

## Assessing the Importance and Benefits of Continuing Professional Development to Technical University Lecturers in Ghana

William Owusu-Boateng

*Ph.D. in Education, Texila American University, Ghana*

### **Abstract**

*The main objective of the study was to find out the importance and benefits lecturers at technical university lecturers in Ghana derive from continuing professional development. The study was qualitative in nature, and a sample size of forty-eighty was chosen. The sample size was chosen from two technical universities. The sample comprised six deans of faculties, six heads of departments, and thirty-six lecturers. Two interview schedules were used for the data collection. One of the interview schedules was used to interview the deans and heads of departments, and the other was used to interview the lecturers. The study revealed that CPD plays an important role for lecturers as it helps them stay abreast with the happenings in their area of specialties. It, moreover, helps them to stay relevant to their students so that the students explore their latent qualities. CPD helps lecturers to gain self-confidence and self-actualization. It equips lecturers to qualify to apply for promotions and appointments. The more the lecturers embark on CPD, they learn the relevant skills to conduct research and come out with innovative results which are published in recognized journals. The benefit the lecturers enjoy is that it helps them to conduct and publish quality results which puts them in a better position to qualify and apply for promotions and appointments. The students benefit from CPD as it helps lecturers to acquire innovative and better teaching methods which make lectures interesting and understanding. It is recommended that all lecturers should make it a policy to attend at least one CPD program a year.*

**Keywords:** *Professional development, self-actualization, promotion, appointments, and publications.*

### **Introduction**

Continuing professional development is important in any profession. When it comes to academics, CPD plays a crucial role as lecturers have to 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. It, therefore, behoves on lecturers to 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 out how their professional development needs are identified and how they sponsor their CPD programs. The study will also find out if lecturers' career prospects are linked to CPD.

CPD is of great value and as it is important at all levels of education. It is an important means of regularly updating competencies knowledge, accounting for the transfer of skills and supporting innovation. It freshens teachers and develops both confidence and motivation [1]. A proactive attitude towards CPD in any profession leads to professionalism, as it resolves the changing needs of the teacher and the shifts in priorities and contexts being faced in education. CPD is important because not all

educationalists embark on career-long development. A CPD-informed attitude to one's profession not only gives advantages over others in career terms but makes the current role easier. CPD helps the educator to be well-versed in changing contexts and put him in a context to absorb information throughout the school year so that he would not be burdened with forced learning when updates are imposed [1].

Caena [2] asserts that the positive effects of CPD may be felt at four levels. These levels are the zone of teaching which leads to effectiveness. The next level is that of the effectiveness of teaching. The effectiveness of teaching is experienced by learners and close colleagues. The third level that experiences the positive effect of CPD is the whole school. Those who benefit from the positive effects at this level are educators who invested in their personal development. The fourth level that benefit from the positive effects of CPD is the wider social community beyond the school gates. Caena [2] asserts that the benefits that the larger community get are particularly felt when the philosophy informing the organizational approach to CPD is more connected to the support of communities. In this sense, the CPD is aimed at the development of individuals who are interested in the ways that developing themselves has positive impacts which are not restricted to the self but which have wider ramifications.

CPD in a way, motivates teachers not only to teach better but to invest in others as well as themselves. CPD and a more developed learning environment for pupils are mutually reinforcing. Research suggests that the twin processes at work in the supporting of such cultures aim at the individual psychological factors such as teacher cognition and motivation and organizational factors such as leadership. These positive benefits of CPD justify the need to support such training development when necessary. When CPD is aimed at personal development and those benefiting from it, do so with seriousness, its benefits accrue to others as

well [2]. It is a well-attested fact that CPD can lead to the achievement of differences in the three stakeholders in the educational sector when it is well structured. These categories of the stakeholders and the changes that it makes in these people are ones that can lead to alterations in teachers' practice and the whole school in general [3,4]. When teachers participate in CPD, they change their belief system. When teachers participate in CPD, it helps teachers to engage in new practices in their classroom. For any knowledge gained from CPD to be successfully implemented and have an impact on students, it will depend on students' orientations to learning.

