

## TRANSITIONAL CHALLENGES FACING STAFF DEVELOPMENT IN SELECTED COLLEGES OF EDUCATION IN GHANA.

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### Abstract

Available evidence suggests that changes in educational institutions of any kind affect both the human and physical resources, especially on issues such as academic staff development, since academic staffs are one of the major agents in educational institutions when it comes to implementing any changes enacted. This study sought to find out transitional challenges facing academic staff development (thus, in their era of transition, from non-tertiary status to tertiary institutions) in selected colleges of education in Ghana. A total of 275 respondents were used which comprised 10 principals, 60 heads of department (HODs) and 205 tutors were randomly drawn from 10 selected colleges of education in five zones of colleges of education. Data obtained from field were analysed using percentages, frequencies and ANOVA at a significance level of ( $p=0.05$ ). The main findings of the study included challenges which ranged from financial commitment to institutional commitment in academic staff development. It was found that the individual colleges of education involvement in the academic staff development activities were minimal or not encouraging.

The study recommends that academic staffs that are already in the system with qualifications below master's degrees should be given necessary support, both finance and non-finance by individual colleges of education to enable them upgrade within shortest possible time.

**Keywords: staff development and challenges**

### Introduction

Colleges of education, formally known as teacher training colleges, have gone through several stages in Ghana. Such stages could be traced back to the introduction of Certificate "A" Colleges which were established in 1930's for the training of middle school leavers. In 1937, a two-year Certificate "B" was introduced. This was later changed and this change has been going on in the then teacher training colleges. In all the stages and changes, the idea of using education to get quality teachers to fill middle and basic education schools was at the center. As Hirst and Peter (as cited in Barrett, Chawla-Duggan, Lowe, Nikel&Ukpo, 2006) have explained that education at all levels is a useful starting point for making the distinction in nation's development.

It is as a result of the changes in teacher training colleges, that we now have colleges of education as the newly official name and with tertiary status (Ghana Colleges of Education Act,

Act 847, 2012). This status now qualifies colleges of education to be included in the list of tertiary institutions and function as such.

As tertiary institutions, the colleges of education are expected to play important roles in the socio-economic development of the nation. Again, when change in functions and aims are invoked, goals, tools, condition, resources and practices are subject to change and changes of these kinds call for staff development, especially training with distinct purposes, and the more crucial are the staff development concomitants (Kochan&Chalykoff as cited in Harris, Monk, McIntyre & Long, 1992). It is against this tertiary status and changes demand as tertiary institutions that colleges of education in Ghana have been charged with the following responsibilities to achieve:

1. Train students to acquire the necessary professional and academic competencies for teaching in pre-tertiary institutions and non-formal education institutions;
2. Build the professional and academic capacities of serving teachers through regular continuing education;
3. Provide programmes that will promote the effective teaching of science, mathematics, information and communication technology and other related subjects to meet the needs of contemporary society; and
4. Foster links with the relevant institutions and communities in order to ensure the holistic training of teachers (Ghana Colleges of Education Act, Act 847).

To achieve colleges of education's aims effectively, colleges are tasked with responsibilities to provide teacher education to citizens in the teaching profession; decide on the subjects to be taught based on their special relevance to the needs of the educational system of the country and for national development; expose students to modern and innovative techniques of teaching and learning in order to promote critical thinking and problem-solving skills in the classroom; ensure that basic research and action research form an integral part of teacher education to promote quality teaching and learning in the classroom and others. Such functions are expected from colleges of education as one of the demands for them to operate as tertiary institutions responsibly for training teachers (Ghana Colleges of Education Act, Act 847, 2012).

The transition stage of teacher training college to college of education with tertiary status also call for the need to constantly improve the skills and competencies of academic staff to enable them meet the challenges at work place, technological and global trends of development in our contemporary societies as expected from them. Teachers play critical role in the determination of quality education at every level of educational sector. They are seen as implementers of whatever policy, intervention and/ or resources a country put in its education system to ensure quality education.

