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Building Institutional Capacity for Technical University Status through Academic Staff Development: The Case of Sunyani Polytechnic

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Abstract:

The emerging trend and present practices in polytechnic education has renewed the concern for staff development interventions in response to conditions which challenge polytechnic education to ensure the overall quality and relevance of its courses. The need to upgrade the qualification of staff continues to receive priority in polytechnic education with the plans of the government to convert polytechnics into Degree Awarding Technical Universities. The study aimed to diagnose the current state of staff development practices and policy framework that support professional development and come out with candid recommendations with Sunyani Polytechnic as the context environment. The study shows that staff development exist in the institution as an institutional practice but it is uncoordinated and ad hoc. Awareness of staff development programmes is generally high but the culture within which it operates has always favoured those who are interested and 'ready to go for them'. It was uncommon to find professional development activities such as induction, mentoring and peer assessment. These practices remain relatively infrequent and yet to be streamlined. However, long training programmes such as sandwich and study leave with pay have received proper attention and are helping to upgrade the skills of academic staff. Recommendations of the study for policy development proceed directly from the study and justify continues professional development of teachers.

Key words: Staff Development (SD), Professional Development (PD), Capacity Building, Higher Education, Academic Staff

1. Introduction

Human capital is probably one of the valuable assets of every organization including educational institutions. The commitment of institutional resources to staff development programmes is meant to help develop knowledge and skills in support of current role, or to prepare for a future role. Staff Development strategies ensure that staffs develop both personally and professionally so that institutions can have highly skilled, highly motivated and professional staff, able to perform consistently to the highest standards. The competitive strength of organizations is no longer strictly tied to physical infrastructure or assets, but to the intellectual attributes of their knowledge workers. Essentially, every organization tries to acquire a solid understanding of the fundamentals of human capital management and to think strategically about how to channel the intangible assets of its workers towards institutional strengthening and capacity building.

A UNESCO working paper on Higher Education in the Twenty- First Century: Vision and Action (1998), has identified staff development as central to the quality of higher education and strategic to retain high quality staff in developing countries. Many of the current and long-term problems facing tertiary institutions would have been reduced if there had been a conscious effort and systematic attempt to harness individual interest and competencies for furthering their careers while they apply their skills and knowledge to improve the efficiency and effectiveness with which the anticipated results of a particular organizational segment are achieved. Educational institutions recognize that efficient and effective functioning of their institutions rest on the contribution of academic and support staff alike. According to the working paper, data assembled in 1990 suggested that recruitment could not keep pace with student expansion and in most developing countries staff with doctoral degrees ranged from 10 to about 40% compared with 50-60% in developed countries. UNESCO aims in the field of staff development to promote co- operation and innovative actions so as to strengthen the quality and relevance of higher education both now and in the coming years.

Polytechnics are labour intensive organizations, and ultimately, their success and failure depend on how trained their staffs are in playing their respective roles and functions. However, polytechnics in Ghana have been beset with the problem of attracting qualified personnel with requisite skills and competencies for higher education level performance. According to a lecture presented by the executive secretary of the National Council for Tertiary Education (2005), “no studies were undertaken to assess the human resource requirements before their elevation to tertiary status”. It is therefore essential for polytechnics to have appropriate staff development programmes to be able to bring the skills and competencies of their staff to the required levels for appropriate service delivery.

2. Overview of Polytechnic Education in Ghana

The most significant event that happened in the history of polytechnic education was Government’s White Paper on Tertiary Education System that upgraded polytechnics to tertiary status in 1993. Government recognized the need for technical manpower for national development and the role polytechnic education plays in achieving that objective. The 1993 action by the government was backed by the PNDC Law 321 of 1992. In pursuance of the PNDC Proclamation of 1981, the aims and objectives of polytechnic education are to:

- Provide tertiary education through full time courses in the field of manufacturing, commerce, science, technology, applied social science, applied arts and such other areas as may be determined by the authority for the time being responsible for higher education;
- Encourage study in technical subjects at tertiary level; and
- Provide opportunity for development, research and publication of research findings.

Polytechnics are expected to provide the middle level manpower and career- focused education and skill training to students which is seen as critical for the country’s socio- economic development. In other words polytechnics are supposed to serve as breeding grounds for the critical middle level manpower required by the nation to build its industrial base and to ensure its growth and sustainability. Hence, from the beginning of the diversification of tertiary education, it has been understood that polytechnic institutions would be the suppliers of “middle- level manpower”. To show government’s renewed commitment for polytechnic education the Government’s White Paper on the report of the Education Reform Review Committee in 2004 indicated that “Government will continue to equip the Polytechnics to make them offer tertiary education in their own right, to emphasise practical skills that are needed to run the productive economy and build a nation”

However, the upgrading did not come with adequate preparations in terms of recruitment and training of the requisite staff to enhance institutional capacity. Thus, no critical studies were undertaken in terms of physical, human and academic requirements prior to the upgrading of the polytechnics. Hence, the quality of polytechnic education has suffered tremendously. These institutions operated as tertiary institutions without an integrated vision that requires strong and serious emphasis on staff development and improvement of facilities to meet the new status of the institutions. “Following the upgrading of the polytechnics to tertiary status, the necessary staff training and development were not satisfactorily done. As a result, a good number of the teaching staff is not adequately qualified to teach tertiary programmes in the polytechnics”, (National Council on Tertiary Education’s Technical Report on Polytechnic Education, 2001). Most of the Polytechnics after their elevation to tertiary status absorbed and started with the few Ghana Education Service staff who had been in post in the previous technical schools and had opted to remain with the polytechnics. But soon, they found academic work changing around them without any effort being made to match their existing skills to new needs. Perhaps, what poses a greater challenge to academic staff of the various polytechnics is the lack of research and development to fulfil both teaching function and the development of closer links with industry.

The low retention rate of teachers in the polytechnics has worsened the staff student ratio. National Council for Tertiary Education (NCTE) norms requires a staff student ratio of 1:15 and 1:25 for engineering and business programmes respectively. For instance, in the 2002/ 2003 academic year, the ratio was 1: 21 and 1:65 for engineering and business programmes respectively. The implication is that, the quality of teaching and the general performance of students will be affected. The scenario given, calls for pragmatic steps and concerted effort from all stakeholders.

The need to upgrade the qualification of staff continues to receive priority in polytechnic education after the 2012 electioneering campaign, when the National Democratic Congress (NDC) led by President John Dramani Mahama made the promise to convert the polytechnics to technical universities if they won the elections. Government says it is fully committed to plans to convert all the ten polytechnics in the country into degree awarding technical universities. Government has inaugurated an eight member Technical Committee to work out modalities and plans to convert Polytechnics into Technical Universities. The situation now calls for each polytechnic to have a comprehensive staff development programme to build the capacity of its staff as well as serve as baits to attract young men and women who have the ambition to build their careers in polytechnic institutions. Staff development strategies are therefore seen as indispensable in managing local needs and priorities with the resources available in ensuring institutional development.

3. Sunyani Polytechnic in Context

Sunyani Polytechnic started in 1967 as Sunyani Technical Institute to train Middle School Leavers in technical courses. The Technical institute was upgraded to polytechnic status in January 1997 by Government’s White Paper on Tertiary education. The institution was tasked to provide tertiary education through full-time courses in the field of manufacturing, commerce, science, technology, applied science, applied arts and such other areas as may be determined by the authority responsible for higher education. The PNDC Law 321 was repealed by an act of Parliament, Polytechnics Act, 2007 (Act. 745). The Act expanded the operational realm of the Polytechnic

to include the introduction of degree and higher degree programmes and provide opportunities for skills development, applied research and publication of research findings.

