

Exploring the Understanding of Technical University Lecturers on Continuous Professional Development in Ghana

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Abstract

The main objective was to determine the understanding of technical university lecturers in Ghana on continuing professional development and the importance it plays in their career prospects. The study was qualitative with a sample size of forty-eighty. The sample was taken from six deans of faculties, six heads of departments, and thirty-six lecturers. The participants were chosen from two technical universities. Two interview schedules were used to interview the participants. The deans and heads were interviewed with a different schedule, and the other was used to interview the lecturers. Some of the research findings included that CPD is any training, activity, or program that improves one's knowledge, competencies, and skills in their field of specialty. It was also revealed that CPD allows lecturers to develop themselves. The ultimate objective of CPD is to help lecturers be efficient and effective in their teaching to impact their students positively. The study recommends that lecturers above fifty years who do not qualify for study leave with pay to embark on terminal degrees but certify all the criteria for promotion be promoted not above the senior lecturer position.

Keywords: *Career prospects, Competencies, Knowledge, Professional Development, Skills.*

Introduction

Continuing professional development is essential in any profession. Regarding academics, CPD plays a crucial role as lecturers must always be abreast with current trends in the field of expertise. Lecturers should always have to train their students to fit into real work situations. Therefore, lecturers must always upgrade their knowledge, competencies, and skills to stay relevant in this technological world. This makes it imperative for them to embark on continuing professional development. The technical universities have tied career prospects to CPD. In this study, we will explore the understanding of technical university lecturers in Ghana on professional development. We would also find how their professional development needs are identified and how they sponsor their CPD programs. The study will also determine if lecturers' career prospects are linked to CPD.

Jaafar [1] asserts that lecturers are expected to embark on continuing professional development to help enhance their knowledge and skills in teaching and learning approaches and managerial and leadership skills in an academic setting. He further asserted that CPD, in its broadest sense, encompasses all those activities that help faculty members improve their capacity to become more effective instructors. The other benefits of CPD help academics perform different parts of their multifaceted tasks, such as conducting research, contributing to administrative activities, and writing publishable materials. Wilkenson [2] underscores that CPD is a tool for improving the educational vitality of our institutions. This is done by giving attention to individual teachers' competencies to satisfy the institutional policies required to promote academic excellence. Jaafar [1] asserts that when lecturers realize and identify their strengths and weaknesses, it helps them select their most

appropriate learning pathways. Lecturers should not see CPD as punishment or a remedial measure for mistakes but rather regard it as an intellectual challenge and for them to undertake new roles and responsibilities in their institutions. When the individual lecturer seeks to contribute to the learning and development of peers, it will help to enhance the functioning of the whole team and contribute to institutional knowledge and excellence.

King [3] asserts that continuing professional development is high on the agenda for UK Higher Education. It must be stated that it is valued not only in UK Higher Education that CPD is valued but also in academic circles. The government's White Paper issued in 2003 on 'The Future of Higher Education' underscored the need to support the development of professional standards for academic practice and continuing professional development (CPD). It will go a long way to support teaching and learning in higher education [4]. King [3] also stated that UK higher education institutions must develop their Human Resource and Teaching & Learning strategies to include provision for rewarding excellent teaching and supporting CPD. Becher [5] indicated that professional learning takes many forms. He identified seven categories or modes of continuing professional development: courses and conferences, professional interactions, networking, and consulting experts. The rest are personal research, learning by doing, and learning by teaching. Becher [5] further suggested that higher education institutions could set up professional interactions, promote and underpin specialist networks and support personal research.

Ferman [6] identified CPD to include various collaborative and individual activities. These activities include working with an educational designer, attending workshops, discussions with peers, presenting at conferences, being mentored, and undertaking professional reading. On his part, Baume [7] suggests that for any person to make the right developmental

opportunities, the person should know the way he/her prefers to learn. Baume [7] outlines some of the opportunities available for academics, and it includes attending 'courses and workshops, conferences, mentoring, action learning sets, reading, discussions with colleagues, learning by doing and reflection, and development through committees, working groups, professional work, job shadowing, and exchange'.