Academic staff needs development and constantly positive change for members to be abreast of changes and reforms within the education profession. Staff of colleges of education has responsibilities to train future trainers in education sector and with tertiary status, the job requirements will be more complex than before. As the positions and requirements within a school district become more complex, the importance of staff development programmes increases (Rebore, 2007). Rebore is of the view that: Staff development as human resources development is concerned with providing teachers with the opportunities to maintain a favourable outlook on teaching and improve their effectiveness in the classroom. It is not only desirable but also an activity to which school system must commit human and fiscal resources if it is to maintain a skilled and knowledgeable staff. (p.177)

The change from teacher training colleges to colleges of education with tertiary status today has put a lot of work and challenges on academic staff within the colleges. This is so, because considering the functions of colleges of education in which academic staff play vital role in the achievement of those functions, academic staff in colleges of education have a lot to do (Ghana Colleges of Education Act, Act 847, 2012). They have been asked to educate every student to the best of their ability, maintain high academic standard and perform skilful teaching and realize the implications for their teaching as people accountable for whatever goes on in their field. Such responsibility of educating the masses requires academic staff to be equipped in the skills and knowledge in their subject area, keep abreast of societal demands in education, and be acquainted with research on the instructional process and on new methods of teaching which will promote the attainment of the general educational goals (Rebore, 2007).

Such skills and knowledge expected from tutors in tertiary institutions are equally expected from tutors in colleges of education due to their status as tertiary institution. Staff development will not only help individual academic staff members to improve their teaching, it will also give opportunities to share with others which help in both personal and professional growth. It is, therefore, important to consider opportunities for educational training and interventions to enhance and improve the skills and competency level of colleges of education academic staff to enable them survive within the tertiary education sector.

### **Statement of the Problem**

The upgrading of colleges of education into tertiary status and the revision of their rules and regulations in the Ghana College of Education Act, Act 847, (2012) gives the colleges of education new faces in all aspects. This change affect the name, status, governance, aims, functions, committees to form, calibre of teachers to teach in such colleges and all other aspects of the colleges of education and could be described as a major change.

As tertiary institutions, Colleges of Education have great responsibility to produce human resources in the education sector. This status as tertiary institution also requires the colleges to expand their services to meet the requirement as tertiary institutions. Academic staff, being a key and critical policy implementers in Colleges of Education and a tool through which mission and vision of the new tertiary level status of colleges of education could be achieved, needs to be strengthened in terms of knowledge, skills and attitudes. One wonders the extent to which the Colleges of Education have put in place structures to meet the new challenges confronting their operations in terms of staff development. Knowledge in this area is critical but little research evidence exists to help us appreciate efforts being made by the Colleges of Education themselves. It is this knowledge gap that necessitated this study.

### **Objective of the Study**

This study sought to find out academic staff development opportunities available for tutors in the colleges of education, identify processes involved in utilizing those opportunities and their associate challenges.

Specifically, it sought to:

1. Examine the nature of academic staff development opportunities in the colleges of education.
2. Analyze challenges academic staff encounter as they utilize those staff development opportunities.

3. Identify efforts individual colleges are putting in place to address academic staff development issues.

### Research Questions

Based on the objectives, the following research questions were raised to guide the study:

1. What are the challenges academic staffs in colleges of education face in the process of their development?
2. What is the nature of opportunities available for academic staff development in colleges of education?
3. What efforts are being made to improve academic staff development in the colleges of education?
4. Is there difference between academic staff in the zones of colleges of education with regard to attitudes of academic staff towards staff development?

### Research Hypotheses

The following hypotheses were formulated to guide the analyses of the study:

Ho: there is no significant difference among academic staff in zones of college of education with regard to opportunities for academic staff to upgrade.

Ho: there is no significant difference among academic staff in zones of colleges of education with regard to challenges confronting academic staff development programmes

Ho: there is no significant difference between academic staff in zones of colleges of education towards strategies that could be adopted to improve academic staff development programmes in colleges of education

The decision rule to guide the analyses was to reject the null hypotheses (Ho) when the significant value is ( $p < .05$ )

### Delimitation of the Study

Public Colleges of Education in Ghana are 38. Such colleges have been grouped into five zones and have similar characteristics in terms of academic staff development. However, for the purpose of this study, research focused on 10 colleges of education (two from each zone). Considering number of colleges of education in each zone in Ghana, randomly selecting two colleges of education from each zone would fairly represent each zone of colleges of education in the study.

Again, the research focused on tutors, heads of departments and principals in the selected colleges of education because they are the direct implementers of any academic policy at that level and their influence have great impact on the achievement of any teaching and learning policy. Also, when we talk about academic staff development, there are a lot of means to develop academic staff. Such means include supervision, workshops conferences, further studies in recognized institutions and others but this study is limited to the academic staff development which is acquired through further studies in relevant subject(s) area and in recognized institution.