The aims and objectives of the polytechnic is derived from the legislative instrument that established the Polytechnics (PNDC LAW 321 of 1992) and given by the NCTE. To achieve the objectives within the local context, the Polytechnic has defined a number of objectives that have been grouped into six results areas. The specific objectives are as follows:

- Middle Level Manpower Training;
- Teaching, Research and dissemination of knowledge;
- Infrastructure Development;
- Deployment of Information and Communication Technology;
- Resource Mobilization; and
- Institutional Management.

From its historical beginnings to the present, the Polytechnic has experienced productive growth in terms of space and student population. The institution is made up of three schools and fourteen departments which offer Higher National Diploma (HND) and Non- Tertiary programmes in technical and vocational courses. The student population has grown significantly over the years from 2100 in the 2000 academic year to 3317 in 2004. Even though the student population has reduced in recent times, it is estimated that it will increase to 6000 in 2015 based on the current rate of growth.

4. Staff Development Situation in Sunyani Polytechnic

Many of the academic staff members who had been at post in the previous technical school were assigned new roles in the new polytechnic and found themselves fully involved in the governance and development of courses of the institution. As a result, many see the change as a change of 'sign board' from a technical school to a polytechnic. However, the emerging changes and trends in higher education (increase in enrolment, challenges to leadership and management in the age of massification and globalization, internationalization, standards required by industry and all employers of graduates etc.) are generating the need for staff development interventions. These factors are now putting pressure on the polytechnic to ensure quality and relevance of its courses and therefore call for a pro- active strategy of staff development to match existing skills to new needs.

The Strategic Plan (2005- 2015) of the institution has identified the following weaknesses as practical difficulties working against the achievement of the institutional objectives.

- Inadequate numbers of qualified teaching staff;
- Inability to retain qualified staff;
- inadequate scholarships; and
- Low knowledge of staff in research methods

Given these problems the management of the institution has recognized the importance of staff development in achieving its overall objectives by coming out with a Staff Development Policy. According to the policy document "the key requisite in delivering industry-relevant and competency based courses is providing teaching staff in the Polytechnic with appropriate technological knowledge and skills, as well as providing them with the skills necessary for them to carry out comprehensive evaluations of their students". The staff development plan therefore outlines the staff strength and overall picture of priorities and plans.

However, given the low percentage of qualified teachers and retention rate coupled with the current rate of growth of student numbers, the institution should consider the need to upgrade the skills of those teachers whose qualifications are not up to the standard required by the NCTE. According to Nsiah-Gyabaah (2005), there is high staff turnover in Sunyani Polytechnic and this has adversely affected particularly the Electrical/Electronic Engineering Department where departure of staffs led to recruitment of new graduates without considerable teaching experience. He identifies poor remuneration and conditions of service as the main causes of the intellectual drain from polytechnics to the universities and industry. This phenomenon if not stopped will undermine the large investment in infrastructure development in the polytechnics.

5. Study Focus and Methodology

Given the context, the general objective of this study is to investigate the staff development practices in Sunyani Polytechnic. The study is designed to examine the process and structure of the current staff development practices in the institution and on the basis of that recommend best practices of staff development that can enhance the organizational capacity of Sunyani Polytechnic to position itself for technical university status.

Extensive investigation relied on variety of instruments including interviews (semi-structured), questionnaires and content analysis of policy documents of the institution. These data collection methods elicited responses from the Rector, Heads of Department, lecturers and Human Resource Officer and Finance Officer to get a snapshot of staff development practices in Sunyani Polytechnic. The research design was both qualitative and quantitative. To ensure validity and reliability the study relied on multiple sources of evidence to achieve triangulation of evidence.

For the purpose of this study the population was academic staff of Sunyani Polytechnic, top level and middle level management. The total teaching staff survey was 124 including Heads of Department who are considered as both administrators and academic staff members. According to the Staff Profile of the institution, the number of academic staff for the 2012/2013 academic year is approximately 205. With a population of 205, the sample representation was 60.5 percent. Once the representative population was

identified, a convenient sample of 124 academic staff was selected. This non-probability method involves the selection of academic staff which are easiest to reach and willing to answer the questionnaires.

The primary limitation of this study is that the population could not be expanded to include non-teaching staff. Second, the study could not be expanded to other polytechnics to increase the generalisability (external validity) of the findings. However, any potential sources of external validity in this study were assumed to have been dealt with because capacity depends on context, purpose and nature of the organisation and polytechnics in Ghana have similar tasks and attributes and tend to have similar definition in terms of their mission.

6. Conceptual/ Theoretical Framework

6.1. Defining Staff Development

The concept Staff Development is a common term used in the business community which is synonymous with management training programmes of most firms. Its use has gained prominence in recent times with some using the term interchangeably with in-service education and professional development, (Wideen and Andrews, 1987). Main (1985), believes that staff development concerns the means by which an individual cultivates those skills whose application will improve the efficiency and effectiveness with which the anticipated results of a particular organisational segment are achieved. In education, it ensures that professionals regularly enhance their academic knowledge and professional performance.

The terms Staff Development (SD) and Professional Development (PD) are used interchangeably in the literature. According to De Rijdt (2011), a wide range of other terms are used to describe profession of staff development, being instructional development, academic development, faculty development, professional development and pedagogical training. "The old model of staff development often called professional development" focused on fixing what was wrong through generic instruction to large groups, resulting in limited if any long-term transfer into instructional practice", (Davidson, 2005). According to OECD (2004), traditional approaches to professional development such as short workshops or conference attendance do foster teachers' awareness or interest in deepening their knowledge and skills.

The definition given by Nicholls (2004), has helped to put professional development in higher education in a proper perspective. "Professional development is a dynamic process that spans one's entire career in a profession, from preparation and induction to completion and retirement". This view is premised on the assumption that any successful professional development relies on a relationship related to the individual's entire career work environment and that individual's perception within the organization. To go far and stretch the remit of the definition, Professor George Gordon, Director of the Centre for academic Practice at the University of Strathclyde cited in Khan and Baume (2003) provides the following definition: "*I see staff and educational development as providing support to individuals, departments/programmes and institutions in relation to academic practice (teaching, learning and assessment, research and scholarship and academic management and institutional research)*". Ultimately, all these endeavours are directed towards enhancing student learning and the student experience and extending understanding and knowledge. This largely, must be welcomed because it offers important opportunities to connect individual and institutional objectives, individual and departmental objectives. From Gordon's definition it is now clear that staff development, just as it is important to enhance student learning, experience and to extend pedagogical understanding and knowledge, also includes the notions of scholarship, academic management and institutional research. In common with the above quoted definition, staff development is about facilitating changes in the teachers' practice, changes in ways of thinking and understanding as regards educational practices. The norm therefore in higher education is to establish a central unit that exists for staff and educational development.

From the context of higher education, this study embraces the definition given by Teather (1979): "it is the development of the abilities of academic staff in the areas of teaching and examining, research and research supervision, consultancy and administration". This definition stresses on an agreed policy statement of the aims and obligations of professionals in higher education and the institution towards staff development.