Methodology

The researcher chose two technical universities out of the eight universities. One Technical University was purposively selected from the southern and the northern sectors. The chosen universities are Accra Technical and Kumasi Technical universities and can perfectly represent all the technical universities in the country. In each of the selected universities, the lottery method was used to choose three faculties and three departments in each selected faculty. In each University, the three deans of selected faculties were purposively appointed, and one head of department was selected from each faculty using the lottery method. The lottery method was used in each department chosen to determine two lecturers. Any lecturer employed for less than six years was eliminated from the sample. At each University, three deans, three heads of departments, and eighteen lecturers. In all, the sample size included six deans, six heads of departments, and thirty-six lecturers who were selected for the study. All the forty-eight in the sample were interviewed using an interview schedule. Two interview schedules were used; one was used to question the deans and heads of HOD and the other for the lecturers. The interviews were thematically analyzed and discussed.

Results

The study revealed that the participants understood what constitutes continuous professional development. They understand CPD to be any training, activity, or program that improves one's knowledge, competencies, and

skills in their field of specialty. CPD allows lecturers to develop themselves. The ultimate objective of CPD is to help lecturers to be efficient and effective in their teaching to impact their students positively.

It also came out from the study that CPD constitutes any form of education and training, and it can be formal or informal, private or public, and can last for a few days and up to three/four years. CPD includes attending programs at accredited institutions that give certificates or attendance certificates. It also includes attendance of seminars, workshops, and conferences to make presentations, mentorship, and industrial attachments.

The study revealed that before any lecturer undergoes a CPD program, the professional needs of the lecturer should be identified by the head of department/dean of faculty or the lecturer himself. Sometimes the Quality Assurance (QA) section of the University assesses the professional needs of the whole University. The Quality Assurance section then informs the university authority to organize a conference for the university staff, both the academic and the non-academic. The conference usually takes between three to five days. The QA section identifies experts internally from the nation or outside the nation as resource persons.

The study revealed that the University has a scholarship fund, and those who identify any CPD program which they would like to attend apply through the head of the department and the dean of the faculty to the scholarship and conference committee for consideration. As the universities were upgraded from existing Polytechnics, most lecturers do not have Ph.D. degrees, so priority is given to lecturers who would like to pursue Ph.D. programs. Those who are not given sponsorship can be given the option to sponsor themselves if they have the means. It came out from the study that the University puts a premium on those who would like to pursue Ph.D. programs as those without Ph.D. degrees cannot be promoted if even they meet the criteria for the promotion. The

University also prioritizes any CPD that can improve the lecturer's knowledge, competence, and skills to be efficient and effective in the classroom to impact the students positively. The University's policy is to organize at least one in-house seminar/conference once a year for the University's staff to be competitive in the academic world.

Discussions

What is your Understanding of Continuous Professional Development?

The first question explored the participant's understanding of continuous professional development. The analysis of the responses indicated that all of the respondents (100%) understood what is meant by the term Continuous Professional Development (CPD). We cite some of the responses given by the three categories of respondents to explain their understanding of the term CPD. These categories are lecturers, heads of departments, and deans of faculties. On the part of the lecturers, one respondent responded that:

Per my understanding, it depends on the department you find yourself in. For instance, I am in the marketing department; therefore, if I want to look at CPD, it means I should be able to develop myself in the profession I find myself in. So, in a sense, CPD is any training that will improve my marketing profession. (PL1, 2021. Lecturer).

On the same question, a head of the department also responded that:

Continuous professional development means that after your appointment, any education and training one receives would help them to upgrade and get abreast with the trends in their field. My understanding of CPD is a core part of human development for forward-looking firms. What CPD does is that it allows the lecturer to develop self. PH 1, 2021).