It is complex to research the impact of knowledge teachers gain from CPD. However, it has been proven by research that teachers' knowledge improves after participating in CPD [5-7]. Studies have also indicated that teachers who participate in CPD experience changes in their attitudes and beliefs [8,9,10,5]. Usual changes in teaching practice are often followed by the mediators of the impact that are identified. [11] have observed the differences that take place when teachers embark on CPD are in the areas of 'planning', 'teaching style', and 'assessment practices. According to [9] it is collaborative rather than individual CPD that can bring about change in teaching practice. Testing of ideas of teachers during CPD revealed that there were changes in their practice [12]. CPD increases the knowledge and understanding of teachers, and it moreover increases their teaching effectiveness. According to [10], the influence CPD has on the improvement of schools is rarely studied.

Research conducted by [8] indicated that the impact of CPD on schools included changes in school leadership and management practices as a result of assessment for learning activity. Most literature examines the support schools provide to teachers to attend CPD programs rather than the impacts that it has on the schools. [13] in their search found out that most schools' organizations support teachers to embarking on CPD programs. CPD can have a tremendous

impact on the teacher, school, or pupil level and for this to be possible is dependent upon school conditions that support professional learning. The culture of a school plays an essential role in the implementation of professional learning successfully [14, 13]. Another important necessity at the school level for CPD to have the necessary impact are space for learning and dialogue [15, 16].

## **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. In each university, three deans, three heads of departments, and eighteen lecturers were chosen. All six deans, six heads of departments, and thirty-six lecturers 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 departments (HOD's) and the other for the lecturers. The interviews were thematically analysed and discussed.

## **Results**

The study revealed that lecturers participate in CPD for varied reasons. CPD play an important role for lecturers as it helps them stay abreast with the happenings in their area of specialties. It, moreover, helps them to stay relevant to their

students so that the students explore their latent qualities. CPD helps lecturers to gain self-confidence and self-actualization. It equips lecturers to qualify to apply for promotions and appointments. CPD is of importance to lecturers as it makes them effective and efficient facilitators.

The study revealed that one thing that makes CPD important to lecturers is that it makes them innovative and helps their students to think outside the box so that they can fit well in industries and make them more productive. Moreover, it helps lecturers to stay relevant to the community at large. It also revealed that the more lecturers embark on CPD and conduct relevant research and publish in reputable journals, it goes a long way to boost the ranking of the university. The research also revealed that CPD helps lecturers to stay professional as it gives them knowledge, competencies, and skills. The more the lecturers become professional in their fields, the more effective and efficient they become as facilitators.

It came out clearly from the research that CPD gives the university and the individual lecturers value for money. The more the lecturers embark on CPD, they learn the relevant skills to conduct research and come out with innovative results which are published in recognized journals. CPD helps lecturers to improve the educational vitality of their university. The research also revealed that CPD gives value for money as it is the only means that helps lecturers upgrade their knowledge, competencies, and skills, which speed up their career prospects. What CPD does is that it equips lecturers to impact positively on their students. It came out from the study that lecturers who embark on CPD can challenge their students to be innovative and apply their knowledge to solve real-life challenges in the workplace.

The study revealed that CPD brings a lot of benefits to the lecturers, students, the university, and the large community at large. The benefit the lecturers enjoy is it that it helps them to conduct and publish quality results which puts them in

better position to qualify and apply for promotions and appointments. The students benefit from CPD as it helps lecturers to acquire innovative and better teaching methods which make lectures interesting and understanding. Highly professional lecturers facilitate with practical examples and challenge the students to think outside the box. As lecturers come out with innovative research findings, it also helps the university to be ranked high in the academic circles. The more lecturers publish innovative ways of doing things it can go a long way to boost productivity and impact on the large society as a whole.