6.2. Modes of Staff Development Practices Employed in Higher Education

First, the theoretical issues that arose from the research literature report of high incidence of different types of staff development practices in higher education which assist with individual, departmental, faculty and institutional-wide development. Brew and Lublin (1997), have given positive feedbacks about *short-training courses* that they remain a useful way to introduce new knowledge and skills to large numbers of staff and they usually tend to meet an immediate institutional need. The general proposition about short training courses from literature is that short training courses tend to have limited impact on changing teaching behaviour. However, they tend to be most effective when used to disseminate information about institutional policy and practice.

The second theoretical issue about forms of academic staff development is department-based development approach (academic working group or in situ) where teachers in a unit meet regularly to reflect on and resolve the problems and challenges they face in their individual work. Prebble et al (1997) have concluded that small group of colleagues actively engaged in discussing their work together is likely to be the most effective locus for professional development and change. Jenkins (1996), and Morss and Donaghy (1998), have argued strongly for such an approach on the grounds of developing teaching and learning strategies that would facilitate reflective practice within a department.

One way of changing the perception of teaching being an individual activity is the practice of one-to-one support to help teachers reflect on their current practice. Hence, a major way in which institutions seek to support the academic development of their teaching

staff is by direct one-to-one 'instructional consultation' either by specialist developers or by colleagues in the form of consulting, peer assessment, induction and mentoring (Prebble, 1997). Numerous studies (Weimer and Lenze, 1997; and Piccini, 1999) point to the prevalence of consultation as a common and even valued form of academic development in higher education institutions. The general proposition of Prebble and his colleagues is that: "Teachers can be assisted to improve the quality of their teaching through obtaining feedback, advice and support for their teaching from a colleague or academic development consultant".

Perhaps what could lead to changes in belief or teaching practice, is long training programmes which contribute to certificates, diplomas and degrees in teaching and learning. These programmes tend to be longer, extending over one or more semesters that require trainees to put their training into practice as part of the development programme. According to Prebble et al there is research evidence to support the proposition that: "Intensive and long training courses (comprehensive staff development programmes) can be effective in transforming teacher's beliefs about teaching and learning and their teaching practice."

6.3. Policies, Strategies and Structures of Staff Development in Higher Education

Various authors (Martinez, 1999; Mukheje and Singh 1993; Knight, 1994; Guildford, 1990) have given strategies and policy prescriptions that are meant to give directions in the improvement and implementation of staff development interventions. For Policies of staff development in educational institutions,

- There should be a staff development plan that is integrated into the overall strategic plan of the institution and communicated to all staff;
- Support from top management proves to be essential if policy is to be implemented and sustained; it should be considered as a line management responsibility with departmental and sectional heads taken responsibility with active involvement of all staff;
- Proper allocation of time and resources that are built into work schedules;
- An integrated approach where all plans of departments are built into the overall institutional plan; identification and analysis of needs;
- There should be a clear link established between staff appraisal schemes and staff development units.

Policy development and institutionalization of staff development according to Mukheje and Singh (1993), depends very much on quality assurance systems that ensure greater accountability and school effectiveness. Institutionalization of policies also depends very much on the adoption of programmes and policies that have been successful overtime. They observed that effective staff development includes consideration of both individual and organizational needs and is driven by comprehensive, long-term, strategic planning for change at institutional and individual levels.

Based on assumptions derived from staff development literature it was also discovered that staff development structures come in many forms (Martinez, 1999; and Mukheje and Singh, 1993). Programmes and activities can be delivered on campus or off-campus. It can be offered by the organization or independently by an individual and can take the form of two-hour lectures, three day conference or year-long course. Delivery structures and organization can take many forms and normally depends on the age and maturity of the institution and availability of human resource.

6.4. Components and Processes of Staff Development in Higher Education

Professional development is a continuous process rather than a one-time event. Several researchers (Kahn and Baume, 2003; Carole et al, 1996; O'Sullivan et al 1989) have indicated the need for staff development programmes to be planned, delivered, evaluated and accounted for. These components operate in a circular form with each stage in the cycle being a process in itself. The cyclic process ensures that problems are constantly re-examined and performance improved to identify those which are essential. The framework for understanding the key components of staff development involves identifying a problem based upon multiple sources of data, analyzing area or areas, designing a cohesive ongoing program to provide staff with instructional and research strategies to address these areas, and assessing the impact of staff development on learning and teaching and what staff developers learn from the study of implementation will inform decisions about future training.

6.5. Decision Making Structure that Supports Staff Development in Higher Education

The acknowledgement of the fact that academics are entitled to representation on governing bodies of educational institutions is an indication that staffs have a greater stake in staff development decisions. However, the process of determining the foci and loci of such decisions is complex in terms of determining who makes a given decision, when and how. According to Bradley et al (1983), the decision lies with the individual members of staff in conjunction with their line managers. Yet, the way staff development decisions are diffused through the organization depends on whether the structure is a centred or decentred one with staff development committee and the roles assigned to various parties in the implementation of staff development programmes.

Ideally, the implementation of staff development should be assigned to a designated Staff Development Committee with terms of reference and overall staff development policy document clearly stated. According to Carole, (1996) and Bradley et al, (1983), the responsibility of implementing staff development programmes rest with committees who are themselves ultimately responsible to the Academic Board. For any staff development intervention, roles and functions should be clearly defined to prevent any general confusion that might surround the roles to be played by various actors. Responsibilities and roles are shared between individual member's (individual level), heads of department/ centres (organisational unit) and director of personnel/ Human resource manager (institutional level).

6.6. Constraints in the Implementation of Staff Development Interventions in Higher Education

The availability of financial and material resources is very important in staff development interventions. Successful interventions require proper resource support. However, the huge financial implications have made it difficult to access funds. Mukheje and Singh (1995) have suggested that institutions can be cost efficient; better utilise buildings and equipment; improve management and accounting practices, incorporate the use of management information and data systems; and use distance education to reduce unit costs. Additional funding sources can be accessed from consultancy and technical services, collaborate with government agencies, Non- Governmental Organizations (NGOs) and the business community.

Retaining academic staff in higher education is one of the problems of staff development interventions (Mukheje and Singh, 1993). This problem is attributed to the decline of the overall attractiveness of the teaching career relative to other careers. In that regard, school systems are supposed to design an incentive structure to retain the pool of those who want to teach (OECD, 2002). It also means institutions need to identify the factors that influence the decision for teachers to enter and leave the profession and design tools that might be appropriate for formulating policies specifically targeted at retaining teachers. According to (OECD, 2002; Mukheje and Singh, 1993), the poor monetary rewards and conditions of service of staff severely affect the ability of higher education institutions to attract and retain their best professionals. Where the pool factors from outside organizations is great, staff development strategies should be seen as an essential element for staff training as well as building incentives into the system in order to retain the brightest and most productive staff.

6.7. Building Institutional Capacity

Capacity building is understood as the ability of an organization to influence its life and progress towards desired results. Generally, attempts to define capacity gets blurred, oblique and drawn out. Aidoo (2005) has attempted to define the concept as efforts to improve upon the skills of the human resources of an organisation and to expand the material and fiscal resources for achieving more specific goals and objectives. That is to say, it is an operational strategy that is concerned with the efforts in improving the resources required for achieving the goals and objectives of an organization. Basically, the purpose of capacity building is to improve upon the quality and quantity of human, material, and fiscal resources of institutions so that they can perform effectively and efficiently to achieve the organizational goals and objectives and also be responsive to environmental demands and staff development is an aspect towards human resource development.