The views expressed by the two people above on the understanding of Continuing professional development collaborate with the idea of Roscoe [8]. He sees CPD as a process rather than a

product as it has no end. Blackwell and Blackwell [9] assert that all well-established universities provide continuing professional development opportunities for their staff. As time evolves, continuing professional development is becoming an inherent part of academia [10]. Higher Education Academy, on its part, has defined continuing professional education as any process or activity, planned or otherwise, that contributes to increasing or maintaining knowledge, skills, and personal qualities related to learning and teaching and broader academic practice. This includes proper research and scholarly activity and the leadership, management, and administration of academic provision and support [11].

What Constitutes Continuous Professional Development?

On the above question, the majority of the respondents (96%) had an idea of what constitutes CPD. The summary of the views expressed by the respondents indicated that any activity that helps lecturers to gain knowledge, skills, and competencies forms part of CPD. They also cited some of the activities that form part of CPD including attending conferences, workshops, industrial attachments, and conducting and publishing research results. We cite some of the responses given by the three categories of respondents to illustrate their understanding of what constitutes CPD. A lecturer responded that:

CPD comprises a series of training and activities such as formal education in an accredited institution for certification; it also includes a short course that may attract a certificate of attendance. It also includes attending seminars and workshops and going for industrial attachment, mentorship, or any formal or informal training, which updates the lecturer's knowledge, competence, and skills (PL 3, 2021).

On the same question of what constitutes continuous professional development (CPD), one head responded that:

When we talk about what constitutes CPD, a head of the department expressed the view that it includes seminars, publishing of articles, attending conferences, and attending workshops. It could be attending short courses, distance, sandwich, or on-campus programs. These courses can earn an academic certificate or certificate of attendance. Moreover, industrial attachment can be classified as part of CPD. In short, any exercise was undertaken by a lecturer to upgrade their skills, knowledge, and practical experience form part of CPD. (PH 2, 2021).

The respondents are of the view that CPD includes seminars, attendance, and presentations at conferences, workshops, and industrial attachments. CPD can be a short course or a full-time program, attracting either a certificate of attendance or an accredited certificate. In fact, any activity that gives knowledge, skills, and competencies to a lecturer can be classified as CPD.

According to Ferman [6], CPD includes a wide range of collaborative and individual activities. He believes that CPD activities involve working with an educational designer, attending workshops, discussions with peers, presenting at conferences, being mentored, and undertaking professional reading. Baume [7] suggests that for any person to make the right developmental opportunities, they should know how they prefer to learn. Baume [7] outlines some of the opportunities available for academics, and it includes attending 'courses and workshops, conferences, mentoring, action learning sets, reading, discussions with colleagues, learning by doing and reflection, and development through committees, working groups, professional work, job shadowing, and exchange'.

All the views expressed by the participants are similar to the responses of the head of the department above. These views collaborate with what Jaafar [1] said about what constitutes CPD. Jaafar [1] asserts that lecturers are expected to embark on continuing professional development

to help enhance their knowledge and skills in teaching and learning approaches and managerial and leadership skills in an academic setting. He further asserted that CPD, in its broadest sense, encompasses all those activities that help faculty members improve their capacity to become more effective instructors.

Lecturers are Allowed to Embark on CPD of their Choice

On the question of who determines a type of continuous professional development, a lecturer embarks on. All the respondents (100%) responded that the lecturer, the head of the department, and the quality assurance unit of the University could identify the professional development needs of the lecturer and imitate the process. However, the final approval should come from the committee in charge of scholarships and conferences. The quality assurance unit at times organizes conferences at the University to meet the professional needs of the lecturers. The sample responses given by the three categories of respondents are cited below. A dean of faculty responded that:

Students assess all lecturers at the end of each semester, and the outcome of students' assessments and the assessment by the head of the department help in the determination of the professional needs of the lecturer. The head of the department, with the consultation of the dean, recommends the type of CPD a lecturer should embark upon. A lecturer on his own can assess his professional needs and ask permission to embark on CPD of his own. Those without tertiary/terminal degrees are also recommended to pursue their Ph.D. In a sense, the head of the department or an individual lecturer can seek permission to undertake the CPD of his choice. (PD 2, 2021).