## **Discussions**

### **Importance and Benefit of CPD to Technical University Lecturers**

The first question explored in this study was the importance and benefits of CPD to technical university lecturers. Almost all the participants (96 %) gave varied reasons why they embarked on CPD. Some of the responses included to give value to themselves, to boost their confidence in the classroom and to make themselves efficient and effective. Some other reasons given by the participants is to acquire innovative delivery skills, which would make their facilitation interesting. It also helps lecturers to challenge their students to think out the box. Moreover, it helps them to improve their research skills. We cite samples from all the categories of respondents (deans, HOD and lecturers) for us to appreciate their responses. On the part of the lecturers one lecturer responded that:

*I participate in CPD for varied reasons, and the first is that it adds value to myself. The more one participates in CPD he gains more knowledge and insights in the area of his/her field. A knowledgeable person becomes confident in imparting knowledge to his students. In the lecture room, a knowledgeable lecturer becomes effective and efficient in his delivery. Such a person is able to answer all questions posed by his students and direct them on how to apply the knowledge they acquire.*

*Moreover, CPD open new opportunities for lecturers to be of benefit to the communities the university is sited in. it also helps lecturers to explore and discover their latent qualities. CPD gives lecturers self-actualization as it allows them to apply for promotions and appointments, enhancing their remunerations and status (PL 3, 2021).*

The HODs also expressed similar views. One of the HODs responded that:

*CPD is very important to university lecturers as it helps to broaden their knowledge and competencies the lecturers. The knowledgeable and competent lecturer is confident, efficient, and effective in his delivery in the lecturer room. As lecturers get more exposed to modern trends in their fields, it makes them versatile and more useful to the students, the university, and the community as a whole. Universities that have more knowledgeable lecturers come out with more research findings and innovations, which propels development in the nation. The products of the universities in the long run, help improve the productivity of the nation (PH 5 (, 2021).*

The views of the deans of faculties are not different from those of the lecturers and the HODs. One of the deans responded that:

*CPD plays a significant role in the activities of the lecturers and makes the university relevant to the community. The more lecturers embark on CPD, the more they broaden their knowledge and insight in the subject area. Lecturers who are more knowledgeable are effective and efficient in their teaching delivery. When students are taught by knowledgeable lecturers, they gain more insights and gain grips in the course being taught. The students of knowledgeable lecturer get more insights and are able to practicalize whatever has taught them. The product of knowledgeable universities is more innovative and productive who would raise productivity, and this will in the long run raise national product. Moreover, knowledgeable lecturers embark on research and come out with new knowledge and new ways of doing things which will enable industries to*

*come out with new and effective ways of production. Lecturers who embark on CPD and gain more insights in their subject area and raise and the rankings of their universities. This makes it imperative for universities to make sure their lecturers embark on CPD as it has ripple effects (HD 3, 2021).*

From the above analyses, it is clear that CPD is important as its effects touch four levels. The levels are the teacher level as it improves the teacher effectiveness. The second level CPD affects is the learner and colleagues. The learners receive quality tuition, and the colleagues are affected by the interaction with the colleague lecturer who has undergone CPD. Thirdly CPD is important as it affects the ranking of the university. Better informed lecturers who have insight in their course area published well-researched papers which can bring out innovations in the course area. Lastly, CPD can help impact the product (Students) who go out to industry to bring about innovations and raise productivity which in the long run affect national product and income.

Literature underscores the importance of CPD at all levels of education. ATL [1] states that CPD update competencies, and knowledge which accounts for the transfer of skills and supports innovation. CPD helps teachers to maintain a regularly reviewed inventory of all the elements which are not being appropriately addressed by the training, staff development, or wider experience of school-professional development as it leads to the improvement of learner outcomes. It is stated by ATL [1] that CPD in any profession leads to professionalism. CPD helps to resolve the changing needs of the teacher and shifts priorities and contexts faced in education. CPD helps lecturers to be more informed and makes their teaching easier as they become well-versed in changing contexts and helps them to absorb information and make them more relevant in the teaching profession.

