SCHOOL OF LIBRARY, ARCHIVES AND DOCUMENTANTION STUDIES

(SLADS) -BAGAMOYO

RESEARCH REPORT ON

AN ASSESSMENT OF THE EFFECTIVENESS OF CONTINUOUS PROFESSIONAL DEVELOPMENT IN IMPROVING RECORDS HANDLING PRACTICE. A CASE STUDY AT DEPARTMENT OF NATURAL RESOURCE LAND OFFICE.

BY

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A Research Report Submitted at the School of Library, Archives and Documentation Studies for the Partial Fulfillment of the Award of Ordinary Diploma in Records and Archives Management.

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CERTIFICATION

The undersigned certify that he has read and hereby recommend for acceptance by the School of Library, Archives and Documentation Studies (SLADS) Bagamoyo. A Research Report entitled "***An Assessment of the Effectiveness of Continuous Professional Development in Improving Records Handling Practice".*** A case study at Department of Natural Resources Land Office, in Fulfillment of the Requirements for award of Ordinary Diploma in Record and Achieves Management.

Signature _____

(Supervisor)

Sir. Lyimo

Date_____

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I, **Oliver A. Misago** declare that this research report is my own original work and that it has not been presented and was not be presented to any other college for a similar or any diploma award.

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DEDICATION

I dedicate this research report to my family and who encouragement and enthusiasm during this period while providing all necessary support to my studies.

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LIST OF ABBREVIATIONS

CPD	Collection Professional Development
RM	Records Management
RMP	Records Management Practices
ICT	Information and Communication Technology
ERMS	Electronic Records Management System
HRD	Human Resource Development
SLADS	School of Library Archives and Documentation Studies
SLADSSO	School of Library, Archives and Documentation Studies Students Organization
SPSS	Statistical Package for the Social Sciences
USAID	United States Agency for International Development

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ABSTRACT

This study assessed the effectiveness of Continuous Professional Development (CPD) in improving records handling practices. The study was conducted to examine the types of CPD activities available to records personnel, assess the level of participation of records personnel in CPD activities, and identify challenges affecting the effectiveness of CPD in improving records handling practices. Effective professional development is essential in enhancing employees' knowledge, skills, and competencies, which contribute to proper creation, classification, storage, retrieval, security, and disposal of records.

The study employed a descriptive survey research design and adopted a mixed methods approach, combining both quantitative and qualitative methods. Data were collected from 10 records personnel through questionnaires and interviews. Quantitative data were analyzed using descriptive statistics such as frequencies and percentages with the assistance of Microsoft Excel, while qualitative data obtained from interviews were analyzed thematically. The findings were presented using tables and narrative explanations.

The findings revealed that various CPD activities were available for records personnel, including seminars, workshops, conferences, and short training courses. However, participation in CPD activities was mainly influenced by institutional requirements rather than personal interest. The study also found that the effectiveness of CPD was affected by challenges such as lack of funding, limited management support, outdated training content, inadequate training facilities, and limited technological skills.

The study concludes that Continuous Professional Development contributes significantly to improving records handling practices by enhancing the knowledge and skills of records personnel. However, the effectiveness of CPD programs depends on regular training opportunities, adequate institutional support, and relevant training content. The study recommends that institutions should strengthen CPD programs, provide sufficient resources, update training materials, and establish follow-up mechanisms to ensure that acquired knowledge and skills are effectively applied in records management practices.

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CHAPTER ONE

INTRODUCTION AND BACKGROUND OF THE STUDY

1.0 Introduction

This chapter comprised the following aspects: the background of the study, statement of the problem, objectives of the study, research questions, significance of the study, scope of the study, limitations of the study, and definitions of key terms.

1.1 Background of the Study.

Continuous Professional Development (CPD) has emerged globally as a key strategy for ensuring that professionals maintain and enhance their knowledge, skills, and ethical standards throughout their careers. CPD refers to structured learning activities that enable professionals to keep up to date with developments in their field, improve performance, and respond effectively to changes in technology, standards, and organizational needs (Armstrong, 2014).

According to the International Council on Archives (ICA, 2016), effective records management ensures that authentic, reliable, and usable records are created, maintained, and accessible for as long as they are required. Globally, the rapid growth of information, coupled with technological advancements, has significantly transformed how records are created, stored, accessed, and preserved. As noted by ISO 15489-1 (2016), effective records management depends not only on policies and systems but also on the competencies of personnel responsible for managing records. Without adequately trained staff, even well-designed systems fail to achieve their intended objectives.

Globally, poor records handling practices have been linked to inadequate training and lack of continuous capacity building. Studies conducted in developed countries such as the United Kingdom, the United States, and Australia indicate that improper classification, misfiling, unauthorized access, loss of records, and failure to apply retention and disposal schedules are often associated with insufficient professional training and limited opportunities for continuous learning (Shepherd & Yeo, 2003).

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In Africa, records management plays a crucial role in governance, public administration, service delivery, and socio-economic development. Records provide evidence for policy formulation, financial accountability, human resource management, and citizens' rights. According to Kemoni (2007), sound records management systems are fundamental for good governance and transparency in African countries. However, many African institutions continue to experience challenges related to poor records handling practices, which negatively affect decision-making and public service delivery.

In Tanzania, records management is a critical component of public administration, governance, and service delivery. Records support planning, policy implementation, financial accountability, and the protection of citizens' rights. The Government of Tanzania has established legal and institutional frameworks to guide records management practices, including the Records and Archives Management Act No. 3 of 2002. This Act emphasizes proper creation, maintenance, use, and disposal of records in public offices.

The Records and Archives Management Department (RAMD) has continued to provide guidance, training, and inspections to public offices. Professional associations and higher learning institutions have also contributed to capacity building through short courses and workshops. These initiatives highlight the growing awareness of the importance of CPD in improving records handling practices.

1.2 Statement of the Problem

Continuous Professional Development (CPD) is widely recognized as an important approach for improving professional competence and enhancing job performance. Through activities such as workshops, seminars, short courses, and on-the-job training, CPD is intended to update professionals' knowledge and skills in response to changes in technology, legislation, and professional standards. In the field of records management, CPD is particularly important due to rapid developments in information and communication technologies and the increasing shift towards electronic records systems.

Despite the growing emphasis on CPD, records handling practices in many institutions have not shown significant improvement. Records personnel often continue to experience challenges in managing both paper-based and electronic records effectively. This situation

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raises concern about whether existing CPD initiatives are adequately addressing the practical needs of records personnel or whether gaps still exist between professional development efforts and actual records handling practices.

In many organizations, CPD activities are implemented without systematic evaluation of their impact on work performance. As a result, it remains unclear whether Continuous Professional Development has a meaningful influence on improving records handling practices or whether other factors continue to undermine effective records management.

Therefore, the problem addressed by this study is the limited understanding of the role of Continuous Professional Development in improving records handling practices. Assessing this role is important for identifying how CPD can be strengthened to enhance professionalism, improve records management practices, and support organizational efficiency and accountability. In some cases, CPD activities are conducted without proper evaluation of their impact on actual records handling practices. Consequently, it remains unclear whether CPD is truly contributing to improved records handling or whether other underlying factors continue to hinder professional practice.

Despite the acknowledged importance of Continuous Professional Development, there is limited empirical evidence that clearly demonstrates its role in improving records handling practices, particularly at the institutional level. This lack of clear evidence creates uncertainty for policymakers, managers, and training institutions when investing in CPD programs. Therefore, the problem addressed by this study is the lack of clear understanding of the extent to which Continuous Professional Development contributes to improving records handling practices. Addressing this problem is essential for strengthening records management systems and enhancing organizational effectiveness.

1.3 General Objective

The general objective of this study was to assess the effectiveness of Continuous Professional Development in improving records handling practices**.**

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1.3.1 Specific Objectives

The specific objectives of this study were to:

- **i.** Examine the types of Continuous Professional Development activities available to records personnel.
- **ii.** Assess the level of participation of records personnel in Continuous Professional Development activities**.**
- **iii.** Identify challenges affecting the effectiveness of Continuous Professional Development in improving records handling practices**.**

1.4 Research Questions

1. What types of Continuous Professional Development activities are available to records personnel?
2. To what extent do records personnel participate in Continuous Professional Development activities?
3. What challenges affect the effectiveness of Continuous Professional Development in improving records handling practices?

