The Correlation between Continuous Professional Development and Career Prospects of Technical University Lecturers in Ghana

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Abstract

The main objective of this study was to find the prospects continuous professional development offer to lecturers at technical universities in Ghana. The researcher used two technical universities for the research. The study was qualitative in nature with a sample size of four-eight, comprising of six deans of faculty, six heads of department and thirty-six lecturers. Two interview schedules were used to collect the data. One of the schedules was used to collect data from the deans and the heads of department and the other was used to interview the lecturers. Some of the findings included that CPD helps lecturers at technical universities in Ghana to improve their teaching, research and managerial skills and competencies. CPD helps lecturers to conduct research and do publications which enhances their chances for promotion. The study also revealed that lecturers who embark on CPD face financial challenges. That aside, they also face sociological and psychological challenges. Sociologically, those who leave for further studies may not be able to make time for the family members and social events and can mar their social ties. When such people become isolated due to inability to socialise, or ignored by friends and colleges it can bring about psychological problems. It is recommended that lecturers should collaborate with other colleagues for research activities and publications. Moreover, all lecturers should budget every each to at least to attend one conference or workshop a year.

Keywords: Coaching, Competencies, Prospects, Profession, Promotion.

Introduction

Continuous professional development (CPD) is essential for any profession. It is even so in technical universities, as CPD help lecturers to stay abreast with the trends in the field of speciality. CPD helps lecturers to acquire knowledge, skills and competencies which makes them effective and efficient facilitators. Teachers who embark on CPD become knowledgeable and become confident in the classroom and can challenge their students to think outside the box. The more lecturers embark on CPD the more they acquire delivery skills which make their facilitation interesting and can involve their students in their lecturers. CPD helps lecturers to acquire skills to conduct relevant research which can lead to publications.

Lecturers who engage in CPD stand the chance to qualify for promotions and appointment to administrative positions. Universities which academics engage CPD and publish in renounced journals would be ranked high in academic circles. Such university are likely to attract funding and more local and foreign students and thereby, accrue more income to boast the infrastructure. The question then is what the career prospects and the challenges lecturers are who engage in CPD encounter.

In the university there are two types of continuing professional development, for example medical professionals who are lecturers in academia have continuing medical education (CME) which aims at upgrading the content expertise of the medical teacher mainly through

ad hoc factual input. That aside there is continuing professional development which is lifelong learning which is aimed at assisting the medical educator to maintain and enhance his/her knowledge, skills and competence as a teacher, researcher, and clinician. The CPD put emphasis on the process of education, translation of learning in the workplace and to professional development. Jason and Westberg [1] contend that CPD consist of all those activities that help faculty members to improve their capacity to become more effective instructors. CPD helps lecturers to perform multifaceted tasks such as conducting research, contributing to administrative activities, and writing publishable materials.

Wikenson [2] asserts that CPD equips the individual teachers so that they can help in improving the educational vitality of their institutions. CPD builds up the competencies needed by individual teachers for them to meet institutional policies required to promote academic excellence. CPD considered as a responsibility, an ethical obligation and even a right of both individuals and institutions, based on their actual training needs. What CPD does is that it helps lecturers to achieve multi-faceted approach of content. Multifaceted content comprises specific subject area competencies, teaching, and learning approaches, and managerial, social as well as interpersonal development aspects.

The main aim of CPD is to maintain professional competence and its numerous challenges. The challenges in the academic circles include such new educational technologies, increasing student knowledge and expectations, demand of greater industrial and academia accountability as well meeting the high demands of quality assurance of the universities. Lecturers are motivated to embark on CPD with the desire to maintain professional quality and to minimize professional incompetence in particular personal and system failures. CPD helps lecturers to institutionalize

mechanisms for revalidation of competencies in the future.

King [3] is of the view that higher education has reached a pivotal time in relation to continuing professional development. He identified four challenges confronting professional development in higher education. The first challenge is how to meet professional standards for teaching in higher education. All faculty members are to meet these standard and the institutions are to support all faculty members irrespective of whether they are members of their professional bodies. Higher education institutions are now rewarding teaching as it was first done to search all academics should, therefore, be engaged in professional learning in order to be recognized and rewarded [4, 5]. King [3] contends that academics have different learning styles and develops their teachings in different ways.

