



ISSN 2278 – 0211 (Online)

Exploring the Staff Development Challenges and Strategies at Agogo College of Education, Ghana

Daniel Odoom

Lecturer and Development Researcher, Organisation Development Institute, Accra, Ghana

Ernest Opoku

Development Researcher and Principal Administrator, University of Cape Coast, Cape Coast, Ghana

Daniel Ntiakoh-Ayipah

Part-Time Lecturer (Post Diploma Sandwich Program, Institute of Education, UCC) and Senior Tutor, Agogo College of Education, Ghana

Abstract:

Ghana's current educational reform mandates the country's Colleges of Education to churn out teachers who have the requisite knowledge, skills, personality and other dispositions for the total development of pupils. However, in order to perform this duty effectively there is the need to put in place policy measures that support the implementation of this new paradigm. One such policy measure is in the area of staff development at the colleges. This paper therefore explored the challenges Agogo College of Education faces in respect of its staff development as well as the strategies that can be adopted to bring about improvement, with the use of exploratory and descriptive research design. Using the census data collection method, the 33 Tutors at the College were all involved in the study, with questionnaires and interview guide as the research instruments. The data were analyzed using both qualitative and quantitative analytical techniques. The study observed that academic staff members of the College were not involved in staff development decisions made in the institution. It was also found that favoritism influenced decisions on staff development at the College. The duration for staff development at the College was found to be too short. Other staff development challenges at the College included poor institutional sponsorship for staff development, financial constraints, inadequate support from government, as well as the non-existence of effective staff development policy. The strategies to deal with the existing staff development challenges include the establishment of autonomous unit in charge of staff development, and the College using part of its internally generated funds to sponsor its staff development, proper collaboration between the College and other institutions of higher learning. Others are attaching improved conditions of service to staff development, using well organized and regular on-the job training as an alternative to institutional education staff development, by involving personnel in staff development decisions, and by ensuring fairness in the award of scholarship for further studies. The study recommends that the College should put in place a comprehensive policy document on staff development program in order to ensure fairness, consistency and collaboration within the institution. The College should make staff development programs an integral component of its strategic agenda by first establishing an independent Staff Development Unit to fully take charge of staff development programs without fear or favor, and also devoid of favoritism and influence. It is also recommended that the government should pay equal attention to all the personnel at the Agogo College of Education when it comes to the award of scholarships for staff development.

Keywords: Staff development, college of education, institutional skills, induction and orientation

1. Introduction

National educational policies have and continue to pay particular attention to the human resource base of the nations especially in recent times (Awuku, 2000). From the human capital theory viewpoint, critical in the effort of human resource development is education and training (Harbison, 1973). Studies in both developed and developing countries show that a mix of education and training is available for skill acquisition and its relevance to improved economies (Armstrong, 2001). However, for education to be successful in meeting the growing needs of society there is the need for effective teaching and learning. Teaching is a professional journey that strives on continuous learning and support system. Teaching is a versatile field that requires at all times the correct identification of indices of developments in the society. Teachers are an embodiment of a constant search for updated knowledge in various fields of life (Obanya, 2004). According to Asare (2009), a very important element in the process of education is the interactions that go on between the teacher and the learners. Asare adds that through such interactive processes, education quality is

achieved. Thus, quality education is a function of the competency, skills and other dispositions teachers possess for the delivery of service. In support, McFarlane (2011) argues that there should be recognition that teachers and the methods they apply to impart knowledge in today's global economy is vital in defining and producing quality learners. It is very common to hear people say that teachers teach the way they were taught to become teachers (Atta and Mensah, 2015).

There is a growing perspective on the evaluation of effective teaching which is shifting attention towards teacher quality and its effects on students' learning (Blanton, Sindelar and Correa, 2006). This shift is also influencing the quality of teacher preparation programs and certification processes (Rice, 2003). Teacher education programs are expected to shape the beliefs and perspectives of pre-service teachers in a way that supports teacher professional growth and impacts the quality of classroom instructions (Sikora and Alexander, 2004). Teacher education programs are designed to provide the initial training needed by pre-service teachers to develop the requisite knowledge, skills, and values to earn the appropriate and the required professional credentials to become effective teachers (Guskey, 2003). However, such programs only provide the first step in the professional development (PD) of teachers. Thus given the growing complexities in many classrooms today, it is impracticable to expect teacher education to adequately prepare all teachers for every situation they encounter in their teaching experience (Lindberg and Olofsson, 2010). As such, there is the need to increase professional learning opportunities to help teachers refine their abilities to apply theoretical and pedagogical knowledge in their actual classroom work and practices (Feiman-Nemser, 2001). According to Robinson and Latchman (2003), teachers need regular and adequate professional development programs in order to understand and appreciate the challenges of their times. Where effective staff development programs are non-existing or poorly done job performance suffers.

Despite the relevance of teacher education in development, many nations in Africa do not seem to have paid a critical attention to it. In the views of Ajeyalemi (2005) and Okebukola (2005), teacher training curriculum in places including Nigeria does not fully acknowledge the new age environment in schools and classrooms in terms of constructivist learning, learner-centered instructions and integrating technology into the processes of teaching and learning. Also, in Ghana there has been a call for a growing attention towards teacher professional growth and development efforts in the country's education policy frameworks (Agbeko, 2007). There is not a sufficiently strong link between the schools' curriculum and the teacher education curriculum. There is gap between the curriculum taught to teacher trainees and the reality that exists in schools. Such realities include dilapidated school buildings, lack of instructional materials including textbooks and writing materials for the pupils, sometimes overcrowded classes, among others (Ajeyalemi, 2005).

Over the past decades, Ghana has undertaken a number of efforts to train and develop teachers to form the bedrock of training the manpower needs of the country. For instance, the Presidential Committee on Education (2002), the latest committee to work on education reforms in Ghana, recommended a critical review and approach to making teacher education relevant to the development of the country. In their views, Adegoke (2003) and Benneh (2006) believe that the core goal of Ghana's teacher education is the provision of a comprehensive teacher education program through pre- and in-service training that would produce competent, committed, and dedicated teachers to improve the quality of teaching and learning. This should reflect in the various programs undertaken by approved institutions in charge of teacher education especially Colleges of Education.

Colleges of Education in Ghana assumed tertiary status since 2007 when students officially started reading courses leading to the award of diploma as against the former Certificate 'A'. The changes at the Colleges in the country helped to shape teacher education to move away from being a single event that happens at the beginning of a teaching practice. However, the changes also placed a huge expectation on the Colleges in charge of the country's teacher education programs to provide teacher trainees with the requisite competencies to support and reinforce quality classroom instructions in their life-long career development (Agbeko, 2007). Thus the transition to tertiary status demands a newer approach and understanding of teacher education especially within the context of broader national interest. What is more, the nature of the current global economy means that teacher education needs to be re-positioned to tackle critical issues of the 21st century. According to Anamuah-Mensah (undated), with the current educational reform in Ghana, teacher education requires the development of relevant skills in the student teacher. He believes such skills should encompass classroom management, collegial relations and teacher-parent-community interactions. The acquisition of these skills will provide opportunities for teachers to explore new roles, develop new instructional techniques, refine their practice and broaden themselves both as educators and as individuals for the ultimate benefit of society. The Government of Ghana is currently focusing among other things on improving quality of teaching and learning in line with the world's Post 2015 Agenda that is agenda for Education 2030. This poses a huge demand on Colleges of Education especially given their mandate in terms of the production of teachers for the basic education system. However, for these Colleges to fully perform their new mandates they need to properly develop their staff to meet the changing requirements of society. In essence, therefore the agenda of Ghana can only become a living reality when the country pays critical attention to teacher education and professional development especially within the 45 Colleges of Education (Government of Ghana, 2015).