1.5 Significance of the Study

This study **was** significant because it provided insight into the effectiveness of Continuous Professional Development in improving records handling practices within organizations. The findings helped institutional managers and administrators to understand the importance of investing in Continuous Professional Development programs for records personnel. By highlighting how CPD contributed to improved records handling practices, the study supported informed decision-making related to staff training, capacity building, and policy formulation aimed at enhancing efficiency, accountability, and the quality of service delivery.

The study was being valuable to records management professionals, training institutions, and policymakers by identifying strengths and gaps in existing Continuous Professional Development initiatives. The results were contributing to academic knowledge in the field

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of records and archives management and serve as a reference for future research. Ultimately, the study was promote professionalism and best practices in records handling, thereby supporting effective information management and organizational performance.

1.6 Scope of the Study

The scope of this study focused on assessing the effectiveness of Continuous Professional Development in improving records handling practices. The study covered key aspects of Continuous Professional Development, including training programs, workshops, seminars, and other professional learning activities provided to records personnel. It also examined major records handling practices such as records creation, classification, storage, retrieval, security, and disposal.

The study **was** limited to records personnel and individuals responsible for records management functions within the organization. It did not cover other areas of human resource development outside records management. In terms of content, the study concentrated on Continuous Professional Development and its effectiveness in improving records handling practices, without extending to broader organizational or technological issues beyond the study objectives.

1.7 Limitations of the Study

One of the limitations of this study was **inadequate funding**. The budget allocated for the research wasn't sufficient to cover all necessary costs, such as data collection materials and transportation. To address this limitation, the researcher carefully planned and utilized a sustainable budget to ensure that the study objectives were achieved within the available resources.

Time constraints also limited the study. The time allocated for conducting the research was relatively short, which restricted the depth of investigation into all aspects of Continuous Professional Development and records handling practices. As a result, the study focused on the most relevant variables to ensure meaningful findings within the available timeframe.

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Lack of research experience on the part of the researcher, as this is the first time conducting a formal research study. This limitation was minimized through regular consultation with the supervisor and guidance from experienced researchers, which helped to improve the quality and reliability of the study.

Technological constraints posed a challenge during data collection. Variations in internet connectivity, digital infrastructure, and access to technological devices among respondents may have influenced participation and responses. This could have introduced some level of bias, as respondents with better access to technology may have been more able to participate fully in the study.

1.8 Definition of Key Terms

Continuous Professional Development (CPD).

Continuous Professional Development refers to a systematic process through which professionals maintain, improve, and broaden their knowledge, skills, and competencies throughout their working life in order to perform their duties effectively (Armstrong, 2014).

Records

Records are information created, received, and maintained as evidence and information by an organization or individual in the course of business or legal obligations, regardless of form or medium (ISO 15489-1, 2016).

Records Handling Practices

Records handling practices refer to the activities involved in the creation, classification, storage, retrieval, use, security, and disposal of records in an organization (Shepherd & Yeo, 2003).

Records Management

Records management is the field of management responsible for the efficient and systematic control of the creation, receipt, maintenance, use, and disposition of records throughout their life cycle (ICA, 2016).

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Professional Competence

Professional competence refers to the ability of an individual to apply relevant knowledge, skills, and attitudes effectively in the performance of professional duties (McLeod & Hare, 2005).

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CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

Literature review refers to the process of identifying or locating, reading, evaluating, summarizing and incorporation in the study the documents involving materials that are related to the problem under investigation (Kothari, 2018). This section reviews relevant literature related to Continuous Professional Development (CPD) and records handling practices in line with the specific objectives of the study. The review focuses on the types of CPD activities available to records personnel, their level of participation in such activities, and the challenges affecting the effectiveness of CPD in improving records handling practices and the research gap.

2.1 Types of Continuous Professional Development Activities Available to Records Personnel

Various scholars and professional bodies have identified different forms of Continuous Professional Development (CPD) activities designed to enhance the skills and competencies of records personnel. According to Armstrong (2014), CPD encompasses structured and unstructured learning activities such as formal training, workshops, seminars, conferences, mentoring, and self-directed learning. In the context of records management, these activities are aimed at equipping records personnel with updated knowledge on records policies, standards, and technological developments.

In addition, Continuous Professional Development is regarded as a lifelong learning process that enables records personnel to continuously update their competencies in response to changing organizational and technological environments. According to Armstrong and Taylor (2020), CPD encourages professionals to take responsibility for their own learning by engaging in planned educational activities that improve their knowledge, skills, and ethical standards. In records management, continuous learning ensures that personnel remain competent in handling records according to established legal, professional, and institutional requirements.

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Formal training programs are among the most common types of CPD activities available to records personnel. Shepherd and Yeo (2003) note that formal training includes short courses, certificates, and professional development programs offered by higher learning institutions, professional associations, and government agencies. These programs often focus on key areas such as records classification, appraisal, retention scheduling, digital records management, and information governance. Formal training is considered essential for building a strong theoretical and practical foundation in records management.

Furthermore, formal training programs enable records personnel to develop standardized knowledge and competencies that support consistency in records management practices. Franks (2018) argues that structured professional training equips employees with both theoretical knowledge and practical techniques necessary for managing records throughout their life cycle. Such training also prepares records personnel to adapt to changes in records management legislation, organizational policies, and technological innovations, thereby improving service delivery and organizational accountability.

Workshops and seminars are also widely used as CPD tools for records personnel. According to McLeod and Hare (2005), workshops provide hands-on learning experiences where participants engage in practical exercises related to records handling, electronic records systems, and compliance with legal frameworks. Similarly, seminars create platforms for knowledge sharing, where experts present emerging trends, challenges, and best practices in records and archives management. These activities help records personnel to stay informed about current developments in the profession.

Moreover, workshops and seminars encourage active participation and collaborative learning among records personnel. Unlike traditional classroom instruction, these activities allow participants to exchange experiences, discuss practical challenges, and develop solutions applicable to their workplaces. According to ARMA International (2017), workshops and seminars promote continuous knowledge sharing and improve employees' confidence in implementing modern records management practices within their organizations.

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Professional conferences and networking events constitute another important form of CPD. The International Council on Archives (ICA, 2016) highlights that conferences allow records professionals to interact with peers, share experiences, and learn from international best practices. Participation in such events exposes records personnel to new ideas, research findings, and innovative approaches to records management, which can be applied to improve records handling practices in their respective institutions.

Additionally, participation in professional conferences strengthens professional networks and exposes records personnel to global trends in records and archives management. Through interaction with researchers, practitioners, and policymakers, participants gain valuable insights into innovative records management strategies and emerging technologies. According to Franks (2018), professional conferences also encourage collaboration between institutions and facilitate the exchange of best practices that contribute to continuous organizational improvement.

On-the-job training and mentoring are also recognized as valuable CPD activities. Ngoepe (2014) argues that on-the-job training enables records personnel to acquire practical skills through real workplace experiences under the guidance of experienced professionals. Mentoring, on the other hand, facilitates knowledge transfer, professional guidance, and career development. These forms of CPD are particularly important in environments where formal training opportunities are limited.

In addition, on-the-job training and mentoring contribute significantly to improving employees' practical competencies because learning takes place within the actual working environment. Experienced supervisors and senior records officers provide guidance that enables junior staff to understand institutional procedures and professional standards more effectively. According to Armstrong and Taylor (2020), mentoring also enhances employees' confidence, promotes professional growth, and facilitates the transfer of institutional knowledge from experienced personnel to newly recruited staff.

Self-directed learning has become increasingly significant in the digital era. Asogwa (2012) notes that records personnel can enhance their competencies through online courses,

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webinars, professional readings, and participation in virtual professional communities. This form of CPD allows individuals to learn at their own pace and access a wide range of resources related to records management and information governance.

