

Professional Development Practices and Service Delivery of Academic Staff in Kampala International and Kyambogo Universities in Uganda: A Conceptual Paper

By Kulthum Nabunya, Hilary Mukwenda Tusiime and Robert Kyaligonza

Abstract

The significance of service delivery of academic staff is widely recognised in scholarly literature. Service delivery of university academic staff is realised through commitments to teaching, research and community engagement to realise quality production. However, evidence shows that there are service delivery gaps in the domains of teaching, research and community engagement amongst academic staff of Kampala International and Kyambogo universities in Uganda. Academic staff have low innovativeness in teaching; there is inadequate supervision as well as limited engagement in community outreaches. If the problem of gaps in service delivery amongst academic staff persists, the institutions will hardly realise their missions and visions of having excellent performance and there will be a decline in the academic standards in these universities. This article proposes a study on whether professional development practices can enhance service delivery of academic staff in Kampala International and Kyambogo Universities in Uganda. This article that is derived from a PhD proposal highlights the introduction, theory, the problem, objectives, significance, conceptual framework, related literature and the hypotheses to be tested. The monograph and future articles to be generated from the proposed study will give the findings, conclusions and recommendations.

Keywords: Academic staff; Service Delivery; Professional Development practices

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Introduction

Traditionally, universities have defined the role of academic staff to include the domains of teaching, research and service to the society (Luzecky & Badger, 2009). Academic staff in universities world over are committed to the pursuance of and conduct of teaching, research and engagement in community services as a way of providing solutions to the problems of society (Mamdani, 2007). Hence, teaching, research and engagement in community services form the bedrock of what academic staff are expected to deliver. Consonant with the above bid, the proposed study intends to investigate the relationship between professional development practices and service delivery of academic staff in Kampala International University. In relating professional development practices to service delivery of academic staff, this conceptual article is based on the Human capital theory. In relating professional development practices to service delivery of academic staff, the Human Capital Theory developed by Adam Smith in 1776 (Zamora, 2016). The Human Capital theory assumes that human beings are one of the country's institution stock. It also states that education is one of the effective ways of increasing the productivity of human resources. Thus, education is commonly regarded as the major form of investment in human resources. Investment in human capital training raises productivity. In line with this theory, it is hoped in this study that investment in academic trainings especially investing in them to train in seminars, workshops, conferences, study leaves, in-service trainings raises the extent to which academic staff deliver in teaching, research and community service. Providing training opportunities to academic staff as per the theory equips them with teaching skills, adequate knowledge of teaching, carrying out research and solving community related problems, while denying academic staff an opportunity to train will imply low service delivery in teaching, research and community outreaches.

Similarly, in a university environment like that of Kampala International and Kyambogo University academic staff must be enhanced to enable them deliver as expected in the areas of teaching, research and community outreaches to satisfy students as their primary customers. However, failure to apply the theory effectively by not considering customers' needs in this regard the students, parents, guardians, the general community and academic staff will imply gaps in academic staff service delivery.

Research Problem

Academic staff are expected to support and maintain institutional, national and international reputation through excellence in teaching, research and community service to fulfill its statutory obligation. Basing on the above requirement, Kampala International and Kyambogo universities have set missions and visions that promote effective service delivery of staff in the domains of teaching, research and community service. However, there are service delivery gaps in the domains of teaching, research and community engagement at Kampala International and Kyambogo universities. At Kampala International University in particular, teaching and research have been reported as being inappropriately done, with low publication rates of academic staff, inappropriate supervision of students' research projects especially at postgraduate level (NCHE, 2017); Edabu & Anumaka, 2014).

This situation is not any different at Kyambogo University regarding service delivery of academic staff. For instance, gaps in academic staff service delivery in this University was manifested in low innovativeness of teaching, inadequate supervision and limited engagement in community outreaches (Kasule, Wesselink, Naroozi & Mulder, 2016; Auditor General, 2015). Unless these universities' management come up with ways of implementing academic staff professional development practices, the institutions will hardly realise their missions and visions of having excellent performance. Several factors like rewards, policies at work place and work environment were found to be related to academic staff service delivery in earlier studies the problem of academic staff service delivery is still recurring. This study sought to make a contribution by establishing how professional development practices related with academic staff service delivery in Kampala International and Kyambogo universities.