2. Statement of the Problem

Ghana's Education Reform (2007) introduced significant changes to the education system including the upgrading of the training colleges to Colleges of Education offering courses leading to the award of diploma. Other major policy outcomes of the reform include improving conditions of service, training of teachers in TVET and development of teacher training programs for kindergarten teachers (MOESS, 2007). In line with the new mandate of the Colleges, the framework for the pre-tertiary teacher education and PD was developed. The current teacher education and PD policy framework which is based on Education Act of 2008 mandates the National Teaching Council (NTC) to provide standards to regulate the process of PD, registration, and licensing of teachers in the

country (Ghana Government, 2012; Ministry of Education, 2010). Although this is a significant step towards teacher education and PD in Ghana's history, these professional standards are yet to be reinforced. In her presentation, the Minister for Education, Prof' Jane Naana-Opoku Agyemang stated that in order for the county to ensure effective teaching-learning especially at the basic school level, the NTC ought to develop standards, core values, and ethics for the teaching profession and enhance teachers' ability to adopt effective teaching approaches to enrich the quality of lessons and raise learning outcomes (Government of Ghana, 2015).

Ever since Akyeampong and Lewin's (2002) revelation that teacher education in Ghana tends to focus on prescriptive rather than reflective teaching, not much effort has been put in place to turn the situation around. Again, it recognized that professional development activities organized by approved bodies including the Ministry of Education, the Ghana Education Service, and other agencies have often taken the form of the cascade model of in-service training where head teachers and circuit supervisors are given training, and are expected to give the same training to local districts and schools (Acheampong, 2004; Kadingdi, n.d.). The above observation demonstrates a clear lack of well-defined policies, standards and measures to ensure that teacher education and development programs in Ghana have the capacity to bring about quality teachers for effective teaching-learning. In fact, the absence of consistent PD programs makes the core goal of producing quality teachers to help address relevant national needs a mirage (Asare, 2014; Government of Ghana, 2015). In order to perform their professional role effectively, tutors at the Colleges of Education need to develop competencies in a number of areas including competencies in content of particular subject, pedagogical content knowledge of learners, knowledge of educational context, curriculum competencies (i.e., grasp of materials and programs for teaching), general pedagogical knowledge, knowledge of educational ends and purposes, organizational competencies in working in a community of practice, competencies in reflecting and developing ones professional practice, and research competencies. This will require a re-design of the way teacher educators are trained and recruited (Boadu and Acquah, 2013). This view has been supported by Odoom, Opoku and Ayipah (2016). For the Colleges of Education to effectively perform their new mandates given them as tertiary institutions, they need to regularly improve the skills, maintain high academic standard and realize the implications for their teaching as people accountable for whatever goes on in their field (Odoom, Opoku and Ayipah, 2016). Given the current state of affairs coupled with the critical role of Colleges of Education in teacher education and development, one would expect that some proper measures be taken to strengthen the staff at the colleges through comprehensive staff development programs. On the contrary, the situation in colleges including the Agogo College of Education indicates that staff development program has not been given the needed attention. In their study, Odoom, Opoku and Ayipah (2016) found that the existing staff development policy at the Agogo College is not comprehensive enough to address the varying needs of staff. Odoom et al. (2016) further observed that the absence of a well-defined staff development program has led to some deficiencies in the areas of teaching methodology, research and publication, mentoring and supervision, and management skills at the College. Even though the study of Odoom, Opoku and Ayipah (2016) shed some light on the nature of staff development program at Agogo College, it failed to interrogate the challenges the College is faced with in respect of its staff development as well as the strategies that could be adopted to address them. This study basically sought to fill this gap.

3. Objectives of the Study

The general of objective of the study was to examine the staff development challenges faced by the Agogo College of Education and the strategies adopted to address them. Specifically, the study set out to:

1. Explore the challenges Agogo College of Education faces in terms of its staff development programs; and
2. Discuss the views of staff regarding the strategies the College could adopt to address its staff development challenges.

4. Research Questions

The two main research questions which guided the study are as follows:

1. What challenges does the Agogo College of Education face in terms of its staff development programs?
2. What are the views of staff regarding the strategies the College could adopt to address staff development challenges in the institution?

5. Literature Review

5.1. The Human Capital Theory

The economic fortunes and functioning of a nation depends on its physical and human capital stock (Haslinda, 2009). Traditionally, while the former has been the focus of economic research, factors affecting the enhancement of human skills and talent are increasingly appreciated in the research of social and behavioral sciences (Sakamota and Powers, 1995). Theoretically, human capital refers to the investment people make in themselves that enhance their economic productivity, wealth and value (Armstrong, 2006; Schultz, 1971). Based on the work of Schultz (1971), Sakamota and Powers (1995), Psacharopoulos and Woodhall (1997), human capital theory rests on the assumption that formal education is highly instrumental and even necessary to improve the production capacity of a population. In short, the human capital theorists argue that an educated population is a productive population (Armstrong, 2006; Chapagain, 2004). Human capital theory lays emphasis on how education increases the productivity and efficiency of workers by increasing the level of cognitive stock of economically productive human capability which is a product of innate abilities and investment in human beings (Sakamota and Powers, 1995). The provision of formal education is viewed as a productive investment in human capital, which the proponents of the theory including Schultz (1971) and Sakamota and Powers (1995) have considered as equally or even more equally worthwhile than that of physical capital.

Babalola (2003) believes that the rationality behind investment in human capital is based on three arguments. First, the new generation must be given the appropriate parts of the knowledge which has already been accumulated by previous generations. Second, that new generation should be taught how existing knowledge should be used to develop new products, to introduce new processes and production methods and social services. Thirdly, that people must be encouraged to develop entirely new ideas, products, processes and methods through creative approaches. These have also been supported by (Chapagain, 2004; Decenzo and Robbins, 1998). In the views of Fagerlind and Saha (1997), human capital theory provides a basic justification for huge public expenditure on education both in developed and developing nations. The human capital theory has been particularly consistent with the ideologies of democracy and liberal progression found in most Western societies. Its application was based on the presumed economic return of investment in education both at the macro and micro levels (Armstrong, 2001; Chapagain, 2004). Efforts to promote investment in human capital were therefore conceived to result in rapid economic growth for society. For individuals, such investment has been understood to provide returns in the form of individual economic success and achievement (Haslinda, 2009). It is human resources of nation, not its capital nor material resources that ultimately determine the character and pace of its economic and social development. Psacharopoulos and Woodhall (1997) assert that capital and natural resources are passive factors of production, human beings are the active agencies who accumulate capital, exploit natural resources, build social, economic and political organization, and carry forward national development. The importance of education and human capital has become more pronounced in many studies of economic growth and development. For instance, Robert (1991) developed a human capital model which shows that education and the creation of human capital were responsible for both the differences in labor productivity and the differences in overall levels of technology that people observe in the world. More than anything else, it has been the remarkable growth in East Asia that has given education and human capital their current fame in the area of economic growth and development. Countries such as Hong Kong, Korea, Singapore, and Taiwan have achieved extraordinary rates of economic growth while making large investments in education (DeSimone and Harris, 1995).

The World Bank (1993) submits that development in education has been a momentous explanatory variable for East Asian economic growth. There are numerous ways of modeling how the vast expansion of education accelerated economic growth and development. The first is to consider education as an investment in human capital. A dissimilar view of the role of education in the economic success is that education has positive externalities (Haslinda, 2009). The idea that education generates positive externalities is without doubt. Many of the classical economists strongly argued for government's active support of education on the grounds of the positive externalities that society would gain from a more educated labor force and populace (Harris, 2000; Van-Den-Berg 2001). Smith (1976) reflects such progressive contemporary thought when he noted that by educating its people, a society strive to derive no inconsiderable advantage from their instruction. The more they are instructed, the less liable they are to the delusions of enthusiasm and superstition, which, among ignorant nations, frequently occasion the most dreadful disorders. An instructed and intelligent people are always more decent and orderly than an ignorant and stupid ones. Smith views the externalities to education as important to the proper functioning not only of the economy but of a democratic society (Haslinda, 2009).