A head of the department also said that:

At departmental or faculty/academic board meetings, the general needs of the department/faculty or the University are identified, and a continuous professional program is organized for all lecturers. The

University is supposed to organize CPD programs twice a year. That aside, a department or faculty can also organize CPD programs for the faculty or department members. At first, departments were attending academic retreats to sharpen faculty members' research needs and skills, but this has ceased due to financial constraints. (PH 6, 2021).

A lecturer also had this to say on who determines the type of CPD one can embark on and who determines the CPD needs of a lecturer. A lecturer responded that:

A lecturer on his own can identify a conference and would seek permission to attend the conference. Moreover, it is not always that a lecturer has to seek permission to embark on CPD. Many lecturers on their own embark on CPD; aside, the department, faculty or the University could determine the CPD needs of lecturers and either organize or sponsor lecturers to attend. (PL 13, 2021).

From the discussions above, the respondents expressed that either the individual lecturer or the University can identify the CPD need of the lecturer. When the CPD need of the lecturer is placed, either can initiate the process to embark on the CPD program. The University can organize CPD programs in-house to satisfy the professional needs of the lecturers in the institutions. An individual lecturer can identify a plan and seek permission from the university authority to attend, fulfilling his professional need. The University can fully sponsor the lecturer to embark on CPD; it could be shared with the lecturer or solely supported by the lecturer.

Whitehouse [12] believes that "CPD should be driven by identifying the learning needs" of the learner. Students can identify their learning needs through the assessment of lecturers by students, the lecturer himself, his colleagues, or the administrative head. According to Whitehouse [11], there should be needs identification before any person embarks on CPD. According to him, there should be some settings to audit the lecturer's developmental

needs, often derived from appraisal data. When a person's needs are identified, then the most appropriate CPD training could be organized to meet the person's needs.

What does your Institution Expect from you in Terms of CPD?

When the question was posed on what the University expects from lecturers in terms of CPD, all the respondents (100%) replied that the University expects that all those who embark on CPD programs would improve upon their knowledge, skills, and competencies. The University expects that lecturers who embark on CPD will be efficient and effective facilitators and will impact positively on their students. Some of the responses of the respondents are cited below for a better appreciation of their responses. One head responded that:

The University expects that any lecturer who embarks on CPD would improve upon his/her knowledge, skills, and expertise. The expectation is that any lecturer who undertakes a CPD program would continue to impact positively on the students. At the end of each semester, students are made to assess the lecturers, and the Quality Assurance unit would analyze the previous and current students' assessments to determine whether there has been an improvement in the lecturer's performance. (PD 5, 2021).

On the same issue, a dean also remarked that:

Those who pursue Ph.D. programs are made to organize a seminar at the departmental or faculty level and present their final thesis to their colleagues. Moreover, a copy of the thesis is sent to the university library for keeping. (PD 3, 2021).

Caena [13] asserts that CPD should have positive effects, which should be felt at four levels. At the first level, it should affect the teacher's effectiveness. This is made evident in his teaching and what is regarded as his teaching effectiveness. The students and colleagues should experience the efficacy of a lecturer's teaching. Caena also asserts that CPD

effectiveness should be affected at the school level.

Caena [13] believes CPD should also touch on the broader social community. According to him, when lecturers undertake CPD programs, the impact has ripple effects on the society in which the institute is cited. On his side, ATL [14] opines that CPD should lead to professionalism and build and develop the teacher's confidence and motivation. In a way, all institutions expect lecturers who embark on CPD programs to find their roles easier as it makes them well-versed in changing contexts and helps them absorb information throughout the school year.

Has there being any Change in the Field of CPD since you were Employed in this Institution?