Research Objectives

The objective of the study is to examine the relationship between professional development practices and service delivery of academic staff in Kampala International and Kyambogo Universities. Specifically, the study will seek to examine whether professional development practices are related with teaching, research and community outreaches service delivery respectively.

Framework

Basing on the Human Capital theory, Figure 1 provides a framework relating professional development practices and service delivery of academic staff. Service delivery is categorized in terms of teaching, research and community engagement. In turn, Professional development practices have been operationalized as mentoring, monitoring, inductions, coaching, attending conferences, workshops seminars, study leaves, orientation, professional learning.

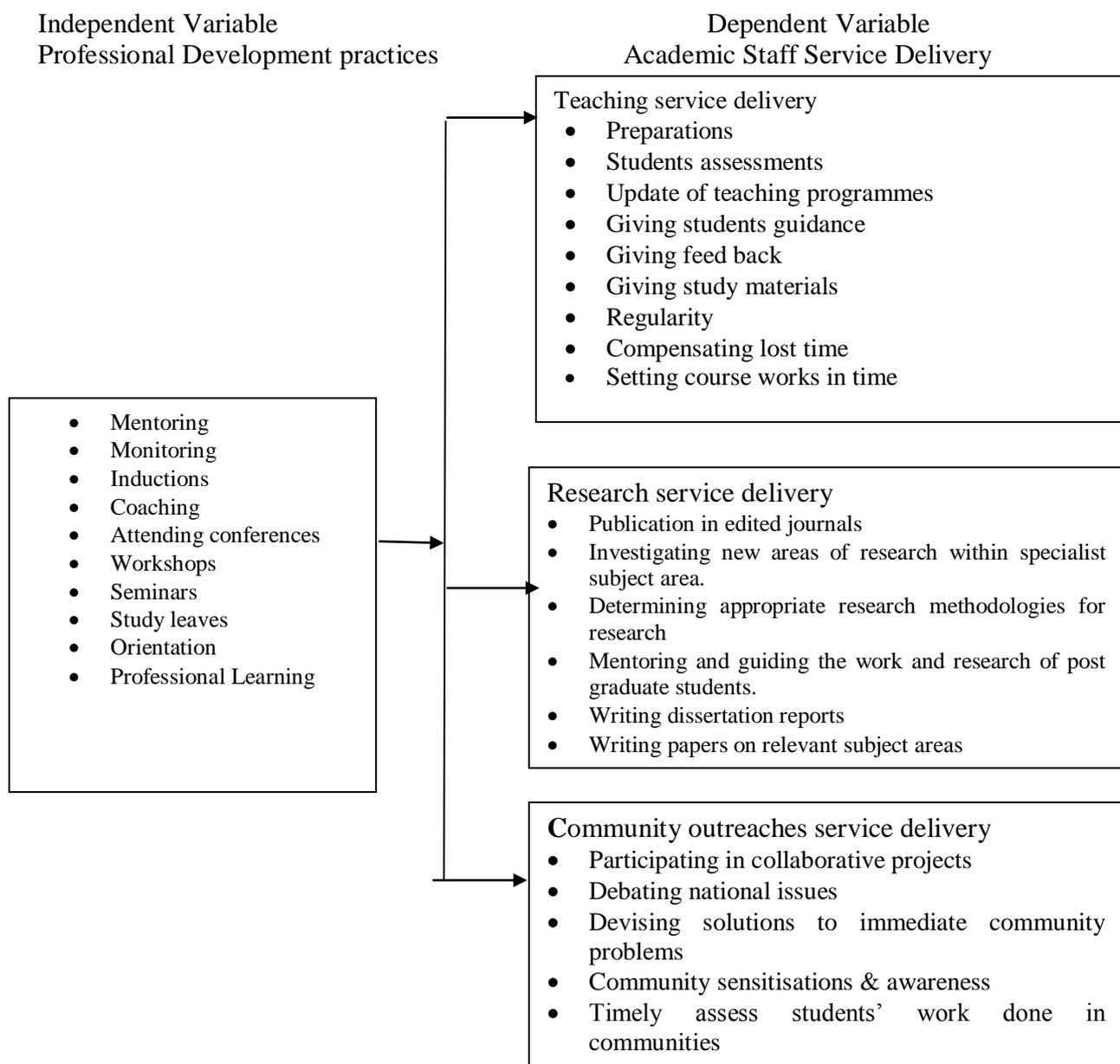


Figure 1: Conceptual Framework showing the relationship between professional development practices and academic staff service delivery