Another way of modeling the role of education in the growth and development process is to view human capital as a critical input for innovations, research and development activities (Haslinda, 2009). Viewed from this perspective, education is seen as a deliberate effort to increase the resources needed for creating new ideas, and thus, any increase in education will directly accelerate technological progress. This modeling approach usually adopts the Schumpeter (1973) assumptions of imperfectly competitive product markets and competitive innovation, which permit the process of generating technological progress. Education is considered as an input into the intentional and entrepreneurial efforts to create new technology and new products. Advocates of this view of education point out the close correlation between new product development and levels of education (Haslinda, 2009; Wayne, 1992). Studies on the evolution of labor markets in countries such as Canada, the United Kingdom and the United States show a constantly rising demand for young workers with a higher education. For instance, in the United States jobs which require tertiary education have grown faster than those that require less education (Barros and Ramos, 1996; Haslinda, 2009). Recent analyses of rates of return on tertiary education in several Latin American countries confirm that this trend also holds in successful developing economies. In Argentina, Brazil, Mexico and South Africa for example, rates of return on tertiary education grew significantly in the late 1980s and the 1990s, representing a clear reversal of the trends in the 1970s and the early 1980s (Barros and Ramos, 1996; Sanjaya, 2000). The rising demand for highly skilled labor affects not only wages but also employment opportunities. In 1991, Russian workers at different educational levels were equally likely to be unemployed. By 1996, however, the situation changed; workers with tertiary education were less likely to be laid off and, in the event of unemployment, 25% were more likely to find new positions (Yeganeh, 2008). In Korea, rates of return to university education increased in relation to those for primary and secondary school levels (Mullins, 2007; Yeganeh, 2008). This finding of rising returns to tertiary education has been buttressed by scholars including Harris (2000), Armstrong (2006) and Chew (2004) who believe that the increasing demand for technology calls for nations to devise measures to promote higher education. This also means that tertiary educational institutions including the colleges of education ought to position themselves to respond to these ever-changing needs of society. One of such ways through which the colleges, for instance, can achieve this is by ensuring that they have staff with the requisite skills to deliver quality services.

5.2. The concept of Academic Staff Development

As a concept, staff development defies a single definition. Often, staff development is used interchangeably by many scholars and institutions with staff training, professional development, human resource development, among others. The term has been used by many scholars in diverse fields of study including education, health, psychology, and other related fields. Gordon, Mondy, Sharplin

and Premeaux (1990) define staff development as program designed to assist individuals, groups and the entire organization members in becoming more effective. They added that staff development is a program of activities planned by employers or authorities concerned to ensure that members employed are giving the support to perform more effectively and productively. According to Hope (2002), staff development provides knowledge of the why, what, how and which policy can diminish teachers and cause staff anxieties and concerns. Hope (2002) sees staff development as a vital element in every educational policy implementation process. Thus, the knowledge, skills, and focus that staff obtain through effective staff development contribute largely towards the success of educational policy implementation. Carrell, Elbert and Hatfield, as cited in Odoom, Opoku and Ayipah (2016), posit that the benefits of staff development are in two ways. These are: an increase in organizational effectiveness, and the satisfaction of employee's needs. Academic staff development helps to improve the qualities of academic staff and to make them more productive.

5.3. History of Staff Development

Historically, professional development or staff development of teachers in many countries started with what is often called in-service education or training for staff (Ono & Ferreira, 2010). This in-service education has been conducted for different purposes and in different forms. These purposes range from the needs of the staff to the expectations of the institutions as far as production is concern. Greenland, as cited in Villegas-Reimers (2003) lists four categories of staff development for teachers by the purpose. They are: for certification of unqualified teachers; to upgrade teacher; to prepare teachers for new roles; and for curriculum related dissemination or refresher courses. Irrespective of its purpose, traditionally, many staff development activities for teacher PD are delivered in the form of workshop, seminars, conferences, and /or courses in accredited institutions (Ono and Ferreira, 2010).

Historically, staff development for teachers in Ghana can be viewed as an ad-hoc program which is often designed to meet the exigencies of situations and needs of the educational systems (Bame, 1973). At the early stages of educational development, teaching in the schools in Ghana was modeled around the well-known monitories systems of Joseph Lancaster and Andrew Ball. What was critical within this system is the scarcity of trained teachers or professional teachers which posed a challenge to teaching and learning process. One master or trained teacher was in charge of a school and a number of monitors who were not trained were appointed to lend a hand to the trained teacher in the management of the school. Following the abandonment of the monitoring system had been abandoned, the problem of shortage of teachers to teach in schools was tackled by training more professional teachers and that marks the genesis of staff professional development programs in Ghana. Beyond the non-institutional models of staff development including short workshops, conferences, seminars and others, institutional staff development models were designed as need arises to help train professional teachers. Such institutional training in Ghana for teachers can be traced in 1863, where the Basel Mission established a teacher –catechist seminary at Akropong in 1863 and a second one at Abetifi. Those colleges and Roman Catholic Teacher's Colleges at Bla were the only institutions for teacher training education in Ghana until 1909. As the demand for professional teachers increased, government and other non-governmental organizations saw the need to support missions' efforts to provide PD for teachers to upgrade themselves. This idea led to the establishment of various colleges of education and introduction of different interventions in the form of workshops, conferences, seminars and other to enable both professional and non-professional teachers to upgrade themselves.

5.4. Staff Development Policy

HRM practices are institutional activities aimed at managing the pool of human capital and ensuring that the resources of the institution are employed towards the fulfillment of its goals. Among the common HRM practices are staff development and training (Yeganeh and Su, 2008). Most human resource policies are guides to management's thinking and they help to achieve the organization's human resource objectives (Carrell, Elbert and Hatfield, 2000). Policies help define acceptable and unacceptable behaviors and establish the organization's position on an issue. Policies for staff development should be part of educational reform or policies package. According to Villegas-Reimers (2003), educational reforms must include a component of teacher professional as one of the key elements in the change process. In the views of Corcoran (1993), to make PD more consistent with the guiding principles policy-makers should to be clear about the conditions under which teachers are likely to change their practices. Corcoran adds that policies on staff professional development should concerned with the quality and character of experiences provided for teachers. Carrell, Elbert and Hatfield (2000) state that to ensure efficiency, human policies including staff development should be in written form and must be communicated to all employees so as to ensure that employees are familiar with human resource policies. As a means to have staff development policies as part of educational reform, the 1987 reform in Ghana saw a total overhaul of the educational systems and had the Ghana Education Service (GES) partnering with other institutions such as the teacher training universities in Ghana, the University of Leeds and development partners like United Nations International Children's Educational Fund (UNICEF), and the Department for International Development (DfID) to develop multiple intervention programs, more especially for basic school level teachers to update their skills (Amoah, 2011). Hope (2002) argues that teachers are the main implementers of educational policies will generally resist any change for various reasons. They include: when they do not understand the implications of the policy; when they have not received sufficient information regarding the policy's purpose; and also when they do not know how it is to be implemented (Hope, 2002).

5.5. Components of Staff Development

The components of human resource development have been conceived from three perspectives. These are: individual development, career development and organizational development (Gilley, England and Gilley, 1989). Individual development is a critical element

to the success of any organization. Individual development has to do with the development of new knowledge, skills and improved behavior that result in performance enhancements or improvement related to one's current job" (Gilley and Egglund, 2002). Individual development focuses on the important of personal growth and development through formal and informal learning activities (Gilley and Egglund, 2002). Individual development relates to learning that is the heart and soul of the development of organization. This means that organization must value individual development in order to bring about its own success. This learning is more of action learning, it is a process and program which entails a small group of people, solving real problems while at the same time focusing on what they are learning and how their learning can benefit each group member and the organization as a whole (Marquardt, cited in Gilley and Egglund, 2002). Personal or individual development is carried out by the individual employees with guidance, encouragement and help from their managers as required. In recent years, institutions and businesses are beginning to view career development as the primary responsibility of individual employee and the organization. According to Gilley and Egglund (2002), career development is "an organized and planned effort of activities that result in a mutual career plotting effort between employees and the organization. Individual employees feel as though their distinctive talents and abilities will not only be used in the organization, but will be enhanced and strengthened in a way that leads to expanded roles, responsibilities and opportunities. Noe et al. (2006) believe that organizations need talented employees for maintaining the sustainable competitive advantage and individuals require career opportunities to develop and grow their competencies. Lanyon (2007) states that career development helps to strengthen employee loyalty and de-emphasize salaries and benefits, partly by building a positive work environment and by giving employees advancement opportunities. Career development allows and encourages employees to examine future career path and accepting "ownership of and responsibility of their growth" and "organization need to provide the resources necessary for the success of the career development" (Gilley, as cited in Adgorlolo, 2012, p.34). Gilley, as cited in Adgorlolo (2012) further explained that to identify component of development in organization one has to look at it in two ways; development of the people (development of individuals in the organization) and organizational development.