6.8. What Is School Capacity Then?

School capacity is seen as a long- term continues process that involves programmes and policies initiated by stakeholders that affect the attitudes, practices, and extends the knowledge of teachers as well as altering the culture and structure of the educational institution. The net result is the acquisition of new skills and knowledge by teachers and organizational change occurring simultaneously with each supporting one another (Davidson, 2004). UNESCO (1994), has reiterated that in order to survive and function well, higher education personnel must be confident, competent and pro-active in three essential areas: fields of knowledge; the pedagogical process; and managerial skills. These three areas must be closely associated if the expertise provided by higher education institutions and their human capital is to be ensured in tomorrow's world. Such an integrated vision requires strong and serious emphasis on staff development. Staff development has emerged as a key to the acquisition of these capacities which permit the institutions to realize its optimal contribution to society. Mukhejee and Singh (1995) have provided six main skills and competency areas that build institutional capacity.

- Academic Qualification
- Instructional (Pedagogical) Skills
- Sustained Professional and Career Development
- Management and Administrative Skills
- Technological skills and knowledge
- Research skills

In conclusion, the six areas identified above constitute the competency areas that staff of higher education must acquire in order to contribute immensely towards the achievement of their objectives. The strategy of higher education institutions should be to upgrade qualifications, update knowledge and improve research and teaching skills of its workers.

6.9. Conceptual Model

The figure below provides a useful framework for understanding how staff development enhances institutional capacity. Given the context and objectives of Polytechnic education, the framework elaborates on the relationship between staff development programmes and institutional capacity. Institutional capacity (dependent variable) is affected by policies and programmes of staff development (independent variable). The conceptual model is the result of the theoretical exposition of the previous paragraphs

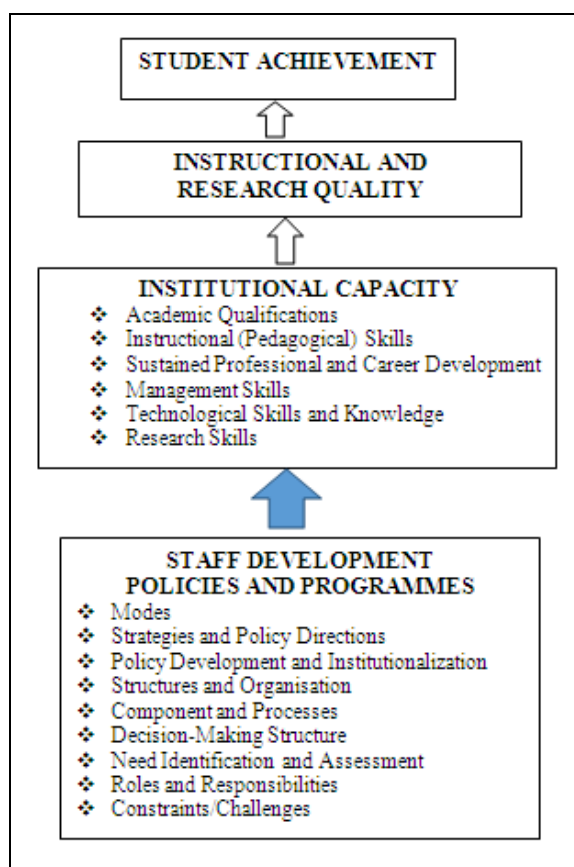


Figure 1: Conceptual Model

The context consists of staff development programmes that can enhance institutional capacity. The emphasis is on variables that can be manipulated from the institutional level. School capacities that are affected by staff development interventions are instructional (pedagogical skills), academic qualifications, sustained professional and career development, management skills, technological skills and research skills. Instructional and research quality that leads to student achievement are not part of this study.

7. Findings of Staff Development Processes and Structures of Sunyani Polytechnic

This part of the study presents the data obtained from the field survey. It basically focuses on the results of the staff development practices in Sunyani Polytechnic. The data were generated from questionnaires to academic staff and heads of department, and complemented with in-depth interviews and document analysis. These results are presented in tabular and chart (pie and bar chart) forms.

7.1. Number and Rank of Academic Staff

This session explains the rank of academic staff in the polytechnic.

No	Department	Professors	Senior Lectures	Lecturers	Assistant Lecturers	Chief Instructors	Principal Instructors	Senior Instructors	Instructors
1.	General & Liberal Studies	0	2	21	8	0	0	4	0
2.	Hospitality & Tourism	0	0	10	0	0	2	2	0
3.	Computer Science	0	0	2	0	0	1	3	0
4.	General Agriculture	0	2	10	0	0	0	0	0
5.	Building Technology	0	0	8	0	2	4	3	2
6.	Electrical/Electronic Eng.	0	0	3	2	2	1	4	2
7.	Wood Technology	0	0	4	1	1	3	3	1
8.	Visual & Industrial Arts	0	0	3	0	0	2	2	0
9.	Mechanical Engineering	0	0	4	0	1	3	1	1

10.	Civil Engineering	0	1	4	1	0	0	1	0
11.	Commercial Studies	0	4	19	0	0	0	4	0
12.	Accountancy	0	1	13	1	0	0	0	0
13.	Marketing	0	2	11	2	0	0	1	0
14.	Purchasing & Supply	0	0	1	9	0	0	0	0
	TOTAL	0	12	113	24	6	16	28	6

Table 1: Number and Rank of Academic Staff

Out of about 205 academic staff population only 12 representing approximately 5.9 percent are senior lecturers who have come out with publications in their fields of endeavours. The implication is that about 94 percent of academic staff members have not met the minimum number of 4 publications to qualify them to be senior lecturers. The profile indicates that there is no academic staff in the institution with a professorial rank. However, there is a significant majority of 55.1 percent of academic staff with the rank of a lecturer.

With respect to the ranks of instructors, senior instructors, principal instructors and chief instructors, they constitute about 27.3 percent of total academic staff in the institution. It means 56 academic staff is below the lectureship rank. Almost all of these staff has been enrolled on a masters programme which will turn them to be lecturers soon. The Conference of Rectors of Polytechnic have written to give a deadline to each academic staff to at least attain the status of a Lecturer by August 31st 2016, or those who cannot meet the deadline find themselves elsewhere.

7.2. Modes of Staff Development

This section provides results on types of staff development practices that are employed to enhance the skills of teachers. This is meant to identify the forms of staff development that are utilized to enhance the skills of staff. Responses were elicited in relation to short training courses, in situ training, peer assessment, induction and mentoring.

7.2.1. Short Training Courses

The figure below summarises short training courses attended by staff in the last 12 months. They believe is that attendance of such courses may lead to changes in teaching practice and enhance their research skills.

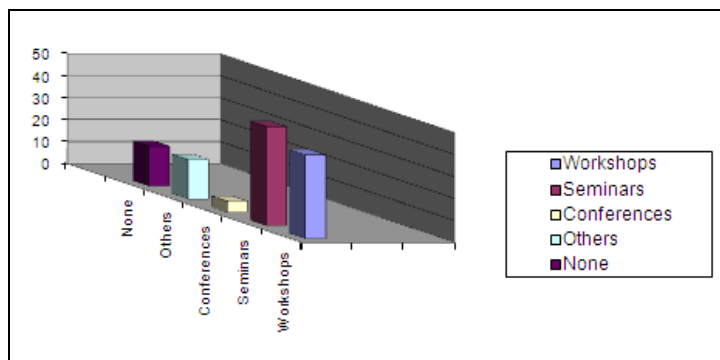


Figure 2: Short Training Courses Attended in the Last 12 Months

Attendance of seminars was the staff development practice most frequently reported by teachers (36.3%). Some of the teachers (30.7%) indicated that they have participated in workshops, while attendance of conferences received the fewest responses (4.0%). In contrast, the two remaining groups demonstrated similar percentages (14.5%) for attending other courses or not attending any short training course. Thus, 18 teachers representing 14.5 percent responded that they have not taken part in any short training course during the past 12 months.