Sources: Cambridge University 2015(5 items) Othman & Dahari 2011, (4 items)
 Nakimuli & Turyahebwa 2015 (10 items) Musinguzi, Ssonko, Jeremy, Martin, Stanley, 2016
 (4 items) Ofojebe and Chukwuma, 2015, (4 items) Adeleke & Awopetu, 2010 (2 items)

Literature Review

Professional Development Practices and Teaching Service Delivery

Studies relating professional development practices on service delivery reviewed include; Imo, Oswald and Ingang (2013) study investigated the development programs performance of secondary school teachers in Nigeria. They collected Data using two sets of questionnaires titled "Staff Development Programme Questionnaire" (SDPQ) and "Teachers' Job Performance Questionnaire" (TJPQ). SDPQ was administered on 450 teachers while TJPQ was administered on 1800 students to assess teachers' job performance. Using Independent t-

test, they found out that teachers who participated in staff development programmes were more effective in their job performance than those who did not, in terms of knowledge of subject matter, classroom management, teaching methods and evaluation of student's work. However, Imo, Oswald and Ingang's study was about secondary school head teachers not university academic staff as the current study will carry out.

Jepketer, Kombo and Kyalo (2015) studied the relationship between teacher capacity building strategy and students performance in public secondary schools in Nandi county, Kenya. The study sample size was of 80 teachers, 136 students. With use of descriptive data analysis, the findings revealed that teachers needed refresher courses to improve on their teaching performance. However, this study proposed to apply a correlational analysis of data. Rehman, Jimani, Akhter, Chisthi and Ajmal (2011) studied the relationship between training of teachers and effectiveness in teaching using a sample of 80 female teachers and 180 girl students. Data was analyzed using correlation analysis technique revealed that teacher training was positively and significantly related to effective teaching. Teacher training significantly related to instruction/ academic work, classroom management and evaluation procedures. However, in this study, other aspects of service delivery that is research and community service delivery were not considered which the proposed study will do.

Amadi & Promise (2013) study investigated professional development on teachers' academic performance in secondary schools in Etche Local Government Area. It is a literature study. The result of the findings indicated that professional development of teachers refocusing the status quo of the school system hence contributing to high level of academic standard; in-service training fully integrates teachers' talents and potentiality towards realizing the objectives and goals of the school system: - workshops/ conferences/ seminars provide the medium for sharing assumptions, values, beliefs as well as engendering inter institutional resources and exchanging scholarly ideas. It is therefore concluded that enabling environment and opportunities be created for consistent acquisition of knowledge, skills and potentialities to pursuit the academic excellence. Hence, it is recommended that sufficient resources should be provided to assure effectiveness during the programme; there should be provision for positive reinforcement after training for transmission of the acquired knowledge and skills; varieties of development programme or activities should be provided to accommodate the interest of non-academic staff; teachers should be allowed to use research/publication as a yardstick for their promotion as in the universities system.

Nasreen and Mirza (2012) in their literature examined current practices of faculty training and development in the old and new public sector universities of Punjab, Pakistan. The sample of study included teachers, heads of departments (HoDs), and human resource management (HRM) experts. The data from teachers and HoDs were collected through questionnaires. Interviews were conducted with HRM experts. The main objective was to analyze the current practices of faculty development (FD) and training in old and new universities of Punjab. The study found out that training programs were more instrumental in improving teachers' skills and attitudes in old universities as compared with that in new universities. Universities do not have HRM offices. Therefore, specialized advice on HRD practices was also nonexistent. HRM experts were concerned on sporadic conduct of training programs and they suggested regularizing and evaluating such programs appropriately. However, the study was carried out in Pakistan far in Asia not in Uganda with different funding factors which warrants the need for further studies in the Ugandan context.