Finally, following the upgrading of colleges of education into tertiary status, it is clear that staff may have initial challenges in areas such as conditions of services, inadequate learning materials among others. They may also enjoy certain opportunities as staff in tertiary institution, however, for the purpose of this study, challenges for academic staff as mentioned is limited to furthering of their education in recognized institution

### **Limitations of the Study**

The major challenge the researcher identified during data collection was what she describes as negative attitude of some of the authorities in colleges of education toward research work with regard to giving out information. To some of respondents, responding to questionnaire was additional burden to them and this unwillingness of some respondents to participate in the study, delayed data collection.

The data collection coincided with the nationwide industrial strike declared by Ghana National Association of Teachers (GNAT) and National Association of Graduate Teachers (NAGRAT). Even though, colleges of education are new tertiary institutions, some participants in the selected colleges of education joined Ghana National Association of Teachers (GNAT) and National Association of Graduate Teachers (NAGRAT) strike which took place in March, 2013 and that delayed the data collection process.

### **REVIEW OF RELATED LITERATURE**

#### **Development of Colleges of Education in Ghana**

Colleges of Education which were formally known as Teacher Training Colleges have undergone many changes in terms of certificates the institution award to its products, the official name to call the institutions and their status. This has led to production of different categories of teachers in the education system. At present there are various categories of teachers with varying qualifications all operating in the educational system. The programmes for the preparation of teachers tracing from the introduction of teacher training college now college of education are the following:

1. The regular 4—Year Post—Middle Teacher Training Course for teaching in Primary and Middle Schools,
2. Modular 4—Year Post-Middle Teacher Training Course also for teaching in Primary and Middle Schools,
3. 3 -Year Post—Secondary Teacher Training Course for teaching in Middle and Junior Secondary' Schools.
4. 3 -Year Post—Secondary Teacher Training Course for teaching in primary and Junior Secondary' Schools with Diploma Certificate (Brookman-Amisshah, n. d.).

#### **Human Resource and Institutional Development**

Schultz (as cited in Owolabi&Okwu, 2010), saw human resource as those resources that are inherent in each human being, which can be traded between the users and the owners to improve their respective living conditions. Schultz (as cited in Owolabi & Okwu, 2010), outlined these inherent resources in human beings to include knowledge (knowing what to do), skills (knowing how to do what is to be done), and attitude (behavioural demonstration of a favourable inclination while doing that which is to be done). Human resource from explanation given by Schultz (as cited in Owolabi&Okwu, 2010), could be explained as the skills, knowledge, abilities and other related potential that employees possess and can be used in the production of goods and rendering of useful service. Supporting this explanation of human resource, Zaria (as cited in Owolabi & Okwu, 2010) views human resource as people in work organizations, endowed with a range of abilities, talents and attitudes, influence productivity, quality and profitability. Individuals, therefore, become 'human resources' by virtue of the roles they assume in the work organization. Employment roles are defined and described in a manner

designed to maximize particular employees' contributions to achieving organizational objectives. The role of human resource in encouraging economic progress has been acknowledged in many studies. Human resource has been identified not only as a major growth determinant and a channel to ease poverty but it is also very important in building or improving the quality of human beings in general Kasim et al, (as cited in Owolabi & Okwu, 2010). The growth focus in Millennium Development Goals (MDGs) is more concentrated at the importance in achieving clear and real progress as an indicator or human capital indicator measured through educational foundation. Most studies have examined the effect of education through human resource investment on economic growth (Owolabi & Okwu, 2010). Human resource has been examined and proved to be number one key element in the running and attainment of every institutional development. According to Larbi (2008, p. 31) "most organisations build people's human resource capacities through training, dialoguing, mentoring or coaching". Developing capacities of human resource becomes one of the highest priorities in institutional development (Wangwe & Rweyemamu, 2001). This involves not only creating the right human resource for the institution but also putting in proper institutional framework for effective utilization of the created human resource.

### **Impact of Academic Staff Development on Institutional Development**

Staff development has always been known for the major role it plays in keeping the institution running. Discussing the impact of staff development, Carrell, Elbert & Hatfield (2000) shared the view that the emerging trend in human resource management is clearly towards the adaptation of human resource approach, through which organizations benefit in two significant ways: an increase in organizational effectiveness and the satisfaction of each employee's needs. Academic staff development helps to improve the qualities of academic staff and to make them more productive. The impact or the outcome of staff development is very important because it determines the designed and content of the development programmes.