Rebore (2007, PP. 188-189) stated the following major components as appropriate for development programmers:

1. Institutional skills: This skill exposes staff to effective evaluation and supervision for the instruction process which includes providing curriculum leadership and securing instructional resources.
2. Management skills: Skills needed to establish job objectives and be able to access the needs of the staff. As the name suggest, it is skills that enable staff to identify problem areas and to plan towards an effective solution. It covers unit budgeting and reviewing priorities in the efficient use of scarce resources.
3. Human relations abilities: Such skill as component of staff development involves system of communication between students, parents, teachers and other members of the community. In educational sector, the channel of communication plays great role in achievement of educational goals.
4. Political and cultural awareness: This skill as Rebore (2007) has explained deals with the ability to identify the leaders within the community/institution and to involve them in school level decision making to address with positive techniques of resolution of conflicts between the school and community and to work towards meeting the needs of all clients of the school through school programs.
5. Leadership skills through a plan of self-development to current with advances in the field of education. To share leadership skills with other professional and with parents and other publics.
6. Self-understanding; this skills involve self-improvement through evaluation by school-based publics.

In Sparks (2002, pp. 1-4), high-quality staff development program addresses the following areas:

1. Focuses on deepening teachers' content knowledge and pedagogical skills.
2. Provides opportunities for practice, research and reflection
3. Embedded in educators' work and is founded on a sense of collegiality and collaboration among teachers and principals in solving important problems related to teaching and learning.

Darling-Hammond, as cited in Sparks (2002), opines that teachers who are well prepared, provided with on-going PD, and receive appropriate support tend to be competent. Effective staff development helps to improve students' learning because it is experiential, grounded in teachers' questions and inquiry, collaborative, linked to and derived from teachers' work with their students, connected to the study of subject matter and methods, sustained and intensive (including coaching, modeling and problem solving) and linked to other aspects of school change. As a concept, staff development is part of a larger system that profoundly affect institution's effectiveness. As a result, school leaders and other stakeholders must address structural issues as well as the professional development of individual school employees. This means those policy makers, principals and others that matter must see themselves not only as leaders of learning communities and models of career long learning, but as "system designers" and school designers who create structures and cultures that support high levels of learning in institutions. Staff development is the key to increasing students' achievement through the improvement of teachers' skills, knowledge and ability. A successful staff development program is cyclic in nature, and this ongoing process must be collaborative, involving teachers, administrators and stakeholders (Davidson, 2005). So in determining components of staff development program, school and districts or employers must align their students learning goals and curriculum with state requirement and then analyze the students' achievements data to determine their strengths and deficiencies before planning what should constitute staff development program. Once the needs areas are identified, and or needs assessments has been conducted, it will determine which teachers possess the standard skills, ability and other related potentials to do the work and which do not. With this, research should be used to determine which effective and efficient staff development strategies would

produce the desired result. Staff development should be varied to meet the needs of individual employee and the readiness level of each in the colleges of education as they assumed the tertiary status in order to enhance productivity.

5.6 Staff Development and Institutional Goals Attainment

The success of any institution depends on the deployment of three vital resources, namely monetary, physical and human resources. Of these, HR remains the most outstanding since the quality and efficiency of the other two resources will depend on the quality of the people in whose hands these resources have been placed (Barney, 1991; Wernerfelt, 1984). According to Pityn and Helmuth (2007), many industries give significant attention to the financial issues of operations but while finance is essential, it is only a tool in the hands of workers/staff in the institutions. It is clear from the above that staff in every institution play critical role in the attainment of institutional goals and objectives. In essence, money and other resources employers may put into institutions do not manage themselves; people manage them. This implies that in order for institutions to be successful, the staff within the institutions must be developed to become productive, efficient and effective. Indeed, building lasting institutions depends on the growth and development of staff. Thus, in addressing institutional goals attainment, staff development cannot be detached from the factors that contribute to goals attainment.

5.7. Factors that Influence Staff Development

Several factors influence staff development especially in the tertiary education. It is essential to understand that teachers could not hope to use most sophisticated approach in handling students unless they have both the skills to do so and the desire to implement to do so. Those skills which could be obtained through staff or professional development are influenced by many factors. Such factors determine when to recognize and execute staff development program, where to conduct staff development program and which categories of employees of staff to participate and benefit from specific staff development programs. Cottrell, as cited in Larbi (2008), identifies two factors that influence staff developments, namely motivators and support. Motivators are the monetary and non-monetary things used to improve the output. Motivating staff development through both monetary and non-monetary things will reflect the work output of staff. Resources to provide staff development program for employees; Cottrell (as cited in Larbi, 2008) explained that the plans and desire to give staff members training and development may be there but if the resources to conduct such plans are not available, it cannot be implemented. With the resources, Cottrell was referring to experts to facilitate the development program be it internally or externally organized, funds to run staff development programs and other facilities. Support to both individual staff participating in the development program and the institution organizing the development program. Cottrell is of the view that if staff are supported to undertake developmental or professional development programs, most staff will be willing to participate. In the way, if institutions are supported to conduct staff development programs for their employees so as to upgrade them in all aspects, institutions will as often as possible organized developmental programs for their staff. According to Tetteh (2008), factors that influence staff developments include nature and operation of educational system; policy environment and reforms of education system; and teacher working conditions. Tetteh (2008) extends the debates when he contended that school culture also plays a contributory role to the effectiveness of staff development, either positively or negatively. School culture is conceptually seen as an indicator of the school ethos and social environment (traditions and beliefs). In essence, with the new status of colleges of education in Ghana their operations and educational systems are likely to influence the kind of staff development program academic staff would find suitable and beneficial as employees in tertiary institutions.

6. Research Methodology

The study design was exploratory and descriptive. Exploratory research examines the relevant factors in detail to arrive at an appropriate description of the reality of the existing situation (Babbie, 2004; Leinhardt and Leinhardt, 1980). Altheide and Johnson (1998) argue that exploratory research investigates what has not been previously studied and attempts to identify new knowledge, new insights, new understandings, and new meanings and the factors related to the issue. Burns and Grove (1999) concede that the results of exploratory studies are not necessarily generalizable but provide a better understanding of the issue being examined. Though the study of Odoom, Opoku and Ayipah (2016) revealed the existence of staff development problems at the College, it could not specifically the existing challenges and the measures that can be adopted to bring about some improvement. The exploratory nature of this research met the criterion described by Hoaglin, Mosteller and Tukey (2000) since it contributed to revealing the full nature of the phenomenon as it existed in the College. The study was also descriptive because it entailed a systematic collection and presentation of data on various issues of local revenue mobilisation in the DAs to give a clearer picture of the prevailing situation in the assemblies. McMillan (1996) argues that the use of the descriptive design is a report of the way things are, what is or what has been or has occurred. The descriptive survey was used for the study. The purpose of descriptive research is to observe, describe and document aspects of phenomenon as it naturally occurs. They further noted that in descriptive research, the events or condition either already exist or have occurred. In the descriptive research design, the researcher observes and evaluates the existing variables in their natural setting (Fraenkel and Wallen, 2000; Sarantakos, 2005). It also determines the nature of prevailing conditions, practices, attitude, opinions held by persons, processes of doing things and trends that are developed (Amedahe, 2002).

An exploratory descriptive research design provided the researchers an opportunity to examine the problem in detail (Sarantakos, 2005). It also enabled them to acquire unbiased view in the area of research within a natural and unchanged environment (Babbie, 2004). The population of the study was made up of the Principal, Vice Principals, Heads of Department and Tutors of the College. In all, there were 33 academic staff at the College all of whom were involved in the study. This comprised the Principal, the Vice Principal, six Heads of Departments and 25 other teaching staff. Including heads of department and principals in the Agogo College of

Education became necessary because of their administrative position and influence in the recommendation of academic staff for staff development programs in their institutions. Using census, the 33 academic staff members of the College were involved in the study. The researchers believed that that a population of 33 was relatively small which could permit a proper interrogation of the issues understudy and so preferred to allow all of them to express their views regarding the topic. Besides, the issue of staff development affects all the academic staff, thus their individual inputs would be critical in this regard. The study was both interview guide and questionnaire for data collection. Two sets of interview guides were used to gather relevant data for the study. The first interview guide was used to collect data from the Principal and the vice-Principal while the other set used for the Heads of Departments. The questionnaire was used to collect data from the tutors of the College. Questionnaires prove to be easy to standardize, because in questionnaire respondents are asked the same questions in the same way (Milne, as cited in Larbi, 2008). Data collected were analyzed with the use of qualitative and quantitative analytical procedures. Qualitative analysis took the form of transcribing recorded tapes, content and documentary analyses while quantitative analysis took the form of descriptive statistics such as frequencies, percentages, means and standard deviations with the aid of the Statistical Product and Service Solution (SPSS) version 16.0.

