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Approaches for Sustainability of College-Based Departmentalized Continuous Professional Development Programme for the Academic Staff of Selected Volta Region Colleges of Education, Ghana

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Abstract:
Sustaining any good venture is as important as the beginning of it if not more important. In the case of continuous professional development of the staff of academic institutions, the positive impact could only be felt if the practice is sustained for the gains to be harvested continually. This prompted the research into approaches for sustainability of college-based departmentalized continuous professional development of the academic staff of the colleges of education in the then Volta Region of Ghana in 2017. The study was qualitative with case study approach that used open-ended questionnaire in collecting data from 12 tutors and 4 vice principals from four selected colleges in the Region. Semi structured interview guide was adopted in gathering data from the four principals of the four colleges. Thematic analysis was done after manual coding of the data was carried out. The findings have: procedural approach such as Management adopting participatory approach indecision making on instituting and managing performance on CPD programmes; Motivational approach pointed to Management creating an environment of trust and shared commitment, setting high but achievable targets; design and delivery approach indicated neat, attention grabbing, and compelling models to be adopted; legal framework approach pointed to central staff development unit develop and monitor institutional staff development policies, staff developing Individual Professional Development Plan (IPDP), personnel signing performance contract on CPD agenda, CPD factored into promotion agenda; supervision, monitoring and evaluation approach captured frequent collaborative appraisal of staff / programme of the CPD. The study concluded that CPD programmes could only be sustained at the colleges of education in the region if multidimensional approach is adopted and therefore Management should provide collaborate and also provide annual budget allocation couple with certificating personnel who satisfy CPD mandates to makeat least 75% attendance at CPD in promotion of staff.

Keywords: Departmentalized CPD, sustainability, approaches, academic staff

1. Introduction

1.1. Background to the Study

Sustaining continuous professional development (CPD)programmes is an equally important agendum as initiating the practice of CPD. It is said that the end justifies the means to connote the importance of the results / products / dividend / outcome of any investment. Thus, the resultant effect of any adventure proves the worth of the investment therein. It is only when such professional ventures are sustained to become part of the systemic institutional culture that the needed impact would be made on the lives of beneficiaries as the primary beneficiaries of the effect of such engagements, the students, are in a continuous turnover with new crops immerging when earlier enrollees are exiting as a result of completion on their courses. This makes it very difficult for any well-meaning educational leader to comfortably sweep under the carpet the topical issue of continuous updates of the knowledge stock of the workforce. Even in the 18th century when Adam Smith propounded Human Capital Theory (HCT), the ideology drove on the assumption that formal education was very necessary and highly instrumental in improving the productivity of any population (Almendarez, 2010). This ideology lives on making human capital development an essential good across nations and periods.

According to Psacharopoulos and Woodhall (1997), the provision isf formal education is seen as an investment in human capital and therefore the proponents of the HCT have considered education as worthier than that of physical capital. Almendarez (2010) maintained that the success of any nation in terms of human development is largely dependent upon the physical and human capital stock and that generally, human capital represents the assets each individual develops to enhance economic productivity. In confirmation of the rationality behind investment in human capital, Babalola (2003) put in three arguments pointing out that every new generation is being given the appropriate parts of the knowledge which has already been accumulated by previous generations, every new generation must be taught how

existing knowledge should be used to develop new prod, and people must be encouraged to develop entirely new ideas, products, processes, and methods through creative approaches. The importance of upholding the practice of any continuous professional development of the working population alongside provision of quality education to citizens is supreme to well-functioning of any economy. Thus, both developed and developing nations make large public expenditures on education of their citizenry such that the spectacular growth in East Asia has been attributed to the popularity given to education as the means of human capital development countries such as Hong Kong, Korea, Singapore, and Taiwan cited as having achieved unprecedented rates of economic growth through making large investments in education (Fagerlind&Saha, 1997).

To Almendarez (2010), increasing average years of schooling by one year increases per capita GDP by 1.7% to 12.1 %. This give indication to the benefit to be harvested when people are given the chance to one more time develop their capacity in their field of education and practice.

Some empirical literature available in the field of human capital development as relating to Ghana have revealed a lot on the relationship between economic growth and human resource development of any nation. A research conducted by King, Glewwe and Albert (1992) on human development and economic growth, Ghana in the next two decades, has a conclusion that Ghana would have to continue to give the highest priority to making further investments in education and that must be guided by broader policies. Sackey (2011) conducted an investigation into the drivers of human capital development in Africa empirically using household-level and firm-level data, and the implications for growth and structural transformation. The results of the study showed that the positive externalities associated with human capital calls for sustainable pro-education and pro-training policy from governments in Africa. In a similar vein, the study revealed that at firm level, the determinants of training for workers were mostly organizational size and age, credit availability, and workforce educational status.

Odonkor, Asiedu-Nketiah, Brown, and Miah (2018) investigated into human capital development and economic growth in developing economies and came out with the conclusion that human capital is an essential and sufficient condition for the economic growth of Ghana because when individuals are developed, they would be able to bring forth output materially, socially, productively which adds up to the economic growth. Odonkor, Asiedu-Nketiah, Brown, and Miah (2018) confirmed that investment in human capital means expenditure on education and training. Lucas (1988) also asserted that to measure human capital is to analyseexpenditure on education. Todaro, Michael and Smith (2005) supported this when they maintained that human capital covers the sectors of education and the health of citizenry therefore anytime human capital is being measured the focus is expenditure on the education and health sectors.

The World Bank (2010) also attested that Ghana is not able to grow her economy in becoming a knowledge-based economy as a result of challenges faced in the national educational system. This, Odonkor, Asiedu-Nketiah, Brown, and Miah (2018) confirmed by saying that it is expected that education expenditure in any economy should have a positive relationship with economic growth in the same country which is largely dependent on the quality and the amount of education being received by the populace. In bringing out the implications of human capital theory to educational development, Almendarez (2010) asserted that the human capital theory and educational systems work beautifully for the development of individuals and nations, especially developing nations. It is very clear that, educational leaders in the colleges of education system must have to be conscious of the issue of CPD for their personnel of all units if much improvement is to be seen in the delivery of the various services. The academic staff that are curriculum implementers must be continuously developed through various engagement in in-service training to build upon their serving capacity. If the academic staff is well attended to in CPD, their ability to deliver quality teaching would be harnessed and the quality of education delivery would be improved. The attendance effect of such CPD programme would be increased in learning outcomes of students and improved academic and professional training. Thus, educational leaders in the colleges of education system would have to consciously make efforts in sustaining CPD programmes. Again, the staff of the CoE must also be conscious of their personal commitment to their CPD in order to improve themselves in their various units and boost the performances of their sectors. The issue of human capital development would also drive the institutional leaders of CoE into developing policies to support the CPD of their personnel in order that legal framework would be available to ensure the full functioning of human resource development units of the institution.

