



EVALUATION OF THE RELEVANCE OF STAFF CAREER DEVELOPMENT ON CORPORATE CORE BUSINESS IN TAMALE POLYTECHNIC

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Abstract

This paper evaluates the relevance of staff career development on corporate core business of Tamale Polytechnic. The study adopted a case study approach because it probed specific tertiary institution in Ghana. A mixed research method was adopted with both Simple and purposive sampling techniques being employed. 140 closed-ended questionnaires was distributed to teachers' of Tamale Polytechnic of which 118 responded which gave a response rate 83.3%. Data analysis and presentation was handled both qualitative and quantitatively. The finding as per the objectives revealed that majority of academic staff has acquired higher qualification through academic career development activities. Findings also showed there is no significant relationship on nature of staff development and relevance to school core business. It was concluded that the relevance of academic staff career development is to aligned with the organization's vision and long-term goals in order to enhance the skills, knowledge, learning and innovative capabilities of the Polytechnic to meet the exigency of time. Therefore, efforts need be made for strict compliance the staff development policy.

Key words: Career development, Academic staff, Core business, Tamale Polytechnic.

Introduction

Tertiary educational institutions are labour intensive and are largely dependent on their employees for efficient delivery of services in order to achieve their corporate goals (Naris & Ukpere, 2009). In this regard, institutions need to ensure that the education they offer meets the expectations of students and the requirements of employers, both today and for the future. Higher educational institutions are complex organizations where the institution-wide vision and strategy needs to be well-aligned with bottom-up practices and innovations in teaching, research and learning. The development of higher levels of skills, knowledge and understanding at work is a relational concept. Arguably, people are the most valuable resource in contemporary organizations, and providing them with a long term stable career is a win-win situation for both organizations and their employees (Harold & Amit, 2011). As noted by Naris and Ukpere (2009), if set goals should be achieved, current staff should be equipped with the necessary knowledge, skills and abilities (KSA), which are required for a tertiary institution. Effective career development improves employees' satisfaction and self-esteem, minimizes stress, and strengthens the employee's psychological and physical health (see, for example, Hall 1976), and benefits organizations because employees adapt more quickly to changing organizational needs. Academic staff member is required to demonstrate excellent academic merit, evidenced by a very significant overall contribution in the categories of academic activity in which they are involved (Othman & Dahari, 2011).

Studies by Wilson & Neema (2014) revealed that the quality of higher education in Uganda has a low rating as the relevance of most of the study programmes offered is highly contestable. Memorization rather than innovation and problem solving is preferred and is the widespread method of education delivery in the country. In support of this studies, Odoch et al. (2013) contended that whereas career development is core and actually important in the overall human resource development of staff in any organization, emphasis seems not to be placed in the Uganda colleges of commerce (UCCs) as evidenced by current stagnation in career ladders and can easily lead to frustration of staff in the colleges. That notwithstanding, Nsiah-Gyabaah and Ankomah (2009) posited that one of the major internal challenges faced by Ghanaian polytechnics in meeting demands of the relevant curriculum and quality teaching and learning has been the need for a knowledge and skill update of teachers. On the part of Hightower et al. (2011), professional development must first enhance teacher knowledge and skills and then create improved classroom teaching. This implies that disregarding the professional development needs of polytechnic teachers is, in effect, inimical to the progress of Ghana's polytechnic educational system.

Polytechnics in Ghana were originally called technical institutes (at the secondary level) when they were established in 1951. In 1963, the technical institutes were re-designated as polytechnics but they continued to operate essentially as non-tertiary institutions which offered mostly advanced craft courses and a few technician programmes (Nsiah-Gyabaah, 2005). As a result of the Educational Reform Programme and the enactment of the PNDC Law 321 in 1992, the status of Tamale Polytechnic was raised to the level of a tertiary institution together with Accra, Kumasi, Ho, Cape Coast and Takoradi polytechnics. However, the polytechnics inherited the physical and academic facilities of the technical institutes that were converted to polytechnics (Bakah, 2011). Documented evidence on staff profile revealed that some staff of the polytechnic do go in for further studies without taking into consideration the relevance of the programmes being pursued to their field of work (Tamale Polytechnic, 2013). In this regard, many staff in key departments within the polytechnic have acquired higher qualifications but could not function efficiently in their academic divisions or departments. This state of affairs is seriously undermining the role, importance and contribution of polytechnic education to national development, and Nsiah-Gyabaah, (2009) observed that there are substantial inefficiencies and poor quality of delivery

and research output among the academic staff in the polytechnics. This is worrying and equally challenging, and poses a threat to the polytechnic, and therefore make it difficult for certain departments to mount new academic programmes to meet the exigency of time (Tamale Polytechnic, 2013).