Caena [2] asserts that CPD has positive effects at four levels and these levels are the zone of the teacher, and this leads to effectiveness. As

CPD contributes to teacher effectiveness and it is experienced by the learners and close colleagues. The third level that experiences the positive effect of CPD is the whole- school. The fourth level that benefit from the positive effects of CPD is the wider social community beyond the school gates. The benefits that the social community gets are particularly felt when the philosophy informing the organizational approach of CPD is more connected to the support of communities. Goodall [17] assert that when comparison of test results of teachers who undertake CPD with peer groups who have not the experience it, it is clearly seen that those who go through CPD do far better.

### **Does the CPD Lecturers Embark on Gives the University Value for Money**

In this section, we analyze the responses of the participants. All the respondents (100 %) were of the opinion that CPD lecturers embark on to give the individual lecturers and the university value for money. They claimed that some of the value the lecturers derive from CPD are improved delivery skills which make their delivery interesting and enriched. Moreover, the lecturers acquire skills for research that enable them to conduct relevant research and publish in world-acclaimed journals. The value they get cumulate in promotions and appointments to administrative positions. Promotions and administrative appointments come along with enhanced remunerations and recognition. The respondents asserted that the university whose lecturers publish relevant research findings in world-acclaimed journals get recognition and ranked high. The higher a university is ranked the more it gets attracted to foreign students, which gives the university more income and international status.

We cite samples of the responses from respondents for us to appreciate how they responded to this question. One lecturer responded that:

*CPD has given both the individual and the university as a whole value for money. On the*

*individual level, most of the lecturers who embark on CPD improve their teaching effectiveness and efficiency. They have been able to publish quality papers and have been able to be applied and assessed and have been promoted, and have been appointed to administrative positions. As promotions and appointments go with improved remuneration and other benefits, it could be said that CPD gives lecturers value for the money.*

*The more lecturers embark on CPD, the more they publish in quality research publications, and it improves the ranking of the university. Recently our university was placed in a good position in the ranking of the universities in the country. Most of the lecturers are also assessors for reputable journals and external assessors to other universities of their lecturers seeking promotions. In recent years, students have been assessing their lecturers highly, which could be attributed to the impact of CPD. So, from all indications, CPD has given the university and the individuals value for money (PL 29, 2021).*

In response to whether CPD gives the university value for money, a HOD responded that:

*The university sponsors lecturers to embark on CPD, and both the university and the individuals reap a lot of benefits. The university gets quality lecturers who make an impact on the students and society as a whole. As the individual lecturers in a university embark on CPD, the more publications they publish and the more they impact on the students and society. When the lecturers embark on CPD lecturers, embark on the higher the university is ranked. Moreover, the individuals who embark on CPD they become better lecturers and stand in better positions to get career prospects. I can broadly say that CPD gives value for money to both individuals and the university (PH 3, 2021).*

The deans also were of the view that CPD gives the university and individuals value for money. One dean responded that:

*Every year the university complies with the research and publications of the various*

*departments. When the analysis is done, it becomes clear that the departments whose lecturers embark on more CPD have more senior lecturers and professors. The departments which have more of their lecturers holding various appointments in the university are the departments in which lecturers embark on CPD on a regular basis. When students assess the performance of lecturers, the lecturers who score high marks are those who engage in various forms of CPD. From the above analysis, the university and individuals who spend on CPD get value for money (PD 3, 2012).*

The analysis above confirms the fact that CPD gives value for money to both the university and individuals. The more lecturers in a particular university embark on CPD, the more they get promoted and the more they get appointments. Any university whose lecturers embark on CPD gets a better ranking every year and are more likely to come out with research findings that impact society. It is an understatement to say that CPD gives value for money. CPD gives more benefits to the individual and the university who spend money on CPD. As CPD gives value for money, it is expedient for individual lecturers and the university to spend money on CPD as it pays much more dividends.