According to King [3] the next challenge is for all higher education institutions to develop framework of professional standards. As they develop these standards the higher education institutions (HEI) should show their commitment to support the members to keep such standards. Although, there are multiplicity of CPD the HEI should devise means to acknowledge, value, and provide support and find ways to monitor both formal and informal activities. It shouldn't be only formal courses that should recognized by HEI's. what should be done is that "Formal courses and similar activities need to comprise part of an integrated and coherent program of professional learning undertaken by the academic and they need to take place in an environment in which such learning is expected and valued" [4] As has been observed by Johnson [4] the HEI's should develop teaching practice and ensure that subject content is up-to-date and be an important feature of CPD. The challenge needed to be resolved by Higher Education Academy is the exploration of synergies between professional development for teaching and for research.

King [3] asserts that continuing professional development is high on the agenda for UK Higher Education. It must be stated that it is not only in UK Higher Education that CPD is valued but it is so all over in the academic circles. 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). In so doing it will go a long way to support teaching and learning in higher education [6]. King [3] also stated that it is required of UK higher education institutions to develop their Human Resource and Teaching & Learning strategies to include provision for rewarding excellent teaching and supporting CPD. Becher [7] indicated that professional learning takes many forms. He identified seven categories or modes of continuing professional development, and these are courses and conferences, professional interactions, networking, and consulting experts. The rest are personal research, learning by doing, and learning by teaching. Becher [7] went further to suggest that higher education institutions could set up professional interactions, to promote and underpin specialist networks and to support personal research.

It is proven fact that academics collaborate with their colleagues through curriculum development, peer review, formal and informal networking, research and so on. Wareing [8] advocates that there should be collaboration and communication between educational developers and academic staff. What Wareing [8] is advocating is not new in higher education institutions as already there is collaboration within departments, across different faculties and disciplines, between different institutions, regionally, nationally, and internationally. Cowan [9] contends that the collaboration being advocated for should be accorded as important as that between academics and their students. The contention is that educational developers should work with academic staff to support their curriculum and professional development.

It is complex to research into the impact of knowledge teachers gain from CPD. However, it has been proven that teachers' knowledge improves after participating in CPD [10, 11]. Studies have also indicated that teachers who participate in CPD experience changes in their attitudes and beliefs [12, 13, 14]. Usual changes in teaching practice are often followed by the mediators of the impact that are identified. Boyle et al. [15] 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 [11] 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 [16]. CPD increases the knowledge and understanding of teachers and it, moreover, increases their teaching effectiveness. According to [17] the influence CPD has on the improvement of schools are rarely studied.

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 lectures were chosen. In 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 CPD helps lecturers at technical universities in Ghana to improve their teaching, research and managerial skills and competencies. These are the three areas that are assessed for promotions and appointments. CPD is considered as catalyst to career prospects of lecturers. It came out from the study that CPD serves as a pivot on which career prospects hinges.

It came out from the study that CPD enhances career prospects of lecturers. One of the ways CPD impacts on the career prospects of lecturers is in their delivery techniques. As they improve in their delivery techniques, their students score them high in their assessment. As students' assessment forms part of the criteria for promotion, it helps them to qualify them for promotions. As CPD helps lecturers to conduct research and do publications it enhances their chances for promotion. It was revealed from the research that any lecturer who has been promoted from senior lecturer and above was made possible through CPD.

The research revealed that any type of CPD which helps lecturers to improve their teaching, research and managerial skills enhance the career prospects of the lecturers. CPD helps lecturers to easily to meet the requirement for promotion. The study revealed that lecturers who embrace CPD face some challenges. The major challenges lecturers who embark on CPD face include finances, sociological and psychological. As most of the lecturers who embark on further studies do not get sponsorship it puts financial constraints on such people. Such lecturers have to seek for loans from the banks to finance their education. Some also seek help from relatives and significance others. Those who attend conferences and do not attract sponsorship also are burdened with financial issues. Some lecturers also find it difficult to get colleague lecturers to take up their teaching load to enable them attend conferences.