Furthermore, self-directed learning has become an important complement to formal CPD activities due to the widespread availability of digital information resources. Records personnel can access online journals, professional guidelines, webinars, and electronic learning platforms to continuously improve their knowledge and skills. According to Franks (2018), self-directed learning promotes independent professional development and enables records personnel to respond effectively to emerging issues in records management, particularly in the management of electronic records and digital information systems.

Overall, the literature indicates that CPD activities for records personnel are diverse and include formal training, workshops, seminars, conferences, mentoring, on-the-job training, and self-directed learning. The availability of these activities plays a crucial role in enhancing professional competence and improving records handling practices.

2.2 Level of Participation of Records Personnel in Continuous Professional Development Activities

The level of participation of records personnel in Continuous Professional Development activities varies across organizations and regions. Several studies indicate that participation is often influenced by institutional support, availability of resources, and individual motivation. According to Armstrong (2014), employees are more likely to engage in CPD when organizations recognize its importance and provide adequate support in terms of time, funding, and incentives.

In developed countries, participation in CPD among records professionals tends to be relatively high due to strong professional frameworks and active professional associations. Shepherd and Yeo (2003) report that many records managers in the United Kingdom and Australia regularly participate in training programs, professional workshops, and conferences as part of their career development requirements. Professional bodies such as

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ARMA International and ICA often require members to engage in CPD activities to maintain professional certification. In contrast, participation levels in many developing countries remain low. Ngoepe (2014) observes that in many African institutions, records personnel have limited opportunities to attend training or professional development programs due to budget constraints and lack of institutional commitment. As a result, many records staff rely primarily on their initial academic qualifications rather than engaging in continuous learning.

Organizational culture also plays a significant role in determining participation in CPD. According to McLeod and Hare (2005), institutions that value records management as a strategic function are more likely to encourage and support staff participation in CPD. Conversely, in organizations where records management is undervalued, records personnel may receive little encouragement or support to pursue professional development opportunities. Individual factors such as motivation, career aspirations, and awareness of CPD opportunities also affect participation levels. Asogwa (2012) argues that records personnel who recognize the importance of CPD for career advancement are more likely to seek training opportunities, even in the absence of strong institutional support. However, lack of information about available CPD programs can limit participation.

Overall, access to technology has influenced participation in recent years. The growth of online learning platforms has increased opportunities for records personnel to engage in CPD remotely. However, ICA (2016) notes that limited internet access and digital skills in some regions continue to hinder full participation in online professional development activities. The literature suggests that while CPD participation is widely recognized as important, actual participation levels vary significantly depending on organizational, individual, and contextual factors. Understanding these participation patterns is essential for assessing the effectiveness of CPD in improving records handling practices.

2.3 Challenges Affecting the Effectiveness of Continuous Professional Development in Improving Records Handling Practices

Despite the recognized importance of Continuous Professional Development, several challenges limit its effectiveness in improving records handling practices. One major

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challenge is inadequate funding and resource allocation. According to Ngoepe (2014), many organizations in developing countries allocate limited budgets for staff training, making it difficult for records personnel to access quality CPD programs. This financial constraint reduces the frequency and quality of professional development opportunities.

Furthermore, inadequate funding not only limits the availability of CPD activities but also affects the quality of training delivered to records personnel. Organizations with limited financial resources often fail to invite qualified trainers, purchase updated training materials, or sponsor staff to attend professional conferences and workshops. According to Franks (2018), sustained financial investment in professional development is essential for ensuring that records personnel acquire the competencies required to manage both physical and electronic records effectively. Therefore, inadequate funding continues to be a major obstacle to improving records handling practices.

Another significant challenge is the lack of institutional support and clear CPD policies. McLeod and Hare (2005) emphasize that without formal policies guiding professional development, CPD initiatives may be poorly planned and inconsistently implemented. In some institutions, training is conducted on an ad hoc basis without clear objectives or alignment with organizational needs, reducing its impact on records handling practices.

In addition, the absence of strong management commitment may discourage employees from actively participating in professional development activities. Where organizational leaders fail to recognize the importance of CPD, employees may receive little encouragement, financial assistance, or time to attend training sessions. Armstrong and Taylor (2020) argue that management support is a key factor in promoting continuous learning because it creates a favorable environment for employees to enhance their professional knowledge and skills. Consequently, inadequate institutional support reduces the overall effectiveness of CPD initiatives.

Time constraints also affect the effectiveness of CPD. Shepherd and Yeo (2003) note that records personnel are often overloaded with routine work, leaving little time for

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participation in training or professional development activities. As a result, even when CPD opportunities are available, staff may be unable to attend due to heavy workloads.

Moreover, excessive workloads may force records personnel to prioritize daily operational responsibilities over professional development activities. In many organizations, limited staffing levels make it difficult for employees to leave their workstations to attend workshops or seminars. According to Franks (2018), organizations should establish flexible training schedules and allocate sufficient time for learning to ensure that employees can participate in CPD without disrupting organizational operations. This approach enhances both employee development and organizational performance.

Rapid technological change presents another challenge to effective CPD. Asogwa (2012) argues that the fast-paced evolution of digital records systems and information technologies requires continuous updating of skills. However, many CPD programs fail to keep up with these changes, resulting in training that is outdated or irrelevant to current records management practices.

Furthermore, technological advancements have transformed records management from predominantly paper-based systems to electronic and digital records management. As a result, records personnel are expected to possess competencies in electronic document management systems, cybersecurity, and digital preservation. According to ISO 15489-1 (2016), continuous updating of professional knowledge is essential for ensuring that records personnel remain capable of managing records in rapidly changing technological environments. Failure to align CPD programs with technological developments may reduce employees' effectiveness and organizational efficiency.

Lack of relevance and practicality of some CPD programs also limits their effectiveness. Armstrong (2014) points out that training programs that are too theoretical or not tailored to specific workplace needs may not translate into improved job performance. For CPD to be effective, it must address real challenges faced by records personnel in their daily work.

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Additionally, CPD programs that are not based on training needs assessments often fail to address the actual knowledge and skills gaps experienced by records personnel. Effective professional development should be designed after identifying employees' learning needs and organizational priorities. According to Noe (2020), needs-based training improves employee performance because it focuses on practical competencies required in the workplace. Therefore, relevant and practical CPD programs are more likely to produce measurable improvements in records handling practices.

Also, limited evaluation and follow-up of CPD activities weaken their impact. ICA (2016) highlights that many organizations do not assess whether training actually improves records handling practices. Without proper monitoring and evaluation, it is difficult to determine whether CPD investments are yielding meaningful results.

Moreover, monitoring and evaluation provide valuable feedback that enables organizations to determine whether CPD objectives have been achieved and identify areas requiring improvement. Evaluation also helps management justify investments made in staff development by measuring changes in employee performance after training. According to Kirkpatrick and Kirkpatrick (2016), evaluating training outcomes at different levels, including learning, behavior, and organizational results, enables institutions to improve future CPD programs and maximize their effectiveness in enhancing workplace performance.

Finally, limited access to technology and digital infrastructure can hinder participation in modern CPD programs, particularly online training and webinars. Ngoepe (2014) notes that in some regions, poor internet connectivity and lack of digital devices prevent records personnel from fully benefiting from digital professional development opportunities.

2.4 Research Gap

Although existing literature acknowledges the importance of Continuous Professional Development (CPD) in enhancing professional competence and improving records management, most studies have focused broadly on records management systems, electronic records, or general training needs rather than specifically examining CPD and its

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direct link to records handling practices. Much of the available research emphasizes the existence of policies, technological systems, and institutional frameworks, while giving limited attention to how continuous professional learning actually translates into day-to-day records handling performance.

Furthermore, several studies discuss CPD in a general human resource or professional development context, but they do not adequately explore its application within the specific domain of records management. As a result, there is limited empirical evidence that clearly demonstrates how different types of CPD activities such as workshops, mentoring, on-the-job training, and online learning specifically influence records creation, classification, storage, and retrieval, security, and disposal practices.