Research conducted by Pedder [8] indicated that the impact of CPD on schools included those changes in school leaders and management practices as a result of assessment for activity. Another research conducted by [3] found that most school organizations support teachers in embarking on CPD programs. [9] assert that CPD impacts the student as it leads to motivation for students to learn, better engagement in classroom activities, pupil confidence, and self-esteem. [18] asserts that CPD helps equips the individual teachers to improve the educational vitality of their institutions. Moreover, CPD builds up the competencies needed by individual teachers for them to meet institutional policies required to promote academic excellence.

According to [19] CPD helps lecturers to improve their capacity to become more effective instructors. Moreover, it helps lecturers to perform multifaceted tasks such as conducting research, contributing to administrative activities, and writing publishable materials.

### **Is CPD Necessary for Technical University**

This section discusses the participants' responses on the necessity of CPD for technical universities and the lecturers. All the categories of the participants (100 %) agreed to the fact that CPD is necessary for technical universities and individual lecturers. They responded that it is necessary for lecturers to embark on CPD as it is the only means for them to upgrade their competencies, skills, and knowledge. It also helps lecturers to be innovative and creative. CPD helps lecturers to meet their professional needs and be able to impact passively on their students. CPD embarked by lecturers at any university helps them to conduct relevant research and thereby make the university visible. The number of publications done by lecturers at a university contribute to their ranking. The higher a university is ranked, the more it gets attracted to foreign students and bring the university more revenue for expansion. We provide some of the sample responses of the various categories of participants for us to appreciate them. One of the lecturers responded that:

*CPD is necessary for both the individual lecturer and the university. It is necessary as it is a means of updating of competencies, knowledge, and is the means for the transferring skills and supports innovation. CPD helps to equip teachers and help them to be effective and efficient. CPD is of importance as it helps lecturers to embark on career development. Lecturers who embark on CPD become well-versed in changing contexts and help them to absorb information all year round.*

*CPD is necessary for the university as it can have positive effect on the university. When the*

*majority of lecturers at the university embark on CPD it raises the ranking of the university. The more the lecturers at the university come out with research findings which are innovation the more the university receive recognition both locally and international and attract more funding to the university (PL 24, 2021).*

The HODs expressed their views similar to that of the lecturers. One of the HODs responded that:

*CPD is of necessity in the university as it helps lecturers to meet professional development needs as it gives lecturers different styles and develop their teachings in different ways. Lecturers who engage in CPD are equipped to deliver their lectures in such a way that help the students to grasp whatever they teach. Lecturers who involve in regular CPD engage in research and come out with innovative ways in doing things. The more lecturers involve in CPD the more they raise the image of the university. When the image of the university is raised the higher the university is ranked. When a university is ranked higher due to the publications and innovation the more, they attract more students and findings (PH 1, 2021).*

The deans were of the view that CPD is necessary for all technical universities. They were of the view that CPD makes lecturers knowledgeable and innovative. One of the deans responded that:

*Every university needs lecturers who are knowledgeable and are in tune with modern trends in their field. It is CPD which always keeps lecturers updated of trends in their fields. Such people are always learning, and they better evolve better techniques in their lectures. Such lecturers produce students who understand concepts and apply theories with easy. Knowledgeable lecturers can communicate all concepts and theories in simple and understanding ways. A lecturer who is knowledgeable can challenge his students to think outside the box. Knowledgeable lecturers are in the position to answer all questions*

*students ask and can teach them the various ways of performing various tasks.*

*It is necessary for all lecturers to embark on CPD as it gives them the ability to conduct insightful research and come out with innovative ways of doing things. CPD equips lecturers with skills to publish their research findings which raises the image of the lecturer and gives the university recognition and gives the university a high ranking (PD 2, 2021).*

From the analyses above it came out clear that for any university to serve the students and the larger committee better, its lecturers need to embark on regular CPD. CPD keeps lecturers up to date of current trends in their fields and develops skills and competencies which will make them effective and efficient in teaching delivery. Students enjoy the lectures of knowledgeable lecturers who can confidently answer their concerns. Students who are lectured by lecturers who have competencies, skills and knowledge can apply the knowledge and skills they acquire in innovative ways. Products of such lecturers make an impact in the industry as they apply the skills in innovative ways, thereby increasing productivity.