It is against this background that the paper seeks to evaluate the relevance of staff career development on corporate core business in Tamale Polytechnic. In a bid to realize the major objective, the study focused on the following specific objectives:

- To assess the characteristics of academic staff career development activities in Tamale Polytechnic;
- To evaluate the relevance of academic staff development to school core business in Tamale Polytechnic; and
- To determine the relationship between nature of staff development activity and its relevance to school core business.

To realize the specific research objectives following research hypotheses will be tested.

H₁: The academic staff development programmes are relevant to the core business of the polytechnics.

H₂: There is a relationship between academic staff development and its relevance to core business of the polytechnic.

Research scope

This research evaluates the relevance of academic staff career development on corporate core business in Tamale Polytechnic. Tamale polytechnic is the focus because it is one of those institutions that have inherited staff and facilities of the former technical institute of Tamale and therefore have great needs to ensure it aligns staff development to its current corporate development strategies. Researching on the career development of staff and its influence on the core business of the polytechnic is therefore well placed. Specifically, teaching staff of the three academic schools in Tamale Polytechnic were researched on. The proximity to respondents in relation to data gathering also influenced the choice of scope.

Limitation of the Study

The specific characteristics of the examined Polytechnic may limit the external validity of the findings, since higher educational institutions recruit, train, develop and retain competent staff in the academia and demand excellent performance in line with its core function. The study utilized data from academic staff (teachers) perspective and thus cannot be generalized to other industries. Also, due to the small sample size used for this study, results may not be generalized beyond the specific population from which the sample was drawn.

Literature Review

The field of career development, as with many other fields of psychology, is characterized by a variable and complex theoretical base (Patton & McMahon, 2006; McIlveen et al., 2011). According to Greenhaus, Callanan, and Godshalk (2000), career-development is an ongoing process by which individuals' progress through a series of stages, each of which is characterized by a relatively unique set of issues, themes, and tasks. To Van der Sluis and Poell (2003), it is "a process of professional growth brought about by work-related learning", where the process apparently could be individually or organizationally driven. Gilley, Egglund, and Gilley (2002) posited that career development is a process requiring individuals and organizations to create a partnership that enhances employees' knowledge, skills, competencies, and attitudes required for their current and future job assignments. They elaborated further that, the dual nature of the process is "a quintessential development activity" because enhanced individual performance contributes to the success of the organization. We use the phrase 'staff, academic, educational and professional development' interchangeably with 'career development' in this paper. A well designed career development system enables organizations to tap their wealth of in-house talent for staff and promotion by matching the skills, experience, and aspirations of individuals to the needs of the organizations (Harold & Amit, 2011), and this increasingly means developing employability to meet the current and future needs of the organization and the individual at work.

Kaplan and Norton (2004) posited that, development should be aligned with the organization's vision and long-term goals in order to enhance the skills, knowledge, learning and innovative capability of people at every level of the organization for the sake of individual growth. It means building a talent pool able to meet current and future organizational needs in terms of position and position requirements will equip their employees with necessary competencies (Naris & Ukpere, 2009). Arguably, individuals need to develop career-resilience to make themselves: knowledgeable about relevant market trends; understand the skills and knowledge needed in their area and anticipate future needs; be aware of their own strength and weakness; have a plan for increasing their performance and employability; and respond quickly to changing business needs (Herr, 2001). This notion of career planning and development initiatives fostering organisational effectiveness depends on the organization's ability to transit employees from a traditional pattern of expectation to one of increased responsibility for their own career growth and development (Martin, Romero, Valle & Dolan 2001).

Fabrice & Deborah, (2012) postulated that academic staff career performance of each faculty member is a crucial factor in quality teaching. They suggested further that gaining real improvements in teaching quality can be achieved more rapidly and more cost-effectively if approached as a collective effort that is underpinned by well-aligned institutional policies. Inter-linkages between areas (disciplines, fields) and processes (lecturing, instructing, counseling) are characteristics of institutional complexity that can be turned into levers for change and improvement in teaching quality.