Khan and Tajoddin (2012) study investigated Teachers learning from professional development program for primary school teachers and translating their new learning actions in context of Chitra Pakistan. Khan and Tajoddin collected data through semi-structured and open-ended interviews, classroom observations, documents analysis and conducting focused

group discussions with students. Altogether nine participating schools (three schools from each system i.e., public, private and Aga Khan Education System) were selected as research sites. Total nine primary teachers and three teachers from each system and 27 students participated in the study. The study reported a shift in teachers' non-reflective attitudes to more reflective attitudes. Teachers' quality of their reflections however found to be technical in nature showing their inability to detect limitations of their teaching. The study also found graduate teachers using more learner centered pedagogies but required more content specific trainings to teach some concepts. The findings also suggest that the graduate teachers developed skills in pedagogy and the utility of those pedagogical skills in their classrooms reshaped their beliefs of teaching, learning and learner. The positive experiences in turn reconstructed teachers' conception of classroom environment vital in fostering learning of students. However, Khan and Tajoddin noted that Professional development programmes are criticized for not meeting the practical needs of teachers and teachers are blamed for going to their comfort zones despite their participations in professional development programmes.

Supouitz and Turner (2000) study investigated the current science education reform movement showed the importance of professional development as a means of improving student science achievement. Using data from a National Science Foundation Teacher Enhancement program called the Local Systemic Change initiative; their study employed hierarchical linear modeling to examine the relationship between professional development and the reformers' vision of teaching practice. The study found out that the quantity of professional development in which teachers participate is strongly linked with both inquiry-based teaching practice and investigative classroom culture. At the individual level, teachers' content preparation also has a powerful influence on teaching practice and classroom culture. At the school level, school socioeconomic status was found to influence practice more substantially than either principal supportiveness or available resources. However, Supouitz and Turner's study was about science teachers which warranted the need for further studies including even the arts teachers and university ones in particular.

Caena (2011) in a study about literature review on teachers' continuous professional development established that high quality teaching is a key requisite for high education quality and training. The aforementioned author highlights that it is an institutions duty to provide young staff with competencies and skills needed to adapt to globalised and complex environments where innovation, creativity, initiative and commitment to continuous learning are important in knowledge dissemination and transmission in the same way.

Turkish, Greive, & Cozens (2014) study investigated transferring educational theories and knowledge using a co-teaching mentor model. A co-teaching mentor model, was revealed as having improved the teaching of academics. Two research-focused lecturers responsible for first-year units were partnered with a co-teaching mentor to offer guidance on how the content (urban and regional planning) could be delivered more effectively with an emphasis on student engagement and motivation. These two case studies are discussed and the findings demonstrated the effective transfer of teaching awareness and skills through this process. Five key educational theories underpin the substantive changes made to the way that classes were delivered. The applied relevance and transfer of these ideas can be demonstrated in the reflections from the participating staff through a pedagogical analysis of the before and after changes in their teaching practices, and in the improved student evaluation and retention results.

In the aforementioned study it was found out that when development takes place in classroom, teachers develop practical skills both during initial teacher education and in course of continuing professional development. At times teachers are able to benefit in engaging in professional development activities that help to bridge the gap between theory and practice.

Effective changes in teaching have been recorded for teachers who engage in professional development experiences. However, this study was not on academic staff of Kampala International and Kyambogo Universities thus creating a contextual gap that this study is yet to address.

Barifaijo, Kryeija, Namara, Kyohairwe & Ssentamu (2015) study investigated how workload policies in higher education institutions in Uganda affected the academic profession and institutions in general. Components of workload, workload estimation and computation for academic staff in higher education institutions (HEIs) were considered. This deliberate effort aimed to establish a more equitable estimation, the actual assignment and evaluation of the academic professionals and how it affects their teaching, third mission, research, general motivation and their retention. Further, the study sought to establish the intricate of computation of workload, examined its implication on the academic profession in higher education institutions (HEIs) in Uganda. The study employed both qualitative and quantitative approaches with the use of cross-sectional design to establish workload intricacies in the academic profession. The study comprised four randomly selected universities and one other degree awarding institution purposively selected. The study revealed that workload policy had serious negative implications on research output, staff productivity, quality of delivery, knowledge sharing and motivation of academic staff. However, all the above mentioned elements lacked a clear link with professional development practices and how they influence on academic staff service delivery in teaching which aspect will call for a need to undertake the proposed study.