When were the lecturers asked whether there have been changes in how CPD is organized in the University? Almost all the respondents (96%) affirmed the fact that a lot of changes have taken place in terms of CPD. A lot of emphasis is now placed on CPD in the University since the change. Unlike the Polytechnic era, a lot of emphasis is placed on CPD by the University. The papers demanded for promotion and the number of years one must teach to qualify to present papers for assessment for promotion have all changed. Before the polytechnic was upgraded to university, all the lecturers assessed. The assessment led to downgraded some of the lecturers from lecturers to assistant lecturers. The University demands a higher result from lecturers than when it was a Polytechnic. Sample responses from the three categories of respondents are given below for perusal. A lecturer responded that:

Many changes have taken place in the ways CPD is organized, and the scope has widened. At first, a lecturer who has taught for four or five years can submit four published papers to be promoted to the next grade, but it has changed to six papers after teaching for five to six years after the last promotion. Moreover, at first, a lecturer with a master's in philosophy could be

promoted to a senior lecturer when the person satisfies the criteria for the promotion. But as of now, you can satisfy the criteria for promotion, but if you do not hold a Ph.D., you can't be promoted. The most worrying aspect is that you do not qualify for study leave with pay if you are above the age of fifty. (PL 13, 2021).

A dean of faculty responded that:

A lot of changes have been made in terms of CPD programs at the University. At first, when it was a polytechnic and since it was upgraded to university status, the criteria demanded in terms of CPD have been raised to meet the standards of the traditional universities. The basic certificate a person needs to be employed in the University is a Ph.D. Those who were engaged with Master of Science or Master of Arts or Master of Philosophy degrees were not dismissed; they were given some years to upgrade themselves. The other change is that those young lecturers are given study leave with pay to pursue their terminal degrees. Those above fifty years do not qualify for study leave with pay, but those who can sponsor themselves for Ph.D. studies can write for permission. Heads of departments can make special arrangements with such people to pursue their terminal degrees in local universities while still lecturing. Those who do not take advantage of this opportunity would not be dismissed but cannot earn a promotion to the next grade. (PD 4, 2021)

From the responses above, it can be concluded that CPD in Technical universities has gone through a lot of changes since the Polytechnics were upgraded to university status. The requirements for promotions have been raised as the situation has changed. This demands that the lecturers boost themselves up to meet the criteria for promotion. The universities have provisions to help the lecturers to upgrade themselves. The University gives study leave with pay and without pay to lecturers to upgrade themselves. It also sponsors lecturers to attend conferences and other programs. The government also provides research and book

allowance to lecturers to conduct research, subscribe to professional journals, and buy books. When a lecturer lectures for continuous six years, he/she can apply for sabbatical leave with pay to go to other institutions for one year to enrich his knowledge and competencies. The service condition for the University provides CPD in areas such as study leave with/without pay, sabbatical leave, industrial attachment, presentations at local and international conferences, and payment for publications in world acclaimed journals. Collaborative research with academic or industrial colleagues is also encouraged [15].

Which CPD Programs does the University put Premium on?

This section discusses the CPD programs the technical University puts a premium on. All the respondents (100 %) agreed that all types of CPD programs are encouraged, but the University puts premium on terminal degrees (Ph.D.). That aside, the respondents were of the view that any CPD program that can help the lecturer to be efficient and effective and thereby improve his/her professional competencies and delivery is the University's priority. The ultimate concern is that any CPD embark on by lecturers can impact positively on the students for them to fit perfectly in the industrial or real world of work. The University aims to turn out innovative and versatile students who can increase productivity as they get employed after graduation. Better still, the University expects lecturers to acquire skills and competencies that would enable them to turn out graduates who can set up their own businesses and would not become a burden on the nation. The sample views of the three categories of respondents involved in the research are provided below for us to know how they responded to the question.