Career development activities and programme

According to McDonald et al. (2005) and Deirdre et al. (2005), career development activities and programmes are made available through a variety of formal and informal mechanisms. They contended that access to career development services largely depends on local policies and availability of provision both within and outside the workplace. Therefore, in order to provide developmental activities Naris and Ukpere (2009) proposed that most educational institutions would have units or centers that deal with academic, educational or professional development that support core business activities to stay abreast with technological changes.

Describing an effective career development programme or activity (Gilley et al., 2002), as one that includes a variety of experiences in addition to classroom training, citing for example, self-directed learning projects and involvement in professional organizations and associations. Garet et al, (2001) suggested that professional development experiences that share all or most of these characteristics can have a substantial, positive influence on teachers' classroom practice and student achievement. Watts (2008) postulated that career development learning should address key issues of directionality and sustainability of graduate employability. They offer of employability centers on enabling employees to develop skills that are in demand, and allow them opportunities to practice these and keep up to date (Torrington et al., 2008).

McIlveen and Pensiero (2008) asserted that career development programs addressing employability are most notably evident in the delivery of training in employability skills. Folsom and Reardon (2003); Fouad, Cotter, and Kantamneni, (2009); McIlveen et al. (2011) reiterated that career education coursework addressing decision-making skills, for example, has been found to produce positive outputs: improved career decision-making skills, career decidedness, and vocational identity. Mullins (2005), points out that training provides more opportunities for “career progression” because it may boost competence levels of individuals and the organization. Beardwell, Holden and Claydon (2004) agreed and posited that, individuals expect reward for their training or development; they have put in effort, become more skilled and expect greater reward in the form of promotion, pay increase and more demanding or higher status jobs. They concluded that effective management development should give due consideration to career paths and opportunities for promotion and progression.

Criteria prior to career development activities according to Amgueddfa (2002) include the extent to which the course leads to an academic or professional qualification which is essential to/desirable for the development of the individual's competence in his/her post at National Museum Wales (NMGW); staff length of service; and provision of financial support subject to relevance of the course and availability of funding. Sherman, et al. (2003) reiterated that a clear indication that the improvement sought in a period of leave will benefit the department and the institution (contribution to institution); and clear understanding that granting the assignment is an investment in the future of the faculty member and of the department, and is not intended as a reward for past performance (vacancies for staff development priorities).

Relevance of staff career to school (faculty) core business

Higher educational institutions must establish institutional goals relevant to improving teaching, create a climate that fosters and encourages faculty development, and, most importantly, communicate to faculty the “belief that good teaching is valued by administrators” (Murray, 1999). Sarah (2011) opined that an employee who pursues training that is inconsistent with the organization's set goals and objectives would not advance his/her career. This point is also advanced by Mullins (2005) who argued that for self-development to be supported by management, it has to be relevant to organizational needs and goals. Furthermore, it has been demonstrated that specific training is one of the leading variables contributing to the success of a variety of components of developmental education, including tutoring, advising, and instruction (Boylan, 2002).

Faculty development is relevant and most effective when it is directly tied to the institutional mission, and the executive administration usually provides the leadership for the development and implementation of institutional mission processes (Murray, 2002). While the literature also strongly advocates for the primacy of faculty involvement in the development and implementation of staff development initiatives (Murray, 2002; Grant & Keim, 2002) to clearly substantiate the importance of successful developmental programmes to enhance the relevance of faculty development. Othman and Dahari (2011) opined that a mentoring model of professional development entails pairing an experienced and highly successful educator with a less experienced colleague. Academic staff member is required to demonstrate excellent academic merit, evidenced by a very significant overall contribution in the categories of academic activity in which they are involved (ibid). He/she is expected to make significant original contributions to research and/or scholarship, take significant responsibilities in learning and teaching to progressively gain an increasing degree of professional autonomy, within the framework of institutional and organisational unit priorities and performance expectations, and provide a significant degree of leadership in research, learning and teaching, community contributions and/or internal service at school, faculty and university level, working towards gaining national recognition (University of Tasmania, 2014).