On the sociological challenge, the study revealed that lecturers who embark on CPD especially terminal degrees do not get enough time for socialization such as attendance of funerals, weddings, naming ceremonies and parties. This can bring problems with their loved ones as they are termed antisocial. It could even strain the relationship between their wives and children as they do not get enough time for them. It also came out of the study that lecturers who get scholarship for further studies could be envied by colleague lecturers, and this could ruin the cordial relations which hither to existed between them and this can lead to orchestration. The resultant effect of this orchestration is the feeling of isolation and neglect which can cause them psychological trauma. Those who are given study without pay and has to combine studies with work are hard pressed as they over work themselves and this can bring stress on them and can lead to breakdown if they are not able to manage themselves well.

The study revealed that the university accepts all manner of CPD programs, but the emphasis is on terminal degrees. This is so as the university was upgraded from Polytechnic and most of the lecturers were holders of master's degree. The university statutes demand that all lecturers should hold terminal degrees, so therefore, terminal degree becomes the minimum degree for gaining employment for lectureship. Other CPD programs acceptable to the university include attending conferences, workshops; and seminars and making presentations, conducting research, and publishing the results, and going for industrial attachments. The others include mentorship, peer discussions and formal, non-formal and informal learning. The university accepts public or private learning which can help lecturers to improve up their knowledge, competencies, and

skills for them to impact positively on the students.

The study revealed that any CPD that gives knowledge, competencies and skills to lecturers which can aid their career prospects is of importance to them. It came out from the study that CPD is expensive as it is time consuming and can bring about financial constraints to the lecturers. However, as it aids lecturers to be in better positions to get promotions and appointments it is worth sacrificing for it. CPD is the only vehicle that can impact positively on career prospects of lecturers, and for that matter all lecturers should take it seriously and must be willing to make sacrifices for it as it pays dividends in the long run.

Discussion

In this section we discuss the role CPD plays in the career prospects of technical university lecturers. The four areas that we looked at in this section are the knowledge lecturers acquire through CPD and how it has improved their work performance and the way CPD has either impacted or influenced their career prospects. The rest are the criteria and processes they go through to enjoy promotions and appointments. We also looked at the challenges lecturers who embark on both in house and external CPD face and finally the recommended CPD that have significance impact on lecturers' career prospects.

How CPD Improves Performance of Lecturers

In this section we analysis and discuss the responses the respondents gave in regard to whether CPD helps lecturers to improve upon their performances in teaching, research, and management. Almost all the respondents (98 %) responded that CPD helps lecturers to improve their performance in all aspect of their career life. When one undertakes PhD studies the person acquires so much knowledge, skills, and competencies. They contended that anyone who pursue a PhD has to publish at least two papers

from his research work and it helps the person to improve upon his research skills. They also asserted that the other CPD activities such as attending and making presentations at workshops also helps lecturers to improve their delivery skills and they carry it to the classroom. People who make presentations at workshops and conferences also master the skills in responding to questions and put them better position to acquire and improve upon their presentations and stand in a better position in responding to questions and these skills are carried into the classrooms. The respondents also contended that CPD teach managerial skills and put lecturers in a better position to take up leadership positions in the departments, faculties and at the university at large. They also contended that CPD helps lecturers to improve upon their performance in all aspect of the lecturer's work.

We cite some of the responds of the participants for us to appreciate the way they gave their responses. A head of department responded that:

It is understatement to say that CPD improves the performance of lecturers. I can say without hesitation that CPD has helped improved my teaching, research, and leadership skills. I can say that my PhD studies and other CPD programs have helped me improve upon my teaching, research, and managerial skills. It is CPD that has helped me to perform as a head of department. Since I assumed the leadership of the department, I have enjoyed the co-operation from my colleagues due the application of leadership skills I acquired through CPD (PH 6, 2021).

A dean of faculty responded that:

CPD improves the performance of lecturers tremendously. All lecturers who undertake PhD and post-doctoral studies acquire skills, competencies, and knowledge and this in a long way improves their teaching, research, and leadership skills. Moreover, presentations and workshop and conferences put lecturers in better positions to deliver in the classroom and answer

questions to the satisfaction of the students. Any lecturer who has gained any form promotion from a lecturer to senior lecturer and above has better teaching, research, and managerial skills. It is no wonder that those who gain promotions and appointments in the university are those who take CPD seriously (PD 6, 2021).