According to Olaniyan and Ojo (2008) effective and successful staff development should yield the following results:

1. Increase productivity
2. Improve the quality of work and raise morale of employees
3. Develop new skills, knowledge, understanding and attitudes.
4. Use correctly new tools, machines, process, methods or modification thereof.
5. Reduce waste, accidents, and other overhead costs.
6. Implement new or changed policies or regulations.
7. Bring incumbents to that level of performance which meets (100 per cent of the time) the standard of performance for the job.
8. Develop replacement, prepare people for advancement, improve manpower deployment and ensure continuity of leadership.
9. Ensure the survival and growth of the organisation.

The impact as Olaniyan and Ojo (2008) have outlined indicate that the effectiveness and success of an institution lies greatly on the calibre of people who form and work within the institution. It therefore, signifies that the employees in organisations need to be developed in all aspects to enable them execute their duties for the achievement of the organisational goals.

## Staff Development and Institutional Goals Attainment

Institutions require two major resources to operate: capital and people (Pityn&Helmuth, 2007). They further explained that many industries give significant attention to the financial issues of operations but while finance is essential, it is only a tool in the hands of workers / staff in the institutions. This explanation by Pityn and Helmuth (2007) indicates that staff in every institutions play critical role in the attainment of institutional goals attainment. Money and other resources employers put into institutions do not manage themselves; people manage them.

This means that in order for institutions to be successful, the individual workers or staff within the institutions must be developed to become productive, efficient and effective. Building solid and lasting institutions depend on the growth and development of staff within the institutions, so, in addressing institutional goals attainment, staff development cannot be separated from factors that contribute to that goals attainment. Discussing the immersive influence of staff development in institutional goals attainment, for clear understanding of this staff development, effort would be made to talk about the concept of staff development, history of staff development, components, models of staff development, factors that influence staff development and challenge.

### Factors that Influence Staff Development

It is necessary to recognized that teachers could not hope to use most sophisticated approach to students unless they have both the skills to do so and the desire to implement it. Those skills which could be obtained through staff or professional development are influenced by many factors. Such factors determine when to recognize and execute staff development programme, where to conduct staff development programme and which categories of employees of staff to participate and benefit from specific staff development programmes.

According to Cottrell (as cited in Larbi, 2008), staff developments are influenced by the following factors:

**Motivators:** motivating staff development in both monetary and non-monetary things encourage staff to participate and benefit from staff development which will reflect their work output. Resources to provide staff development programme for employees; Cottrell (as cited in Larbi, 2008) explained that the plans and desire to give staff members training and development may be there but if the resources to conduct such plans is not available, it cannot be implemented. With the resources, Cottrell was referring to experts to facilitate the development programme being it internally or externally organised, money to run staff development programmes and other facilities.

**Support:** support to both individual staff participating in the development programme and the institution organising the development programme. Cottrell is of the view that if staff are supported to undertake developmental or professional development programmes, most staff will be willing to participate. In the way, if institutions are supported to conduct staff development programmes for their employees so as to upgrade them in all aspects, institutions will as often as possible organised developmental programmes for their staff.

Highlighting on different factors, Avalos, (as cited in Tetteh, 2008) contended that staff developments are influence by and such factors include:

1. Nature and operation of educational system;
2. Policy environment and reforms of education system;
3. Teacher working conditions;

Examining challenges of staff development, the issue of replacement of academic staff on further studies, especially if the mode of development is off-the-job training is one of the major challenges of academic staff development facing many of the tertiary institutions in Ghana.

### **Empirical Review on Staff Development**

Generally, many researchers or studies have been conducted on staff development or employees' development in different fields and in different countries. Considering the work of Owolabi and Okwu (2010), which was conducted in Nigeria, they tried to determine the effect of education and human resource development on economic growth in Nigeria. They developed a model which helped to justify the correlation that exists between education and human resource on the economic growth in Nigeria. To Owolabi and Okwu (2010), there is clear – cut and obvious relationship between human resources development through education, health and economic growth over time. Owolabi and Okwu (2010) again concluded that government's expenditure on education, health and school enrolment at various levels of education jointly exert significant effect on economic growth.