The content of professional development should center on subject matter, pedagogical weaknesses within the organization, measurement of student performance, and inquiry regarding professional questions that are relevant to the setting in which the professional development is delivered (Sandra, 2003). He argue that staying within this frame of reference, teacher professional development can focus on real issues and avoid providing information that may not benefit the participants. There is evidence that participation and engagement in professional development activities are related to the quality of student learning (Fabrice & Deborah, 2012). Chalmers (2007) agreed that provision of opportunities for professional learning and development, and obtaining relevant teaching qualifications, and establishing requirements that professional development and qualifications are undertaken are indicators of an institutional climate that recognizes the importance of the preparation of staff for teaching. Institutions should therefore seek to enhance the coherence of their policies (including those apparently peripheral to quality teaching) to ensure that they support enhancement of teaching quality (Fabrice & Deborah, 2012), since a systematic approach would ensure that the various

department- or programme-wide policies are consistent with the strategic objective of quality teaching and fully compatible with the institution-wide orientation of the teaching and learning framework – while accommodating the different needs and contexts that apply to individual departments and programmes. Miriam et al. (2007) reiterated that professional developments for academics, lecturers and tutors in post-compulsory and higher education, ideas about pedagogy and pedagogical research have become usual. She added that, teachers and academics have particular subject expertise which may value specific approaches to ‘the inner logic of the subject’ and its ‘ways of thinking and practicing’. Effective pedagogy depends on the research and learning of all those educators who teach and research to support the learning of others (Miriam et al, 2007), and the need for lecturers, teachers and trainers to learn through doing research to improve their knowledge, expertise and skills for teaching should be recognized and supported.

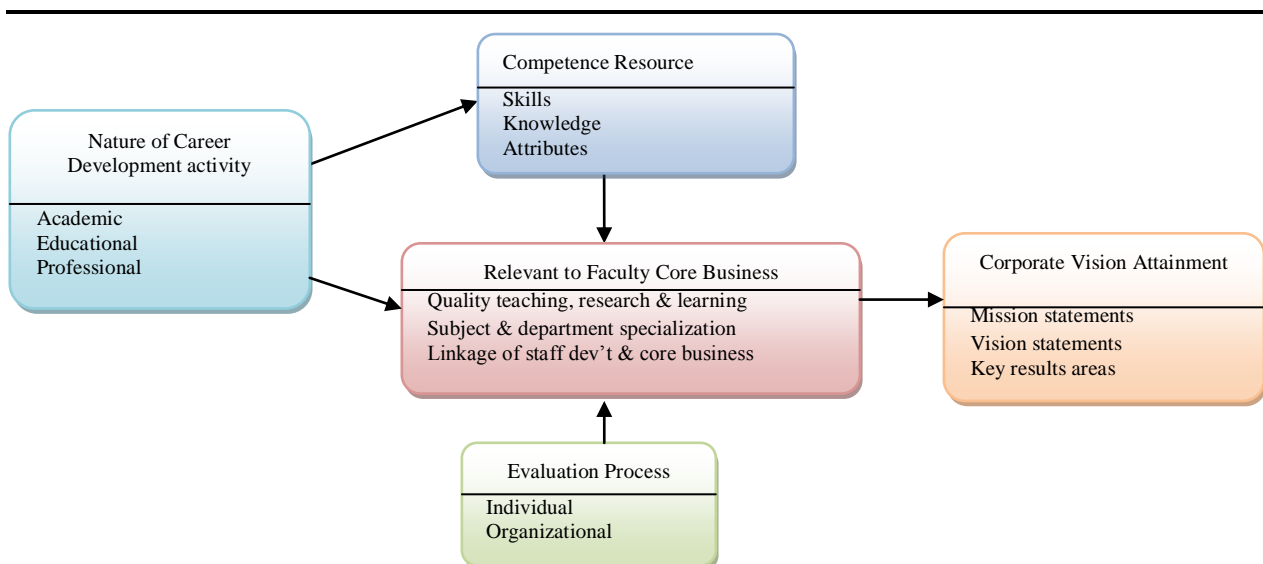
Staff development and school (faculty) core function

Core features of professional development activities that have significant, positive effects on teachers' self-reported increases in knowledge and skills and changes in classroom practice (Garet et al., 2001). They contended that although lists of characteristics such as these commonly appear in the literature on effective professional development, there is little direct evidence on the extent to which these characteristics relate to positive outcomes for teachers and students. Although there is a large body of literature on professional development, surprisingly little attention has been given to what teachers actually learn in professional development activities, that is, their content (ibid). In particular, little research has been conducted on the relative efficacy of professional development activities that focus on different types of knowledge, skills, and teaching practices (Boyle et al., 2005). The available descriptive research suggests that the content covered during professional development activities varies along at least four dimensions. First, activities vary in the relative emphasis they give to the subject matter that teachers are expected to teach and the teaching methods teachers are expected to employ. Some activities are intended primarily to improve teachers' knowledge of subject-matter content; some are designed to improve general pedagogy or teaching practices, such as classroom management, lesson planning, or grouping methods (ibid). The transformation of schools means the transformation of work for those engaged in the core business of teaching and learning, the transformation of the teaching profession (Caldwell, 2003).