All the categories of the respondents agreed that CPD contributes to performance in all areas of life in the university. The analysis pointed to the fact that all lecturers who are serious with CPD improve their teaching, research and managerial competencies and skills. Moreover, any lecturer who has enjoyed any promotion from senior and above and appointment takes CPD seriously. In a way CPD is catalyst to career prospects. As CPD is a pivot around which career prospects is hanged on, every lecturer should take CPD seriously. Anything that leads to improvement in all aspects of the university's life should be embraced by all lecturers.

Literature also affirms the outcome of this research. Miller and Grover [18] assert that it has been proven by research that teachers' knowledge improves after participating in CPD. Studies have also indicated that teachers who participate in CPD experience changes in their attitudes and beliefs [13, 14, 15]. Boyle et al. [15] have observed the differences that that take place when teachers embark on CPD. These changes take place in areas of planning, teaching style and assessment practices. Research conducted by Pedder [12] indicated that the impact of CPD on schools included changes in school leadership and management practices as a result of assessment learning activity.

Types of CPD Programs Acceptable to the Department or Faculty

In this section we analyse and discuss the participants' responses on the types of CPD programs accepted by the faculty or department. All the participants (100 %) indicated that the university accepts all manners of CPD programs but the most subscribed CPD program being

undertaken by the department is terminal degree. They also responded that, aside, attending of conferences to present papers and publications too is highly demanded by the department. The department also encourages lecturers to go on industrial attachment during long vacations. Lecturers who have served continuously for five years could apply for sabbatical leave and go to other universities or industries either in the country or outside the country to broaden their knowledge, skills and competencies and return to improve on the teaching and research skills. In short, all manners of CPD programs are accepted by the university but the department expects that any CPD program embark on can bring something positive in terms of skills, knowledge and competencies that would reflect on the students' performance.

To us to appreciate the way they went about their responses, we cite sample of few of them. One head of department responded that: *The department encourages those who do not have terminal degrees to pursue their PhDs. Although fewer study leave with pay are given each year, but we encourage those who could afford to sponsor themselves for such programs. The reason the department put premium on terminal degree is that one could have all the publications but without a PhD degree the one cannot be promoted. The department also stresses on attending conferences to make presentations and conducting research and publishing the findings in world acclaimed journals. The department encourages those who have their PhDs and have taught for continuously for five years to go on sabbatical leave to industrials and academic institutions either in the country or abroad to acquire new skills, knowledge, and competencies. All lecturers who belong to professional bodies are also encouraged to attend CPD programs organized by such bodies. The university also gives book and research allowances so that lecturers to subscribe to journals, buy books and make publications (PH 5, 2021),*

A dean also affirmed all the things the above participant said. He responded that: *All manner of CPDs is accepted in the faculty and the university at large. Terminal degree is at the moment a top notch as the university has given those without terminal degrees from five to seven years to attain a PhD degree. The fact is that PhD is the basic qualification for teaching appointment in the university. As the university was upgraded from a polytechnic most of the lecturers were holding master's degree but such people were given up to ten years to upgrade themselves. The university also give premium to other CPDs such as seminars, workshops, post-doctoral degrees, attending and presenting papers at national and international conference and publications. Moreover, attending professional bodies CPD, going on sabbatical leave to industries or academic institutions and going on industrial attachment. The university encourages lectures to make use of any CPD programs that would broaden their skills, knowledge and competencies and make their teaching effective and efficient. CPD is dear to the university as it contributes to the annual grading of universities and enhances the career prospects of lecturers (PD 6, 2021).*

The responses given above confirms to what has been said by others in literature. Jaafar [19] asserts that lecturers are expected to embark on continuing professional development to help enhance their knowledge and skills in teaching and learning approaches as well as managerial and leadership skills in an academic setting. He went further to assert that CPD in its broadest sense encompasses all those activities that help faculty members to improve their capacity to become more effective instructors. The other benefits of CPD are that it helps academics to perform other multifaceted tasks such as conducting research, contributing to administrative activities, and writing publishable materials. Wilkenson [2] underscores the fact that CPD is a tool for improving the educational vitality of our institutions. This is done through giving attention to the competencies individual teachers need to satisfy the institutional policies required to promote academic excellence.