7. Results and Discussion

The background characteristics considered in this study were the sex, age, educational qualifications and years of experience of the respondents. Frequency and percentages were there analytical tools used for the background characteristics as shown in Tables 1, 2, 3 and 4 while means and standard deviation were used to analyze the key issues in this study. With regard to the background features it can be viewed from Table 1, for instance, that the majority (84.9%) of the respondents involved in this study were males while 15.1% were females. The implication is that in terms of percentage, the academic staff members in the College were dominated by males. Luddy (2005), as cited in Odoom, Opoku and Ayipah (2016), argues that certain background characteristics such as sex and educational level influence the perceptions of employees on human resource management (HRM) practices of which staff training and development is no exception.

Sex	Frequency	Percentage
Male	28	84.9
Female	5	15.1
Total	33	100.0

*Table 1: Sex Distribution of Respondents
Source: Field survey, 2015*

It is also revealing from Table 2 that the majority (63.6%) of the respondents involved in this study had ages less than 46 years. What is critical that given the retiring age of 60 years as pertains here in Ghana, what the age distribution in the College denotes is that the academic staff members have more working years ahead of them and that the institution stands to benefit greatly, if these personnel are given the opportunity to develop themselves professionally.

Age	Frequency	Percentage (%)
Below 35	4	12.1
36-40	7	21.2
41-45	10	30.3
46-50	8	24.3
Above 50	4	12.1
Total	33	100.00

*Table 2: Age of Respondents
Source: Field survey, 2015*

With respect to the issue of educational qualifications of respondents, it was observed that 12.1% had first degree, 84.9% had obtained second degree, while 3.0% had a PhD as summarized in Table 3. This implies that more than half of the respondents had obtained master's degree as their qualification. The present study is in line with the expectation and requirements of National Council for Tertiary Education (NCTE) which stipulates that the minimum qualification especially for the academic staff in tertiary institutions in Ghana including colleges of education is master's degree. However, the finding of this study contradicts the report of the Committee on the Review of Education Reforms in Ghana, as cited in Adgorlolo (2012). According to Adgorlolo, as cited in Odoom, Opoku and Ayipah (2016), the Committee's Report indicates that among the main challenges that tertiary institutions In Ghana including the polytechnics face is unqualified academic staff. Aside from this, it is noteworthy to point out that the academic staff members at the College who have only first degree as their highest qualification ought to be given the needed assistance to enable them upgrade themselves in line with the requirements of NCTE. Rebores, as cited in Odoom, Opoku and Ayipah (2016), argues that without a comprehensive staff development program to help academic staff to upgrade their skills, it would be uneasy for the College to sustain any justification regarding the continued presence of persons with lower qualifications to teach in the institution with its tertiary status. Rebores (2007) argues further that as the positions and requirements within educational institutions become more complex, the need for staff development programs becomes increasingly compelling.

Educational Qualification	Frequency	Percentage (%)
1st Degree	4	12.1
Master's Degree	28	84.9
PhD	1	3.0
Total	33	100.00

*Table 3: Educational Qualification of Respondents
Source: Field survey, 2015*

Although academic qualification and/or professional training are relevant for the success of any institution, they are inadequate to guarantee its sustainability. One therefore requires some appreciable level of experience to be competent and well-prepared to meet the ever-changing needs of organizations and society. The researchers therefore found it necessary to look at the years of experience of the respondents as presented in Table 4. Thus, on issue of years of experience of respondents, the study established that the majority (60.7%) of them had spent not less than six years at the College. The criticality of the situation at Agogo College of Education finds expression in the fact that it provides corroborative evidence to the positions held by Gascard (2012). Gascard, as cited in Odoom, Opoku and Ayipah asserts that for tertiary institutions to attract proper and well-qualified personnel there is the need for them to consider additional recruitment requirements such as teaching experience.

Years	Frequency	Percentage (%)
Less than a year	4	12.1
1-5	9	27.2
6-10	12	36.4
Above 10	8	24.3
Total	33	100.00

*Table 4: Years of Experience of Respondents
Source: Field survey, 2015*

Beyond the background characteristics of respondents, the study examined the staff development challenges at the Agogo College based on results from the questionnaire and the interview guides. Table 5 presents the results from the questionnaire administered on the tutors of the College. It is clear from Table 5 that tutors of the College were not involved in staff development decisions made in the institution as confirmed by the mean score of 2.53 and standard deviation of 0.990. The results from the interviews revealed that the staff were involved in the decision-making process through their various departmental representatives. In the words of one key informant, "The departments have their various representatives at the decision-making level. Of course, we expect them to inform their various members of the decisions we make" Another interviewee commented, "We cannot have all the members being part of the decisions we make. The best we can do is to communicate the decisions through the heads of departments and other representatives." However, when they were asked whether these representatives communicated the decisions to their individual members at the departmental levels, the key informants admitted that the decisions were poorly communicated to them. In the words of one respondent, "I cannot be certain as to whether or not their representatives communicate the decisions to them" Other key informants conceded that since the decisions made directly affect the tutors who are the implementers it was essential that efforts are made to ensure that the decisions are actually communicated to them. Employees are more likely to stay with an organization if they perceive that there are opportunities for career development or professional advancement and are involved in various organizational decision-making and goal-setting processes (Boules and Gelfand, 2009). However, turnover is likely to be high in an organization where employees perceive a lack of opportunity for growth, a lack of involvement or a lack of opportunities to demonstrate any creativity. On the issue of favoritism in staff development opportunities, the mean score of 2.13 and standard deviation of 0.834 shown in Table 5 indicate that tutors who were the favorites of the management of the College could have better chances of being selected to enroll on such programs. Interviews with the key informants showed a mixed reaction to the issue of favoritism regarding staff development opportunities. While some of the respondents believed here was fairness in staff development process, others admitted personnel could be justified to question the process in terms of its fairness. One interviewee questioned, "How can some people regularly have access to workshops, seminars and other training programs while others do not?" It could generally be seen that there was no fairness as regards the award of staff development opportunities. This finding confirms that revelation made by Odoom, Opoku and Ayipah (2016) that there was no fairness with regard to staff development opportunities given to the personnel at the Agogo College of Education. This presents a huge challenge to issues of equity which are critical in ensuring retention (Paik et al (2007). Perception of equity is the extent to which employees perceive that they are treated fairly relative to others inside and outside the organization (Deconinck et al., 2007). An employee's perception of equity is determined through comparing his inputs-outcomes ratio to the ratio of others inside and outside the employing organization. Inputs include all the contributions that the employee brings to the organization such as experience, time, effort, etc. On the other hand, outcomes include all the rewards or outputs that the employee receives from his organization in return for his contributions, and these include motivators and hygiene factors.

With regard to the duration for staff development, the study found that it was too short. This is confirmed by the mean score of 2.40 and its corresponding standard deviation of 0.737 as summarized in Table 5. The results from the open-ended questions revealed that the duration given for research-based programs was relatively small. One respondent commented, "How can one easily finish a

research-based master's course at UCC within two years? So if you give me just two years within which to finish my program, is it fair? Other respondents stated that the duration for some of the workshops and seminars they attended was too short to achieve the desired results. Interviews with the key informants showed that the duration for staff development programs was relatively short which they believed could impede the effectiveness of the programs. A key informant intimated, "How can we attend a one day workshop on critical policy issues? We can't achieve anything substantial, can we? Another informant said, "The time is very short yet the organizers will not even start early" The duration for the staff training program is a vital factor which can make or unmake the training. After knowing the participants, one must take into account the time that will be allocated to every stage of the training program (Tyson and York, 1996).