7.2.2. Academic Working Group, Instructional Consultation, Peer Assessment, Induction and Mentoring

The table below provides information on academic working group, instructional consultation, peer assessment, induction and mentoring practices being utilized to encourage and promote the professional growth of teachers.

Types of Staff Development Practice	Yes (Percentage)	No (Percentage)
Academic Working Group	81 (65.3)	43 (34.7)
Instructional Consultation	64 (51.6)	60 (48.4)
Peer assessment	69 (55.6)	55 (44.4)
Induction	23 (18.5)	101 (81.5)
Mentoring	45 (36.3)	79 (63.7)

Table 2: Academic Working Group, Instructional Consultation, Peer Assessment, Induction and Mentoring

A greater majority of staff (65.3%) representing 81 respondents of the total sample indicated that they have not worked with their colleague teachers in an academic working group. A significant minority (34.7%) representing 43 respondents of the sample responded in the affirmative that they have worked with their colleagues in a number of activities. Notable among them are joint research, preparation of marking scheme, organization of seminars for students and proposal writing.

Attempt was made to find out if consultants are employed to assist teachers to improve on their teaching and research skills. More than half (51.6%) of the teachers indicated that they have not been assisted by consultants in their professional development. In contrast, a significant number of teachers (48.4%) accepted that experts or consultants have assisted them in their research and instructional practice.

Respondents were asked whether they have engaged in any peer assessment with colleagues to enhance their teaching skills. More than half of the teachers (55.6%) representing 69 respondents indicated that they have not participated in staff development activities related to peer assessment in the past 12 months. About 44.4 percent of the teachers responded in the affirmative that they have taken part in peer assessment towards their professional development.

A greater percentage (81.5%) academic staff indicated that they did not participate in professional development related to induction. A small number of academic staff (18.5%) responded that they received a formal induction to their department and job. It can be concluded that there are no formal structures that help new teachers to adjust readily and effectively to their new work assignments so that they can contribute maximally to organisational goals while achieving personal and work satisfaction.

According to results on mentoring, 63.7 percent of the sample size indicated that they did not receive support for their teaching from a senior colleague or mentor. Forty five respondents representing 36.3 percent of the total respondents indicated that they worked with mentors who offered the help necessary to establish them as competent professionals. It can be observed that mentor responsibilities for novice and newly appointed teachers have not been streamlined. Understandably, it is not a practice that has been documented as an institutional practice.

7.3. Intensive Staff Development (Long Training Programmes)

The table below provides data for long training programmes that academic staff members were involved to encourage and promote their professional growth.

Long Training Programmes	Frequency	Percent
Distance Learning	14	11.3
Study Leave With Pay	35	28.2
Consultancy Services	3	2.4
Research and Publication	3	2.4
Industrial Liaison	3	2.4
Sandwich Programmes	28	22.6
None of the above	38	30.7
Total	124	100.0

Table 3: Staff Participation in Long Training Programmes

Overall, study leave with pay seems to be the most common long training activity that staff members have participated. Thus, 35 (28.2%) teachers reported that they utilised study leave with pay for their professional growth. Whiles staff development activities related to industrial liaison, research and publication and consultancy services registered the same responses of 3 percent. More than 22 percent of the teachers responded that they have taken part in sandwich programmes. However, a significant number of teachers (30.6%) indicated that they have not participated in any of the above training programmes.

7.4. Line Management Responsibilities

Figure 3 summarizes results on whether staff development is acknowledged as a line management responsibility where Heads of Department are encouraged to spend time with their staff in planning, discussing and integrating their staff development activities.

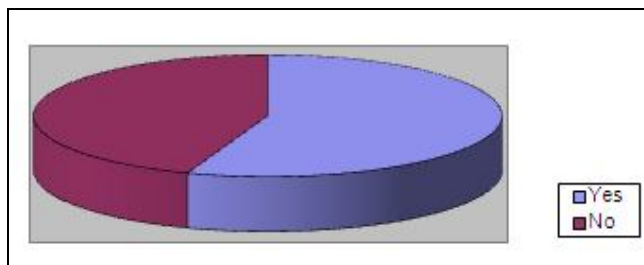


Figure 3: Line Management Responsibilities

There was diversity of opinion among heads of department and management as regards staff development being a line management responsibility. The five (5) heads of department who answered survey questionnaires indicated that staff development is a line management responsibility while the remaining four (4) gave a contrary view.

7.5. *Integrated Approach to Staff Development*

The figure below sought to find out from Heads of Department whether there is an approach to integrate the department’s plans into the overall staff development plan of the institution.

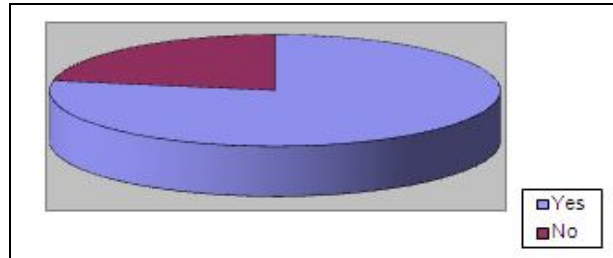


Figure 4 *Error! No text of specified style in document.*: Integrated Approaches to Staff Development

Most of the heads of department (78%) indicated that there is an approach that integrates departmental plans to the overall institutional staff development plan. However, 2 (22%) heads of department indicated that there is no plan to integrate departments’ plans with the overall staff development plan of the institution.

7.6. *Involvement of Staff in Professional Development Decisions*

Table 4 presents a summary of how teachers perceive their involvement in staff development decisions and whether opportunities are created to involve all staff in professional development in their respective departments.

	Frequency	Percent
Yes	41	33.0
No	78	63.0
No response	5	4.0
Total	124	100.0

Table 4: Involvement of Staff in Professional Development

Majority of respondents 78 (63.0%) were of the view that they are not involved in staff development decision making process. However, a significant minority of 41 (33.0%), were of the view that they are involved in staff development decisions. There was no response from 4 percent of the total respondents.

7.7. *Training and Development Needs of Teachers*

The question sought to find out whether identification of training needs was primarily an individual or organizational responsibility.

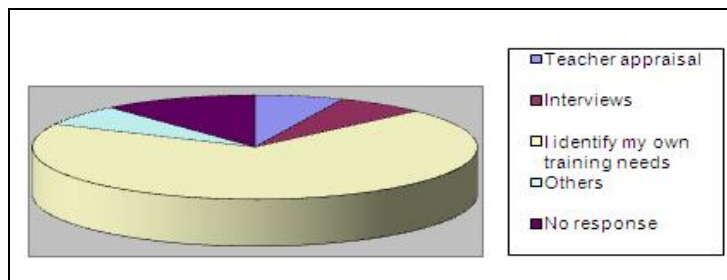


Figure 5: Identification of training and development needs

Majority of teachers (69.4%) responded that they identify their own training needs. Most of the heads of department who responded to the survey questions were of the view that teachers identify their own training and development needs. The remaining responses indicate similar percentage (6.5%) except no response that had 11 percent of the overall survey.

7.8. *Promotion Criteria and Reward System (Conditions of Service)*

Responses to sufficient information received on conditions of service of lecturers are summarised in table 5.