A lecturer expressed the view that:

The University puts a premium on CPD, which enhances lecturers' skills, competencies and knowledge and enables them to impact positively on students learning. However, the

University places a premium on acquiring terminal degrees (Ph.D.). It is in the status of the University that the minimum qualification for teaching appointment is a Ph.D. As the University was upgraded from polytechnic, many people do not have terminal degrees. The University is determined to help all lecturers without terminal degrees to acquire one within the next ten years. For this reason, people who seek to earn a Ph.D. are given priority in the scholarship award, but such people should not be more than fifty years old. Those who are more than fifty years and would like to pursue terminal degrees have to sponsor their programs but should seek the permission of the head and the dean (PL 23, 2021).

A head of the department expressed a similar view as that of the lecturer above. He responded that:

The University puts a premium on all CPD programs, especially those that will enhance the lecturer's skills, competencies, and knowledge to improve his teaching skills. However, more scholarships are allocated to those seeking terminal degrees. In the next few years, that emphasis would be placed on those seeking practical competencies that would impact students' practical skills. The focus would be shifted to those seeking industrial experience or collaboration with industries. In a technical university, the students must be trained to perform in the industrial sector (PH 5, 2021).

A dean collaborated with the views expressed above. He said that:

As much as the University has to help those without terminal degrees to acquire them, it operates in a competitive global world. The University puts a premium on the skills that can improve the research skills of lecturers to do quality publications and come out with innovations and new products. The University is shifting its attention to the skills, knowledge, and competencies that could give them a comparative advantage in this competitive world (PD 3, 2021).

The discussions above make it clear that the University puts a premium on any CPD that gives lecturers knowledge, competencies, and skills. The University encourages any program that helps lecturers to improve their teaching and delivery skills. However, the University puts a high premium on terminal degrees. As most lecturers had master's degrees when the polytechnic was upgraded to technical universities and the minimum qualification for the lecturer is Ph.D., the University is encouraging all lecturers without terminal degrees to acquire one.

Beyer [16] asserts that any type of learning institution evolves around the CPD model, creating a teaching system and teacher education that can generate and empirically validate connections between teacher effectiveness and student learning. According to Beyer, this type of CPD relies on a behaviorist perspective of learning which focuses on the competence of individual teachers and resultant rewards at the expense of collaborative and collegiate learning. According to Beyer [16], the standard-based CPD model encourages teachers to rely on the central direction in assessing their teaching capacity. Smyth [17] believes that the Standard-based CPD model sets a clear expectation regarding the extent to which teachers should take responsibility for their professional learning.

Does the University Organize in-house CPD for Lecturers?

The researcher sought to find out from participants whether the University organizes in-house CPD for lecturers. All the respondents (100 %) responded that it is the university policy to organize at least one CPD program in the University every year. The quality assurance unit assesses the overall CPD needs of lecturers at the end of each year through the analysis of the students' assessment of lecturers. The unit can determine the CPD needs of lecturers through this process. The analyzes of student assessment of lecturers is done at the end of each

semester. After the analysis, the unit discusses the report with the university authorities, and a topic and resource persons are identified for the in-house CPD program. The responses of the three categories of respondents are given below for us the peruse their responses. One of the lecturers responded that:

The University has the policy to organize at least one in-house training for academic staff annually. In 2020, no seminar was organized due to the COVID-19 pandemic. However, the previous year two workshops were organized. The University assesses the University's needs and the direction the University should go. The University organizes a four or five-day seminar or workshop for all academic staff. The University invites experts from within or outside the country as conference facilitators or speakers. Sometimes workshops are organized for non-academic staff as well. This aside, a department or faculty can choose to organize a workshop or seminar for her academic staff (PL 17,2021).

On the same issue, a head of the department collaborated with the assertion of the lecturer. He said:

The University is concerned about standards, and the Quality Assurance (QA) section always seeks to raise lecturers' knowledge, skills, and competencies to meet international standards. Each year the QA section identifies an area that lecturers should be trained in and makes recommendations to the university leadership to organize CPD programs. They also recommend the type of resource people to invite. Such experts can be from the University or another university/ institution home or abroad.