1.1. Statement of the Problem

No professional dream can be achieved without being laid on sound foundation of effective planning and implementation. Professional development of the academic staff of colleges of education is a legal requirement stipulated by Act 847 (GOG, 2012). This behooves on stakeholders to ensure institution and sustenance of the practice.Eventhough staff continuous professional development is a legal requirement for the colleges of education, the practice faces many challenges which bedevil its sustainability. Among the challenges include lack of major resources and adequate time to CPD, difficulty in gaining the willing cooperation and support of line managers, difficulty in linking the organizational, operational and individual training needs, lack of a clear written policy on training and development and lack of a systematic and comprehensive training needs analysis, (Entsie,Owusu-Cole&Clara, 2020). Awusi (2021) corroborated the challenges militating against organization of CPD when she discovered lack of logistics, inadequate funding, limited time, inadequate commitment of staff members to embrace CPDprogrammes, poor supervision and motivation and inadequate competent recourse persons as factors to battle with in ensuring successful engagement of CPD programmes.Thus, there is the need for scientific investigation into knowing those approaches that are efficacious in sustaining CPD programmes. This research therefore aims at delving into approaches for sustainability of college-based departmentalized CPD at colleges of education with specific focus on four selected colleges of education in the Volta Region.

1.2. Purpose of the Study

The purpose of this study was to explore CPD in the domain of the CoE at the departmental level of selected CoE in the Volta Region with specific reference to approaches to adopt in sustaining departmentalized CPD practices at the colleges.

1.3. Objectives

The study aimed at:
- Identifying approaches for sustaining college-based departmentalized CPD for the academic staff of the colleges of education in the Volta Region.
- Discovering contributions specific approaches make to sustenance of college-based departmentalized CPD for the academic staff of the colleges of education in the Volta Region.

1.4. Research Questions

The study was guided by the following research questions:
- Which approaches could be adopted to sustain college-based departmentalized CPD for the academic staff of the colleges of education in the Volta Region?
- Which contributions could be made by specific approaches in sustenance of college-based departmentalized CPD for the academic staff of the colleges of education in the Volta Region?

1.5. Significance of the Study: Theoretical, Methodological, and Practical Significance

Theoretically, the research has contributed information on ways of engaging tutors as adult learners to derive the best benefit from their CPD. This contributes further to the theory of adult learning in the context of CoE. The theory of human capital development exemplified point at sustaining investment made in tutors through CPD. This enlightens Principals and College Management on the importance of aiming at sustaining CPD at the colleges of education to ensure value for professional expenses made in instituting CPD at the colleges. These pieces of information direct the theoretical paths of educational institutions and managers in the discourse of institutional CPD. As a result, institutions privy to the findings of this research could effectively engage stakeholders in the discourse in sustaining CPD programmes for capacity building of their curriculum drivers, the academic staff. The findings would be relevant in filling the literature gap that exists in the domain of the research theme in the CoE in Ghana.

Methodologically, the research has set the clear path of the population, the sampling technique, data collection procedures and methods of analyzing data of this kind of study. This serves as relevant pieces of information to incoming researchers in the domain of the theme of the research.

Practically, when any of the following bodies: MoE, Ghana Tertiary Education Commission, Principals Conference, Institute of Education, Mentoring Universities, CoE Tutors Association of Ghana see this document and the various recommendation suitable for their sectors, they could use the information therein to inform their future policies on the college system and analogous institutions. The research information is relevant to all other college systems and analogous institutions wishing to adopt approaches to sustaining CPD programmes at the departments of the colleges of education. This implies that educational leaders could possibly put in contingency measures that would help produce better results in the beneficiary sector of any CPD programme at the colleges. The approaches as discovered in the study induce motivation for both college management and the workforce in developing the right attitude to the issue of sustenance of CPD. This would go a long way in canvassing for pragmatic efforts of all personnel at the colleges in achieving success in any CPD programme. This would compel managements of the colleges to make a budgetary allocation for CPDprogrammes in their annual budgets.

The information would inform other stakeholders such as the Councils and the mentoring institution to be committed to sustaining professional development in the colleges especially those in the Volta Region where the research was located. This would facilitate general transformation and acumen for sustaining positive change in the CoE. The findings would lead to general improvement on quality of practice in teacher education in the CoE in the Region and beyond.

2. Methodology

2.1. Research Approach, Paradigm andDesign

The study adopted qualitative approach, interpretive paradigm with case study design. Qualitative approach involves processes of collecting, analyzing and interpreting non-numerical data such as language (Crabtree & Miller, 1992). Qualitative study gives opportunity for participants to discover information in their natural state with involvement of indigenes of knowledge subjectively constructing their world out of their natural experiences in issues to discover their social reality (McLeod, 2019). Thus, qualitative research aims at understanding the social reality of individuals, groups and cultures as nearly as possible as its participants feel it or live it in their natural setting. This research hence explores to explain how and why a particular phenomenon or behavior operates as it does in a particular context (McLeod, 2019). The study chose this approach because the colleges of education as social units have their own beliefs on what must be, how it must be and what should be outcomes of specific professional engagement. In this type of approach, the colleges could be discovered naturally in their concept of how CPD could be sustained. Since the success of every professional engagement is

dependent upon the level of buy in stakeholders give to such engagement, it was necessary in this study to adopt a design that would favour the staff and other participating professionals to give their views in their subjective understanding of the concept so that the outcome of the study could be put to a useful practice by the institutions studied and other analogues institutions who also hold similar beliefs. Qualitative approaches are endlessly creative and interpretive in the sense that the researcher does not just leave the field with the intention that he / she had gathered mountains of empirical data and then easily write up findings rather interpretations are constructed through technics of content analysis, grounded theory or thematic analysis (Braun & Clarke, 2006). This study therefore, assumed interpretive paradigm to discover the findings through thematic analysis. Case study design has been chosen for this study because it would help the investigation to generate in-depth, multi-faceted understanding of the complexity of the issue in its real-life context (Yin, 2003; Crowe, Cresswell, Robertson, Huby, Avery &Skeikh, 2011). The college leadership and the academic staff have their own meaning and status of what a befitting CPD programme is and hence must be allowed to tell their case in their own context to help unearth what best would work in sustaining the practice at the grass root, the departments.

2.2. Relative Contextual Characteristic Description of the Study Site in the Research Year (2017 / 2018 Academic Year of the Colleges of Education Calendar)

CPD covers a wide range of professions and could assume national and international dimensions. However, this study was focused on CPD of the academic staff in the CoE in the Volta Region of Ghana. The scope included the academic departments of 4 CoE. There were seven colleges in the Region and out of that one was sampled for pre-testing of the instrument whilst four others were selected for data production of the main study. Respondents included college Principals, Vice Principals and tutors.

Figure 1 is the map showing geographical locations of the various colleges used in gathering data for the study in 2017 / 2018. One of the colleges used was AkatsiCoE from Akatsi District in the southern part of the Volta Region. It was a mixed sex institution with an estimated students' population at 1,200. The tutors were estimated to be 35 whilst non-teaching staff estimated to be about 47. The citizens of Akatsi township had high value for education and support the course of education in their catchment areas.

The second college used was Evangelical Presbyterian *CoE-Amedzofe* (AMECO) which was opened in 1946 with the motto '*Education for Service'*. It was a mixed institution with an estimated population of tutors at 30 and non-teaching staff at 34 with students at 665. It is situated on a hilly land at the eastern location of the Amedzofe township. Very highly educated people hailed from the place.

St. Teresa's CoE located in Hohoe is a single sex female college with an estimated students' population of 670 with 34 and 45 teaching and non-teaching staff estimated population respectively, was the third college used. A highly heterogeneous society, the value of education could be put at above average as education seemed to be the most commonly cherished good among all the ethnic groups in Hohoe.