Again, when the respondents were asked whether institutional sponsorship for staff development in the College was inadequate, it was found that indeed it was inadequate. This is confirmed by the mean score of 3.13 and standard deviation of 0.834.

The study further revealed that the individual academic members were faced with financial constraints in respect of staff development. This is confirmed by the mean score of 3.13 and standard deviation of 0.915 as shown in Table 5. The results from the open-ended questions also corroborated this position. For instance, one respondent bemoaned, "We have serious concerns regarding our individual financial capacity to pursue vigorous staff development programs" Another respondent remarked, "The institution does not support persons who are ready to pursue further studies. Sometimes you have to do it without consulting people in authority." These assertions sum up the frustration some academic members go through in order to fully develop themselves. Interviews with the key informants largely showed that the institution does not readily support its staff especially when it comes to persons who want to enroll on part-time full-time studies. One key informant stated that the College has not put in place any measure to comprehensively address the existing staff development challenges. When they were further asked to indicate the position on the College's own efforts towards staff development in the institution, the mean score of 2.07 indicates that the sponsorship given by the institution is selective. This selectivity, they believed, makes the desire of other staff members to develop themselves problematic.

The researchers further looked at whether or not the College receives adequate support from government as part of staff development. The mean score of 3.67 and standard deviation of 0.488 indicate that the support was inadequate. This is presented in Table 5. Interviews with the key informants also corroborated the above position. The informants generally stated that the College has poorly been supported by the government in terms of support development. For instance, although they conceded that some government policies are generally beneficial to staff development at the colleges of education in Ghana, they are not substantial to address the specific needs of each college and that their college (Agogo College) was no exception. In the words of a key informant, "The government has not been adequately supporting the colleges especially in the area of staff development." Another respondent indicated, "In recent times, even government's subvention for the college has not been frequently released. It is as if nobody cares about the welfare of the colleges. And this is attitude of government must cease if the nation really considers the colleges as tertiary institutions which need increased financial capacity to thrive" When they were again asked to indicate how government support has been utilized, the respondents commented that the support is mostly linked to specific subject areas in the College. Indeed, the respondents quickly added that the situation at the Agogo College appears to be the practice across all colleges of education and suggested that something be done about it as all the various subject areas are in dire of staff development programs especially given the institutions' change of status.

Better still, the study observed that the absence of perceived benefit after staff development program as one challenge militating against the success of staff development at the Agogo College of Education. The mean score of 2.73 and standard deviation of 0.704 provide demonstrable evidence to this observation. Results from the open-ended question showed that the personnel had expected some benefits in addition to the knowledge and skills obtained from staff development, but such perceived benefits were largely not attended to by the College. This, they believed, discourages especially persons who think their time and efforts are channeled into ventures which are not really beneficial to them. They added that the situation becomes even more serious if the program they attend lacks the capacity to contribute to their existing repertoire of knowledge. The results from the interview guides indicated that the College offered little benefits to the personnel other than the knowledge the staff development programs organized provide. They had generally expected that some incentives be given to personnel who sacrifice their precious time, energy and other resource for the pursuit of the institution's vision of producing quality teachers.

Challenges to Effective Staff Development	Tutors (n=25)	
	Mean	Standard Deviation
Tutors are not involved in staff development decisions	2.53	0.990
There is favoritism in the award of staff development opportunities	2.13	0.834
Duration for staff development is too short	2.40	0.737
Inadequate institutional sponsorship for staff development in the College	3.13	0.834
Financial constraints on the part of the individual academic staff for staff development.	3.13	0.915
Institutional sponsorship for staff development program is selective in colleges of education.	2.07	0.704
Government support for staff development at the College is inadequate	3.67	0.488
Government sponsorship for staff development is linked to specific subject area in colleges of education.	3.00	0.845
Absence of perceived benefit after staff development program in colleges of education.	2.73	0.704
There is no effective policy guiding staff development programs in college of education.	2.47	0.990

Table 5: Views of Tutors on the Challenges to Effective Staff Development at the College

Source: Field survey, 2015

Another staff development challenge at the College was the non-existence of effective policy guiding staff development programs in the institution. From Table 5, the mean score of 2.47 and standard deviation of 0.990 mean that the institution lacks effective policy document to address issues of staff development for the growth of the College. The results from the open-ended questions showed that the College lacked staff development policy with the capacity to bring about improvement in the quality of its academic staff. For instance, one respondent intimated, "Any staff development policy without proper needs assessment cannot be said to be effective." In the words of another respondent, "We have not even been given any policy document regarding staff development in this Institution. So how can we say there is any good policy in place." The views of the key informants generally confirmed the above positions. The key informants generally stated that the College was yet to fully put in place any comprehensive staff development policy to govern its strategic vision. They conceded that the existing presented a huge challenge to the growth and sustenance of the Institution's human resource capacity. The finding of this study corroborates Odoo, Opoku and Ayipah's (2016) position that Agogo College of Education lacks staff development policy that is comprehensive enough to address the varying needs of its academic staff. Beyond this, the situation at the Agogo College of Education poses a challenge to both the theoretical and practical intentions of the human capital theory. According to the human capital theory, human resources and the potential they possess are the key drivers for an organizational success as they play crucial roles to help to efficaciously utilize the resources in an institution to reach the planned operational goals of the institution. Organizations and institutions are therefore enjoined to appreciate the relevance of improved human resource capacities if they so desire to develop. Such appreciations can largely be seen if organizations make frantic efforts in the areas including staff development policies (Acheampong, 2006). Kane (2000) states that organizations fight against technological changes, global competition, deregulation, demographic changes, and strive to work towards a service and information age society. For this reason, as Chew (2004) argues, human capital has to be seen as a key and indispensable resource to the survival of organizations. Organizational environment ought to support diversity and knowledge explosion otherwise organizations risk losing talents to competitors. Friedman (2004) maintains that the commonest reasons for organizations to lose their personnel include unmet employee expectations, job and person mismatch, lack of growth opportunities, lack of appreciation, lack of trust and support in co-workers and management, stress, compensation, and a new job offer.

Having examined the existing staff development challenges at the College, the study further explored at the strategies and measures the Institution can employ to bring about improvement in the situation. Table 6 presents the results from the questionnaire administered to the academic staff apart from the key informants. It can be seen in Table 6 that the establishment of autonomous unit in charge of staff development is considered as one measure to improve the present staff development at the College. This is confirmed by the mean score of 3.40 and standard deviation of 1.056. Interviews with the key informants revealed that for the College to properly address the existing staff development challenges, there is the need to have a separate and autonomous unit specially designed for staff development programs. In the words of one informant, "The institution needs to set up a special unit to deal with the various issues of staff development." Other informants generally believed that the establishment of a separate unit in charge of staff development can largely help to restore confidence and trust in the process. The respondents further added that the proposed unit should be adequately resourced to be able to meet its intended objective. Indeed, the mean score of 3.67 and standard deviation of 0.488 indicate that the provision of adequate resources to the unit will help to effectively address the existing staff development challenges at the College. Table 6 also shows the views of Tutors on the adequacy of resource to be given to the proposed unit. The results from the interviews showed that if the any decision to set up the unit and fully resource it will enable the College to deal with its staff development challenges. In the words of a key informant, "If the College a unit and adequately resource it then we can be sure of some improvement in the situation."

Moreover, the study observed that if the College uses part of its internally generated funds to sponsor its staff development it will go a long way to bring about improvement in the situation. This is evident given the mean score of 3.60 and standard deviation of 0.632. Interviews with the key informants also revealed that the College needs to dedicate part of its internally generated funds to address Tutors' staff development needs.

