

Professional Development Practices and Research Service Delivery of Academic Staff at Kyambogo University, Uganda

By

Kulthum Nabunya (PhD)

Abstract

The study explored the relationship between Professional Development Practices and Research Service Delivery of Academic staff in Kyambogo University because of the low academic staff research service delivery manifested in; a low number of journal publication, limited investigation in new areas of research within specialist subject areas, in appropriate determination of research methodologies, mentorship and guidance of post graduate research students. This study was informed by Suzan Dorling's Theory of Customer Service Delivery and the Human Capital Theory Developed by Adam Smith, the insights of the study were gathered through a survey method that involved the use of self-administered questionnaire and an interview guide a total of 291 respondents were involved in the study and data was analyzed using simple linear regression. Findings from Kyambogo University revealed a significant relationship between professional development practices and academic staff research service delivery among academic staff in Kyambogo University. This implied that as academic staff were professionally developed through training, seminars, workshops, conferences, study leaves, mentoring and monitoring, their competencies in effective research service delivery improved. These findings support the Human Capital Theory that states that for human beings in the society to be more productive, they must fully be developed through training. Furthermore, from these findings, the article offers insight into how professional development practices significantly relate with academic staff service delivery in Kyambogo University. It concludes further that when more professional development practices were offered to academic staff, their research service delivery was enhanced in Kyambogo University. Thus professional development practices significantly relate with research service delivery of academic staff. It was therefore recommended that if research service delivery of academic staff in Kyambogo University is to be improved, policy makers in Kyambogo University particularly University Council should come up with policies favoring provision of professional development opportunities to academic staff to enhance their research service delivery.

Key words: Uganda, Professional Development Practices, Service Delivery, Training, Research

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1.0 Introduction

Allover through the world, the service delivery of academic staff has been recognized as essential in the realization of university core objectives (Amadi, 2016). Traditionally, universities have defined the role of academic staff to include the domains of teaching, research and service to the society (Luzucky and Badger, 2009). This implies that effectiveness of academic staff is predominantly framed in terms of delivering on the teaching, research and community services. Academic staff service delivery was judged upon these fundamental pillars. Isolation of one pillar suggests that academic staff were not fully serving as expected in universities. Such is that academic staff are expected to be effective in teaching students' content relevant to market demands, preparing before teaching, using appropriate teaching methods assessing learners with specific resources and research.

In light of the above, the performance of academic staff in Sub Saharan African universities has been affected by several challenges including inadequate government funding, lack of competent personnel and failure to evaluate individual works. For instance, Akpoiroro and Okon (2015) in a study about students' satisfaction with service delivery in federal universities in South-South geo political zone in Nigeria showed that students were satisfied with academic staff service delivery in terms of teaching. Furthermore, Khan, Khan and Khan (2011) studied impact of training and development on organizational performance and with use of a comprehensive literature review, they established that training and development significantly affect organizational performance and postulate that once academic staff are developed through training their teaching service performance would be enhanced.

According to Suzan Dorling's Theory of Customer Service Delivery (Dorling, 2000), service delivery in organizations is directed towards meeting customer's needs. The theory further states that an organization is expected to aim at consistently delivering high standards of service to retain customer loyalty by meeting and exceeding expectations. This implies that while at work academic staff should be conscious of the students' needs and acknowledge as the guiding principle in whatever they do. Thus, they ought to further embrace professional development to update their teaching skills to match with the competitive market demands. Likewise, in a university environment like that of Kyambogo University, academic staff should be devoted to high quality teaching to satisfy their primary customers (students). If professional development practices were offered to academic staff in consideration of their students' needs, there was a possibility that academic staff would acquire competencies required for their jobs. Consequently, their teaching service delivery would be enhanced especially in regard to effective teaching which would enable academic staff prepare relevant programmes matching with global students' needs.

However, given the setting of this study, failure to observe the theory's demand that customer needs (students and lecturers needs) must be satisfied through offering professional

development opportunities, would imply low academic staff service delivery in terms of teaching leading to loss of students and reputation of the institutions.