	Sufficient Information About Pay	Sufficient Information about Professional Development	Sufficient Information about Sick Leave	Sufficient Information about Promotion
Yes	71(57.3)	30(24.2)	37(29.8)	23(19.0)
No	49(39.5)	91(73.4)	84 (67.7)	98(79.0)
Not applicable	0	0	3(2.4)	3(2.4)
No response	4(3.2)	3(2.4)	0	0
Total	124 (100.)	124 (100.0)	124 (100.0)	49(100.0)

Table 5: Information about Pay, Professional Development, Sick Leave and Promotion

A high proportion of respondents (57.3%) think that they receive sufficient information about their pay. In contrast, 39.5 percent of the respondents are of the opinion that information on their pay is not sufficient. Further, a significant majority of (73.4%) of respondents believe they do not receive sufficient information about their professional development. However, 24.2 percent believe that information on their professional development opportunities is sufficient. With respect to information about sick leave, 84 (67.7%) respondents indicated that they did not receive sufficient information while 37 (29.8) were on the affirmative. Most respondents (79.0%) intimated that they did not receive sufficient information about their promotion while 23 respondents representing 19 percent think that information on their promotion is sufficient.

7.9. Facilities for Staff Development

Table 6 presents data on the appropriate structures that facilitate the work of the professionals and create organizational environment and support that meet staff development needs. For instance, access to efficient channels for information collection, dissemination and retrieval, and a web of internal, local, national and international links and networks directed to specific staff development activities.

	Frequency	Percent
Library Books	76	61.3
Journals	15	12.1
Access To Efficient Channels Of Information Collection	13	10.5
Dissemination & Retrieval Of Information	3	2.4
Web of Local, National & International Links & Networks	3	2.4
Other Organizational Support Services that Improve Your Work	3	2.4
No Career- Long Professional Development	3	2.4
No Response	8	6.5
Total	124	100.0

Table 6: Facilities for Staff Development

Availability of Library books is the largest organisational support for staff development. Majority of respondents (76 or 61.3%) indicated that their greatest institutional support towards staff development activities is library books. The remaining responses demonstrated the same frequencies with journals being slightly higher (15 or 12.1%) than the others.

7.10. Support for Professional Development

The table below sought to establish the level of support staff members receive for their professional development. Table 7 provides a summary of the results.

	Release Time for Teaching		Stipend for Activities Outside Regular Work Hours		Reimbursement for Course Fees	
	Frequency	Percent	Frequency	Percent	Frequency	Percent
Yes	64	51.6	25	20.2	38	30.6
No	30	24.2	41	33.1	41	33.1
No Response	30	24.2	58	46.7	45	36.3
Total	124	100.0	124	100.0	124	100.0

Table 7: Support for Professional Development

Even though significant number of teachers did not respond to the support they receive for their professional development activities, 64 (51.6%) responded that release time was available for their professional development. However, 30 (24.2%) indicated that there was no release time for their staff development activities. Further, 41(33.1%) intimated that, stipend was not available for activities

outside regular work hours. Twenty five respondents acknowledged that they received stipend for activities outside regular work hours for their professional development. Some teachers (41 or 33.1%) indicated that they did not receive reimbursement for course fees while 30.6 percent indicated that they received reimbursement for staff development course fees. The significant number of staff who did not respond to the support they receive for their professional development could be interpreted as those who have not been involved in any professional development activity that demands those supports.

7.11. Acquisition and Transfer of Skills

Respondents were asked further range of questions regarding the types of skills and competencies they have acquired that will contribute to institutional strengthening and capacity building. Thus, questions were asked to probe into the acquisition and updating of expertise in the areas of technological knowledge, improvement in managerial skills, research and teaching skills, upgrading of academic and professional qualifications and whether teachers feel competent in these areas.

Types of skills and Competencies	Yes (Percentage)	No (Percentage)	No response (Percentage)	Not Applicable (Percentage)	Total (Percentage)
Research Skills	46 (37.1)	73 (58.9)	5 (4.0)	0	124 (100.0)
Information Technology Skills	46 (37.1)	25 (20.2)	3 (2.4)	50 (40.3)	124 (100.0)
Managerial and Administrative Skills	86 (69.4)	38 (30.6)	0	0	124 (100.0)
Instructional (Pedagogical Skills)	94 (75.8)	3 (2.4)	5 (4.0)	22 (17.7)	124 (100.0)

Table 8: Acquisition and Transfer of Skills

Certainly, research is one of the most highly rated of these activities and therefore teachers were asked if they had received any formal training in the area of research following their appointment. Slightly over half (73 responses or 58.9%) indicated that they have not received formal training in research following their appointment into the institution. However, a significant minority (46 responses or 37.1%) indicated that they have received formal training in the area of research.

Academic staff was asked to indicate whether they have participated in any training that focused on the acquisition of information technology skills and knowledge following their appointment. Some of the teachers (46 responses or 37.1%) indicated that they have received knowledge and skills in information technology. However, a significant minority (25 responses or 20.2%) indicated that they are yet to receive formal training in the area of information technology. The number of teachers (50 or 40.3%) who indicated non applicable could be teachers who have no knowledge in Information Communication Technology (ICT).

Majority of teachers (86 responses or 69.4%) indicated that they have received managerial and administrative skills. However, a significant minority (38 responses or 30.6%) indicated that they are yet to receive formal training in the area of managerial and administrative skills.

A greater majority of respondents (95 responses or 75.8%) indicated that they have received instructional skills. Only 3 respondents indicated that they are yet to receive formal training in the area of instructional skills.

7.12. Acquisition of Academic and Professional Qualification

Academic staff was asked to indicate whether they have participated in any academic or professional training that led to the acquisition of higher certificate, pay increase, and ratings on teacher evaluation. Data regarding the acquisition of academic and professional qualification are summarised in table 9 below.

Have you Participated in any Training that led to the Acquisition of	Yes (Percentage)	No (Percentage)	No Response (Percentage)	Not Applicable (Percentage)
Higher certificate?	71 (57.3)	48 (38.7)	5 (4.0)	0
Pay increase?	30 (24.2)	79 (63.7)	10 (8.1)	5 (4.0)
Higher ratings on teacher evaluation?	20 (16.1)	84 (67.7)	15 (12.1)	5 (4.0)

Table 9: Improvement in Academic and Professional Qualification

A high proportion of respondents (71 or 57.1%) indicated that they have received a higher certificate because of their participation in either academic or professional course. However, 48 (38.7%) respondents are yet to receive a higher certificate because of non-participation in academic and professional courses. Further, 24.2 percent are of the opinion that their participation in academic and professional course has led to their pay increase. In contrast, 79 (63.7%) respondents indicated that they have not received any pay increase because they have not taken part in academic and professional courses. While 20 (16.1%) respondents indicated that they

have received higher ratings on teacher evaluation most respondents (67.7%) intimated that they did not receive higher ratings on teacher evaluation.

7.13. Sustained Professional Development

The survey also aimed to illicit responses in relation to how the institution supports professionals to enhance their career-long development. This is seen in line with supporting and disseminating research findings, participation in international expert meetings, membership of professional bodies, consultancies and visiting assignments, publication of texts geared towards sustained professional and career development. Table 10 provides a summary of the responses.