Bakah (2011) researched in teacher professional development in Ghana's polytechnics. Although Bakah's work was on staff or professional development in tertiary institution as it is in this study, her sample size for the study were 44 teachers and 20 persons in leadership positions. Bakah (2011) used four polytechnics for her study as compared to 275 sample size for this study which were obtained from 10 colleges of education in Ghana. These variations in terms of sample size and population for this study and that of the Bakah's work makes the researcher thinks that the study is likely to yield in depth result in terms of staff development in the study area.

## **METHODOLOGY**

This section of the study presents the methodology used to address the research questions formulated to guide the conduct of this study. It includes the design of the study, the participants for the study and sampling methods. It also describes the procedure for collecting and analyzing the data collected.

### **Research Design**

The design that was adopted for the study was descriptive survey. According to Gall and Gall (2003, p.223), "survey research is used to describe research that involves administering questionnaires or interviews". Sharing the same view with Gall and Gall (2003), Sarantakos (2005) explains survey research as method of data collection in which information is gathered through oral or written questioning. Fraenkel and Wallen (2000) observed that the purpose of descriptive research is to observe, describe and document aspects of phenomenon as it naturally occurs.

Best and Khan (as cited in Amedahe, 2002), confirm that descriptive research is concerned with the conditions or relationship that exist. In descriptive research design, the researcher observes and evaluates the existing variables in their natural setting. This type of design enabled the researcher to acquire unbiased view in the area of research.

With this study, the main concern was to identify the available avenues for academic staff in the Colleges of Education to upgrade themselves in recognized institutions. It also explores likely challenges faced by academic staff as they try to upgrade themselves. The researcher found the descriptive survey design most appropriate for this study because it had the advantage of enabling the researcher obtains unbiased views about opportunities for

academic staff development in the selected colleges of education. It also provided the researcher the opportunity to select sample from the population being studied and then draw generalization from the study of the sample (Neuman, as cited in Tetteh, 2008).

### **Population**

The population of the study comprised academic staff of 10 colleges of education in Ghana. Such members in the 10 selected colleges of education for the study are made up of 436 tutors, 60 heads of departments (HOD) and 10 principals. Colleges of education in Ghana have been clustered into five zones. These zones are Volta zone, Northern zone, Ashanti/ Brong-Ahafo zone Western/ Central zone, and Eastern /Greater Accra zone. Staffs in these five zones of colleges of education were chosen for the study population because such staffs provide core business activities, which consist of teaching, learning, administrative work and research and it was on that bases they were involved in the study.

### **Sample and Sampling Procedure**

A Multi- stage sampling technique was employed to select a sample of 205 academic staff for the study. A multi-stage sampling ensured that the sample sizes were reduced without compromising on the representativeness and the randomness in the selection (Obeng-Mensah, 2005). Looking at how colleges of education have been clustered into five zones in Ghana, multi-stage technique was deemed appropriate for the study. Two colleges of education were randomly selected using lottery method from each zone to get 10 colleges of education for the study. The following colleges of education were randomly selected; Fosu and Holy Child Colleges of Education (in Western/ Central zone), Ada and Abetifi Colleges of Education (in Eastern /Greater Accra zone), Akatsi and Jasikan ( in Volta zone), Berekum and Wesley Colleges of Education ( in Ashanti/ Brong-Ahafo zone) and Gbewah and N.J. Ahamadiahya Colleges of Education (in Northern zone).

For the sample size determination, Krejcie and Morgan (as cited in Sarandakos, 2005) and Key (1997) sample size determination table was considered useful and was used to select sample for academic staff (tutors). According to Krejcie and Morgan (as cited in Sarandakos, 2005) the ideal sample size to use when working with research population of 436 is 205.

Again, simple and proportionate random sampling technique was employed to select tutors from each college of education since academic staff population in the selected colleges of education differs. The researcher used proportion in selecting the number of tutors from each college, that is, the population of tutors in each college of education was divided by the total population of tutors (436) and multiplied by 205 (205 is the sample size to use from population of 436). The data for the figures of the number of tutors and heads of department in the selected colleges of education were obtained from principals during their principals' conference which was held at OLA in 2012.

For heads of department and principals, census sampling technique was used to include all heads of department and principals from the selected colleges of education in the study. Including heads of department and principals in the selected colleges of education have been considered necessary because of their administrative position and influence in the recommendation of academic staff for staff development programmes in their institutions.