1.1 Statement of the Problem

Academic staff are expected to support and maintain institutional, national and international reputation through excellence in their research service (Crawford, 2009). However, it is generally observed that, there is a service delivery gap in the domain of research amongst academic staff at Kyambogo University. For instance, low academic staff service delivery in this university was manifested in inadequate supervision of research projects (Kasule, Wesselink, & Mulder, 2016; The Auditor General, 2015). This was also consonant with Tumuhimbise (2017) who indicated that over 60% of the academic staff in Kyambogo University failed to meet performance expectations and targets of the university. Although several factors like rewards, policies at work place and work environment were found to be related to academic staff service delivery in earlier studies, gaps in academic research service delivery were still recurring. This study sought to contribute by establishing how professional development practices related with research service delivery in Kyambogo University.

1.2 Professional development practices

Professional development practices are defined as the process of improving and increasing capacities of staff through access to education and training opportunities inside or outside the workplace (Ofojebe and Chukwuma, 2015). In education, professional development has been used to mean a wider variety of specialized training, formal education or advanced learning intended to help employees improve professional knowledge, skills and effectiveness (McGregor, 2007). Professional development also refers to the systematic maintenance improvement and broadening of knowledge, skills and the development of personal qualities necessary for execution of professional and technical duties throughout the individuals working life (Crawford, 2009).

The earlier conceptualizations are limited in that the nature of professional development practices such as study leaves, mentoring, coaching, workshops, seminars, conferences and in-service training courses which impact on academic staff service delivery were not fully studied in a university environment. In this study, professional development was defined as a process of improving both the instructor's academic standing as well as acquisition of greater competence and efficiency in discharging of professional obligations in and outside the university working environment. From the above conceptualization, professional development practices in Kyambogo University involved senior academic staff mentoring, monitoring, inductions, coaching junior academic staff. It further meant offering professional learning, conferences, seminars and orientations to junior academic staff in Kyambogo University.

1.3 Service delivery

Service delivery defined as transferring or handling of something from one party to another (Heery & Noon, 2001). Webster (2006) further defined service delivery as the act of performing duties. In the context of this study, service delivery was used in specific reference to academic staff's discharge of professional duties including teaching, research and community service delivery in Kyambogo University. Teaching service delivery of academic staff in this study was

defined as preparing teaching, student assessment, update of teaching programmes, offering guidance to students, giving students feedback, providing students with study materials, regularity at work, compensating for lost time and setting course works in time. Service delivery of academic staff at Kyambogo University was showed to be low with over 70% of the academic staff showing low performance (Edabu & Anuka 2014; Kasule, Wesselink, Naroozi & Mulder, 2016) respectively. Teaching was revealed to be low within the different departments or faculties, there was low course development and innovation, low lecturer preparation, lecturers were neither conducting seminars nor tutorials and they were not selecting appropriate teaching and evaluation strategies. Likewise, The Auditor General (2015) revealed the service delivery dilemmas in Kyambogo University with more weakness in teacher preparations as well as in use of teaching method. Some academic staff were identified as lacking competencies to supervise students' research projects and community outreaches.

Likewise, Tumuhimbise (2017) observed that over 60% academic staff performance in Kyambogo University had declined in the past years despite having leaders. There were performance failures to complete targets like setting exams, marking and grading of students on time. In the same direction, Rwothumio, Musaaazi and Orodho (2016), showed that academic staff performance in Kyambogo University has been generally low and has been manifested in form of staff absenteeism, low morale and poor delivery of lectures. Bunoti (2011) showed that lecturers lack practical pedagogical skills to facilitate the development of higher order thinking skills through appropriate methodology. Consequently, students are not empowered to apply and to transfer knowledge so as to transform themselves and society as is their wish.

1.4 Professional Development Practices and Research Service Delivery

Professional Development Practices and Research Service Delivery

Universities are supposed to be centers of research, academic excellence, scholarship, knowledge generation and publications, research and publications are indicative of the quality and productivity of academic staff (NCHE, 2014). Several indicators are used to assess a lecturer's scientific productivity and among them are the number and quality of scientific publication, awards, and participation in seminars, workshops, journal publication, both national and international, and other scientific works (Hanna-Mari, & Janne, 2011). Studies relating professional development practices and research service delivery were scanty. Available ones included; Idoko, Ugwuanyi and Osadebe (2016) in a study about mentoring as a professional development strategy for librarians revealed that informal mentoring strategy is the main strategy for professional development of librarians in universities. However, in the context of this study, librarians are not academic staff warranting a need to undertake a study to establish how professional development practices relate with research service delivery of academic staff. This study sought to establish whether publication of research works existed in Kyambogo University.