Strategies to Ensure Effective Staff Development	Tutors (n=25)	
	Mean	SD
There should be autonomous unit in charge of staff development in the College.	3.40	1.056
There should be adequately resourced staff unit in colleges of education.	3.67	0.488
The College should use part of its internally generated funds to fund staff development.	3.60	0.632
Staff development should be done in collaboration with other institutions of higher learning.	3.47	0.743
Upgrading institution should come with the automatic package for academic staff to upgrade themselves.	3.60	0.632
Staff development should come with improved conditions of service.	3.67	0.488
Use on-the job training as an alternative to institutional education staff development.	3.40	0.632
Staff should be involved in staff development decisions	3.73	0.458
There should be fairness in the award of scholarships for further studies	3.60	0.632
Government sponsorship should be accessible to all categories of staff	3.67	0.488

Table 6: Views of Tutors on the Strategies the College can adapt to Improve Staff Development

Source: Field survey, 2015

Additionally, the study discovered a proper collaboration with other institutions of higher learning as one strategy that will help the College to effectively deal with its staff development challenges. This position is corroborated by the mean score of 3.47 and standard deviation of 0.743 as summarized in table 6. The results from the interviews generally indicated that given the complexities associated with its new status as tertiary institution, the College needs to establish a proper collaboration with other stakeholders of education including the universities and institutes in and outside the country so as to effectively address the existing staff development challenges. Some of the key informants also added that as tertiary institution, the College now is required to design adequate policies, measures and programs to tackle the myriad of problems confronting it especially in respect of human resource issues. One key informant said, "Now most of the tertiary institutions are competing over quality staff, so it is up to our College to also look for strategic measures to develop and retain its own staff. If we fail to do this, am afraid of the consequences." For many organizations, strategic staffing becomes vital in order to keep hold of highly talented employees for their survival (Whitener, 2001). The loss of skilled employees due to poor HRM policies can have a significant effect on organizational performance and the execution of goals which can eventually cause a parallel decline in productivity. This phenomenon is coupled with the cost of replacing an employee, bidding up of market salaries for experienced hires to replace employees, recruiting and assimilating new talent (Guest et al., 2003). In the views of Mahmud and Idrish (2011), commitment and loyalty are motivational factors that promote employee retention. It is therefore important for management to have knowledge about the ways the employees are motivated which may be by monetary incentives or by other factors like recognition and challenge at work and proper staff development.

Better still, the respondents believed that one measure to enhance staff capacity in the College is that upgrading the institution should come with the automatic package for academic staff to upgrade themselves. The above position is evident with the mean score of 3.60 and standard deviation of 0.632 as shown in Table 6. The respondents had the strongest conviction that when policy makers in charge of the College put in place appropriate mechanisms to ensure staff upgrading it help address issues of staff development needs bedeviling the institution. One respondent intimated, "We cannot be thinking of upgrading the colleges without putting in place any adequate and well-planned measures to deal with staff development." In fact, the positions of the respondents as shown in the Table 6 above were further supported by the results from the interviews. The respondents who were interviewed bemoaned that policy makers and stakeholders of the colleges of education have failed to understand what goes with issues of institutional upgrading especially given the situation most colleges find themselves in respect of staff development needs. The interviewees generally contended that best practices demand that any serious efforts toward upgrading the colleges will have a commensurate effect on the staff development policies and programs embarked upon by the government. One interviewee who clearly could not hide his frustrations with respect to the challenges the College is going through in terms of staff development commented, "Now that our functions have expanded, which means that we have to prepare fully to perform them. But how can we do that without any proper measures to help upgrade our skills?" However, they conceded that in the absence of well planned policies, staff members can still make the efforts to upgrade their skills. The inherent challenge with this view has been exposed by Moshe and Khulda (2010) who contend that the culture and practices of most institutions covertly support the idea that staff development is achieved mostly through formal training programs. According to Moshe and Khulda (2010), it is expected that staff members, following formal training, will employ more suitable work patterns because they are convinced it is both the right thing to do professionally (for the beneficiaries of their work) and organizationally (for the benefit of their organization), as well as personally (for their own career advancement). Winston and Creamer (1997) argue that because job descriptions, individual goals and even the mission of the institution, division or department may change, staff development plans will be reviewed on a regular basis. They submit that staff development policy should be directed toward the following objectives:

- Clarify expectations for the continued professional education of each staff member
- Specify the options available for staff improvement
- Make clear the connection between continuous professional development and institutional rewards
- Ensure adequate funding for staff development activities
- Purposefully determine staff development activities based upon a careful assessment of staff member needs

Effective staff development is intentional, active, and potent. Its plan reflects current personal and professional status regarding attributes needed to perform assigned duties, short- and long-term goals, and alternative methods for achieving those goals. There should also be a plan for organization improvement. Both individual and organizational needs are included in this plan (Winston and Creamer, 1997).

Closely following the above strategy is the issue of improved conditions of service attached to staff development. Table 6 reveals that based on the mean score of 3.67 the respondents believed that staff development needs can be addressed if it is attached to improved conditions of personnel. The results from the open-ended questions showed that because some of the staff members frown upon the situation where they have to use their own money to fund further studies. They expected the management of the College and stakeholders to establish a clear cut policy which will align their staff development to their conditions of service so that after investing in further studies they will reap some financial rewards. One respondent stated, "For the past seven years we have been using our own money to enroll on further studies but when you finish it takes many years for you to be upgraded. Meanwhile the school benefits from the skills we acquire. This must change" Also, interviews with the key informants indicated that aligning staff development with improved conditions of service can go a long way to enhancing staff capacity at the Agogo College of Education. The interviewees argued that in many cases the College has been challenged in terms of providing the needed support towards staff development. Thus, personnel who go through all these challenges during staff development ought be recognized and appreciated in cash and in kind so as to encourage others. The respondents generally stated that because of lack of clear policies to link staff development to improved

conditions of service, most people tend to have bad attitudes towards staff training and development. To address this, one interviewee remarked, "There is the need to align staff development with improved conditions by key stakeholders of Agogo College of Education. This, the Officer believed, could encourage personnel to pay serious attention to it and reinforce the continuing relevance of staff development at the College. Rebores, as cited in Odoom, Opoku and Ayipah (2016), submits that one crucial component of all staff development program is the implementation and delivery phase. Rebores (2007) adds that the very best intentions or plans may fail unless attention is paid to workers, with appropriate incentives to ensure full participation; satisfactory time arrangements are made and ordinary organizational problems are handled properly.

In their study, Krueger and Rouse (1998) noted that training and workplace education programs impact heavily on organizations and employees' performance. Lorette (2011) also contends that trained employees are beneficial to both their own careers and the organizations they work for in terms of enhanced job performance. Employee development through training has been found to contribute positively to employee performance (Boadu and Acquah, 2013). Beyond this, the present situation implies that the position of Boadu and Acquah (2013) which indicates that almost all tutors in the Colleges of Education who are faced with the need for further development as a result of the upgrade to diploma-awarding institutions, are more likely to be enrolled on the relevant programs that would help them to acquire the requisite expertise in their areas of specialization to effectively deliver on the job cannot be entirely true given the myriad of challenges they may face.

Another strategy to tackle staff development challenges at the Agogo College is regular on-the job training as an alternative to institutional education staff development. The mean score of 3.40 as presented in Table 6 showed that the respondents also view regular on-the job training as one of the means to address issues of staff development. The results from the interview guides also supported the claim that on-the-job training program if well strengthened can help address the challenges the College faces in terms of its staff development. On-the-job training can be defined as those types of training for employees to assist them develop their skills in particular occupation, vocation or discipline. Such types of training normally take place after an individual has begun his work responsibilities. On the field of education, this training is supposed to update the teacher's knowledge, sharpens his/her skills and changes their attitude towards the teaching job as their field of business. It may take various forms including workshops, refresher courses, seminars and induction courses (Owusu et al., 2001). UNESCO (1985) defined on-the-job training, especially on the education field, as a type of training designed for teachers who are already in professional practice and which they receive in the context of or in the course of their work, either in their off-duty time or during periods of varying length when their normal duties are suspended. On-the-job training aims at widening and deepening teachers knowledge, understanding and expertise (including skills, techniques and power of judgment) in respect of their professional work by means of activities designed mainly to attain this goal (Morrant, 1981). In his attempt to deepen the discussions on staff development programs in schools, colleges and universities, Rebores (2007) indicated that unlike the past when teachers were encouraged to earn a baccalaureate degree, (either a degree or a diploma with a lower status than a degree) the current thrust aims at providing teachers with the opportunity to maintain a favorable outlook on teaching and to improve their effectiveness in the classroom. Rebores (2007) opines further that the new trend of staff development programs which generally focuses on the remediation of teacher deficiencies can offer teachers opportunities to update their skills and knowledge in a subject area, keep teachers abreast of societal demands, and become acquainted with the advances in instructional materials and new methods of teaching.