	Frequency	Percent
International expert meeting	3	2.4
Membership of professional body	30	24.2
Research findings	10	8.1
Consultancy services	0	0.0
Visiting assignments	0	0.0
Publication of texts	16	12.9
Others	5	4.0
No response	35	28.2
None of the above	25	20.2
Total	124	100.0

Table 10: Sustained Professional Development

About 32.3 percent of teachers indicated that either they are members of a professional body or have participated in research findings. Thus, while 30 (24.2%) of respondents indicated that they are members of a professional body, 10 (8.1%) of respondents indicated that they have come out with research findings. None of the respondents had taken part in visiting assignment and consultancy services. While 16 respondents or 12.9 percent had come out of publication of texts 3 respondents constituting 2.4 percent had taken part in international expert meeting.

8. Discussion of Results

This study has shown that staff development is being undertaken in a wide range of modes. In terms of institutional priorities, staff development is focused on long training courses such as sandwich and study leave (with and without pay). The prioritization across practices of staff development is uneven particularly in relation to short training programmes such as induction, mentoring, peer assessment. Thus, induction, mentoring, peer assessment are either non-existent or not formalized. However, in situ programme (Academic Working Group) for teachers to work with their colleagues and reflect on their professional practice is a common training activity. For instance, Departmental Board Meeting is a common platform for teachers to discuss peculiar problems. As regards the kind of training that has been accorded deliberate emphasis, the most notable efforts have been made on equipping staff members with Master's degree or an appropriate (post) graduate qualification and a few to acquire doctoral degrees. The former seem to be the prime focus because that is the minimum qualification according to NCTE norms.

In addition, the institution has a strategic plan that sets out broad organizational objectives and priorities and it has identified staff development as a high priority within the plan. However, clear policy guidelines, appear fragmented and *ad hoc* from teachers perspectives. For instance, there was a diversity of opinions among heads of department and management as regards staff development being a line management responsibility.

To develop the skills and capacity of staff to ensure that the institution responds flexibly and effectively to changing demands for service delivery, now and in the future, training programmes basically focus on the acquisition of technological skills, research skills, pedagogical skills, academic qualification, managerial and practical attachment. Training programmes of the institution such as sandwich programmes and study leave with pay focus on the acquisition of research skills and academic improvement.

Acquisition of career-long professional and management training has also been given a higher priority. It was discovered that most lecturers are members of professional bodies like the Institute of Public and Management Administrators (IPMA), United Kingdom, and Institute of Chartered Accountants (ICA), Ghana. Thus, because the Polytechnic is oriented towards the provision of practical training for students, it is important for the institution to ensure that there are academics with the right practical and professional skills that can help students to acquire professional and practical training.

In terms of policy development and institutionalization, it was discovered that the institution receives support from the GETFUND and TALIF initiatives and these supports are seen as staff development tools that provide opportunities for training programmes and therefore have been closely tied to staff development activities. Also, short training courses such as seminars and workshops have been very helpful especially on examinations, test items, evaluation, project proposal writing, and student assessment. In addition, long training courses such as study leave with pay and sandwich programmes have been very encouraging because of its convenience. Even though most teachers have received training through sandwich programmes and study leave with pay, most training programmes do not relate to the subject areas of teachers. The implication is that the idea of getting higher qualification for promotion and higher pay rather compel teachers to receive training rather than training forming an integral part of their teaching and learning process. It

was also discovered that the only national guideline that exists to guide staff development is that, training programmes of the Polytechnic should be technologically based and science focused and for this reason, training in the area of engineering has been given the highest priority.

With regard to structures for staff development, the Personnel Department exist under the office of the Registrar charged with the overall responsibility to implement policies and report to management of the institution. Indeed, the overall responsibility of implementing staff development programmes is the responsibility of the Human Resource Department headed by the human resource officer. *The Polytechnic Statutes* stipulates that, the Scholarship and Staff Development Committee should serve as an advisory body to the Academic Board on matters of staff training so that the Board can give the final approval for implementation to be carried out by the personnel department. It was discovered that because the Polytechnic operates the Committee System, the Scholarship and Staff Development Committee is a sub-committee of the Academic Board and it is seen essentially as advisory rather than executive. This central system structure renders a decentred model with cross- functional representation of institutional staff in a form of Staff Development Committees from various schools and departments very weak. The centred model of delivery structures indicate supply-driven programmes with limited responsibilities of planning given to departments and individual members of staff in conjunction with their line managers.

There was evidence that staff development programmes were systematically unplanned, unaccountable and unevaluated. In terms of planning approaches, there was no written programme but there were agreed priorities and practices. There was also no career review system where staff development priorities are set. For staff development to be results-driven it must be standard-based with processes streamlined, well developed and coordinated. It was discovered that staff development activity was sporadic, with limited annual planning, co-ordination and evaluation. The planning of staff development activities, both at an institutional and individual level has tended to be *ad hoc* and reactive. The findings indicate that most staff development activities are planned in response to need expressed by teachers.

There is a mismatch between shared or devolved decision-making. If stakeholders are fully involved in the identification of needs, then the development that results will be understood owned and finally translated into action by all involved. However, teachers in the present study indicated having no influence or moderate input into planning, implementation and evaluation of staff development activities. Top and middle level managers seem to be divided about the level of influence that heads of department have on the decision-making structure that support staff development. For instance, some heads of department indicated that their only input in staff development is to give recommendation about prospective trainees in their departments and if possible make provision in the budget for those who may need training and have plans to go for further training. The main point that emerges from this statement is the fact that, there is a structure that supports staff development, but that formal structure that is supposed to facilitate decision-making has not been perfected to ensure smooth vertical and horizontal decentralisation. Although the institution has a designated staff development committee, it was discovered that it serves as an advisory body whose major responsibility is to make recommendations to the Academic Board and implementation carried out by the Personnel Department. Its *autonomy* to make decisions is limited because it is not required to make executive decisions. Its terms of reference are less explicitly stated in the Polytechnic Statutes. The roles and functions of the committee are written in the Polytechnic's Statutes but without well-defined terms of reference. Similar findings were obtained in the area of decision-making at the individual level. Majority of teachers (69.4%) indicated that they identify their own training needs. As indicated, this will only offer opportunities for good and serious teachers to improve because they are interested in improving rather than encouraging all staff to identify and work to overcome any existing weakness.

The commitment to staff development in the institutions has to endure the pressure of budget constraints, low staff retention and poor conditions of service. Even though the institution receives funding from the GETFUND and IGF, inadequate funding has not helped in the planning process. The biggest challenge to staff development is how to improve the conditions of service in the Polytechnic in order to retain its staff. These are critical issues and if the institution wants to retain staff and improve teaching and learning conditions then of course the salaries and conditions of service should be a top priority. There is an inextricable unity between conditions of service and staff retention. These are critical issues but the institution is handicapped by its inability to negotiate salaries and conditions of service with bodies such as Polytechnic Teachers Association of Ghana (POTAG), Polytechnic Administrators Association of Ghana (PAAG) and Teachers Education and Workers Union (TEWU). Thus, the mandate of the Polytechnic to find permanent solutions to the twin problems of poor conditions of service and low retention is hampered by the inability of the Polytechnic to determine what conditions are better for its employees. Retaining good staff in such circumstances is often only possible because the institution provides loan advances, car and housing loans.

In spite of the procedural and practical difficulties of staff development, the institution provides organisational environment and support for staff development. A Significant number of teachers (51.6%) indicated that release time was available for their staff development activities. In the case of stipend for activities outside regular work hours for professional development and reimbursement for course fees, opinions were divided. It was also discovered that, access to efficient channels of communication directed to specific staff development activities seems to be some of the bottlenecks of staff developments. Availability of library books and journals seems to be the largest organisational support for staff development.