Lecturers who have built their skills, competencies, and knowledge through CPD are useful to their students, the university, and the larger community. Such lecturers occupy administrative positions and use innovative ideas to bring about changes in the university. Knowledgeable lecturers embark on research and publish insightful and innovative results, which go a long way to impact society and industry positively. As lecturers embark on research and publish their findings and positively impact on their students, go a long way to affect the ranking of their university globally, which attracts funding and more students to their university.

Jaafar [20] confirms that CPD helps to enhance the knowledge and skills in teaching and learning approaches as well as managerial and leadership skills in an academic setting. He went on to say that CPD helps faculty members

to improve their capacity to become effective instructors. He went on to say that CPD helps academics to perform other parts of their multifaceted tasks, such as conducting research, contributing to administrative activities, and writing publishable materials. On his part, Wilkenson (18) asserts that CPD is a tool for improving the educational vitality of our institutions. This is done by giving attention to the competencies individual teachers need to satisfy the institutional policies required to promote academic excellence. On his part, [16] asserts that CPD is necessary at the school level as it can impact learning and dialogue.

### **The Benefits of CPD (to the Individual, the Department, the University, or the Nation)**

In this section, we analyze and discuss the responses of the three categories of participants on the benefits of CPD to the individual lecturers, the department, the university, and the nation. All the participants (100 %) responded that CPD has numerous benefits to the individual lecturers, the department, the university, and the nation as a whole. The first person to benefit from CPD is the lecturer. According to the participant's lecturers who embark on CPD build his confidence and can effectively and efficiently deliver in the lecturer hall. He makes his teaching interesting and can confidently respond to students' concerns and challenge the students to think outside the box. Such lecturers motivate their students to be innovative and creative. The participants were of the view that, lecturers who embark on CPD are likely to conduct research and make publications and thereby stand a better chance to apply for promotions and appointments to administrative and managerial positions.

The participants expressed the view that any department whose lecturers embark on CPD gets a higher ranking in the university. Moreover, products of the department make an impact in the industrial as they use innovative and creative ways to increase production. Products of the

such department will always be in high demand. The university whose lecturers embark on CPD and conduct relevant research and make publications in journals receive recognition and are ranked high. Such universities become visible and attract more funding, and more local and foreign students. According to the participants such universities have become competitive. The larger community also benefits from the research findings of the research of lecturers. When innovative ideas come out from the research of lecturers, the industry can adopt them and use them to boost their production. The respondents were of the view that research has ripple effects.

We produce the sample responses from the three categories of participants for us to appreciate their responses. A lecturer responded that:

*Every lecturer who embarks on CPD stands to gain personally. The individual broadens his knowledge, skills, and competencies and eventually improves his delivery capabilities. He becomes a more efficient and effective lecturer and impacts positively on his students. CPD puts a lecturer in a better position to apply for promotion and to be appointed to an administrative position. Any person who is promoted or appointed to administrative position benefits financially. Any department which has their lecturers regularly attend CPD gets their lecturers promoted and appointed to administrative positions. When a department has most of her lecturers in administration, it becomes more influential in the university. CPD helps lecturers to conduct relevant research and publish innovative publications. The more lecturers make publications the higher the ranking and more influential. I can confidentially say that CPD has multiple benefits to the individual lecturer, his department, and the university as a whole (PL 34, 2021).*

A head of a department also responded that:

*I can say that I have tremendously benefited from CPD. Currently, I am a senior lecturer and head of the department due to CPD. I was*

*employed with some colleagues in the same year, but I have been promoted ahead of them due to my regular attendance to CPD, which has resulted in research and publications. My department has most of our lecturers promoted to senior lecturers and Associate professors due to our regular CPD involvement. Moreover, the departments which have most of their lecturers as senior lecturers and associate professors have most of them in administrative positions. CPD also helps the lecturers to publish innovative findings, which helps the university to be ranked among the best universities in the world. The higher the university is ranked, the more students and funding the university attract. When universities in a country attract more foreign students, the country gets more foreign exchange and improves her foreign reserves. Any lecturer who regularly embarks on CPD brings multiply benefits to the individual lecturer, his department, the university, and the nation as a whole (PH 5, 2021).*