Hence, this study seeks to fill these gaps by providing an integrated and empirical assessment of the role of Continuous Professional Development in improving records handling practices, with specific attention to the types of CPD activities, levels of participation, and the challenges affecting their effectiveness.

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CHAPTER THREE

RESEARCH METHODOLOGY

3.0 Introduction

This chapter outlined the research methodology that was employed to assess the effectiveness of Continuous Professional Development in improving records handling practices. It described the research design, research approach, study area, target population, sample size, sampling techniques, data collection methods, data processing and analysis procedures, and ethical considerations adopted in conducting the study.

3.1 Research Design

According to Babbie (2019), a research design is the plan or structure of an investigation used to obtain evidence for answering research questions. This study employed **a** descriptive survey research design. The design was considered appropriate because it allowed the researcher to collect both quantitative and qualitative data from the respondents. The descriptive nature of the study facilitated an understanding of the effectiveness of Continuous Professional Development in improving records handling practices. Data were collected using structured questionnaires and interviews to ensure comprehensive coverage of the research topic.

3.2 Research Approach

A research approach refers to a plan of action that provides direction for conducting research systematically and efficiently (Daniel, 2019). According to Neuman (2020), research methodology comprises three major approaches: qualitative, quantitative, and mixed methods approaches. This study employed a mixed methods approach, whereby both qualitative and quantitative methods were used for data collection and analysis.

The mixed methods approach enabled the researcher to obtain detailed and specific information about the research problem. It also provided the researcher with the opportunity to use both numerical data and narrative explanations during data analysis. The approach was selected because it allowed the collection of a wider range of data, resulting

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in a deeper and clearer understanding of the effectiveness of Continuous Professional Development in improving records handling practices.

3.3 Area of the Study

Ngechu (2014) defines an area of study as the geographical or institutional boundary within which a research problem is investigated. The area of study for this research was the Department of Natural Resources and Land Office at Bagamoyo District Council, with a specific focus on land records management practices. The area was selected because the department is responsible for creating, managing, and maintaining important land records that support land administration and service delivery.

The institution provided a suitable environment for examining the effectiveness of Continuous Professional Development in improving records handling practices because proper management of land records requires competent personnel with updated knowledge and skills. Therefore, the study area enabled the researcher to assess how professional development initiatives contributed to improving records handling practices within the department.

3.4 Population of the Study

According to Creswell (2021), a population is defined as a group of individuals who share similar characteristics that distinguish them from other groups. The population for this study consisted of all record professionals working in the Department of Natural Resources Land Office.

This group includes record staffs, information specialists, and support staff who was actively involved in the effective of Continuous Professional Development in handling record practices. The total estimated number of staff was approximately **50**. This comprehensive population count ensures that the study accurately represents all relevant personnel involved in handling record practices within the department of natural resources land office.

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Table 1: Estimated Distribution.

Job Category	Estimated Number
Record Staff	15
Record Manager	5
Information specialist	10
Support Staff	20
HODs	5
Total	**55**

3.5 Sample Size.

Sample size refers to the number of respondents selected from a larger population to represent the entire group within the study area (Kothari, 2012). For this study, a total of 15 respondents were chosen to represent the population of land office and record staff at Department of Natural Resources Land Office.

The total population was 55 individuals, including record staffs, information specialists, support staff, and record manager. To determine a statistically valid sample size, Yamane's formula was applied:

$$n = \frac{N}{1 + N(e)^2}$$

Where:

- n = sample size
- N = population size = 55
- e = margin of error (0.10 for 95% confidence level)

Therefore, substituting the values:

$$n = \frac{55}{1+50(0.10)^2}$$

$$n = 15$$

The population sample required in the study is 15 respondents.

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The sample of 15 respondents consisted of 10 record staff and 5 Head of Department and Manager. This distribution reflects the higher number of land office relative to professional staff within the land registry. Although smaller than the statistical ideal, the chosen sample size balances the need for meaningful data collection and the study's logistical constraints, such as time and resources.

3.6 Sampling Techniques

Although simple random sampling is a common technique that gives every member of a population an equal chance of selection and reduces bias (Fraenkel and Wallen, 2016), it was not fully applicable for this study's entire population. Simple random samplings was only use to select a portion of the sample specifically 10 record staff because this group is large and heterogeneous, making random selection feasible and appropriate to ensure representativeness.

However, for other groups such as record and specialized staff, simple random sampling was not suitable due to their smaller numbers and specialized roles. Instead, purposive sampling was used to select these key informants intentionally based on their expertise and relevance to the study. Thus, while simple random sampling was apply to record staff to ensure fairness and representation, other sampling methods were necessary for the professional staff to gather in-depth, relevant data, balancing representativeness and study practicality.

3.6.1 Purposive Sampling Technique

Purposive sampling, also known as judgmental sampling, is a non-probability sampling technique in which the researcher deliberately selects respondents based on their knowledge, experience, and relevance to the research problem (Kothari, 2010). This technique is appropriate when the study requires participants who possess specific information related to the phenomenon under investigation.

In this study, the researcher used purposive sampling to select 10 records personnel from the Department of Natural Resources and Land Office at Bagamoyo District Council. The respondents were purposely selected because they were directly involved in records

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management activities and were therefore considered capable of providing reliable information regarding the effectiveness of Continuous Professional Development in improving records handling practices.

3.6.2 Purposive Sampling Techniques

Purposive sampling, also known as judgmental sampling, is a non-probability sampling technique where the researcher selects participants based on specific characteristics or criteria relevant to the study. In the context of assessing knowledge management competencies among record professionals at the Department of Natural Resources Land Office, purposive sampling allows for the selection of individuals who possess particular knowledge or experience in handling record practices. In this studying researcher used purposive sampling to select 10 records staff.

3.7 Data Collection Methods

Data collection is an important stage in the research process because it involves gathering information required for answering research questions and achieving study objectives. In this study, the researcher employed a mixed methods approach, whereby both quantitative and qualitative data collection methods were used to obtain comprehensive information regarding the effectiveness of Continuous Professional Development in improving records handling practices at the Department of Natural Resources and Land Office.

The use of multiple data collection methods enabled the researcher to obtain detailed information from respondents and improve the reliability of the findings. Primary data were collected directly from respondents through questionnaires and interviews, while secondary data were obtained from various documentary sources related to the study.

3.7.1 Primary Data

Primary data refer to original information collected directly by the researcher from respondents for the purpose of addressing specific research objectives. According to Kothari (2010), primary data are collected firsthand through methods such as questionnaires, interviews, and observations.

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In this study, primary data were collected through structured questionnaires and face-to-face interviews. Questionnaires were administered to records personnel to obtain quantitative information regarding the types of Continuous Professional Development activities available, participation levels, and challenges affecting CPD effectiveness. Interviews were conducted with selected key informants to obtain deeper explanations and additional insights concerning records handling practices and professional development.

3.7.2 Secondary Data

Secondary data refer to information that has already been collected and compiled by other researchers, institutions, or organizations for different purposes (Krishnaswami, 2013). These sources provide existing information that supports understanding and interpretation of the research problem.

In this study, secondary data were collected from various published and unpublished sources, including books, academic journals, research reports, institutional documents, and reliable internet sources related to Continuous Professional Development and records management practices. These materials helped the researcher to obtain background information and support the analysis of primary data collected from respondents.

3.8 Data Collection Instruments

Data collection instruments are tools or methods used by a researcher to gather, measure, and record information from respondents or sources in order to answer research questions and achieve the objectives of a study. According to Kothari (2010), data collection instruments are devices used by researchers to obtain relevant information required for analyzing a research problem.

In this study, data collection instruments included questionnaires and interview guides, which were used to collect quantitative and qualitative data respectively. These instruments enabled the researcher to obtain information regarding the effectiveness of Continuous Professional Development in improving records handling practices.

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3.8.1 Questionnaire Method

A questionnaire is a research instrument consisting of a series of written questions used to collect information from respondents in a systematic manner (Kothari, 2010). In this study, structured questionnaires were used to collect quantitative data from records personnel. The questionnaires consisted of closed-ended questions designed according to the specific objectives of the study.