King [3] asserts that continuing professional development is high on the agenda for UK Higher Education. It must be stated that it is not only in UK Higher Education that CPD is valued but it is so all over in the academic circles. 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). In so doing it will go a long way to support teaching and learning in higher education [6]. King [3] also stated that it is required of UK higher education institutions to develop their Human Resource and Teaching & Learning strategies to include provision for rewarding excellent teaching and supporting CPD. Becher [7] indicated that professional learning takes many forms. He identified seven categories or modes of continuing professional development, and these are courses and conferences, professional interactions, networking, and consulting experts. The rest are personal research, learning by doing, and learning by teaching. Becher [7] went further to suggest that higher education institutions could set up professional interactions, to promote and underpin specialist networks and to support personal research.

How CPD has Impacted on Your Career Prospects

Under this section we analysis and discuss the responses the three categories of respondents give on the topic. All the respondents (100 %) expressed the view that CPD has impacted greatly on their teaching and career prospects. They contended that CPD has helped them to improve their teaching. They were of the view that CPD has tremendously impacted on their knowledge, competencies, and skills. They expressed the view that since they took CPD seriously it has improved their facilitation skills and mad the lecturing effective, efficient, and interesting. They contended that their students at

the end of each semester score me high in their assessment of my teaching as the way they interact with my students have improved. Due to the skills acquired through the involvement in CPD It takes few efforts to get my students to understand the concepts, theories principles I teach the students. My observation is that their students to easily apply the principles and theories they learn in their practical work. The CPD has impacted on my promotion prospects. I am now a senior lecturer and by next year I would be qualified helped them to do research and publish their results in reputable journals. As they are to do relevant publications, they have enough paper to apply for promotions when the time is due. Some of them (70 %) claimed that since they committed themselves to CPD they have overtaken their colleagues who are my seniors in employment.

We cite sample of their responses for us the appreciate the way they responded to the interviews. A lecturer responded that: *I had admission for PhD, but the university could not sponsor me but applied for permission and I sought for money to sponsor the program. Due to the knowledge and the skills, I acquired in my further studies it has sharpened both my teaching and research skills. I also avail myself for other CPD programs and this has impacted on the way I go about my facilitations. My students easily crisp the theories, principles, and the concepts I teach, and they apply them in their practical works. My colleagues who did not seek to pursue their PhD programs are still lecturers whilst I am senior lecturer and have enough papers which will enable me to apply for an associate professorship position by next two years. I can confidently say that CPD has tremendously impacted my teaching and career prospects (PL 3, 2021).*

On the issue under consideration a dean said: *The impact of CPD on the lecturer is seen in three areas. These are teaching, research and leadership skills. Confidently, I can say that CPD has impacted on these three of my life. My teaching skills have improved tremendously. In my teaching I easily adopt various teaching techniques in my facilitation. My students easily understand the theories, principles, and the knowledge I teach. CPD has impacted on my research skills and the know the best methods I should choose for the research works I undertake. This has helped me to undertake and publish enough papers. Moreover, it is through CPD that I have improved my leadership skills. I can confidently say that it is through further studies, attendance and presentation at conferences, workshops, industrial attachments and through private readings which have helped me to make me versatile in this university. In short it is true that CPD impacts positively on lecturers who engage in them. All lecturers who have earned promotions and appointments was due to the seriousness they attach to CPD (PD 4, 2021).*

From the analysis all the respondents agreed to the fact that CPD impact positively on lecturers' career prospects. It is deduced from the analysis that all lecturers who take CPD seriously improves their teaching, research, and leadership skills. The areas that are assessed for the promotion of the lecturer are teaching, research or contribution to knowledge and service to the community and this area falls under leadership skill. All lecturers who engage in CPD acquire knowledge, competencies, and skills. When lecturers use these acquired skills, it puts them in better position to qualify for promotions and appointments.

Wikenson [2] asserts that CPD equips the individual teachers so that they would be in the position to improve the educational vitality of their institutions. It also builds the lecturer's abilities to achieve multi-faceted approach to content.

Multi-faceted content comprises of specific area competencies, teaching, and learning approaches as well as managerial, social and interpersonal development aspects. The unified condition of service [20] states that Professional development is tied to promotions and holding of administrative positions.