A dean of faculty responded that:

*CPD has great benefits to the lecturer, his department, the university, and the nation as a whole. There is a saying that 'publish or perish'. All those in academia who take CPD seriously are likely to receive promotions and appointments. And any department who has more of her lecturers as senior lecturers are likely to be appointed to administrative positions. Moreover, any university whose lecturers embark on regular CPD, conduct research in relevant areas, and publish innovative research findings is highly recognized in academia. Any country which has a lot of its universities ranked high is likely to attract more foreign students. The more a country's universities are able to attract more foreign students the more foreign exchange she gets to boost the nation's foreign exchange reserve (PD 4, 2021).*

From the responses from all the categories of participants, it is made clear that CPD has ripple benefits. CPD helps lecturers to qualify to apply for and get promoted and appointed to

administrative positions. As lecturers are promoted and appointed to administrative positions, they get additional remunerations and raise their statuses in the university. A department that has most of its lecturers appointed to administrative positions due to CPD becomes influential in the university. Any university whose lecturers publish highly recognized journals get a better ranking and attracts more foreign students and external funding. The more universities in a country attract more foreign students, the more foreign exchange they bring in the country. In the long run, any country which attracts more foreign students boasts her foreign exchange reserves. It can be concluded that CPD has ripple benefits on the individual lecturer, the department the university, and finally to, the nation.

Literature also confirms the benefits of CPD. Caena [2] asserts that the positive effects of CPD may [be felt at four levels. These levels are the zone of teaching which leads to effectiveness. The next level is that of the effectiveness of teaching. The effectiveness of teaching is experienced by learners and close colleagues. The third level that experiences the positive effect of CPD is the whole school. Those who benefit from the positive effects at this level are educators who invest in their personal development. The fourth level which benefits from the positive effects of CPD is the wider social community beyond the school gates. Caena [2] asserts that the benefits that the larger community gets are particularly felt when the philosophy informing the organizational approach to CPD is more connected to the support of communities. In this sense, the CPD is aimed at the development of individuals who are interested in the ways that developing themselves has positive impacts which are not restricted to the self but which have wider ramifications.

## **Conclusion**

The research sought to find out the importance and benefits lecturers of technical

universities in Ghana derive from continuous professional development. The study revealed that the lecturers, students, the university and the larger community benefit from CPD embarked on by lecturers of technical universities. The study established the link between CPD and the promotional rewards among the academics in technical universities in Ghana. Lecturers who embark on continuous professional development are likely to earn promotions and get appointed to administration positions. That aside, the students are taught in innovative and practical ways, which aids their understanding and enables them to apply their knowledge in the real world of work. The university whose lecturers embark on CPD are likely to publish in world-acclaimed journals and thereby help the university to ranked high. As lecturers embark on CPD and come out with innovative findings, it can promote productivity and thereby raise national income. There is a need for comparative studies on developing and developed regions on continuing professional development among academics.

## **Acknowledgement**

The researcher wishes to thank the authorities of all the universities which were used for the study especially the deans, heads of departments and the lecturers who participated in the research. We are also grateful to the administrators of the two universities (Accra Technical and Kumasi Technical Universities) for the roles they played to enable the research to successfully come on. The researcher also wishes to thank his teaching assistants, who helped to make the initial contacts for permission to conduct the research and all those who helped in devise ways for the successful conduct of this research.