Additionally, Paymaster, Lyndon and Etale (2014) in a study about the impact of human resource development practices on the performance of academic staff in Nigerian universities revealed that human resource training had a significant positive relationship with academic staff performance in the areas of research and publication. However, this study was meant to establish whether professional development practices also significantly related to academic staff performance in Kyambogo University. Retrospectively, the importance of research to a

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University cannot be overemphasized; it leads to generation of new knowledge, engenders innovations, enhances the quality of teaching staff, increases an institution's reputation and its economic status.

Sulo, Kendagor, Kosgei, Tuitoek, & Chelangat, (2012) noted that there has been a low level of research production and a contraction in participation in research activities by Moi University. However, research plays a key role in alleviating the societal problems by providing feasible solutions. It is therefore pertinent to understand the factors that influence research productivity by university staff as a result this study pays attention to professional development and service delivery of academic staff so as to highlight the role that academic staff play to society in their research service delivery.

Furthermore, Nakimuli and Turyahebwa (2015) in a study on institutional efficiency in selected universities in Uganda noted that research is crucial for Africa and African universities should be at the forefront in undertaking it. However, Suhaemi and Aedi (2015) underlined that staff training is the most essential component in a Higher Education system because lecturer competence development is inseparable from the University development programmes. Therefore, if one is to look for an area to improve the quality of teaching and research in an education institution, it is sensible to look for the professional development of the educators. Nevertheless, their study did not offer suggestions on how professional development of academic staff should be tailored to improve on the research delivery of academic staff, a gap this study aimed to fill.

Naliaka and Zhu Hong (2017) in their study to explore the professional development needs of lecturers at Kenyan universities observed that universities should facilitate lecturers to attend professional development programs, and that after attending the programs, universities should create a suitable environment for those who attended the programs to practice their skills and share it with colleagues (train-the trainer model). However, they point out that before any professional development program can be conducted, universities should first carry out a needs assessment. This would ensure that the programs are tailor-made to suit the needs of the faculty. In addition to internal professional development programs, universities should also have programs offered by external bodies. They should also make the programs more appealing, holistic and practical intensive (Naliaka & Zhu Hong, 2017).

Altbach (2003) identified that to promote research in universities, governments of United States (US) and Japanese companies have set up research facilities including offering necessary research skills to academic staff through professional training. Research was perceived as resource intensive requiring competent and trained staff especially through professional developments. These professional development practices were offered in developed countries which provided room for this study to be carried in Kyambogo University in Uganda a developing country. However, Atwebembeire and Malunda (2018) also posit that universities should continuously enhance University lecturers' knowledge, skills, attitudes and beliefs necessary to create high levels of learning for students.

Staff development through professional development practices like seminars, workshops, conferences and other events is essential to the quality of higher education because it helps to build a culture of excellence and a professional team of motivated workers crucial to achievement of organization aspirations (Atwebembeire & Malunda, 2018). Supouitz and Tuner (2000) further showed that quality professional development practices lead to a fact finding

inquiry that deepens a center of research among teachers. However, it was not indicated whether scientific techniques like regression analysis and Pearson's Correlation Co-efficient which this study used were applied in the previous review. However, Atwebembeire and Malunda (2018) in their study on Staff development and quality education in Uganda concluded that staff development initiatives in the sampled private Universities were inadequate in imparting lecturers with the relevant knowledge, skills and positive attitudes which are required to have high quality education.

Strategies of lecturer competence development planning are actually inseparable from the university development programs of in general (Suhaemi & Aedi, 2015). The success of the programs will affect the quality of the higher education institutions. One of the main tasks of higher education institution is to develop knowledge. This task is realized through studies and scientific research conducted by the academic communities, especially lecturers. They need to be professionally developed from time to time. However, Aslam (2013) found out that professional development programs offered to teachers were not so effective in building a high sense of performance in research. This was based on the premise that such programs are characterized with inflexible curriculum which ignores teacher's research needs. However, this review was from a developed country which gives room for this study to be carried on in Kyambogo University in Uganda. In more less the same way Takbor (2011) showed that teachers learning and professional development offers critical skills like those related with reflective practice, action collaborative research which boosts teachers' research skills. However, Takbor (2011)'s research fell short of establishing the extent to which professional development enabled academic staff to improve on their service delivery. Moreover, the study was not in the context of Kyambogo University, which created gaps this study exploited.