Criteria and Processes a Lecturer who has the Requisite CPD Go Through to Enjoy Career Prospects

In this section we analyse the responses given by the respondents. Here we explore the types of career prospects CPD which gives higher prospects to the lecturers. All the responses of all the tree categories of respondents are synchronised here. The almost all the participants (96 %) responded that basically, career prospects can be grouped into two, and these are promotions and appointments. About appointments, it is also grouped into appointment to serve on statutory and ad hoc committees and administrative positions. As for promotions, there are criteria to fulfil. They contended that to be able to apply for promotion, you should serve for certain number of years. Moreover, you need to present a number of journal and conference papers, serve on certain number of statutory and ad hoc committees and your teachings should be assessed by your students to be very good. They also responded that when one serves the required number of years and have the requisite papers and experience you go for forms and apply for promotion. The documents represented by the lecturer are sent for external assessment and when they receive good comments then the promotions and appointment committee recommend you to the academic board for the promotion.

They also responded that appointment to serve on committees aids you for promotion. For administrative positions one has to apply for it or be appointed by the academic board. Most often statutory and ad hoc committees do not attract any remuneration. Administrative appointments go with remuneration. There are some appointments that are competed for at the department or faculty level and faculty members vote on it. Some appointments are the prerogative the academic board to appoints. Most of the appointments is for number of years and you can be reappointed for a second term,

and you can hold the appointment for not more than two terms.

In their responses all of them quoted for the unified condition of service [20]. All of them were cognizance with the criteria for promotions and appointments. The condition of service specifies that a lecturer who has taught for six years and has at least six journal or conference papers can put in his application for promotion but should pass through the head of department and the dean of faculty. The documents should include the list and evidence of service to the community (the university/national and international community) and evidence of assessment of the teachings by his students for at least six semesters. The head should assess the documents and when he finds the lecturer to meet the criteria, he puts his recommendation on it and sent it to the Faculty Review appointment committee. The committee assess the documents and add their comments and forward it to the university promotion and appointment committee. When the lecturer is seeking promotion to a senior lectureship the documents is sent to one external assessor and two assessors when seeking promotion to Associate Professor and above for review. When the assessor's reports are received the university promotion and appointment committee forward the report to the academic board for the final approval or otherwise.

As for appointments such as head of department or dean of faculty, it is only those who are senior lecturers and above who can apply. The departmental and faculty members vote on them, and the winner is declared the winner. The voted person serves for a term of two years and eligible for another term of two years. However, when it is a statutory or ad hoc the head or the dean appoints those who should on such committees. The responses above indicate that those who conduct research and publish their findings at conferences and journal and serve on committees and assessed favourable can stand a better chance for career prospects. The three criteria used to access

lecturers for promotions and appointments hinges on CPD. It could be said that those who take CPD seriously are likely to enhance their career prospects.

Challenges Faced by Lecturers who Embark on CPD

Under this section we analyse the responses of the respondents on the challenges lecturers who seek to pursue CPD face. All the three categories of participants (100 %) responded that lecturers who embark on CPD face some challenges. They underscored the fact that CPD is very necessary but sometimes lecturers who seek to pursue CPD face some challenges. They major challenge they stated was the possibility of getting sponsorship to undertake further studies. One may apply and get admission to pursue a PhD either in a university in the country or outside but there is often limited funding. The university can sponsor at most four lecturers in a year. In a way funding is a major challenge most lecturers face. According to the participants sometimes one may be given permission to go for study leave without pay and funding becomes a challenge. When you are lucky to be granted permission to pursue PhD in a university in the country your teaching would be reduced but have to combine it with teaching and this becomes a burden.

They also responded that another challenge is that most short courses, seminars, and workshop take place during the semester and getting someone to stand in for you to enable you to attend becomes a great challenge. Sometimes the university may bear the conference fee, but the lecturer has to bear the passage, lodging and boarding cost. Sometimes the advertisement for most of the workshops and conferences come in late and meeting the requirements become difficult. They respondents also identified another challenge to be lack of mentors. They expressed the view that most junior lecturers find it difficult to get mentors and coaches from among the older and senior lecturers. Some of them (60 %) identify getting colleagues to

collaborate with in research activities is also a challenge.