Conceptual Model

The research model depicted in Figure 1 presents the nature and relevance of staff development on corporate vision attainment. Currently, it has become a common belief of organizations that higher educational institutions should equip business graduates with proper skills, knowledge and attributes to be successful in the workplace for the attainment of corporate core function (Robinson & Garton 2007). In order to stay abreast with technological changes, academic staff engages in academic, education or professional development and training to support core business activities in the academics. The quality of these activities impacts teachers' ability to demonstrate excellent academic merit, evidenced by very significant overall contribution in the categories of academic activities which they are involved. Enhance staff after development and training activities (academic or professional) becomes competence resourceful. Competencies are the attributes, skills, and knowledge that employees across an organization are expected to have to contribute successfully within a particular organizational context.

The connectivity of effective development activities addresses issues of relevance of school core business that requires both individual and organizational evaluations. Because enhanced individual contributes to the success of the organization towards meeting its strategic goals. D'Netto et al. (2008), Scaduto et al. (2008) agree and conclude a regularized follow-up evaluation are conducted with employees after training to give them a chance to apply their new knowledge and skills in the workplace.



Source: Authors' construct, April 2014

Figure 1: Nature and relevance of academic development activity on corporate vision attainment

Where the content of professional development center on subject matter, pedagogical weaknesses within the organization, measurement of student performance, and inquiry regarding professional questions that are relevant to the setting in which the professional development is delivered, imparts specific skills that can improve the faculty member's

effectiveness, and development should be aligned development with the organization's vision and long-term goals in order to enhance the skills, knowledge, learning and innovative. Then that the corporate goal establishes by Tamale Polytechnic in its 2013 strategic plan can be attained (Figure 1).

Methodology

This paper adopted the descriptive survey approach to evaluate the relevance of academic staff career development on corporate core business in Tamale Polytechnic. A quantitative research method was adopted. The target population included 212 academic staff, of which a sample size of 140 was drawn using simple random sampling. A closed ended questionnaire was distributed to 140 academic staff of which 118 responded, which gave a response rate of 82.3%. A 15-item, 5- point scale instrument was used to generate data for answering 3 research questions. The reliability of the instrument was established using Cronbach's Alpha that yielded 0.81.

In addition to the questionnaire, face-to-face semi-structured interviews were conducted with 5 principal officers, drawing from their experiences in terms of their opinions and knowledge to compare with data gathered from the questionnaire. Documents of the institution (such as strategic plan, staff profile, and staff policy documents) were also reviewed to support empirical data.

Data analysis and presentation was handled both qualitative and quantitatively. Two hypotheses were tested and analysis of variance (ANOVA) and correlation and regression analysis were used to analyze the data. Qualitative-descriptive analysis techniques such as tabulation of responses and frequency tables, for easy comparisons of relationships including percentages were used to answer research objective 1. Tables of coefficients, regression and mean were generated which were useful in illustrating the strength of relationships in objective 2. Quantitative techniques focused on analysis of variance (ANOVA) to illustrate the relationships in research objective 1 and 2, and the data was analysed with aid of Statistical Package for Social Sciences (SPSS).

Socio biographic profile of respondents

The demographic distribution of Respondents was studied in four (4) dimensions. These were the: Sex; Educational attainment; Length of being with Tamale Polytechnic; and the School respondents belongs to. On the sex of respondents, majority of the respondents were males keeping a tally of 94.9% and 5.1% were females. The educational construct was measured on five indicators namely: Doctorate (PhD); 2nd degree; 1st degree; diploma; and others. 2nd degree holders dominated the study; attaining 64.4% of the study respondents. 29.7% and 3.4 % of the respondents were 1st degree and doctorate (PhD) holders respectively, with 1.7% and 0.8% representing Diploma and other certificates holders of the respondents. The demographic feature of the length of time; respondents have worked at Tamale Polytechnic revealed 41.5% of respondents have worked at the Polytechnic for between 1 to 6 years. 23.7% of the respondents have worked from between 7 to 8 years and 18.6% of the respondents has worked between 13 to 18 years. Also, 7.6% have worked for between 19 to 24 years, with 8.5% of the respondents worked for 25 years and above. On respondents affiliated school, 44.4% of the respondents being staff of the School of Engineering, 32.5% of the respondents are staff of School of Applied Sciences, with 23.1% of the respondents indicated that they belongs to the School of Business & Management Studies (Table 1).