Lecturers as professionals are expected to possess pedagogic, personal, social, and professional competences (NCHE, 2014). Suhaemi and Aedi (2015) established that the mastery of learning materials, the understanding of the pedagogic content and substance, and the use of appropriate teaching and learning methodologies with regard to research are still low. Their study further revealed that the policies of lecturer planning and preparation by teacher training institutions are still weak and less concerned with the aspect of needs assessment or mapping. Suhaemi and Aedi (2015) assert that since lecturer competence development has not been handled sufficiently, this has left students needs ignored, the management strategy of lecturers' competence improvement has not been well-coordinated, the management aspect as well as lecturer continuous professional development has failed to consider reward and punishment, hence affecting lecturer competences.

Court (2003) revealed that the period of the quiet revolution from public based funding to privatization transition greatly impacted on the delivery of higher education. Most of the public funds were channeled to lower most levels of education neglecting issues like staff development in universities and at tertiary levels. This line of thought is shared by Atwebembeire, Namubiru and Musaaazi, (2018) who critically point out that the profit-oriented approach of running private universities appears to have compromised the participatory and inclusive management approach. And as a result, there seems to be very little level of staff participation in the activities (PDPs) that could have improved quality teaching and research in these universities. However, Atwebembeire and Malunda (2018) reckon that in the absence of funds to support thorough programmes for staff development, private Universities in Uganda should come together as a

consortium to share experiences and exchange materials and ideas. In so doing, the academic staff will be able to learn best practices from each other and the University managers would learn good management practices from each other.

Barifaijo, Kryeija, Namara, Kyohairwe and Ssentamu (2015) in a study about workload policy and its intricacies in the academic profession revealed that workload policy had serious negative implications on research output and quality of research delivery. In this regard research is deemed as a product rather than as a process. It involves field research, library research and writing. The product of original research, published books and journal articles become teaching tools and extend a university's mission beyond its campus. All this is only realized through the role of academic staff who lead and guide research projects. This study lends thought to the fact that when academic staff have a big workload, there is a tendency for them to desist from professional development activities due to their busy schedules as a result missing out on the key ingredients that would improve their research service delivery. It's worth noting that, Barifaijo, Kryeija, Namara, Kyohairwe and Ssentamu (2015)'s study focused on workload practices and service delivery of academic staff yet this study was on professional development practices and service delivery of academic staff in Kyambogo University in Uganda.

Mushemeza (2016) noted that academic staff are expected to be scholars who produce knowledge mainly through research. When research has been accomplished academic staff are expected to publish books and articles in recognized journals. Kasule, Wesselik and Mulder (2016) revealed that Ugandan private universities hardly conduct research. In addition, Richardson (2008) asserted that professional development is a requirement of all staff as everyone within an organization should develop capabilities to enable them to better contribute to organizational goals. After all, choosing to work within a university and to make a career represents commitment to the educational mission of universities, their uniqueness as organizations and to academic values. This research must be put at the center as academic staff are offered professional development opportunities. However, the extent to which these were applied on academic staff in Kyambogo University needed to be established.

Lurtputtarak (2008) argued that staff development and research have featured more significantly and expected to maintain and possibly increase research output through professional development. When one acquires research expertise through several research experiences, it's expected that one's research outcomes will be enhanced. In an empirical study by Usang, Basil, Lucy and France (2007), it was shown that academic staff areas of specialization significantly related with academic staff research productivity. These areas of specialization were not indicated and brought out in academic staff development perspective. This study was geared towards filling this gap in the context of academic staff in Kyambogo University.

Taiwo (2010) in a study about the influence of work environment on workers' productivity in selected oil and gas industry in Lagos, Nigeria, revealed that a work environment that allows employees to go for staff development helps to create a good atmosphere which enhances productivity in the area of research. Although productivity of workers has much to do with service delivery, in this regard it was related to work environment and not professional development practices an area of focus in this study. It is also important to observe also is that this study was carried out in the oil industry and not in a university context which in this study was carried. Thus, inference can be drawn from Taiwo (2010)'s study, that there is a need for recognition of and support for the complex nature of professional development which occurs in a

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variety of learning settings involving many different formal and informal activities. As a result, this study considered the formal and informal activities that take place during the professional development of teachers.