We cite sample of the responses of the participants for us to appreciate their responses. A head of department responded that: *The challenges lecturers who embark on CPD can be financial and social. Financially raising funds to pursue PhD becomes a challenge. When one is busy pursuing fulltime or part-time programs or attending seminars, conferences and workshops puts pressure on one's finances. The other challenge is social, when one secure scholarship to pursue a PhD program the other lecturers' relationship with you changes completely. Some lecturers would be envious of you and treat you coldly and some others consider you as a lucky person. Most often your time becomes limited, and you will have to cut most of social contacts such as funerals, weddings and parties and your friends and relations may consider you to be anti-social and may strain your relations with your significant others. Moreover, you may not get enough time for your wife and children (PH 5,2021).*

On the issue of challenges lecturers face as they embark on CPD, a dean responded that: *The challenges lecturers face as they embark on CPD include financial, social, and psychological. As resources are limited and the university cannot satisfy all lecturers who seek to embark on CPD, lecturers have to find resources to sponsor their own CPD. Sometimes one has to go for loan and assistance from loved ones and significant others to enable him to embark on CPD. The type of CPD which demands a lot of funds is pursuing full time further education such as PhD. Sometimes going for seminars, workshops and conferences also put financial stress on lecturers. This arises as the university authority cannot satisfy the financial demands of all lecturers.*

Socially, pursuing CPD can interrupt the social life of the lecturer. Lecturers who pursue PhD programs may be unable to attend funerals, weddings, and parties of loved ones and this may create animosity between the lecturer and his

significant others. Sometimes lecturers who get the privileged to pursue PhD programs get into relational problems with his other colleagues due to envy. Some lecturers who do not get such opportunity become paved and become envious of the one who get the opportunity. Lecturers who embark on CPD face a lot of psychological problems. Due to the tensions that arise in the lecturers who pursue CPD, it can bring about psychological problems to them. The isolation such people face, and accusation significant others label against them the become disturbed psychologically. Moreover, the inability to raise funds for their programs and they loved ones can bring such lecturers psychological trauma. It needs fortitude and resilience for a lecturer to be able to embark on CPD (PD 5, 2021).

From the analysis above it is clear that lecturers face challenges as they pursue or embark CPD. All the categories agreed that the major challenge is financial, but the heads of departments and the deans added social as part of challenges. The lecturers also consider getting colleague to collaborate with for research activity as a challenge. The deans also added psychological trauma as part of the challenges lecturers who embark on CPD face. In effect the four challenges identified as lecturers embark on are financial, social, inability to get colleagues to collaborate with and psychological trauma.

Literature also attests to the fact that lecturers who pursue CPD face challenges. King [3] has identified four challenges. He identified the first challenge is how to meet professional standards. King [3] recommends that Higher Education institutions should recognize and reward professional learning. He identified the second challenge lecturers face as they embark on CPD is that lecturers have different learning styles and at times it is difficult for lecturers to identify and develop their teaching s in different ways. King identifies the third challenge lecturers face as that higher institute do not have framework for professional standards. He was of the view that as university develop framework these professional standards, they should show

commitment to support to keep standards. This would need finance for training but as finances are limited it becomes difficult to support all lecturers to train to meet the standards. He identified the four challenges as the need to explore the synergies between professional development for teaching and research.

On his part Wareing [8] identify collaboration among academics. He advocates that they should be collaboration between and among colleagues through curriculum development, peer review, formal and informal networking, and research. He also contends that there is the need for collaboration and communication between educational developer and academic.

Conclusion

The study established a positive correlation between CPD and career prospects of technical university lecturers in Ghana. The universities use three criteria for promotion, and these are, teaching performance, contribution to knowledge which are mainly research and publications and finally service to the community. All these criteria hinge on continuous professional development. CPD equips the lecturer to improve upon his teaching delivery and thereby influence students to score the lecturer high in their assessment. CPD also helps lecturers to acquire skills for research and publication. CPD also gives lectures managerial and leadership skills for them to render service to the community. It is therefore, recommended that all new lecturers be given mentors and coaches when employed to guide them in the type of CPD they should engage in. Moreover, it should be a policy in the universities for lecturers to form collaboration with other lecturers for research and publications. It is also recommended that all lecturers should budget and plan to attend at least one conference/seminar or workshop a year.

Acknowledgement

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.

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