The fourth college used was DambaiCoE from the Krachi East District of the northern zone of the then Volta Region. It is located in the southern part of the Dambai township. It had an estimated population of 784 students, 29 tutors and 32 non-teaching staff respectively. There were a good number of prominent individuals with high education background and the value of education could be seen among its citizenry across the ethnic groups. The map below has all the colleges printed in red ink for the purpose of visibility for reference of readers of this manuscript.
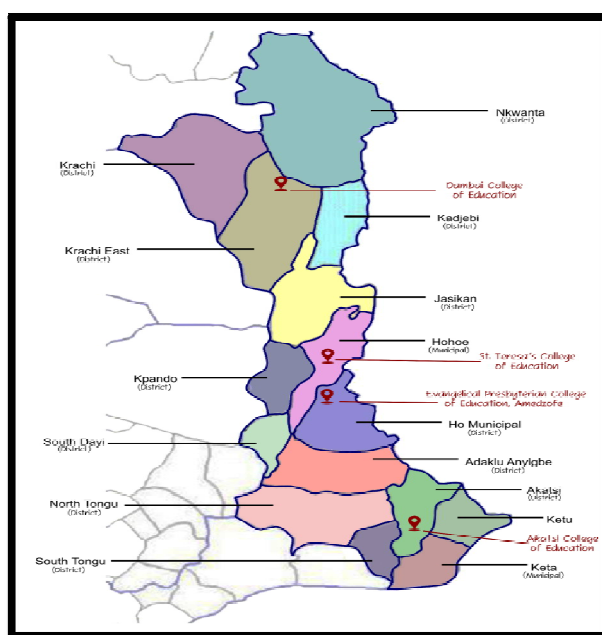

Figure 1: Map of the Study Area in 2018

2.3. Population, Sampling, Instruments and Data Collection

Population is an entire group about which some information is required to be ascertained (Banerjee & Chaudhury, 2010). According to Banerjee and Chaudhury (2010), in choosing research population, inclusion and exclusion criteria must be established in helping to know those people of objects that must be studied or relevant information would be obtained from and those that may seem to be extremely outside the thematic concern of the research to help safe time, resources and effort. The population of this study comprised principals, vice principals and tutors per the inclusion criteria defined by the research topic. The study is about the academic staff and hence these various groups, principals, vice principals and tutors, form the academic staff and any relevant information would be from them.

The colleges used as the study site, were sampled from the Volta Region as indicated by the research topic. The colleges were sampled from northern, central and southern sectors of the Volta Region. Akatsi was automatically chosen through census sampling as it was the only college at the southern sector of the Region. The central sector of the Region had four colleges, Peki, St. Francis, St. Teresa's and E. P., Amedzofe whilst the northern sector had two colleges namely Jasikan and Dambai. Purposively, E. P. College of Education-Amedzofe, St. Teresa's College of Education and Dambai College of Education were chosen based on the fact that Dambai was at the extreme end of the Region and hence it would be relevant getting their views, E. P College as a mission college of the E. P Church-Ghana also happened to be the only college from that Mission and St. Teresa's also being the only female college of the Roman Catholic Church in the Region also needed to be considered to help produce diverse information for the findings of the researchand also for comparison purpose.

The choice of participants for the study was also done purposively. Principals, vice principals and tutors who were in leadership position were selected as experience in decision making at the college counted a lot in production of relevant information for the study. The instruments used for gathering data were open-ended questionnaire and semi-structured interview. The instruments sought the same information. Basically, they sought for various factors that could be implored in sustaining college-based departmentalized CPD for the academic staff of the colleges of education. The instruments further delved into the specific ways such factors as relating to sustainability of the CPD programme could be implored in making the necessary positive impact. The questionnaire was meant for the Vice Principals and the Tutors whilst the interview guides were directed at the principals. The interviews took between 30 to 45 minutes per Principals. Consent of participants in data production was sought individually after College Management granted the researcher the permission to use their colleges as study sites for the research. The questionnaire data took two weeks to be collected.

Aside one Principal, all the other research participants were visited at their various colleges for the data production exercise. The data analysis was done through manual coding, transcription, thematic analysis and low reference quoting to depict real scene of the data collected. The presentation of the analysis was based on approaches discovered through the interviews and the questionnaire data under the two major instruments used.

2.4. Presentation of Results

The results of the study were presented according to the research questions in thematic analysis. Various procedural approaches form major themes. Thus, the findings were presented under these major themes. Findings of questionnaire have been presented before those from interviews. Discussion of the results is carried out based on the findings identified under each major theme. Summary of the key findings have been brought out. Conclusion and recommendations are made based on the findings of the study. Research Question 2 'Which contributions could be made by specific approaches in sustenance of college-based departmentalized CPD for the academic staff of the colleges of education in the Volta Region? Has been tackled in the discussions under the various thematic areas.

3. Results

3.1. Results of Questionnaire Responses

What approaches could be implored in sustaining college-based departmentalized CPD programme for the academic staff?

3.1.1. Procedural Approach

All the sixteen questionnaire respondents unanimously stated the following as the two main procedural approach variables capable of sustaining college-based departmentalized CPD programme for the academic staff:

- Management adopting participatory approach in creating team management by involving staff in decision making right from the beginning issues of the CPD programmes
- Management adopting stakeholder-involvement method in performance management of CPDprogramme.

All the tutors and the vice principals maintained that management involving staff members in the decision making about the programme would help them own it. Another tutor reiterated that the management could share the issue with staff during staff meeting or give it to the departmental head to hold a meeting with their members and bring their decision in report form to the Principal. To a Vice Principal, staff meeting to discuss the issue would be best for everybody to hear it from the Principals' mouth and also have the opportunity to voice out any reservation.

Another Vice Principal indicated that when the house agrees on something, an individual cannot easily deviate from the decision, hence the principals should get the whole academic staff sit to take decision and later academic board does the individualities around that decision. To another Vice Principal, once the house buys into the issue, it becomes a buffer for management to easily monitor the programme and ensure its success. Except for QRT1 and QRT8, all other participants argued that helping staff to establish individual professional development plan (IPDP) is vital. All the vice principals are among these respondents.

Apart from QRT7 and QRT9, the rest of the respondents, including all the Vice Principals, stated that assigning supervisors to help individual personnel in coming up with the IPDP is among the variables that could sustain the programme. Engaging in periodic systemic or personnel gap audit is another procedural approach variable that participants claimed could help sustaining the CPD in their CoE. Only QRT6, who is a head of department, did not mention this variable. Eight respondents maintained that conducting whole organizational performance assessment is one of the variables under procedural approach which has the potential of sustaining the CPDprogramme in their CoE. These respondents included two of the Vice Principals.

Another procedural approach variable considered by the respondents as sustaining the CPD programme in CoE is benchmarking in establishing performance reference point on the programme. More than half of the respondents consented to this variable. For example, A Vice Principal also came in with a view that a joint committee effort could be put in motion to monitor the programme as soon as the programme gains acceptance. To him, the quality assurance committee coupled with departmental professional coordinators, if appointed, would be a stronger force in tackling majority of issues in the monitoring and evaluation procedures of the programme. Another mentioned that staff must also participate in determining how the programme should be monitored so that in times of appraisal and daily monitoring, people would not be offended as some professionals always take it that monitoring officers are soldiers and policemen looking for faults of members.