The questionnaire focused on assessing the types of Continuous Professional Development activities available, the level of participation of records personnel, and challenges affecting the effectiveness of CPD in improving records handling practices. The use of questionnaires enabled the researcher to collect data within a short period and provided standardized responses that were easy to code, analyze, and present.

To ensure the quality of the questionnaire, the researcher considered clarity and relevance of questions, ensuring that all items were directly related to the research objectives. Confidentiality and anonymity of respondents were also maintained to encourage honest responses.

3.8.2 Interview Method

According to Riley (2020), an interview is a method of collecting data through direct communication between the researcher and respondents. It allows the researcher to obtain detailed information by asking questions and seeking clarification where necessary.

In this study, face-to-face interviews were conducted with selected key informants, including records managers and heads of departments. Interviews were used because they enabled the researcher to obtain detailed explanations, professional opinions, and experiences regarding Continuous Professional Development and records handling practices.

The interview method also provided an opportunity for the researcher to ask additional questions beyond those prepared in the interview guide, allowing deeper understanding of the research problem. The information obtained from interviews complemented

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questionnaire responses and contributed to a more comprehensive analysis of the study findings.

3.9 Data Processing and Analysis

Data analysis refers to the computation of certain measures along with searching for patterns of relationship that exist among data group (Kothari, 2010). The process is determining the patterns of relationship among the variables relating to it. Coding is an analytical process in which data in both quantitative form such as questionnaire or qualitative such as interview is categorized to facilitate analysis.

3.10 Research Ethics

Daniel (2020) defines ethics as moral standards that can be followed in situations where there can be potential harm or actual harm to an individual or a group. The awareness of ethical issues in research protects the integrity of the researcher and ensures honest research results. The researcher observed legal of moral ethical matters within the study area. The respondents were aware of reasons, objectives, and significance of the research study due to clear explanations to them.

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CHAPTER FOUR

DATA ANALYSIS, PRESENTATION AND DISCUSSION OF FINDINGS

4.0 Introduction

This chapter dwells on the presentation of data on the assessment of the effectiveness of continuous professional development in improving records handling practice. The findings are presented and arranged according to the research's specific objectives. Data were analyzed in frequencies and percentages using Microsoft Excel and presented by using tables, frequencies and percentages.

4.1 Respondents Rate

The study distributed 10 questionnaires to respondents who were records personnel. From the total number of 10 questionnaires distributed, all 10 questionnaires were successfully returned and responded to, representing a response rate of 100%. The high response rate indicated the wasingness and cooperation of respondents in participating in the study. According to Earl Babbie (2007), a response rate of 50% is adequate for analysis and reporting, 60% is good, and 70% or above is considered excellent. Therefore, the response rate obtained in this study was excellent and sufficient for data analysis, interpretation, and drawing conclusions.

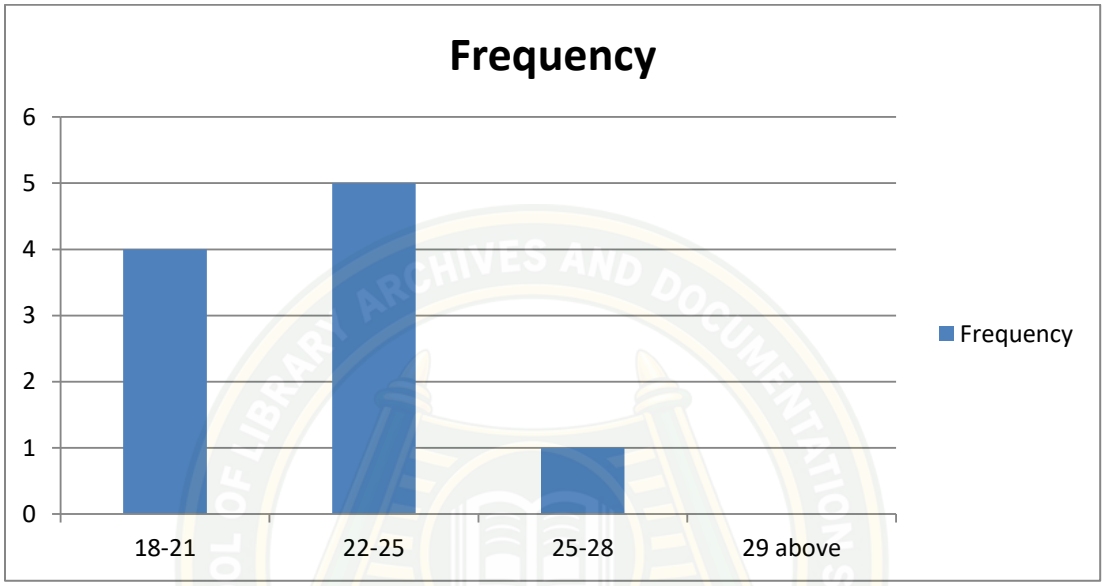
This implies that all targeted respondents participated fully in the study by completing and returning the questionnaires. A high response rate increases the reliability and validity of research findings because it minimizes bias caused by non-response. In this study, the 100% response rate suggests that the collected data adequately represented the views and experiences of the selected respondents regarding the effectiveness of Continuous Professional Development in improving records handling practices. Therefore, the findings of the study can be considered credible and trustworthy.

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4.2 Distribution of Respondents by Age

The data show that 10 (100%) were indicate 18 above years old. The results are presented in figure 4.1. Below;

Figure 4.1: Ages for respondents (N=10)



Source: **Field Study (2026)**

4.3 Gender of Respondents

The respondents were asked to indicate their gender; Information on gender of respondents was needed by researcher so as to identify their participation of respondents depending to their gender. The study considered both male and female so as to avoid bias. More details seen in Table 4.1 below

Table 4.1: Gender of Respondent (N=10)

Gender	Frequency (n)	Percentage (%)
Male	4	40%
Female	6	60%
Total	**10**	**100**

Source: **Field Study (2026)**

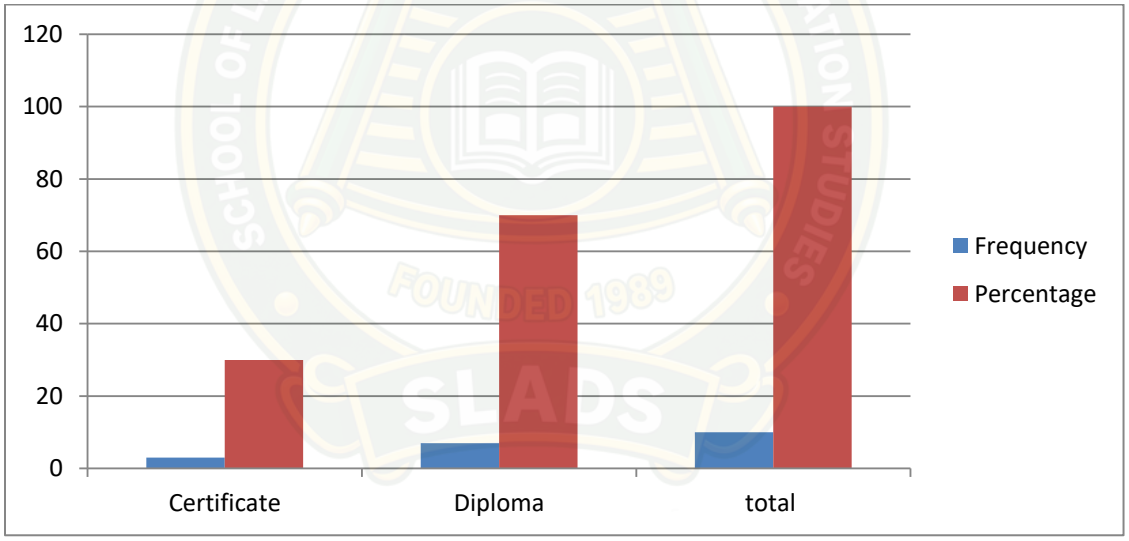
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Table 4.1 above show that 4(40%) were male and 6(60%) were female respondents from the study area. Findings revealed that female was considered much in the study than male but the researcher was succeeded to get information from both of them.