In the same vein, Ddungu (2014) study investigated university lecturers' professional empowerment and turnover in Uganda. Ddungu collected data from 384 lecturers using a structured questionnaire, and he analysed it using the descriptive, Chi Square, correlation, and regression techniques. The study found out that the level of professional empowerment in Ugandan universities is low and that this has contributed to the lecturers' turnover. However, the intended study will analyse data using a Pearson correlation not chi square.

Kyaligonza (2010) study investigated correlates of research output focusing on public universities in Uganda. The study purpose was to analyse, investigate and assess the correlates of research output in Public Universities in Uganda. A survey was carried out in Makerere University (MAK) and Mbarara University of Science and Technology (MUST) representing all Public Universities in the country. The study adopted a cross-sectional survey design with the representative sample elements from population. Data was collected once and extrapolated inferentially to the whole population. Both qualitative and quantitative methods of data collection were employed for the study. The study results revealed that there was positive significant relationship between the financial resources and research output; a very strong positive significant relationship between human resources and research output and a positive significant relationship between physical resources and research output in Public Universities in Uganda.

Kasule, Wesselik & Molder (2016) study was conducted to determine general professional development activities perceived to be important in enhancing university teaching staff job performance, and the extent to which teaching state participate in these activities in Uganda. Data were collected through semi-structured interviews with faculty deans and department heads (n = 20), and a questionnaire administered to university senior administrative staff (n = 90) and teaching staff (n = 126). Deductive content analysis and descriptive statistics techniques were used to analyse qualitative and quantitative data, respectively. It was established that university teaching staff rarely participate in professional development activities. Nevertheless, activities such as accredited university teacher education and training, symposia, workshops, and professional networks, all oriented on

contemporary teaching and learning, research and innovation, and community development activities, are perceived to be important in improving teaching staff job performance. Thus, there is a need to make participation in formal and informal professional development activities mandatory for university teachers.

The above review suggests gaps in the way that most of it was carried out in western contexts and in either primary or secondary school settings. Some of the literature was not directly relating Professional development practices on service delivery of academic staff this study has, which calls for a need to undertake this study to do so.

H1: Professional Development Practices and Teaching Service Delivery

Professional Development Practices and Research service delivery. Idak, Ugwanyi and Eunice (2016), this study investigated mentoring strategies in use for professional development of librarians in federal Universities in North-Central Nigeria. Descriptive survey research design was adopted. Population of the study was 107 professional librarians. Four research questions guided the study. Instrument for data collection were: structured questionnaire and an interview schedule. Data obtained were analyzed using mean ratings. Major findings include: informal mentoring strategy is the main strategy in use for professional development of librarians in these universities, many benefits accrue from mentoring, yet there are challenges affecting it. Suggested ways to combat these challenges were given. The implication of the study is that if formal mentoring is not adopted and put in use, professional development of librarians will not be met, research and publication will be hindered and institutional rating may be affected. However, librarians are not academic staff warranting need to undertake this study to establish how professional development practices both on and off job development practices relate with research service delivery of academic staff.

Further, pay master Lyndon and Etale (2014) The study examined the impact of human resources development on performance of academic staff in Nigerian Universities in Nigeria. The study involved a survey of two Universities in Bayelsa State. Data were obtained from the annual reports of the Federal University, Otuoke and Niger Delta University, Wilberforce Island both in Bayelsa State selected for the period 2010-2014. The relevant data were subjected to statistical analysis using the multiple regression technique. The results of the study revealed that Human Resource Effectiveness (HUREE) and Human Resource Certification (HUREC) have positive and significant relationship with Performance of Academic Staff (PAS) in Nigerian Universities. It was also empirically verified that Human Resource Promotion (HUREP) and Performance of Academic Staff (PAS) have significantly negative relationship. The researchers recommended that training and human resource development relevant to organizational goals should be provided to employees and recipients provided with an enabling environment to perform tasks that will lead to excellent staff performance. However, this study will establish whether a similar scenario will occur among academic staff in Kampala International and Kyambogo Universities.