3.1.2. Motivational Approach

Apart from QRT1, QRT4, QRT8 and QRT9 the rest of the respondents stated introduction of incentive schemes for good performance as a motivational approach variable that could sustain a college-based departmentalized CPD. All the twelve tutors had the view that the three motivational approach variables capable of sustaining college-based departmentalized CPD programme for academic staff are:

- Creating an environment of trust and shared commitment.
- The institution setting high but achievable targets within the programme which would require some level of effort for achievement.
- The institution treating workers with respect to preserve their dignity within the programme.

Apart from QRT3, all the tutors stated that the head of the institution must give a firm backing and support to staff development as an institutional priority and ensuring that it receives adequate funding. Again, some respondents held the view that institution cost sharing with the staff is a motivational approach variable capable of sustaining college-based departmentalized CPD. Respondents who associated themselves with this variable are QRVP2, QRT2, QRT3, QRT4, QRT8 and QRT9.

Ten tutors said that the college management should institute excellence award for tutors too to award them of excellent performance on the CPD programme, just as being done for excellent students by the University of Cape Coast. One side, such an award would be comparable to non at the college level and that alone would be able to move all wills towards achievement. One tutor was of the view that the Council, when constituted, could also institute awards on that programme to recognize the committed members of the college. Another one said, they tutors are not kids but some excitement would come by any kind of recognition given to performance on the programme.

To a Vice Principal, an acknowledgement at public functions of the college could even be motivating enough. Another Vice   Principal held the view that if tutors who do well on the programme could translate their knowledge to learners and help them perform better, learners' appreciation to such tutors too could be a form of motivation and the publication of performance review report would go a long way in boosting the moral of tutors and administrators on the programme.

To a tutor, since students become the direct beneficiaries of their skills and knowledge, they should also contribute towards tutors' welfare on the programme. He said SRC could buy bottled water for tutors on such programmes and some cost element could be borne by them, stating that tutors' motivation levy could be contributed by students and portions used for the purpose.

Another tutor was of the view that motivation is both intrinsic and extrinsic hence, if they gain their knowledge and skills in doing their work well, it could be a source of elevation inwardly to them. To him, the results of that satisfaction could be related to good health and general joy. Another tutor maintained that once his students do better as a result of the programme, it is satisfying to him. A Vice Principal said College Management is conscious of tutors' welfare and would do best in getting welfare issues settled on the programme. To him, commencement to assure the Principal of the seriousness of tutors to the programme is what matters.

3.1.3. Legal Framework Approach

All the respondents stated that developing policies on institutional CPD is a legal framework variable required to sustain CPD programme. Except QRVP3, the rest of the respondents maintained that the variable needed to sustain the programme is establishing a central staff development unit to develop and monitor institutional staff development policies. Most of the participants held the view that planning organizational change holistically through clearly set objectives and a defined policy for training is a legal framework variable required for sustaining a college-based departmentalized CPD programme. All respondents but three, QRT1, QRT7 and QRT8, were of the opinion that preparing a staff development plan as part of its human resource strategy is an important legal framework variable needed to impact on CPD programmes in Colleges of Education. Many respondents stated that ensuring every full-time employee has an

annual individualized professional development plan is a key variable in CPD programme. QRT1, QRT7 and QRT8 did not identify themselves with this variable.

QRT3, QRT4, QRT5, QRT6 and QRT9 held the view that ensuring that personnel sign performance agreement or contract is a legal framework variable needed to ensure sustainable CPD programme in the CoE. It is however worth noting that none of the Vice Principals held this view.

More than half of the respondents also stated a legal framework variable that is different from the ones discussed above.

According to them, reviewing institutional policies relating to selection and promotion criteria, confirmation of contracts after probation and aligning it to award of tenure based on staff fulfillment of mandatory staff development targets, are very important variables having the capacity to sustain college-based departmentalized CPD programme for CoE.

To a Vice Principal, the policies that the colleges have developed within the transition would only work to enforce issues such as CPD programmes for the staff if Council is constituted and firm backing in the form of approval is given to such policies. To him, Vice Principals would only be suffering again to enforce tutors' participation in departmentalized or college-based CPD programme without such strong legal backing from the Council. Another Vice Principal maintained that the individual academic departments should come out with their own bye laws to be binding on them for commitment.

To this Vice Principal, tutors hate to be monitored for performance so part of the strategy for monitoring should resonates from their departments so that they would own the supervision aspect of the programme. That would prevent tutors' attack on Vice Principals who enforce supervision and monitor the programmes for success. To another Vice Principal, once the policy mandates spell out clearly what tutors should be doing to ensure their academic and professional growth, the committed tutors would comply in their own interest to ensure their promotion.

3.1.4. Design and Delivery Approach

All tutors and Vice Principals indicated to a large extent that the design and delivery variable required to sustain CPD programme is that the models to be adopted should be neat, attention grabbing, attractive, compelling and relates to factors personnel care about so that the model could evoke trust, admiration and respect. Except for T8, the rest of the respondents had the mind that the purpose of continuous professional development programme should be communicated to personnel widely and their consent sort on what to be done. A Vice Principal asserted that the decision making of colleges with staff usually happens through staff meeting, hence, the issue could be tabled as a full agendum to be discussed during such meetings.

Another Vice Principal opined that though tutors are adult learners, the resource persons must be simple in the content of their presentation. To him, people normally think that adults are knowledgeable so when issues are put in complex forms, they would comprehend, hence the temptation of such resource persons in making their presentations complex. However, he reiterated,

> Tutors are educators and the forms they should project their lessons, should be modeled by any resource person in the domain so that delivery style could be adopted by tutors. (QRVP4)

Nine tutors indicated that the syllabuses of the departments should serve as the main guide to choose of topic for delivery on the departmental CPD programme. To him, since their capacity would be built through such programmes, the primary issue should be the specific knowledge and skill they are supposed to build in learners. He added that though they tutors need more than they would give to their students, such exploration should be made through the basic, which is the specific curriculum being implemented by the departments. Three tutors also advocated for the use of group work and assignment on CPD programmes. To one of such tutors, their brains are already tired of the routine life of their student's learning lifestyle of sitting independently with theoretical concepts and committing things to memory so if group work, which is adult learning technique, is used often on the programme, it would sheer off the boredom.

Most of the rest of the participants also held the view that giving consideration to choose of appropriate methods of training is a variable required for sustaining a college-based departmentalized CPD programme. Participants who did not associate themselves with this variable were QRVP3, and QRT8. One asserted that the training method and duration matter a lot because, some staff members have advanced in age or almost about retiring and if they would have to be sitting for hours it may irritate them and may even lead to their withdrawal on the programme.

All respondents but two, IRVP3 and QRT8, were of the opinion that the duration, and timing and the time structure or sequencing of events being discussed with beneficiaries is an important variable needed to impact on CPD programmes in CoE. Many respondents stated that making the trainers' professional background known to beneficiaries is a key variable in the success of CPD programme. QRT1, QRT3 and QRT9 did not identify themselves with this variable.

3.1.5. Supervision, Monitoring and Evaluation Approach

Frequent appraisal in performance management on the programme was considered by the respondents as a monitoring and evaluation approach variable needed to sustain CPD programme. QRT8 and a vice principal did not mention this variable.

All the respondents stated openness of appraising system in performance management as a key sustenance variable in CPD programme in CoE. To eight tutors and three Vice Principals, if tutors partake in their own appraisal on the CPD programme, the result would not be doubted and tutors would learn further in enhancing their own assessment procedures in their classroom activities. One Vice Principal alluded that tutor are adult learners on CPD programme and their performances should not be secretly measured, rather collaborative so that their level of cooperation with supervisors could be enhanced.