4.4 Education Level of Respondents

The study investigated the level of education of respondents in order to identify their altitude. The respondents were asked to indicate their level of education; Information on education of respondents was needed by researcher so as to identify the participation of respondents depending to their level of education. Data are indicated as shown in figure 4.2 below.

Figure 4.2: Education Level for respondents (N=10)



Source: **Field Study (2026)**

Figure 4.2 show that 3(30%) were certificate level, 7(70%) were diploma level of education.

Study revealed that majority of respondents involved in this study were diploma level has large number of students than other level of education level but researcher got information from both respondents involved in the study were qualified to provide clear and enough information for this study due to the fact that both were educated and have the ability to provide valued information supporting the conduction of the study.

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4.5 Types of CPD Activities Available to Records Personnel.

This section presents findings on the types of Continuous Professional Development (CPD) activities available to records personnel in the institution. Understanding the available CPD activities is important because they contribute to improving professional knowledge, skills, and records handling practices among staff.

Table 4.2: Types of CPD Activities Available to Records Personnel (N = 10)

CPD Activities	Frequency (n)	Percentage (%)
Workshops	2	20%
Seminars	4	40%
Short training courses	1	10%
Conferences	3	30%
Total	**10**	**100%**

Source: **Field Study (2026)**

The findings from Table 4.2 above indicate that seminars were the most common Continuous Professional Development activity available to records personnel, as reported by 4 respondents, equivalent to 40% of the total respondents. Conferences were mentioned by 3 respondents (30%), while workshops were identified by 2 respondents (20%). Short training courses were the least available CPD activity, as indicated by only 1 respondent (10%).

The findings suggest that the institution mainly relies on seminars and conferences as the primary methods for enhancing professional knowledge and skills among records personnel. Seminars may be preferred because they are easier to organize and provide opportunities for staff to gain knowledge on current issues related to records management. Conferences also appear to play an important role by exposing records personnel to professional experiences and knowledge sharing with experts from different institutions.

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During the interview, one of the record officers stated:

> "..*Seminars and conferences help us to improve our understanding of records management practices and keep us updated with new procedures and technologies."*

Another officer explained:

> *"..Although workshops are sometimes provided, short training courses are not common due to limited financial resources and time constraints."*

These findings imply that while different forms of CPD activities are available within the institution, their availability varies depending on institutional priorities, resources, and opportunities provided to records personnel. Therefore, increasing access to various CPD activities, especially short training courses and workshops, may further improve records handling practices within the institution.

4.6 Professional Development Programs Commonly Organized in the Institution

This section presents findings on the professional development programs commonly organized in the institution for records personnel. These programs are important in improving employees' professional competence, enhancing records handling practices, and updating staff with current records management knowledge and skills.

Table 4.3: Professional Development Programs Commonly Organized (N = 10)

Professional Development Programs	Frequency (n)	Percentage (%)
On-the-job training	5	50%
Mentorship programs	1	10%
Online training/webinars	4	40%
Professional certification programs	0	0%
Total	**10**	**100%**

Source: **Field Study (2026)**

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The findings from Table 4.3 above show that on-the-job training was the most commonly organized professional development program in the institution, as indicated by 5 respondents, representing 50% of the total respondents. Online training and webinars were mentioned by 4 respondents (40%), while mentorship programs were identified by only 1 respondent (10%). None of the respondents indicated the availability of professional certification programs in the institution.

The findings suggest that the institution highly depends on practical workplace training to improve the skills and knowledge of records personnel. On-the-job training may be preferred because it enables employees to learn directly within their working environment while performing daily records management activities. Online training and webinars also appear to be increasingly used as alternative methods of professional development, possibly due to advancements in information and communication technologies.

One respondent remarked:

> *"..Most of the training we receive is through practical experience at work, where senior staff guides us on proper records handling procedures."*

Another record officer added:

> *"..Online seminars and webinars have become helpful because they allow us to learn new records management practices without travelling."*

The findings further indicate that professional certification programs are not commonly organized in the institution. This may be due to limited financial resources, lack of institutional support, or limited awareness regarding the importance of professional certification in records management. Therefore, the institution may need to strengthen and diversify professional development programs in order to improve the effectiveness of Continuous Professional Development in enhancing records handling practices.

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4.7 Frequency of Organizing CPD Activities for Records Personnel

This section presents findings on how frequently Continuous Professional Development (CPD) activities are organized for records personnel in the institution. The frequency of organizing CPD activities is important because regular training and professional development help employees improve their knowledge, skills, and effectiveness in records handling practices.

Table 4.4: Frequency of Organizing CPD Activities for Records Personnel (N = 10)

Frequency of CPD Activities	Frequency (n)	Percentage (%)
Very frequently	2	20%
Occasionally	1	10%
Rarely	5	50%
Never	2	20%
Total	**10**	**100%**

Source: **Field Study (2026)**

The findings from Table 4.4 above indicate that CPD activities were rarely organized in the institution, as reported by 5 respondents, representing 50% of the total respondents. Two respondents (20%) indicated that CPD activities were organized very frequently, while another 2 respondents (20%) stated that such activities were never organized. Only 1 respondent (10%) reported that CPD activities were occasionally organized.

The findings suggest that although CPD activities exist within the institution, they are not organized regularly for most records personnel. The low frequency of organizing professional development activities may limit opportunities for employees to update their knowledge and improve records handling skills. Regular CPD activities are important because records management practices continue to change due to technological advancement and new professional requirements.One record assistant shared:

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"..Training opportunities are not regular, and sometimes we spend a long period without attending any professional development activity."

Another explained that:

"..The institution organizes CPD activities only when there is a specific need or available funding."

These findings imply that the irregular organization of CPD activities may negatively affect the effectiveness of records personnel in handling records properly. Therefore, institutions should establish regular and well-planned CPD programs to ensure continuous improvement of records handling practices and professional competence among staff.

4.8 Organizers of CPD Activities for Records Personnel

This section presents findings on the institutions or bodies responsible for organizing Continuous Professional Development (CPD) activities for records personnel. Understanding the organizers of CPD is important because it helps to determine the source, quality, and accessibility of professional development opportunities available to records personnel.

Table 4.5: Organizers of CPD Activities for Records Personnel (N = 10)

CPD Organizers	Frequency (n)	Percentage (%)
The institution itself	6	60%
Government agencies	1	10%
Professional associations	2	20%
External training institutions	1	10%
Total	**10**	**100%**

Source: **Field Study (2026)**

The findings from Table 4.5 above show that the majority of respondents (60%) indicated that CPD activities are mainly organized by the institution itself. This suggests that internal arrangements play a major role in providing professional development opportunities for

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records personnel. Professional associations were reported by 2 respondents (20%) as organizers of CPD activities, while both government agencies and external training institutions were mentioned by 1 respondent each (10%).

The results imply that the institution is the primary provider of CPD activities, which may indicate reliance on internal capacity for staff development. While internal organization of CPD is important for addressing specific institutional needs, it may sometimes limit exposure to broader professional experiences and best practices available from external bodies.

One respondent commented:

> *"..Most of our training sessions are organized internally by the institution, especially when there are new systems or procedures introduced."*

Another respondent noted:

> *"..Sometimes we get training from professional associations, but it is not frequent due to cost and limited opportunities."*

These findings suggest that although multiple stakeholders are involved in organizing CPD activities, the institution itself remains the dominant provider. Strengthening collaboration with government agencies, professional associations, and external training institutions could enhance the effectiveness and diversity of CPD programs for records personnel.

4.9 Motivation for Participation in Continuous Professional Development (CPD) Activities

This section presents findings on the factors that motivate records personnel to participate in Continuous Professional Development (CPD) activities. Understanding motivation is important because it influences the wasingness of staff to engage in training opportunities, which in turn affects the improvement of records handling practices.