The outcome of the study has yielded valuable insights into the skills that most teachers have acquired. Training in instructional (pedagogical) skills represents the most common focus of staff development activities and majority of teachers (75.8%) indicated that they have received training in that area. It was discovered that more teachers (57.3%) have received a higher certificate because of their participation in either academic or professional course whiles slightly more than half of academics indicated that they have received knowledge and skills in information technology. These competency areas affect the attitudes and practices of teachers

(UNESCO 1994; Mukhejee and Singh 1995) and therefore must be seen as critical areas. More importantly, because it is difficult to attract and retain well qualified personnel, upgrading and updating the skills and knowledge of teachers who are already in the system is essential to halt the high attrition rate.

9. Suggestions and Priorities for Remedial Action and Policy Development

The recommendations flow directly from the study and justify continues development of academics in the institution. Even though they are considered relevant as a framework for policy considerations, the recommendations should be understood from specific context and local conditions of an individual institution.

9.1. Modes of Staff Development

The polytechnic should support the academic development of staff by employing *induction, mentoring and peer assessment schemes*. This can be done by either specialist staff or colleagues in the form of instructional consultation. A variety of activities and foci should be on the impact that these schemes create on teachers' knowledge, values and practice.

Intensive and comprehensive staff development programmes can be effective in transforming teachers' beliefs about teaching and learning and their teaching practice. Support strategies for professional development must encourage staff to qualify for further degrees through in-service programmes and develop training plans for enhancing teaching and research skills. Increasingly, such programmes should contribute to the award of certificates, diplomas and degrees in teaching and learning, and leading to the improvement of academic knowledge and qualification of teachers in order to meet the minimum standards required by National Council for Tertiary Education.

9.2. Strategies and Policies

Staff development must touch every department of the institution. This will serve as the starting point to involve staff in decision making process. Thus, a systematic two-way communication procedure should be established so that academics are aware of staff development opportunities and their views considered by management in staff development decisions.

There should be systematic approach to integrate planning for the development of staff into the institutional, faculty and departmental planning process. The planning of staff development needs to take place simultaneously with the planning of strategic and operational objectives at all levels. This will help to ensure that there is the development of appropriate skills and knowledge to enable staff to keep pace with the process of change, and the achievement of objectives. The relevance of staff development activities will also become clear as a process that supports and underpins both the success of the organization and the personal job satisfaction of individuals. Ideally, the process should be linked:

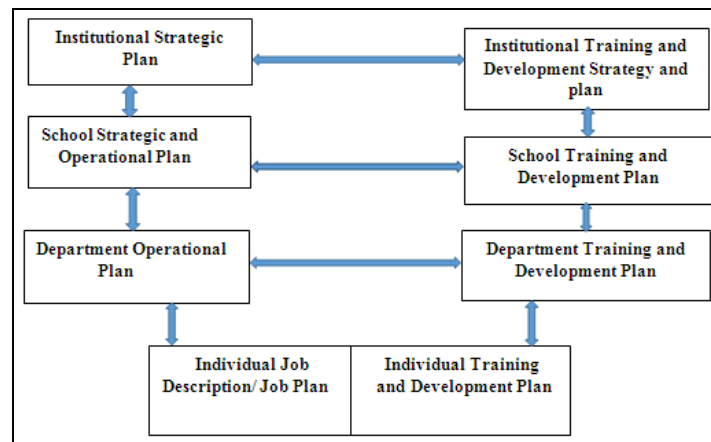


Figure 6: Integrating Staff Development with Institutional, Departmental and Individual Plans

Staff development should be a line management responsibility. Departmental and sectional heads should take responsibility with active involvement of all staff in staff development activities. Responsibility for promoting staff development should be clearly defined. For instance, Heads of Department should be given managerial responsibility to help members of their staff to develop their performance and effectiveness.

Teachers' personal professional development needs should not supersede institutional professional development needs, nor should they be subordinate to institutional needs. Professional development plans and institutional programs can, and should, integrate both agenda.

9.3. Policy Development and Institutionalization

Development of staff must be associated with, and facilitated by, the existence of institutional systems of quality assessment and assurance. These systems should provide information about the performance of internal academic and management structures, and establish the framework for assessment and improvement of the quality of staff. Programmes and activities should be based on both

process and local factors. Hence, efforts should be made to institutionalize practices perceived as contributing to improving institutional and professional growth.

9.4. Decision-making

In order not to compromise the control and participation of staff in decision-making of staff development interventions and programmes in which academics are part of, there should be both bottom-up and top-down approaches. These include encouraging and facilitating the involvement of staff from all levels in decision-making and planning activities including formulation and evaluation of goals of professional development. Staff involvement may take the form of initiatives in policies and procedures, participation on committees. Heads of department should be encouraged to take responsibility of identifying the needs of individuals and departments and harmonize that with organisational needs. As a result, the decision-making structure should be predicated on the high degree of professional autonomy where there is an extensive consultation among peers, depicting a bottom-up approach with a highly decentralised structure.

9.5. Components of Staff Development

There should be a major commitment by all individuals involved with planning, implementing, and evaluating staff development programmes. Staff development activities should be formalised and streamlined. More formalized schemes seems to succeed more than ad hoc planning and less formalized programmes as discovered in this study. Systematic evaluation of the unit costs and the impact on the system/ institution would be helpful. Staff development needs guidelines on the best and most cost-effective practices to ensure sustenance.

9.6. Roles and Responsibilities

The *Scholarship and Staff Development Committee* should be responsible for the implementation of staff development programmes. In the context of present concerns, the Staff Development Committee should not be considered as an advisory body. The committee should issue policies and set priorities on matters related to staff training and development. Roles and responsibilities should be clearly defined to prevent any general confusion that might surround the roles to be played by various actors.

9.7. Funding

The institution can adopt cost-efficient and effective methods to allocate resources judiciously. For instance, instead of trainees attending full time courses on university campuses, efforts should be made to identify subject areas where it can be possible to attend through distance education mode. This has the possibility of saving both time and financial costs. Thus, it becomes convenient for staff to be at post and work whiles they pursue those courses to reduce course fees. Self-financing may become a viable option if demand for training programmes increases. In that case course fees may have to be reimbursed if the training programme has relevance in the department or subject area of the trained staff. In reaching a decision to sponsor an individual the following factors should be taken into account:

- Relevance to the individual's job taking into account their current level of experience and qualifications;
- Relevance to the individual's professional/career development;
- That the department can cope with the extra demands resulting from, for example, attendance on courses;
- That the training in question should be by the most cost-effective method;
- Preparation of departmental budget should be based on departmental and individual training needs.

10. Conclusion

Human resource has been the hub on which other resources in any organization revolve. Unfortunately, one can conclude from the foregoing analysis that there is an inadequacy of qualified teachers in the nation's polytechnics. This situation cannot be, however, divorced from the downturn in the nation's economy that has lowered financial allocation to education sector; especially technical education, which has affected the training and re-training of teaching staff in all the polytechnics. This situation has created a high teacher: student ratio across most disciplines, which could seriously jeopardize the effectiveness of technical education delivery, especially in the nearest future if urgent solution is not proffered.

This study has shown that there are programmes and resource allocation towards staff development in Sunyani Polytechnic. These activities had had to endure the pressure of practical constraints militating against the achievement of staff development goals. Secondly, the evidence of this survey is that, staff development is yet to be established as a strong and enduring place in the institution. Lastly, the institution must build internal capacity if the plans to be upgraded into degree awarding technical university and also run Bachelor of Technology (B. Tech.) programmes are to materialise.

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