A tutor maintained that CPD as a form that experiential learning must make participants experience every bit of activity outlined in its implementation so that the learner would acquire holistic transformation and harness the opportunity for promotion in all spheres. Two tutors indicated input-process-output-outcome relationship between learners on CPD programmes and their final performance on their professional job. To these people, the facilitator helps in inputting the desirable additional knowledge and skill to the adult learner and in the adult method of conducting the CPD programme, the adult learner processes the information which helps him or her in performing the professional portfolio and finally the learning outcome of learners who are teacher trainees in the receiving end indicate the effect of the CPD programmes as reflective in their semester results and professional conduct.

To such tutors, if this relationship is to be real in the planning of CPD, the appraisal should be an open system of measuring the activities of tutors on the programme. One indicated that the tutor should have the appraisal form and even be appraising himself of every activity. To him, that even makes it more of a peer evaluation than a strict supervisor-supervisee relationship. A number of respondents also asserted that methods of measurement and reviews in appraisal should be appropriate based on Specific, Measurable, Achievable, Realistic and Time bound objectives. More than half of the population of the respondents associate themselves with this variable. Three Vice Principals were of the view that the measurement could be in a descriptive analysis and assigned quantitative figures for the purposes of scoring and easy interpretation whilst one Vice Principal had the view that the measurement should purely descriptive as the data may assume more of quality than quantity in its nature.

Ten tutors opined that measurement of performance is both quantitative and qualitative and hence the methodology should be the blended type which caters for description of attitude of participants and actual numerical measure of their skills and knowledge on the CPD programme, just as teacher trainees' performance measurement on the academic and professional characteristics features the blended method. One tutor maintained that the performance measurement on the programme as a form of supervision should be solely qualitative because some of them are aged and strict system of measuring performance in terms of quantity would be too stressful to them. To him, nobody should venture conducting any form of examination for them in testing for amount of knowledge in subject area because they have long practice in their field of knowledge and skills.

Another tutor disassociated himself from any form of measurement. To him, CPD programme is a pleasure game to while away and prevent professional boredom so should not have any measurement of tutor's performance attached otherwise it would be disincentive partaking in it. As regards the openness in appraisal system, two principals resolved that management and for that matter departmental heads had nothing to hide from their colleague tutors and so as much as possible, they would like to be open in their appraisal on the CPD programme.

Five of the tutors including two Vice Principals mentioned this variable. Apart from QRT1, the rest of the respondents were unanimous in one key supervision, monitoring and evaluation approach variable. They said that regular review of appraisal in performance management holds the strength in sustaining their college-based departmentalized CPD programme. Ten tutors indicated that if appraisal is done, individual's strength and weaknesses would be noticed and that would help for restructuring of the content of CPD in the individual departments. Ten tutors and three Vice Principal stated that effective system of review and evaluation including the ongoing monitoring of progress, a supporting performance management system and the maintenance of suitable training records are relevant to improving CPD at the department and the college as a whole.

All the four Vice Principals had the view that departmental needs assessment periods coupled with academic board's periodic meetings could have agenda towards reviewing departmental submissions on CPD programme in order to have the board crafting new or additional paths for issues of CPD in the college. One Vice Principal reiterated the point when he stated that the revelations from appraisal could demand some support to the personnel by appropriate follow-up actions in seeing to it that additional work plans or changes in duties and responsibility help improve the delivery of CPD, or subsequent training meet some CPD needs.

Except two tutors, respondents attested that sponsoring surveys of good practice and dissemination of information through networks by colleges is a notable variable required to sustain CPD programme in CoE. Majority of the respondents were of the conviction that organizing network of networks in staff development is a surest variable in sustaining CPD programme in CoE. Some of the respondents with this view also stated that the institutions must promote joint projects between new staff development units and experienced tutors in and outside the institution. Two of the questionnaire respondents, T1 and T5 did not state this variable as being capable of sustaining college- based departmentalized CPD in the CoE.

Publication of results on organizational assessment or audit is the last but not least variable identified by some respondents. Five tutors and a Vice Principal showed agreement on the publication of the results. The rest of the tutors, who were seven in numbers, did not indicate anything about publication of the result of personnel on the programme.

3.2. Interview Responses
What approaches could be implored in sustaining college-based departmentalized CPD programme for the academic staff?
A Principal said:
Motivation is an issue, probably even the strongest factor. The people have to be motivated to urge them to be serious and committed to what they are doing. Motivation has part of it as setting a performance standard for beneficiaries to aim at achieving. (IRP1)

Another Principal noted that:

For supervision, monitoring and evaluation, put a class register in place in classroom, at professional development session, principal attending PDS, frequent monitoring of the programme and class, report book should be instituted so that daily reports are got for the college to get overall activities of the college. (IRP2)

He also added that:

Establishing a benchmark for performance on the programme for staff to strive to reach. Hitting the standard is even alone to motivating to other people who would also whip the enthusiasm among other staff members. (IRP2)

Another Principal also indicated that cost-sharing could also be the game where college, staff and students contribute to the programme since all are beneficiaries.

To another Principal, assigning supervisors from among experienced tutors to help younger staff in coming up with IPDP is ideal to help the staff know where there are coming from and where they are going to.

A Principal was of the view as follows:

Personnel signing performance agreement contract is necessary because once you are taken on, a kind of performance is expected of you and you should agree on your delivery of services to the college and that would keep staff on their toes, so that should not be a problem with staff at all. If you a staff resist in signing performance contract, you don't have confidence about your delivery so you are not worthy to be hired. (IRP1)

One of the Principals added that the programme should be neat and attention grabbing to help sustain interest. Suitable duration, timing and the structure of the programmes were stated by all the Principals.

One Principal also affirmed this point when he contended that:

Consistent appraisal on attendance and performance on the programme, if there is appraisal, it would encourage staff to perform, helps the college in motivation issues and other areas. Some people may not be willing for publication of appraisal report but it would be worthy just as you see in some banks where the best performing personnel of a period may have his / her picture publicized in the Bank for a period before being removed, so it is to help the college also honour best performing staff. (IRP1)

A Principal confirmed the participatory approach to the appraisal system when he said that in measuring demonstrable skills in the practical classroom of certain things tutors learn on the CPD programme, the head of department and the quality assurance officer together with a tutor's best friend could sit in for observation of the tutor's lessons in order to appraise individually and harmonize their results in giving feedbacks to the tutor for improvement. Another Principal said tutors would have to feel free in appraising themselves and giving their own scores to colleagues with the intention of colleagues validating such performances by also doing their own observation on the tutor for reliability of the outcome. A Principal buttressed his point by stating that:

Engaging in whole-institutional assessment and publishing of the assessment results help employees to understand the situation of   standard at the college. (IRP2)

4. Discussions

4.1. Approaches for Sustenance of CPD

4.1.1. Procedural Approach

Majority of the respondents unanimously indicated that the two procedural approach variables capable of sustaining college-based departmentalized CPD programme for academic staff are: Management adopting participatory approach in creating team management by involving staff in decision making for the programme and management adopting stakeholder-involvement method in performance management of the programme. This observation was buttressed by Mullins (2010) when he argued that participatory approach should be adopted by management to create team management among staff and unions for their shared involvement and willingness to accept change. In this way, a participative style of managerial behaviour that produces supportive relationships between managers and subordinates, and group methods of organization, decision-making and supervision, would likely lead to a sustained improvement in work performance in the change process (Mullins, 2010).