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Table 4.6: Organizers of CPD Activities for Records Personnel (N = 10)

Motivation Factors	Frequency (n)	Percentage (%)
Career development	3	30%
Improvement of professional skills	2	20%
Institutional requirement	5	50%
Personal interest	0	0%
Total	**10**	**100%**

Source: **Field Study (2026)**

The findings from Table 4.6 above indicate that the majority of respondents (50%) participate in CPD activities mainly due to institutional requirements. Career development was reported by 3 respondents (30%) as a motivating factor, while improvement of professional skills was mentioned by 2 respondents (20%). None of the respondents indicated personal interest as a motivating factor for participating in CPD activities.

The results suggest that participation in CPD activities is largely driven by external obligations rather than personal initiative. This implies that many records personnel engage in professional development primarily because it is required by the institution rather than because of individual motivation or self-driven interest. Such a situation may affect the level of commitment and effectiveness of CPD outcomes in improving records handling practices.

During the interview, one respondent stated:

> *"..We usually attend CPD sessions because they are required by management, not necessarily because we choose to."*

Another respondent shared:

> *"..Some of us attend training to improve our skills and support our career growth, especially when promotion opportunities arise."*

These findings suggest that although CPD activities are recognized as important, motivation among records personnel is mainly influenced by institutional demands.

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Strengthening intrinsic motivation through awareness programs and linking CPD to career progression may improve participation and enhance the effectiveness of records handling practices.

4.10 Institutional Support for Continuous Professional Development (CPD) Participation.

This section presents findings on the type of support provided by the institution to records personnel in relation to their participation in Continuous Professional Development (CPD) activities. Institutional support is important because it determines the extent to which staff can access, attend, and benefit from professional development opportunities aimed at improving records handling practices.

Table 4.7: Institutional Support for CPD Participation (N = 10)

Types of Support	Frequency (n)	Percentage (%)
Financial support	6	60%
Time allowance	2	20%
Training opportunities	1	10%
No support	1	10%
Total	**10**	**100%**

Source: **Field Study (2026)**

The findings from Table 4.7 above indicate that the most common form of institutional support for CPD participation is financial support, as reported by 6 respondents (60%). This suggests that the institution primarily facilitates CPD activities by covering costs such as training fees, transport, or related expenses. Time allowance was mentioned by 2 respondents (20%), while 1 respondent (10%) indicated access to training opportunities as a form of support. However, 1 respondent (10%) reported receiving no support at all.

The results imply that although the institution provides some level of support for CPD participation, financial assistance remains the dominant form. This indicates that participation in CPD activities is largely dependent on financial facilitation, which plays a significant role in enabling records personnel to attend training programs. However, limited

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provision of time allowance and structured training opportunities may restrict full participation in professional development activities.

A record ass who found the support stated:

"..The institution usually pays for training costs, which helps us to attend CPD programs."

Another record assistant noted:

> *"..Sometimes it is difficult to attend training because there is no enough time given, especially when work is heavy."*

These findings suggest that while institutional support exists, it is not comprehensive enough to fully support all aspects of CPD participation. Strengthening both financial and non-financial support mechanisms such as time allocation and structured training programs could enhance the effectiveness of CPD in improving records handling practices.

4.11 Challenges Faced in Participating in Continuous Professional Development (CPD) Activities

This section presents findings on the challenges faced by records personnel in participating in Continuous Professional Development (CPD) activities. Understanding these challenges is important because they may hinder effective participation in CPD programs, thereby affecting the improvement of records handling practices within the institution.

Table 4.8: Challenges Faced in CPD Participation (N = 10)

Challenges	Frequency (n)	Percentage (%)
Lack of funding	7	70%
Heavy workload	0	0%
Lack of training opportunities	1	10%
Lack of management support	2	20%
Total	**10**	**100%**

Source: **Field Study (2026)**

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The findings from Table 4.8 above indicate that the major challenge faced by records personnel in participating in CPD activities is lack of funding, as reported by 7 respondents (70%). This suggests that financial constraints significantly limit access to training and professional development opportunities. Lack of management support was mentioned by 2 respondents (20%), while 1 respondent (10%) indicated lack of training opportunities as a challenge. Interestingly, none of the respondents identified heavy workload as a challenge affecting their participation in CPD activities.

The results imply that financial limitations are the most critical barrier to effective participation in CPD programs. Without sufficient funding, records personnel may be unable to attend important training sessions, workshops, or conferences that are essential for improving their professional skills and records handling practices. In addition, limited management support may further reduce motivation and opportunities for staff to engage in CPD activities.

During the interview, one respondent stated:

> *"..The biggest challenge is lack of enough funds to attend external training programs and workshops."*

Another respondent explained:

> *"..Sometimes training opportunities are not available, and even when they exist, support from management is limited."*

These findings suggest that addressing financial constraints, improving management support, and increasing access to training opportunities are essential for enhancing the effectiveness of Continuous Professional Development in improving records handling practices within the institution.

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4.12 Factors Limiting the Effectiveness of Continuous Professional Development (CPD) in Improving Records Handling Practices

This section presents findings on the factors that limit the effectiveness of Continuous Professional Development (CPD) in improving records handling practices among records personnel. Understanding these factors is important because they directly influence how well CPD programs translate into improved skills and workplace performance.

Table 4.9: Factors Limiting the Effectiveness of CPD in Improving Records Handling Practices (N = 10)

Factors Limiting	Frequency (n)	Percentage (%)
Inadequate training facilities	2	20%
Outdated training content	4	40%
Lack of follow-up after training	1	10%
Limited technological skills	3	30%
Total	**10**	**100%**

Source: **Field Study (2026)**

The findings from Table 4.9 above indicate that the most significant factor limiting the effectiveness of CPD in improving records handling practices is outdated training content, as reported by 4 respondents (40%). This suggests that some CPD programs may not fully reflect current developments in records management, particularly in relation to emerging technologies and modern records systems. Limited technological skills were mentioned by 3 respondents (30%), indicating that some records personnel may struggle to apply digital skills effectively after training.

Inadequate training facilities were reported by 2 respondents (20%), showing that insufficient resources may also hinder effective learning during CPD activities. Lack of follow-up after training was identified by 1 respondent (10%), suggesting that there is limited monitoring to ensure that knowledge gained from training is applied in the workplace.

During the interview, one respondent stated:

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"..Sometimes the training content is not updated, especially when it comes to modern electronic records systems."

Another respondent explained:

"..We attend training, but after that there is no follow-up to see if we are applying what we learned."

These findings suggest that although CPD activities are conducted, their effectiveness in improving records handling practices is limited by outdated content, insufficient technological skills, inadequate facilities, and lack of follow-up mechanisms. Strengthening these areas could significantly improve the impact of CPD on records management performance.

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CHAPTER FIVE

SUMMARY, CONLUSION AND RECOMENDATIONS

5.0 Introduction

This chapter presents the summary of the study findings, conclusions drawn from the findings, and recommendations based on the objectives of the study. It also provides suggestions for further research. The study assessed the effectiveness of Continuous Professional Development in improving records handling practices among records personnel. The findings were obtained from questionnaires and interviews and analyzed using descriptive statistics.

5.1 Summary of Findings

The study found that various Continuous Professional Development (CPD) activities are available to records personnel, including workshops, seminars, short training courses, and conferences. Seminars and conferences were more commonly available compared to other forms of training. It was also found that most CPD programs are organized internally by the institution.

The study further revealed that on-the-job training and online training are the most commonly organized professional development programs. However, professional certification programs were not commonly offered. In terms of participation, most records personnel participate in CPD activities mainly due to institutional requirements rather than personal interest or career motivation.

In addition, the study found that CPD activities are not frequently organized, with most respondents indicating that they are conducted rarely. Financial support was identified as the main form of institutional support, although some respondents reported limited or no support. The major challenges affecting participation in CPD included lack of funding, lack of management support, and limited training opportunities.

Finally, the study found that the effectiveness of CPD is limited by outdated training content, limited technological skills, inadequate training facilities, and lack of follow-up

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after training. These factors reduce the ability of CPD to significantly improve records handling practices.