Kyaligonza (2010)'s study indicated that there was a period of low research publication made in the late 1970's and in the early 1980's because in this period government efforts to support professional development of academic staff were minimal. It meant that in this period, the core objective of research was almost sacrificed. It is further pointed out that professional development for all elements of the academic role (including teaching and research) need to be considered as a normal part of professional life for all academic staff. As such, professional development for teaching should be part of institutional structures and reward policies in parity with research. However, Makerere was the only university in Uganda at this time with well laid down staff development procedures. This study was thus meant to show whether professional development practices are administered onto academic staff and how they impact on service delivery in Kyambogo University.

At national level, McGregor (2007) identified that the second major function of a university is to teach undergraduate and postgraduate programmes through research. Universities are expected to set, spearhead, regularly review, and update their research agendas. However, these cannot be realized without competent and experienced staff. This study was thus to establish how these aspects tilted by professional development practices relate with the performance of academic staff in Kyambogo University. Murphy (2014) found out that much of the professional development work in higher education settings is linked to research and that scholarships are offered to boost research skills of the academic staff. The more academic staff are developed on the job, the higher they acquire research competences which boosts academic staff research service delivery. However, this study was carried out in the western world different from the case of professional development practices and academic staff service delivery in Uganda.

Devine, Meyers and Housemand (2013) studied how coaching can make an impact within educational setting and with use of desktop review of literature established that coaching approaches have provided valuable contributions towards teaching and learning. Through coaching lecturers and teachers acquire a research culture that equips them with skills of doing research. This implies that through coaching research skills are acquired. Nonetheless this study was a desk top review of literature while the completed study was empirical with field findings from questionnaires and interview. Meanwhile Atwebembeire, Musaazi, Sentamu and Mulinda (2018) studied performance monitoring and quality of teaching and research in private Universities in Uganda. With use of descriptive and regression analysis, this study established a significant contribution of performance monitoring on research service delivery. Alternatively, this study dealt with only one aspect of professional development practices while this current study dealt many aspects of professional development practices. Further, it was carried out in Kyambogo University a public university and not in a private university as the previous study did.

In addition, Stephen, Chukwondebe, Dike and ChukwuChekwa (2018) studied improved leave scheduling algorithm for improved service delivery in Nigerian University system and with use of MALAB algorithm established that study leave managed effectively significantly impact on the quality of research service delivery. With these study leaves academic staff come back

with more skills on the field of research meanwhile, this study will benefit from simple regression analysis and Pearson's correlation co-efficient index. Locally, Kasule, Wesselink and Mulder (2016) studied professional development status of teaching staff in a Ugandan public university and established that university teacher education training, symposia, workshops, professional networks were important in improving the performance of academic staff in the area of research. However, this study used descriptive analysis while the study referred to above applied bivariate analysis techniques.

1.5 Purpose of the study

The main purpose of the study was to establish the relationship between professional development practices and service delivery of academic staff in Kyambogo University. Specifically, the objective of this study was to establish the relationship between professional development practices and research service delivery of academic staff of Kyambogo University.

1.6 Research Hypotheses:

The following hypotheses were formulated to guide the study

H1: There is a positive relationship between professional development practices and research service delivery of academic staff in Kyambogo University.

H0: There is no relationship between professional development practices and research service delivery of academic staff in Kyambogo University.

2.0 Methodology

The study was majorly guided by Auguste Comte post-positivism philosophy, which ontologically argues that the nature of reality about professional development practices and academic staff service delivery is objective. Objective reality demands use of quantitative techniques of data collection and analysis in order to arrive at truth and epistemologically, one has to use objective methods to arrive at the truth. Thus, the study was majorly quantitative in approach with embedded qualitative approaches for triangulation purposes. It was guided by both the Cross Sectional and Correlational survey designs. The use of Cross-Sectional Survey meant that data was collected from the target population at one point in time. The survey method allowed generalization of the study findings to the rest of the study population. Hence, the survey allowed handling a wide population of academic staff from Kyambogo University within a limited time frame.