Subordinates often have the fear of being marginalized in processes that they are not involved in at their work places yet decisions about such works would affect them in one way or the other. This common feeling might be due to lack of trust of the system and if subordinates as well as super-ordinates would sit to commonly take decision on how to engage in the programme and even spells out the modalities for supervision, all fears would be wiped away. This would lead to maximum cooperation at all the stages of the CPD programme. This gives the advantage to the colleges to have management staff in team-coaching younger and inexperienced workers to get on board better in terms of managerial activities and performances in their various sectors. This reflected in the findings of Oduro (1998) in a research on the theme 'moving from teacher accountability to teacher development: lessons from teacher appraisal', with findings that among Ghanaian teachers, the appraisal scheme has the strength of helping teachers to get a clear view of their needs and greater confidence in asking for them to be met. Oduro reiterated the qualities of an appraisal processes to buttress the confidence building process when he cited the practical scene of the Graham Report of 1985 in Britain which stressed that appraisers must have credibility and inspire the trust and confidence of the staff they appraise and issues to be covered at the beginning stage and be made known to the appraise should include the area (s) of the teacher's work to be appraised; specific information to be gathered; who will be involved in providing the information to be carried out; the number and length of classroom observations to be carried out; and the timetable for the appraisal cycle.

As staff members are involved in managerial decision on how programmes are rolled out and their supervisions, immerging policies in the respective sectors are carried down the grass root for deeper understanding of the vision of the college in each specific issues as relating to CPD in the departments. This relieves the head of department to a large extent, the effort he or she has to put in explaining such policies.

With the exception of QRT1 and QRT12, all other participants argued that helping staff to establish individual professional development plan (IPDP) is a perfect idea in the institution and organization of CPDP. All the vice principal are among these respondents and alluded to the fact that supervisors must be assigned to help younger staff in coming up with IPDP. Majority of the respondents, including all the Vice Principals, stated that assigning supervisors to help individual personnel in coming up with the IPDP is valuable in sustaining the programme. This might have been said because, the tendency of personnel getting committed to fulfilling their professional paths created is higher than if they have no goal or goalpost to hit let alone not having any direction of focus. The IPDP becomes the source of motivation in honoring professional aims and objectives.

Some interview participants indicated that age does not matter in assigning supervisors to staff in developing IPDP, and that it is rather a matter of experience. In Ghana, the special government project, T-TEL, for the CoE also emphasized the need for IPDP in their training manual for college leaders' unit 4 which is on leading curriculum, training and learning at page 87-89 which is presented at the appendix column of this research report. Instituting organizational audit is worthwhile as it helps in identification of problems that are encountered in achieving organizational goals and disparities between strategy formulation and policy decisions, and actions necessary for their successful implementation (Mullins 2010).

This observation was buttressed by participants of this research when they highlighted that engaging in periodic systemic or personal gap audit is another procedural approach variable in sustaining the CPD programme in their CoE. Internal or external experts or both could be engaged to do the institutional audit in the colleges of education and they could employ questionnaire, interview, in systemic appraisal form, stressed by Mullins. Beneficiaries of the teachers' services, for instance, students could be used to appraise teachers and supervisors could also do same. Oduro (1998) research findings buttressed this when he maintained that after arriving at an agreement regarding which areas the appraiser and appraise will want to focus on, they have to decide on how the data on the selected areas can be collected. He pointed at West and Bollington (1990) who have identified 'self-appraisal, task observation / job shadowing, collecting the views of relevant people by interview / questionnaires, classroom observation, analyzing documentation, looking at pupils' work and analyzing test / exams results' as some approaches to information gathering to adopt.

Eight participants maintained that conducting whole organizational performance assessment is one variable under procedural approach which has the potential of sustaining the continuous professional development programme in their CoE.

Another procedural approach variable considered by the participants as sustaining the CPD programme in CoE is benchmarking in establishing performance reference point on the programme. Half of the respondents asserted to this variable and agreed that a benchmark on performance on the programme must be established for staff to strive to reach by hitting the standard. This according to them will whip the enthusiasm among other staff members. In the teaching industry, a best performer becomes a benchmark for other colleagues in the subject area and through this the academic and professional standard is raised in the department. It could also be done by aiming at a higher performance which is reflective in the rating of an analogous institution performance.

As noted by Mullins, 'This can vary from an informal or casual look at how other institutions are performing, gathering information about other institutions' best practices, to an in-depth investigation of the organization's performance compared with that of its major competitors' (Mullins, 2010, p. 794). Benchmarking may happen internally with a comparison between different divisions, units or locations. In educational institutions like tertiary system, benchmarking could take place with comparison between or among faculties, schools, and departments.

4.1.2. Motivational Approach

Research participants affirmed introduction of incentive schemes for good performance as a motivational approach variable that could sustain a college-based departmentalized CPD programme. Introduction of incentive payment schemes may help in motivating staff to participate actively in change process (Mullins, 2010). A research conducted in 2006 by Ashebirinto investigating the practices and challenges of school based teachers' CPD in the secondary schools of Kemashi Zone, Banishangul-Gumuz State, came up with recommendations that in order to enhance CPD practices, it is essential to develop on incentive mechanism for Principals, teachers, CPD facilitators and mentors and in that teachers' performance or any practices of school based CPD need to be aligned with their career development so that teachers would not be hesitant in partaking in CPD programmes.

Various forms of motivation could be introduced in CPD programmes. However, the colleges must be circumspect in their decisions so that whatever the scheme becomes, it could be sustained. In academic and professional institutions like the CoE, a mere congratulatory message or award of certificate of excellence performances may mean more to personnel than the offer of money other domestic use items as awards. Citations make indelible marks on the professional lives of the tutors and therefore, considerations could be given to it.

All the 12 respondents asserted that the three motivational approach variables capable of sustaining college-based departmentalized CPD programme for academic staff are creating an environment of trust and shared commitment, the institution setting high but achievable targets within the programme which would require some level of effort for achievement and the institution treating workers with respect to preserve their dignity. This findings are in consonance

with Letsa (2013) in a research into factors that motivate lecturers at the Kumasi Polytechnic, came out with the findings that opportunity for advancement in career such as scholarship and study leave to lecturers; promotion on rank to deserving lecturers; free flow of information about important decisions at the polytechnic; and satisfaction from the level of internet connectivity available for the lecturers to access information and carry out their researches and ensure quality teaching, were most significant factors and such boosted their commitment to work at the polytechnic.

Mullins (2010) spotted this fact that among underlying influences of staff commitment to work is the fact that people differ in their work ethics and the manner of their involvement with, and concern for work and the extent to which they have an instrumental, bureaucratic orientation to the work with other influences involving the nature of the psychological contract they have for work. Therefore, in the CPD of college tutors, there must be a central call for the programme and the mandatory elements spelt out for individuals to follow. As part of the programme, attendance, punctuality and regularity with commitment could be awarded from stage to stage to whip up the interest of participants. Some kind of promotional agenda should be factored into the reward system and certification of participants could be laudable in sustaining and making impacts on the programme.