The discussion above clarifies that the University organizes CPD for its lecturers. The Quality Assurance department section of the University, at the end of each semester, analysis the assessment of lecturers by the students. After the study, the QA section identifies the lecturers' CPD needs and organizes CPD to resolve them. The University has the policy to organize at least one CPD annually. The resource persons for the

University's organized CPD could come from the nation or other nations.

The transformative model of CPD recommends that a combination of several processes and conditions be considered when designing a CPD for the institution's staff. Hoban [18] says that the team should have ongoing innovative CPD programs for any institution to support educational change. He further suggested that any model chosen should be a collaboration between teachers, academics, and the University. Any CPD program organized for lecturers should aim at helping them apply their knowledge in practice to support student learning [18].

Is there a Budgetary Provision for CPD?

The issue of whether a budgetary provision is made to enable lecturers to attend CPD programs was discussed. All the participants (100 %) agreed that although such provision is made, it is not adequate. The respondents asserted that although the university budgets for the CPD for lecturers, the budget is not adequate. The number of applicants who apply to undertake CPD each year far outnumber the resources available. However, the committee responsible for scholarships and conferences seeks to satisfy all the faculties in the University in terms of scholarships and conference sponsorship. The committee can approve some of the applications, provided the applicants can find money to sponsor themselves. Samples of the responses given by all the categories are provided below for our perusal.

One lecturer responded that:

The University is concerned about the career development of its staff and insists that all lecturers should attain terminal degrees. Still, due to budgetary constraints, only a few people are given study leave with pay to do so. As the University came out from an existing Polytechnic and the minimum qualification was a master's degree, many lecturers would have to upgrade to have their Ph.D. Moreover, the process is very competitive. The budgetary

allocation is inadequate for other CPD programs (PL 16, 2021).

On his part, a department head collaborated with the views expressed by the lecturer above. He said that:

My worry is that allocations for CPD programs are not decentralized, and one has to route their application from the head of the department to the dean of faculty before it goes to the scholarship and conferences committee to be considered. Due to the number of applications, some departments may not get any of their applicants considered for a particular year. For a fair distribution, it would be helpful for each department or faculty to be given a quota each year (PH, 5,2021).

A dean of faculty also expressed a similar sentiment as those above. He responded that:

The faculty and departments may have a particular need, but as allocations for scholarships and conferences are centralized, some faculties and departments are overlooked in specific years. I advocate that the financial grants for scholarships should be decentralized in the faculties or departments (PD 4, 2021).

The university budgets for CPD programs each year. The analysis and discussions above made it clear that the department does not provide funding for CPD. However, each department at the beginning of each year sends her CPD budget to the University for it to be included in the composite budget. Although the university budget for CPD needs lecturers, it is not sufficient. Due to insufficient resources, not all applications for sponsorship for CPD are met. The University is supposed to organize two CPD programs each year but cannot do so because of the scarcity of resources.

King [3] asserts that professional development for teaching and research should be considered a normal part of professional life for all academic staff. According to King [3], professional development for teaching staff should be part of institutional structures and reward policies of all institutions of higher learning. He advocated for support for the team

who seek to enhance their understanding of their preferred learning styles and needs.

The unified condition of service for the staff of the public University of Ghana [15] provides avenues for career prospects for lecturers and support for those who seek to embark on continuing professional development. In universities, professional development is tied to promotions and administrative positions. At the public universities in Ghana, one should be at least a senior lecturer before one can hold a managerial role. The University makes provision for sponsoring deserving employees who have served for a minimum of three years' continuous service for external/internal training schemes in recognized institutions to acquire qualifications or experience relevant to their work.

Conclusion

The study explored lecturers' understanding of Continuous Professional Development (CPD) and how CPD contributes to the career prospects of Technical University lecturers in Ghana. The study established the link between CPD and the promotional reward among the academics in technical universities in Ghana. Lecturers who embark on continuous professional development are likely to earn promotions and be appointed to administration positions. There is a need for comparative studies on developing and developed regions on continuing professional development among academics to be carried out in the future.

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Conflict of Interest

In the conduct of this research, there was no conflict of interest on the part of the researcher.

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