Supouitz and Tuner (2000) in a study about the effects of professional envelopment on science teaching practices and classroom culture showed that professional development practices quality leads to an investigative inquiry that deepens a centre of research among teachers. Aslam (2013) study was an attempt to explore professional development practices for teachers in secondary schools of Pakistan. Research has attempted to discover the better ways for professional development of teachers in secondary schools in addition to many other factors like continue training, in service education, workshops, counseling and incentives are also very important factors to discuss here because in Pakistan teachers face many problems while getting professional development.

Thus, counseling, incentives are necessary for continuous professional development of teachers. Otherwise many lose heart due to a lot of problems faced by them during professional development trainings. The purpose of the earlier study is to explore the term professional development, to make teachers able to manage the class more efficiently and also increase the level of learning throughout their career and also find the hindrances in professional development programs of teachers in secondary schools of Pakistan and to provide the better solution to overcome the hurdles by providing different training programs batter than that provided in the past. Hence, the purpose schools of Pakistan we took a sample for the collection of relevant data.

Our study is also helpful to explore how we can make the professional development programs more effective and professional development is helpful for teachers and what are their purpose to design these programs moreover explore the challenges they are facing recently and what issues arises related to it and how could we minimize these. Researchers have applied qualitative technique in order to collect and interpret data. Semi structured interview were conducted from ten teachers of public and private schools. Moreover, hundred questionnaires are also filled up from both of the schools, in which we use the liker scale. This study also explores practical implications and what adoptions can be utilized in order to improve the professional development program of public and private school teachers in Punjab.

From research it has concluded that professional development programs are not so effective because programs are characterized with inflexible curriculum which ignored teacher's needs. In other sense there is no connection between their professional development and every day class room needs. Secondly due to the time constraints mostly teachers are not interested in these programs, they just take in to get certificates. Thirdly teachers have no input while planned training topics there is lack of teacher's involvement in planning and training process. At the end there is no proper plan for follow up and transferred activities to class room practices. Professional development of teachers must be planned, funded and supported. Teachers must be encouraged to participate in training programs. There should be proper co-ordination in professional development programs, so that logical sequence of experience should be followed.

In more less the same way; Takbir (2011) studied teachers leaning and professional development using a desktop review of literature and established that professional development offers critical skills like those related with reflective practice, action collaborative research which boosts teachers' research skills. However, the study was in the Asia world where it employed review of literature while this study will be empirically carried out in Kampala International University in Uganda.

In line with this, Court (2003) in a study about financing higher education in Africa revealed that the quiet revolution period diverted institution funding from public based funding to private based scheme which 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 study will be meant to find out the true relationship between staff development practices and academic staff service delivery in Kampala international university private university and Kyambogo University a public university in Uganda. Caena (2011) in a study about literature review on teachers' continuous professional development stressed that continuous professional development provides interesting insights regarding teacher effectiveness in research. Such teachers endeavor to relate knowledge and strategies to practical experiences, to pragmatic research skills systematic and sensitive way. However, this was in the context of secondary school teachers and to it was not directly aligned to university lecturers, which gaps this study, will address.

Taiwo (2010) in a study about the influence of work environment on workers' productivity in selected oil and gas industry in Lagos-Nigeria used a semi-structured questionnaire as a data collection tool. Data collected was analyzed using a T-test as a data analysis method and revealed that a work environment that allows employees to go for staff development helps to create a conducive atmosphere which enhances productivity in the area of research. Although productivity of workers has much to do with service delivery but in this regard it was related with work environment not professional development practices this study is embarking on. Alternatively, this study was carried out in the oil industry not in a university academic environment like the one this university is targeting.

Other studies, like those of Kyaligonza (2010) in a study about Correlates of research output had 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. However, Makerere was the only university in Uganda at this time.

This study will thus be meant to show the link between professional development practices and academic staff service delivery in KIU a private University. At national level McGregor (2007) reported that the second major function of a university is to teach undergraduate and post graduate programmes through research. Universities are expected to set, spear head, regularly review, and update their research agendas. However, these cannot be realised without competent and experienced staff. This study will thus establish how these are aspects tilted by professional development practices relate with the performance of academic staff in Kampala International and Kyambogo Universities.

H2: Professional Development Practices and Research service delivery.