Apart from QRT12, all participants stated that the head of the institution must give a firm backing and support to staff development as an institutional priority and ensuring that it receives adequate funding. Fielden (2011) and Mullins (2010) put up the emphasis that heads of institutions should give firm backing and support to staff development as an institutional priority and ensure that it receives adequate funding; and as part of their commitment to the CPD programme they must make sure they put in place a staff development plan as part of institutional human development strategy which state clearly what policies are as regards the level of staff development and training which each staff member is entitled to and define the roles that categories of staff are expected to fulfill and the staff development needs of those roles.

Moreover, some respondents held the view that institution cost sharing with the staff in professional development programmes is a motivational approach variable capable of sustaining college-based departmentalized CPD programme. Respondents who associated themselves with this variable are QRT2, QRT8, QRT9, QRT10, QRVPI, QRVP2, QRVP4, IRP1, IRP2, IRP3 and IRP4, who added that motivation is an issue, probably even the strongest factor.
This point was affirmed by IRP2 when he stated that cost-sharing could also be the game where college, staff and students could contribute to the programme since all are beneficiaries. If colleges have a kind of cost sharing or full weaver condition in their CPD policy, it could help the staff in getting the motivation to enroll on CPD programme because the financial burden in such courses is also a reason why people may hesitate enrolling.

For instance, in the CPD Policy of the University of California, up to 100% reimbursement of fees including outside of the University of California, upon evidence of satisfactory completion of courses or a minimum grade of C. The ideas of these respondent is also evident in the findings of Twum (2013) of a study into the effect of motivation on teacher performance in the senior high schools in AtwimaNwabiagya District, which recommended that government must design policies and programmes aimed specifically at improving the academic and pedagogical preparation of teachers and provide incentives to enhance their output and professional commitment because a key determinant of student's achievement is the quality of teaching.

4.1.3. Legal Framework Approach

All the participants stated that developing policies on institutional CPDP is a legal framework variable required to sustain CPD programme. Legal frameworks set the mandate for professionals on what is accepted and what is not accepted. As noticed, Fielden (2011) held the view that governments could promote collaboration and co-operation in staff development by providing pump priming support for institutional units or for a national association or network of professionals involved. Fielden maintained that staff development unit could be established at national level, preferably with the backing of the national organization of vice chancellors or rectors, to support universities and other tertiary units and act as a forum for the discussion of staff development policies and mechanisms for collaboration.

To him, it is a proper national function for governments to ensure that institutions have an adequate advisory and support service. This was also buttressed by the 13 respondents who held the view that establishing a central staff development unit to develop and monitor institutional staff development policies on the issue could be a strong backing for the sustenance of the CPD at the colleges. To Mullins (2010), the heads must as well ensure institutional policies relating to selection and promotion criteria, confirmation of contracts after probation and award of tenure and consider whether they should be linked to the achievement of any staff development targets; and consideration given to making participation in staff development a mandatory requirement before promotion or entry to certain posts with institutions setting targets for individuals to join in CPD for particular categories of staff and considering making some training mandatory and that could be a source of motivation for staff to comply with policy directives.

Most of the participants held the view that planning organizational change holistically through clearly set objectives and a define policy for training is a legal framework variable required for sustaining a college-based departmentalized CPD programme. The only participant who did not associate themselves with this variable is QRT3. This assertion, Mullins deliberated on by proposing that creating change is an intentional attempt to improve, in some important way, the operational effectiveness of the organization with some basic underlying objectives seen in general terms as: modifying the behavioral patterns of members of the organization; the need to improve organization flexibility, quality or to develop new customer concern; a sense that skills and abilities of people are under-utilized or concerns about a lack of commitment from employees; and the need to introduce changes in technology or working practices (p. 753).

4.1.4. Design and Delivery Approach

Participants were of the view that the design and delivery variable required to sustain CPD programme was adoption of CPD models that are neat, attention grabbing, attractive, compelling and relates to factors personnel care about. In light of this, according to Scott (2015), learning is a process that brings together personal and environmental experiences for acquiring, enriching and modifying one's knowledge, skills, values, attitudes, behaviour and world views about issues. In the attentional processes, the psychologist, Robbins (2004) stressed that individuals learn better from a model if they can relate to it and pay attention to details therein. According to Robbins, the special characteristics that enhance the chances of learning in such a model include if the model is simple, neat, attention grabbing, attractive, compelling, and relates to factors learners care about so that the model could evoke trust, admiration, and respect from observers for its adoption.

Apart from QRT7, the rest of the respondents maintained that one of the variables needed to sustain the programme is the fact that the purpose of CPD programme should be communicated to personnel. Once participants are made aware of the purpose of the programme, they would buy into it and own it. That would enhance participation for continuation of the programme to be guaranteed. Most of the participants held the view that giving consideration to choose appropriate methods of training is a variable required for sustaining a college-based departmentalized CPD programme. To make effective all CPD Programmes in the institution Mullins (2010) advised that there must be a clear commitment to training throughout all levels of the organization engineered by carrying out training needs analysis at the organization, departmental and individual levels; effective staff involvement in the decision making so they know how they can play their part in achieving the goals and objectives of the organization. Hence given 'ownership and partnership' in the training process; creation of a clear set of objectives and a defined policy for training to enable design of a carefully planned programme of training and avoiding overloading by being staggered over a reasonable period of time; consideration of most appropriate methods of training; effective system of review and evaluation including the ongoing monitoring of progress, a supporting performance management system and the maintenance of suitable training records and surety of evaluation being related to objective, measurable factors and other conditions (pp. 504-505).

All respondents but two, QRVP3 and QRT12, were of the opinion that the duration, the timing and the time structure with multi-phases, modularization or sequencing of events being discussed with beneficiaries is an important variable needed to sustain CPD programmes in CoE. This finding reflects the thought of Muijs and Linday (2007) who acknowledged that the relevant features of the CPD programme concern not only the conception of the programme but also its realization/implementation with respect to conduction (actual) with such features as the duration, the timing and the time structure to ascertain whether it has multi- phases, modularization, or sequencing.

The timing and duration of the delivery of the programme could make it more realistic and enjoyable to the participants. Coupled with this finding is the suggestion that the trainer's (resource person) professional background should be made known to beneficiaries (participants) of the programme. If participants know of the capability of the training officers or resource persons, that could build confidence in them and go a long way to boost their moral for the programme since there is that conviction that an expert is going to deliver the content of the programme.

4.1.5. Supervision, Monitoring and Evaluation Approach

Frequent appraisal was considered by all the respondents as a monitoring and evaluation approach variable needed to sustain CPD programme at the colleges. With respect to how frequently appraisal should be carried out, Mullins (2010) asserted that majority of schemes have staff receiving an annual review with interim reviews half way through the year. He advocated for more frequent reviews for organizations which are operating in a dynamic, changing environment, and for new members of staff, those recently promoted or appointed to a new position, or those whose past performance has not been up to the required standard.

Mullins (2010) applauded a two-way conversation which allows for open dialogue and discussion between supervisee and supervisor with the target's agreement as the underlying factor and focus for the discussion. The channeling of request for remedial activities in appraisal would be best done if a line of appeal is established. All the respondents identified themselves with Mullins finding stating openness of appraising system in performance management as a key sustenance variable in CPD programme since that seems to have the tendency of presenting factual information to the appraise because the supervisor cannot do anything in secrecy.