5.2 Conclusion

The study concludes that Continuous Professional Development plays an important role in improving records handling practices, although its effectiveness is still limited in many respects. While CPD activities are available and sometimes organized within the institution, they are not implemented frequently or comprehensively enough to fully enhance professional competence among records personnel.

The study also concludes that participation in CPD is mainly driven by institutional requirements rather than personal motivation, which may affect commitment and learning outcomes. Furthermore, financial constraints, limited management support, and outdated training content significantly reduce the effectiveness of CPD programs. Therefore, improving the quality, frequency, and relevance of CPD activities is essential for enhancing records management practices.

5.3 Recommendations

Based on the findings, the study recommends that institutions should increase the frequency of Continuous Professional Development activities to ensure regular capacity building for records personnel. Training programs should be well-structured and aligned with current developments in records management, especially in electronic records systems.

The study also recommends that institutions should provide adequate financial and non-financial support, including time allowance and training opportunities, to encourage full participation in CPD activities. In addition, management should promote a positive learning culture that motivates staff to engage in professional development.

Furthermore, training content should be regularly updated to reflect modern records management practices. Follow-up mechanisms should also be introduced to ensure that knowledge gained from CPD is effectively applied in the workplace.

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5.5 Suggestions for Further Research

Future studies should focus on examining the impact of Continuous Professional Development on electronic records management in public institutions. Further research can also be conducted on the relationship between staff motivation and effectiveness of CPD programs in improving professional performance. Additionally, similar studies can be expanded to other institutions to allow comparison of findings across different organizational settings.

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RESEARCH QUESTIONNAIRE

Dear respondents,

I am **Oliver Abel Misago** a student of SLADS pursuing Diploma in Records and Archives Management. Currently I am conducting a research project titled "***An Assessment of the Effectiveness of Continuous Professional Development in Improving Records Handling Practice".***

I was highly appreciate your cooperation in filling this questionnaire, which was take not more than 20 minutes. All information provided was be kept confidential and only used for the purpose of the study.

(Tick the appropriate answer where necessary)

1. What types of Continuous Professional Development activities are available to records personnel in your institution?
   a) Workshops ( )
   b) Seminars ( )
   c) Short training courses ( )
   d) Conferences ( )

2. Which of the following professional development programs are commonly organized in your institution?
   a) On-the-job training ( )
   b) Mentorship programs ( )
   c) Online training/webinars ( )
   d) Professional certification programs ( )

3. How frequently are CPD activities organized for records personnel in your institution?
   a) Very frequently ( )
   b) Occasionally ( )
   c) Rarely ( )
   d) Never ( )

4. Who usually organizes CPD activities for records personnel in your institution?
   a) The institution itself ( )
   b) Government agencies ( )

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c) Professional associations ( )
d) External training institutions ( )

5. How often do you participate in CPD activities related to records management?
   a) Very often ( )
   b) Often ( )
   c) Rarely ( )
   d) Never ( )

6. What motivates you to participate in CPD activities?
   a) Career development ( )
   b) Improvement of professional skills ( )
   c) Institutional requirement ( )
   d) Personal interest ( )

7. Does your institution support your participation in CPD activities?
   a) Yes ( )
   b) No ( )

8. What kind of support does your institution provide for CPD participation?
   a) Financial support ( )
   b) Time allowance ( )
   c) Training opportunities ( )
   d) No support ( )

9. What challenges do you face in participating in CPD activities?
   a) Lack of funding ( )
   b) Heavy workload ( )
   c) Lack of training opportunities ( )
   d) Lack of management support ( )

10. Do you experience difficulties in applying knowledge gained from CPD in your daily work?
    a) Yes ( )
    b) No ( )

11. How often do these challenges affect the effectiveness of CPD in improving records handling practices?
    a) Very often ( )
    b) Often ( )
    c) Rarely ( )
    d) Never ( )

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12. Which of the following factors limits the effectiveness of CPD in improving records handling practices?
    a) Inadequate training facilities ( )
    b) Outdated training content ( )
    c) Lack of follow-up after training ( )
    d) Limited technological skills ( )

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INTERVIEW GUIDE

(For Key Informants)

1. What types of Continuous Professional Development activities are available to records personnel in your institution?
2. How often are records personnel given opportunities to attend CPD activities?
3. In your opinion, how important is CPD for improving records handling practices?
4. How does your institution support records personnel to participate in CPD activities?
5. What impact have CPD activities had on the performance of records personnel?
6. What challenges do records personnel face when participating in CPD activities?
7. How effective do you think CPD programs are in improving records handling practices?
8. What measures can be taken to improve participation in CPD activities?
9. How can institutions improve the effectiveness of CPD programs for records personnel?
10. What recommendations would you give to improve professional development for records staff?

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APPENDIX I

REAEARCH WORK PLAN/ SCHEDULE TIME FRAME

The research was be conducted for the period of six (6) weeks as follow

ACTIVITIES PROGRAM	**1ST WEEK**	**2ND WEEK**	**3RD WEEK**	**4TH WEEK**	**5TH WEEK**	**6TH WEEK**
Reporting at the working place						
Familiarization and distribution of questionnaire						
Interview schedules						
Collection of data and compilation						
Data analysis and presentation						
First draft proof reading and final report submission						

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APPENDIX II

BUDGET

The study was require money in order to achieve the goals for data collection. It includes stationery, transport expenses as well as daily expenses for researcher survival. The expenditure was be as the follow:

S/N	Item	Quantity	Cost
1	Pens	1box	7,000/=
2	Papers	1ream @ 14000	14,000/=
3	Questionnaire and interviews questions preparation	50 copies @ 200	10,000/=
4	Typing and printing proposal		50,000/=
6	Meals	40 days @ 5000	200,000/=
	TOTAL		**241,000/=**

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APPENDIX III

APPROVAL LETTER

JAMHURI YA MUUNGANO WA TANZANIA

OFISI YA WAZIRI MKUU
TAWALA ZA MIKOA NA SERIKALI ZA MITAA

HALMASHAURI YA WILAYA BAGAMOYO

Unapojibu tafadhali tafa

Kumb Na:. JB.311/375/01/269

Tarehe: 24 Machi, 2026

Mkuu wa Chuo,
Chuo cha Ukutubi na Utunzaji wa Nyaraka za Serikali,
S L.P 227,
BAGAMOYO.

Yah: RUHUSA YA KUFANYA UTAFITI KWA NDUGU OLIVER A. MISAGO.

Kichwa cha habari hapo juu cha husika.

2. Ofisi ya Mkurugenzi Mtendaji Halmashauri ya Wilaya Bagamoyo inakiri kupokea barua yako yenye Kumb Na. DA.201/457/VOL/1/20 ya tarehe 04 Machi,2026 yenye somo sawa na hapo juu

3. Kwa barua hii, napenda kukufahamisha kwamba mtajwa hapu juu ameruhusiwa kufanya Utafiti Halmashauri ya Wilaya ya Bagamoyo katika Idara ya Ardhi na Mipango Miji kwa kipindi cha kuanzia tarehe 1, June hadi 12, 2026

4. Namtakia Utafiti mwema

Majid S.Mhina
KAIMU MKURUGENZI MTENDAJI
HALMASHAURI YA WILAYA
BAGAMOYO.

KAIMU MKURUGENZI MTENDAJI
HALMASHAURI YA WILAYA
BAGAMOYO
S.L.P 59
BAGAMOYO

Nakala: Mkuu wa Idara,
Idara ya Ardhi na Mipango Miji,
Halamashauri ya Wilaya,
S.L.P. 59,
BAGAMOYO.

- Mpokee na kumpa ushirikiano

Oliver A. Misago - Ripoti Idara ya Ardhi na Mipango Miji

Barua zote zinafaa kwa Mkurugenzi Mtendaji (W)
Ofisi ya Mkuu wa Mkoa, Halmashauri ya Wilaya Bagamoyo, Barabara ya Uhindini, S.L.P. 59, BAGAMOYO Mkoa wa Pwani.
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