3.0 Findings

The findings from Pearson’s correlation coefficient technique are presented in tables 1-3 below.

Table 1: Pearson’s correlation coefficient index between professional development practices (PDP) and research service delivery (RSD) of academic staff in Kyambogo

		PDP	RSD
PDP	Pearson correlation	1	0.251**
	Sig.2 tailed		0.003
	N	140	139
RSD	Pearson correlation	0.251**	1
	Sig.2 tailed	0.003	
	N	139	139

Source: Field Data 2019

Table 1 shows Pearson’s correlation coefficient index between professional development practices and research service delivery of academic staff results $r = 0.251^{**}$, $sig = 0.003$ less than 0.05 the critical value. It suggested that there was a highly positive significant relationship between professional development practices and research service delivery of academic staff at the one percent level of significance two tailed. These findings meant that the higher the professional development practices are offered in terms of off and on the job training the more academic staff would acquire research skills that would be effectively applied in the university and the reverse is true.

Furthermore, a simple regression analysis on the relationship between professional development practices and research service delivery of academic staff was done. Findings are offered in Tables 2-4.

Table 2: Model summary on professional development practice and research service delivery in Kyambogo University

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.251 ^a	.063	.056	.71150

a. Predictors: (Constant), RSDKYAMBOGO

Source: Field Data 2019

Table 3: ANOVA on professional development practice and research service delivery in Kyambogo University

ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	4.674	1	4.674	9.234	.003 ^b
	Residual	69.353	137	.506		
	Total	74.028	138			

a. Dependent Variable: PDpKY

b. Predictors: (Constant), RSDKYAMBOGO

Source: Field Data 2019

Table 4: Correlation coefficient on professional development practice and research service delivery in Kyambogo University

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	2.327	.336		6.919	.000
	RSDKYAMBOGO	.258	.085	.251	3.039	.003

a. Dependent Variable: PDpKY

Source: Field Data 2019

Table 2 shows the modal summary on the relationship between professional development practices and research service delivery, the adjusted $r^2 = 0.56$ implied that professional development practices contributed 56% of the change in research service delivery of academic staff, which means that the remaining 44% was accounted for by other factors not considered in the study. The ANOVA table showed $F = 9.234$ and $sig = 0.003$ less than 0.05. This implied that professional development practices significantly predicted research service delivery of academic staff in Kyambogo University.

4.0 Discussion

Generally, the findings which showed a positive significant relationship between professional development practices and research service delivery of academic staff in Kyambogo University implied that as academic staff are professionally developed through training, seminars, workshops, conferences, study leaves, mentoring and monitoring, the higher the extent that they acquire competencies to do research, supervise, publish and make themselves available for students consultations. These findings resonates those of Takbor (2011) agreed with the study findings that teachers leaning and professional development offers critical skills like those related with reflective practice, action collaborative research which boosts teachers' research skills.

These findings from Kyambogo University were in direct agreement with, Devine, Meyers and Housemand (2013) studied how coaching can make an impact within educational setting and with use of desktop review of literature established that coaching approaches have provided valuable contributions towards teaching and learning. Through coaching lecturers and teachers acquire a research culture that equips them with skills of doing research. This implies that through coaching research skills are acquired. In line with the study findings, Atwebembeire, Musaazi, Sentamu and Mulinda (2018) studied performance monitoring and quality of teaching and research in private Universities in Uganda and established a significant contribution of performance monitoring on research service delivery.

The study findings from Kyambogo University were in direct agreement with Stephen, Chukwondebe, Dike and ChukwuChekwa (2018) who studied improved leave scheduling algorithm for improved service delivery in Nigerian University system and established that study leave managed effectively significantly impact on the quality of research service delivery. With these study leaves academic staff come back with more skills on the field of research. In conclusion, professional development practices significantly relates with research service delivery of academic staff in Kyambogo University.

5.0 Conclusion and Recommendations

The study concluded that professional development practices significantly relates with academic staff service delivery in Kyambogo University. This concludes further that provision of professional development practices enhances research service delivery of academic staff significantly. It was also recommended that Kyambogo University Council should consult stakeholders and come up with policies in favor of professional development practices since these positively enhance research service delivery. Such policies should isolate who to benefit from professional development giving financial support and endorsing on requests of academic staff whenever they request for professional development.

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