Openness in appraisal practice prevents the temptation of a supervisor trying to produce forgery results. Achieving successful performance review system demands that the sub-systems are not viewed in isolation but in relation to the corporate objective of the organization. Management in its quest for achieving integration should carry out consultation with trade unions, staff representatives, and members of staff and in this way, all members would view the system as their own and cooperate with management in the integrative approach to achieving the needed result (Mullins, 2010).

Adoption of friendly appeal procedures in appraisal of personnel is another variable that participants identified themselves with. Five of the respondents including two Vice Principals mentioned this variable. Apart from QRT1, the rest of the participants were unanimous in one key supervision, monitoring and evaluation approach variable. They said that regular review of appraisal in performance management holds the strength in sustaining their college-based departmentalized CPD programme.

A number of participants also assert that methods of measurement and reviews in appraisal should be appropriate. More than half of the respondents associate themselves with this variable. The appropriateness of the methods of measurement and reviews in appraisal proposed by participants in this research was also suggested my

Mullins. Two most significant methods of measurement of performance of personnel have been suggested by Mullins (2010). These include quantitative measure, qualitative measure. A third to be derived from the two main is the combination of the two.

In quantitative measurement, some form of rating scales, such as, (1) excellent, (2) exceeds expectation or requirement of the job, (3) meet the expectations or requirement, (4) some weaknesses in meeting expectations or requirements, (5) unsatisfactory performance, is employed whilst in qualitative, measurement involves unstructured, narrative reports on specific factors / or overall level of behaviour and performance on the CPD programme by the personnel in the department of the organization. Behaviorally Anchored Rating Scale (BARS) such as rating indicated as 'good', 'average' or 'poor performance' and to allocate a scale point for each, is also another method of measuring performance detailed by Mullins. The use of it is an attempt to overcome difficulties with conventional rating scales and provide measurement scales that are directly related to the aspect of the CPD programme being reviewed (Mullins, 2010). More than half of the population of the participants disclosed that organizing an informal network of networks in staff development and sponsoring surveys of good practice and dissemination of information through networks by institutions is a notable variable to sustain CPD programme in CoE. In this, the colleges would promote joint projects between new staff development units and experienced tutors in different institution. Fielden (2011) arguments highlighted the respondents' findings with respect to this variable. He was of the interest that local and international agencies and donors such as UNESCO or IIEP could run workshops for national policy makers in higher education on the issue of encouraging institutional staff development and also with emphasis on some other possible interventions including: sponsoring surveys of good practice and disseminating them through networks; organizing an informal 'network of networks' in staff development; promoting joint projects between new staff development units and experienced ones in different countries; helping staff in developing countries maintain their professional competence by funding participation at conferences and sabbaticals; running workshops on specialist topics using international experts; sponsoring surveys of good practice outside higher education identifying ideas which might be imported; and promoting the development of performance indicators or management statistics allowing institutions to compare their staff development activities with each other. Publication of results on organizational assessment or audit is the last but not least variable identified by participants. According to a participant, report is necessary so that people know what is happening. Eight more of the participants also agreed with this variable. Engaging in whole-institutional assessment and publishing of the assessment to have employees understand the situation of standard at the college (P2). This was also advocated by Mullins (2010) when he maintained that at the end of a period assessment results of employees must be published because objectives might have been set to be Specific, Measurable, Achievable, Realistic and Time-bound (SMART) on the programme with staff right from the beginning and hence by close of the specific period results must come to give the picture of how far the objectives have been achieved with each individual and with the system as a whole.

A similar practice goes with performance 'agreement' or 'contract' signing on the CPD programme where participants create succinct documents, agreed with their superiors right from the beginning on their individual's proposed performances on the CPD programme. In the process of measuring performance within and at the end of the agreed upon period, conditions necessitating performance or otherwise are identified and together with employees, such factors could be fished out as internal or external and methods of averting them against future performance of the participants.

5. Summary of Key Findings and Conclusions

Approaches to sustainability include: procedural approach such as Management adopting participatory approach indecision making on CPD programmesand method in performance management of the programme; Motivational approach pointed to Management creating an environment of trust and shared commitment, setting high but achievable targets within the programme and treating workers with respect within the programme; design and delivery approach which indicates models to be adopted should be neat, attention grabbing, attractive, compelling and relates to what tutors teach and factors of professionalism they care about; legal framework approach pointing at establishing a central staff development unit to develop and monitor institutional staff development policies, all permanent staff developing Individual Professional Development Plan (IPDP), personnel signing performance agreement or contract on CPD agenda, CPD factored into promotion agenda and confirmation of contracts after probation, individual academic departments also coming up with bye laws to be binding on members as a support to central administration's agenda on CPD; and supervision, monitoring and evaluation approach captured frequent collaborative appraisal of staff / programme of the CPD, adoption of Specific, Measurable, Achievable, Realistic and Time bound objectives, regular review of appraisal in performance management, organizing network of networks among colleges in staff developmentand publication of results on organizational assessment or audit to convince staff of the welfare needs of their colleges.

The study concluded that:
- Clear policies were needed by every college on the engagement of staff in CPD programmes
- Multidimensional approach is needed to be adopted in carrying all stakeholders along in the performance of various duties and responsibilities to achieve success.
- Recruitment packages of staff need to be very conspicuous on institutional stands on CPD engagement of staff.
- Commitment of all line managers is needed in pushing the agenda of CPD of the colleges.
- Systematic supervision, monitoring and evaluation of staff CPD attendance is necessary for sustainability.
- Certification of staff, budgetary allocation to CPD programmes couple with other motivational packages would improve college of education staff engagement on CPD.

- Promotion of staff should be tired to scores generated by staff for CPD engagement.

6. Recommendations

College Management and Council should use the following to sustain and improve CPD activities for their academic staff at the colleges of education in the Volta Region:

- Develop, approve, implement and ensure systemic policies on CPD engagement of staff. In this direction, copies of CPD policies should be shared among staff and made very conspicuous for easy accessibility and reference of staff. After approval of such policies, orientation should be carried out to help staff to comprehend the content and the conditions spelt out in the policies.
- Design and maintain recruitment packages to contain conspicuous outlines on CPD issues such as Individual Professional Development Plan of every permanent / contract academic staff couple with signing of performance contract agreement by all such staff right at the time of their recruitment.
- Cooperative and shared stakeholder-management of departmentalized CPD should be adopted. In this case, the staff themselves should form part of the decision making and implementation agents in coming up with any CPD programme being designed for them.
- The conduct of 360° systemic appraisal before, during and after CPD programmes should form part of the evaluation of CPD programmes. In this way, all stakeholders that have parts to play in the success of CPD have their units well evaluated in readiness for the engagement so that when such need assessment are done, provisions could be made to avert any challenges on the way of the implementation of the programmes.
- Provision of annual budget allocation for organization of CPD at all departments. College Management should ensure that provision of funds is made well ahead of time to cater for the CPD programmes that have been earmarked for the academic year. This enables advance planning to be done and organization of actual event effectively carried out to ensure success. Part of the GETFund allocation to the individual colleges could be skewed towards such a capacity building programme.
- Certification of personnel who satisfy CPD mandates of the colleges should be done to boost their professional credentials and provide chances for such staff to have better professional influence in the knowledge economy of the tertiary landscape
- Consider at least 75% attendance at CPD in promotion of staff when such seasons are due. The appraisal forms to be filled for promotion assessment should contain the demand for number of CPD the staff would have attended as the minimum to qualify to be assessed for promotion.

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