Additionally, staff development challenges in the College can be addressed by involving staff in staff development decisions. This is confirmed by the mean score of 3.73. The respondents stated that the College ought to involve the personnel more in issues of staff development. Interviews with the key informants revealed that although there was some level of involvement on the part of the staff members in staff development decisions, more needs to be done if staff development programs are to be effective. One informant remarked, "We have the various departmental heads who are part of the committee in charge of staff development but I think we need to do more." The Officer indeed could not indicate whether issues discussed at the Committee actually got to the various academic staff of the College and called for more measures to ensure increased involvement. Another informant said, "We occasionally meet as academic staff members to discuss issues of mutual interest some of which sometimes border on staff development. But have to set aside adequate time to discuss issues of staff development" Staff training and development are vital in any educational setting. Thus, management needs to ensure that all stakeholders are involved in decision-making process (Armstrong, 2001; Rebores, 2007). Employee participation is considered a key element in the successful implementation of new management strategies and plays an important role in determining the degree of job satisfaction (Ardichvili et al., 2003; Harber et al, 1991). This, in turn, increases the commitment of the employee as well as their motivation. Participation is a mental and emotional reflection that will lead to the fulfillment of individual and organizational goals, especially if supported by the organization's climate (Ardichvili et al., 2003).

Moreover, the study found fairness in the award of scholarship for further studies and accessibility to government sponsorship as some of the measures suggested to improve staff development at the Agogo College of Education. This is corroborated by the mean scores of 3.6 (fairness in the award of scholarship for further studies) and 3.67 (accessibility to government sponsorship). The results from the open-ended questions accentuate the picture portrayed in Table 6, as many respondents believed that they were unfairly treated in many occasions when scholarships were given for further studies in the College. One respondent retorted, "Management needs to inform us of any scholarship package for further studies." Another respondent added, "We do not have to let it appear that people must go and beg before scholarships are given to them? Some of us won't do that." However, interviews with the key informants showed a mixed reaction, as some of them supported the need for fairness while others believed nothing may change because some people in management like the status quo. A similar view was expressed by the respondents with respect to accessibility to government sponsorship. Most of the respondents generally commented that in many cases government scholarships only target some selected

programs which they thought undermines the continued significance of the other courses. One interviewee said, "Many of the government scholarships especially for further studies tend to focus on Mathematics and Science to the neglect of the other courses. We need to give equal attention to the other courses in terms of staff development policies and programs" Another interviewee bemoaned, "If you only focus on Science and Mathematics when it comes to scholarships for staff development without paying attention to the other courses, it will definitely come back to haunt the nation one day. All courses are vital; otherwise we won't be teaching and studying them over here". Fairness at the workplace is critical for the survival and growth of organizations. Workplace fairness is vital in ensuring equal attention to staff development. Blaine (2006) defines workplace fairness as the harmony of justice, efficiency, engagement and resource sufficiency in workplace conflict management systems. If these do not happen, the employee faces unfairness in his or her treatment at the workplace. Workplace unfairness makes employees less healthy, happy and productive. The feeling of unfairness in the award of any form of scholarship especially when it comes to issues of staff development is dangerous and destructive to worker performance (Blaine, 2006). Azzani and Kennedy (2008) support this position when they argued that employees suffer workplace unfairness in terms of sex, age and color orientations which constrain their performance.

8. Conclusions and Recommendations

The new educational reform in Ghana requires the country's Colleges of Education to produce quality teachers capable of ensuring effective-learning to bring about development. It is noteworthy to acknowledge that this noble vision cannot be achieved without effective policy measures and total commitment by all the stakeholders including the Agogo College of Education. The study observed that despite the important role of the academic staff, Tutors of the Agogo College were not involved in staff development decisions made in the institution. It was also established that the issue of favoritism had some influence on staff development decisions at the College. Other staff development challenges at the College found included poor institutional sponsorship for staff development, financial constraints, inadequate support from government, as well as the non-existence of effective staff development policy. The strategies to deal with the existing staff development challenges include the establishment of autonomous unit in charge of staff development, the College using part of its internally generated funds to sponsor its staff development, proper collaboration between the College and other institutions of higher learning, upgrading the institution should come with the automatic package for academic staff. Others are attaching improved conditions of service to staff development, using well organized and regular on-the job training as an alternative to institutional education staff development, by involving staff in staff development decisions, fairness in the award of scholarship for further studies, and accessibility to government sponsorships. The study recommends that the College should put in place a comprehensive policy document on staff development program in order to ensure fairness, consistency and collaboration within the institution. The College should make staff development programs an integral component of its strategic agenda by first establishing an independent Staff Development Unit to fully take charge of staff development programs without fear or favor, and also devoid of political affliction and influence. It is also recommended that the government should pay equal attention to all the personnel at the Agogo College of Education when it comes to the award of scholarships for staff development.

9. References

- i. Akyeampong A.K. and Lewin K. (2002). From student teachers to newly qualified teachers in Ghana: insights into becoming a teacher. *International Journal of Educational Development*, 22, 339-352
- ii. Asare, S. (2014). Effects of educational policies on teacher education in Ghana: A historical study of the Presbyterian College of Education. *International Journal of Humanities and Social Science*, 4(6), 57-65
- iii. Atta, G., and Mensah, E. (2015). Exploring Teachers' Perspectives on the Availability of Professional development programs: A case of one district in Ghana. *International Journal of Humanities and Social Science*, 5, 7(1)48-59
- iv. Awuku, K. (2000). Current structure and development in basic teacher education. Paper presented at the Institute of Education Test Development Workshop, Saltpong, Ghana.
- v. Barrett, A., and O'Connell, P. J. (2001). Does training generally work? The returns in company training. *Industrial and Labour Relations Review*, 54(3), 647-662.
- vi. Boadu, K. and Acquag, S. Y. (2013). Training Needs Assessment of College of Education Tutors in the Central Region, Ghana. *International Journal of Humanities and Social Science*, 3(10), 247-254
- vii. Burden, P. (1990). Teacher development. In W. R. Houston (Ed.), *Handwork of research on teacher education* (pp.311-328). New York: Macmillan.
- viii. Fuller, F, and Brown, O. H. (1975). *Becoming a teacher*. In K. Ryan (Ed.), *Teacher education*. Chicago: University of Chicago Press.
- ix. Ghana Colleges of Education Act, Act 84 7 (2012). Accra: Adwinsa Publications.
- x. Hoaglin D.C, Mosteller, F., and Tukey, J. (2000). *Understanding robust and exploratory data analysis*. New York: Wiley.
- xi. Katz, L. (1972). Developmental stages of preschool teachers. *Elementary School Journal*, 73(1), 50-54.
- xii. Leinhardt, G., and Leinhardt, S. (1980). *Exploratory data analysis: New tools for the analysis of empirical data*. Washington, D.C.: American Educational Research Association.
- xiii. Leithwood, K. (1992). The principal's role in teacher development. In M. Fullan & A. Miller, I. and Silvernail, D.I. (1994). *Wells junior high school: Evolution of a professional development school*. In: L. Darling-Hammond (Ed.) *Professional development schools: Schools for developing a profession* (New York, Teachers College Press), pp. 28-49.

- xiv. Odoom, D., Opoku, E. and Ayipah, D. N. (2016). Staff Development Needs at the Colleges of Education in Ghana: Evidence from the Agogo College. *International Journal of Innovative Research and Development*, 5(1), 127-137.
- xv. Rebores, R. W. (2007). *Human resource administration in education: A management approach* (8th ed.). N. T. Prentice Hall Inc.
- xvi. Sparks, D. (2002). *Designing powerful professional development for teachers and principals*. National Staff Development Council. Oxford. Retrieved 27th July, 2012, from www.nsd.org/sportsbook.html,
- xvii. Sparks, D., and Louks- Horsley, S. (1989). Five models of staff development for teachers. *Journal of Staff Development*, 10 (4), 40- 57.
- xviii. Stockton, C.M. (2007, P. 20-21). Successful professional development model components in two high achieving Missouri School Districts. Wichita State University.
- xix. Siddiqui, M. A. (1991). *In-service teacher education*. New Delhi: Ashish Publishing House.