Professional Development Practices and Community Outreach Service Delivery

The definition of professional development practices provided by Aslam, Javad, Nokandha, Jalahan & Lodhi (2012) was referred to as a continuous process of acquiring disseminating and executing knowledge to build more capable students and improving on society. Through professional development practices lecturers are in position to engage in strategies meant to solve immediate society problems. However, this situation could be different from that of Uganda in the way that there is not yet no empirical study indicating how professional development practices relates with academic staff service delivery which this study will do.

Further, Sullivaton (2011) in a study about increasing employees' productivity stated that providing clear development policies allows human resource managers to develop, retain

individual employees who are in performing continuous training created through staff development practices helps academic staff to get clear solutions to immediate problems and challenges the community is facing. However, several studies have indicated that academic staff in universities have not been fully developed to do an active role in community outreaches. This study found out whether a similar situation prevails among academic staff in Uganda.

Meanwhile, Ozurumba & Amasuomo (2016) in a study about academic staff development and outcomes in state universities in South Nigeria revealed that a significant relationship exists between staff development and the productivity of academic staff in terms of research, teaching and community service. As academic staff in service training and attendance of conference, workshops influence positively on output of academic staff. However, this study will involve use of regression analysis to show the exact impact of how professional development practices relate with service delivery of academic staff in Kampala International and Kyambogo Universities.

H3: Professional Development Practices and Community Outreach Service Delivery.

Research Methodology

Paradigm and Design

The study will majorly adopt Auguste Comte positivism that involves testing of hypotheses to establish the relationship between service delivery and professional development practices. Both cross sectional and correlational survey designs will guide the study. The use of cross-sectional survey will enable the researcher to collect data from the target population at one point in time. The use of correlational survey design shall enable the researcher to establish the relationship between professional development practices and service delivery.

Data Collection Instrument

The study will use a Self-Administered Questionnaire (SAQ) to collect data from academic staff. To ease administration, questions in the instrument will be closed ended; that is, having response options provided. The SAQ will be used because academic staff are literate and hence able to read and give responses without external interference. Specifically, the reliabilities of the constructs will be already guaranteed by earlier studies. However, at the end of the study items will be subjected to a confirmatory Factor Analysis. Reliabilities for the various sections of the questionnaire will be re-tested using Cronbach Alpha method provided by the statistical package for social scientists (SPSS). In other words, since reliabilities of the variables are likely to be valid too.

Table 1: Variables in instruments, their Sources and Reliabilities

Variable	Construct	Number of Items	Source of instrument, number of items and their reliabilities
Professional Development practices		10	Othman & Dahari, 2011 (4; items $\alpha = 0.768$) Nakimuli & Turyahebwa, 2015 (4 item; $\alpha = 0.994$) Oloyede, Adeleke & Awopetu, 2010 (2; items $\alpha = 0.73$)
Academic staff service delivery	Teaching service delivery	11	Othman & Dahari, 2011 (6 items; $\alpha = 0.768$) Cambridge University, 2015, (5)
	Research service delivery	07	Ofojebe and Chukwuma, 2015 (4 items; $\alpha = 0.880$) Nakimuli & Turyahebwa, 2015 (3 item; $\alpha = 0.994$)
	Community service delivery	07	Musinguzi, Ssonko, Jeremy, Martin, Stanley, (2016) (4 items) Nakimuli & Turyahebwa, 2015 (3 items; $\alpha = 0.994$)

Data Management

Data analysis will be done at different levels, namely univariate level, bivariate and multivariate. At univariate level, data analysis will be based on percentages from frequency tables. At bi-variate level, academic service delivery will be correlated with professional development practices using Pearson's correlation co-efficient method because the variables are both numerical in nature. At multi variate, regression analysis will be done by relating professional development practices on the three aspects of academic staff service delivery.

Conclusion

This research concept paper proposes to appraise whether professional development practices are related with service delivery of academic staff. The article is derived from a PhD proposal that will lead to a monograph future articles. This article highlighted the introduction, theory, the problem, objectives, significance, conceptual framework, related literature and the corresponding hypotheses to be tested. The PhD monograph and future articles to be generated from the proposed study will give in greater details, the introduction, literature review, methodology, findings, discussion, conclusion and recommendations.

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