## **Conflict of Interest**

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

## References

- [1] ALT (2015). Why is CPD important? Available at [https://www.atl.org.uk/Images/worklife\\_campaign\\_cpd\\_factsheet.pdf](https://www.atl.org.uk/Images/worklife_campaign_cpd_factsheet.pdf) (Accessed: 8 December 2026).
- [2] Caena, F. (2011) Professional development of teachers: literature review quality in teachers' continuing professional development. Available at: [http://ec.europa.eu/dgs/education\\_culture/repository/education/policy/strategic-framework/doc/teacher-development\\_en.pdf](http://ec.europa.eu/dgs/education_culture/repository/education/policy/strategic-framework/doc/teacher-development_en.pdf) (Accessed: 8 December 2021).
- [3] Bolam, R., and D. Weindling. 2006. Synthesis of research and evaluation projects concerned with capacity-building through teachers' professional development. General Teaching Council for England.
- [4] Weiner, G. 2002. Professional Development, Teacher Education, Action research and Social Justice: a recent initiative in North Sweden, paper presented at the Annual Conference, In-service and Professional Development Association, Birmingham, 1-3 November 2002.
- [5] Wilde, J. 2005. 'Doing the undoable'. Professional development in schools in Special Measures. NCSL work in progress. Nottingham: National College of School Leadership.
- [6] McLinden, M.T., McCall, D. H. and Weston, A. 2006. Developing online problem-based resources for the professional development of teachers of children with visual impairment. *Open Learning* 21, no. 3: 237–51.
- [7] McNicholl, J., and Noone, M. 2007. Teaching and learning at A level within a modular context: A collaborative project with biology teachers. Paper presented at the British Educational Research Association Annual Conference, September 5–8, at the Institute of Education, University of London, UK.
- [8] Pedder, D. 2006. Organizational conditions that foster successful classroom promotion of learning how to learn. *Research Papers in Education* 21, no. 2: 171–200.
- [9] Cordingley, P., Bell, M., Evans, D. and Firth, A. (CPD Review Group). 2005. The impact of collaborative CPD on classroom teaching and learning. Review: What do teacher impact data tell us about collaborative CPD? London: EPPI-Centre.
- [10] Bolam, R. and Weindling, D 2006. Synthesis of research and evaluation projects concerned with capacity-building through teachers' professional development. General Teaching Council for England.
- [11] Boyle, B., While, D. and Boyle, T. 2004. A longitudinal study of teacher change: What makes professional development effective? *The Curriculum Journal* 15, no. 1: 45–68.
- [12] Dalgarno, N. and Colgan, L. 2007. Supporting novice elementary mathematics teachers' induction in professional communities and providing innovative forms of pedagogical content knowledge development through information and communication technology. *Teaching and Teacher Education* 23, no. 7: 1051–65.
- [13] Pedder, D., Opfer, V.D., McCormick, R. and Storey, A. 2010. 'Schools and Continuing Professional Development in England – State of the Nation' research study: Policy context, aims and design. *The Curriculum Journal* 21, no. 4: 365–94.
- [14] Keay, J.K. 2006. Collaborative learning in physical education teachers' early career professional development. *Physical Education and Sport Pedagogy* 11, no. 3: 285–305.
- [15] Fox, A. 2006. A spatial dimension to networking in educational settings. A 'Learning How to Learn' project paper (unpublished).
- [16] McGregor, J., Robinson, C and Fielding, M. 2006. Tracing the footprints of practice. *Paper presented at the British Educational Research Association Annual Conference*, September 6–9, at the University of Warwick, UK.
- [17] Goodall, J., Day, C., Lindsay, G., Muijs, D. and Harris, A. 2006. Evaluating the impact of CPD. Available at: <https://www2.warwick.ac.uk/fac/soc/cedar/projects/completed05/contprofdev/cpdfinalreport05.pdf> (Accessed: 8 December 2021).
- [18] Wilkinson, D. 1998. University of Life? *Police Review*, 21 August, pp. 21–23.
- [19] Jason, H. and Westberg, J. 1982. Teachers and Teaching in us Medical School, Chapters 19 and 20 (Connechcut), Appleton - Century – Groff.
- [20] Jaafar, R. 2006. Faculty Development at School of Medical Sciences, Universiti Sains Malaysia- An Overview, February 2006.