### **Instrument**

The research instrument for the data collection was questionnaire. It involved likert-scale questionnaire for academic staff (tutor), heads of department, and principals.

### **Pilot-Testing**

The pilot-testing of the instrument was done at Komenda College of Education. Komenda College of Education was chosen for the pilot-test on the grounds that it shares many similar characteristics with the selected colleges of education for study.

### **Data Collection Procedure**

The researcher personally distributed questionnaires to 275 respondents. They were given two weeks to fill them since some of them were not ready to fill them on the spot. So in order to ensure a high rate of return of answered questionnaires, phone calls and personal visit were made to the selected colleges of education to get questionnaires from those respondents who were not able to respond or fill the questionnaires on the first visit.

### **Data Analysis**

Percentages and Frequency counts were used to address research questions one, two and three by using SPSS computer programme. The appropriate number for each datum was placed in the appropriate data file for the analysis. For research question four, which dealt with the difference between academic staff in the zones of colleges of education for the study with regard to their attitudes towards staff development, one way analysis of variance (ANOVA) was used to address it.

## **RESULTS AND DISCUSSION**

This section deals with the results from the field work, analysis of the results, as well as their interpretation. The objective of the study is to look at academic staff development in the selected colleges of education, its challenges and measures to improve academic staff development programmes at the colleges of education in Ghana.

In analyzing the data from the field, themes were derived from each research question and used to facilitate discussion of the results. The analyze are therefore presented under the following themes; staff development opportunities for academic staff in colleges of education to upgrade, challenges academic staff in colleges of education encounter during staff development programmes, strategies to improve academic staff development programmes in colleges of education and difference between academic staff in the zones of colleges of education with regard to academic staff attitudes towards staff development in colleges of education.

### **Nature of Staff Development Opportunities Available for Academic Staff in Colleges of Education**

Research question two is linked to the theme of staff development opportunities for academic staff in colleges of education to upgrade, especially in the era of transition so as to meet the expected standard as far as their transitional requirement from non-tertiary status to tertiary status is concern. In analyzing items on the questionnaire that come under research question two, data from the field suggested that opportunities for academic staff to upgrade exist in the following areas:

1. Staff development programmes which newly employed staff participated,
2. Benefit from staff development programme policy in the colleges of education,

3. How academic staff in colleges of education get to know available opportunities to upgrade,
4. How academic staff are selected to participate in staff development programmes,
5. Institutional finance support to staff to upgrade and
6. Methods academic staff in colleges of education use to upgrade.

Responses to items numbered 8-21 on the questionnaire answer research question two. responses from respondents revealed that although individual selected colleges of education play limited attention to existing opportunities for academic staff to develop professional in areas of staff development programmes such as staff development for newly employed academic staff, benefit from staff development programme policy, how academic staff in colleges of education get to know available opportunities to upgrade, how academic staff are selected to participate in staff development programmes and institutional finance support to academic staff to upgrade. But for the purpose of this study which focuses more on the academic staff development activities that upgrade academic staffs in collage of education qualifications (education in accredited higher institutions), respondents responses to Sandwich programme and Distance Education programme revealed that academic staff in the selected collages of education have at least two opportunities where they could pursue course to upgrade and meet the standard qualifications required from them by NCTE.

### **Challenges Academic Staff in Collages of Education encounter during Staff Development Programmes**

The second theme which was derived from research question one was sought to find out key challenges confronting academic staff during staff development programmes in the selected colleges of education for the study. Items from section B on the questionnaire number 22-27 were used to elicit information from participants to answer the research question two. Participants responses to issues of inadequate institutions sponsorship, financial constraints on the individual academic who participates in the staff development programme, government sponsorship which is linked to specific subject area, institutions sponsorship which are selective were challenges discussed. Other challenges participants responded to under the theme of challenges academic staff in colleges of education encounter are absences of perceived benefits after staff have participated in staff development programmes and absence of staff development policy that guides development programmes in colleges of education. Respondents responses to challenges academic staff encounter during staff develop

On the challenges of inadequate institutional sponsorship for academic staff development programmes, data obtained from participants revealed that total of 232 (84.3%) participants, which constitute greater portion of the respondents agreed to the statement that inadequate institutional sponsorship for academic staff development programmes has been one of the challenges academic staff in colleges of education encounter in their professional development.

