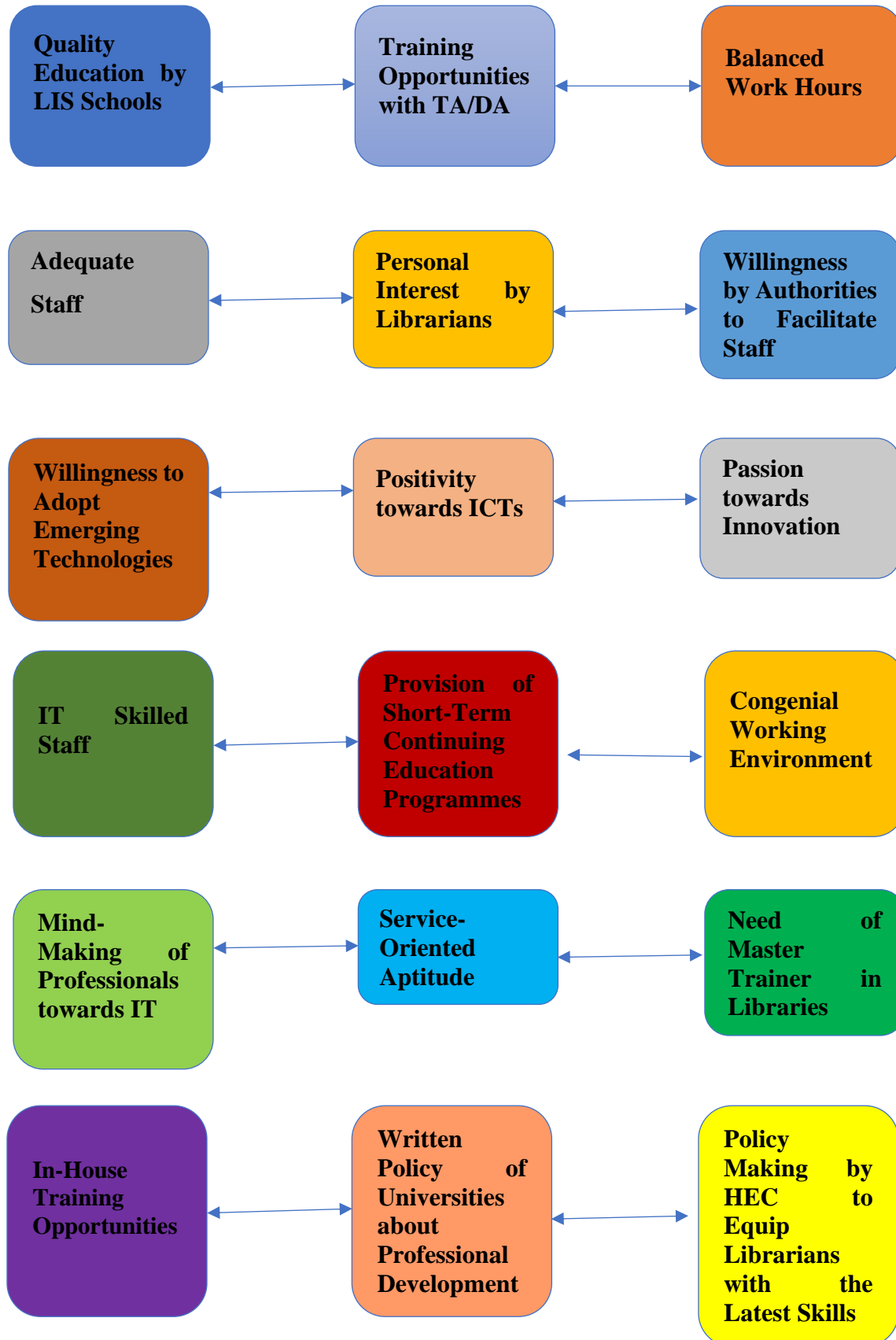
Findings from the results show that HEC, competent authorities of the universities, Chief Librarians, Librarians should have a positive attitude towards Continuing Professional Learning Programmes and implement emerging technologies in university libraries for the provision of efficient services to the users quickly. Modern librarianship has been changed to a great deal. Now, new methods of information literacy instruction have taken place and libraries will not be able to compete with other departments if innovative steps are not taken.

Librarians should be provided encouragement to take part in trainings. They should be provided all possible support and resources to initiate modern services and creative projects to meet the information and research needs of the users so that set objectives of the organization may be met and the library professionals may play a vital role through their productive contributions for the uplift of organization. Library schools should provide market-based learning and skills. There should be no gap between the courses taught to the LIS students during studies and market requirements. Knowledge and skills should be imparted in accordance with field needs. These results are in line with the results of the researchers of Mahmood (2002), Maesaroh & Genoni (2010), and Durodolu (2016).

Based on the results of quantitative, qualitative, informal discussions with key experts, and observation of the researchers of this study, below-given figure 6 shows practical solutions for the adoption and efficient utilization of Continuing Professional Learning Programmes and the same should be implemented to provide efficient services to the users:

**Figure 3**

**PRACTICAL SOLUTIONS FOR ADOPTION OF CPLP**



This study unveils the impact of Continuing Professional Learning Programmes. These courses have a positive impact on university librarians. Continuing Professional Learning Programmes improve library services, provide quick information resources to users, bring quickness in resource sharing, provide easy searching, bring efficiency in the job, improve the status of librarianship in the society and enable library professionals to provide better virtual reference services. The study has also shown barriers in the effective adoption and utilization of Continuing Professional Learning Programmes. These barriers include lack of budget for training programmes, non-availability of market-based learning, workload stress, shortage of library staff, and lack of support from the universities to the library professionals.

Following practical solutions are recommended for the adoption and efficient utilization of Continuing Professional Learning Programmes in the public sector universities of Lahore, Pakistan:

- Quality education should be provided by LIS Schools.
- Training opportunities with TA/DA need to be provided to the library professionals of the universities.
- There should be balanced work hours for the librarians in the organizations.
- Adequate skilled staff should be recruited in the libraries.
- Personal interest should be shown by librarians for professional learning and skills.
- Willingness should be shown by authorities of the universities to facilitate library staff.
- All stakeholders should have positivity towards IT.
- Librarians should be encouraged to participate in Short-Term Continuing Professional Learning Programmes.
- In-house training opportunities should be provided.
- The written policy should be devised by universities about professional development.
- Higher Education Commission, Islamabad, Pakistan should make a policy to equip librarians with the latest skills.

## **Practical Implications:**

This study has strong practical implications for Higher Education Commission, competent authorities of the universities, Chief Librarians, and librarians to take interest in the adoption and utilization of Continuing Professional Learning Programmes.

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