In conclusion, as much as academic staff in the selected colleges of education for the study have seen the benefit from academic staff development activities and would do their best to upgrade, it was revealed that academic staff are confronted with numerous challenges ranging from finance to absence of policy that guides academic staff development and this greatly affect academic staff in the selected colleges of education.

### **Strategies to Improve Academic Staff Development Programmes in Colleges of Education**

The theme of strategies to improve academic staff development programmes in colleges of education was also derived from research question three which was meant to explore respondent's opinions on how best academic staff development programmes in the selected colleges of education could be improved for academic staff to upgrade their academic qualification. In addressing research question three with its related theme, data from the field revealed that academic staff development programmes in colleges of education could be best improved by putting in place the following strategies: establishment of autonomous unit responsible for academic staff development programmes. Having adequate resourced academic staff unit in the colleges of education, institutions should use part of their internally generated resources or funds to support academic staff development programmes, granting of study leave to academic staff to upgrade, conducting academic staff development in collaboration with higher learning institutions, upgrading institutions should come with the package of academic staff development programme, academic staff development activities should come with improved condition of service, introduction of formal training programmes to academic staff as alternative to institutional education and introducing schedule training in the colleges of education as alternative to education in higher learning institutions for academic staff.

### **Difference between Academic Staff in Zones of Colleges of Education with regard to Academic Staff Attitudes towards Academic Staff Development in College of Education**

The theme of difference between academic staff in zones of colleges of education with regard to academic staff attitudes towards staff development is in line with research question four and hypotheses which was designed to find out from respondents if there is difference between academic staff in various zones of selected college of education with regard to their attitudes towards academic staff development. ANOVA was used to analyze research question four and to test the stated hypotheses.

Respondents from the five used zones of the colleges of education and their responses to opportunities available for academic staff to upgrade item, challenges of academic staff development programmes item and strategies to improve academic staff development item on the questionnaire revealed generally that statistically, there are no significant differences between the zone of the colleges of education towards their attitudes to academic staff development programmes since none of the three ANOVA TEST conducted yield significant value (Sig) of less than 0.05 ( $p < .05$ ). This suggests that academic staff attitudes towards academic staff development programmes are not significantly affected by the zones of colleges of education they work because academic staffs in all the five zones of colleges of education for the study possess similar characteristics. Hence, academic staffs in colleges of education do not differ by their zones of colleges of education with respect to their attitudes towards academic staff development programmes. Results from the ANOVA test conducted to check whether academic staff attitudes towards academic staff development programmes could be attributed to the zone of college of education differences is summarized in Table 1.

**Table 1: Summary of Results of ANOVA tests on Academic Staff Zones of Colleges of Education and their Attitudes towards Academic Staff Development**

Statement	df	F	Sig
1. Academic staff zones of colleges on opportunities for academic staff to upgrade	4	1.729	0.144
2. Academic staff zones of colleges on challenges confronting academic staff development programme	4	0.965	0.427
3. Academic staff zones of colleges on strategies to improve academic staff development programmes	10	1.022	0.425

## CONCLUSIONS AND RECOMMENDATIONS

With new status of colleges of education as tertiary institutions, academic staff that have multi roles to perform would need to be equipped with necessary skills and knowledge and at the same time upgrade to attain required qualification to teach in tertiary institutions and capable to deal with students' needs. These qualifications, skills, knowledge and other related potentials could be acquired through well established staff development programmes.

Again, as findings from the study had revealed, institutions less commitment to academic staff development programmes in diverse ways create challenges to staff who wish to upgrade and the institutions at large since academic staff in colleges of education form greater part of the working force in the colleges of education and their upgrade would not only secure their employment as academic staffs in tertiary institutions but it would also enable them to being in new and innovative ideals for the running of the institution.

Based on the findings and conclusions drawn from the study, the following recommendations were made;

1. As means for individual colleges of education to show commitment to staff development, it was recommended that academic staff that are already in the system with qualifications below master's degrees should be given necessary support, both finance and non-finance by individual colleges of education to enable them upgrade within shortest possible time. This would help to get required academic staff to teach in the colleges of education as their tertiary status demand.
2. It was also recommended that individual colleges of education should structure their academic calendar so that their vacation period would correspond with the time higher learning institutions run sandwich programme which most of the respondents indicated as the means academic staff would use to upgrade their current qualifications. This would help academic staff who are on sandwich programme or intend to enroll on sandwich programme to have ample time to concentrate on their studies, instead of combining teaching and schooling at the same time.

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