Table 1. Socio- biographic profile of respondents

S/N	Demographics	Indicators	Frequency	Valid Percent	Total (n)
Sex		Male	112	94.9%	118
		Female	6	5.1%	
Educational attainment		Doctorate (PhD)	4	3.4	118
		2 nd Degree	76	64.4%	
		1 st Degree	35	29.7%	
		Diploma	2	1.7%	
		Others	1	.8%	
Length of being with Tamale Polytechnic		1 to 6 Years	49	41.5%	118
		7 to 12 Years	28	23.7%	
		13 to 18 Years	22	18.6%	
		19 to 24 Years	9	7.6%	
		25 and Above Years	10	8.5%	
Respondents affiliated School		School of Business & Management Studies	27	23.1%	117
		School of Applied Sciences	38	32.5%	
		School of Engineering	52	44.4%	

Source: Field data, April 2014

Results shown on Table 1 implies that academic staff of Tamale Polytechnic are largely male gender, with most of the sampled population being 2nd degree certificate holders, with fewer PhD holders. While some teachers have serve the institution for nineteen years and above, majority of the sample population have serve not less than six years. The school of engineering dominates the sampled population of the study.

Results

Research objective 1: Nature of staff career development activities or programmes

Table 2 illustrates staff development activities in Tamale Polytechnic. For nature of staff career development, 63.3% of respondents stated that staff development is of academic nature, 24.8% stated is of educational, while the remaining 11.9% of respondents indicated staff development is of professional nature. For prescribed place for staff career development pursuit, 64.4% of the respondents said staff development is sought outside the workplace, 29.7% of respondents indicated both inside and outside workplace and the rest of the respondents representing only 3.4% said staff development is sought within the work place. On the issue of criteria for staff development assessment in Tamale Polytechnic, which was multiple response analysis, 41.8% indicated length of service as a criterion for staff development, 30.9% of respondents chose availability of funds, 13.3% of the respondents said vacancies for staff development priorities, while 7.3% and 6.7% of the respondents said others and contribution of staff to the institution respectively. On the reasons for staff development which was also multiple response analysis, 50.0% of the respondents said promotion, 29.6% of the respondents indicated motivation and progression, 10.6% of the respondents said employability, with 7.0% and 2.8% of the respondents said decision making and others respectively. Respondents' choice of the varieties of experience for effective career development programme, saw 45.2% of the respondents indicating self-directed learning, 41.1% of the respondents said classroom training and 13.7% of the respondents chose involvement in professional association.

Table 2. Nature of academic development activities

S/N	Academic career activities	Indicators	Frequency	Valid Percent	Total (n)
	Nature of staff career development	Academic	69	63.3%	109
		Educational	27	24.8%	
		Professional	13	11.9%	
	Prescribed place for staff development	Within the workplace	4	3.4	117
		Outside the workplace	76	64.4%	
		Both (within & outside)	35	29.7%	
	Criteria for staff development	Multiple responses			165
		Length of service	69	41.8%	
		Availability of funds	51	30.9%	
		Contribution of staff to institution	11	6.7%	
		Vacancies for staff development priorities	22	13.3%	
		Others	12	7.3%	
	Reasons for staff development	Employability	15	10.6%	142
		Promotion	71	50.0%	
		Decision-making	10	7.0%	
		Motivation and Progression	42	29.6%	
		Others	4	2.8%	
	Varieties of career development experiences	Classroom training	51	41.1%	124
		Self-directed learning	56	45.2%	
		Involvement in professional association	17	13.7%	

Source: Field data, April 2014

Results in Table 2 imply that, teachers engage in for academic and professional nature for their training and development needs. The mode of career development in the polytechnic is usually either outside or inside the workplace, depending on staff length of being as a key requirement for career development studies. Promotion is considered the most of reasons for staff career development pursuit mode of study, may be through self-directed learning and classroom training for higher qualification in Tamale Polytechnic.

Research objective 2: Relevance of staff development to school core business

Table 3 indicates a six item statistics responses on the relevance of academic staff career development to school core business. The results revealed that relationship in academic staff career development and the polytechnic core business generated $3.43 > 3.24$ (H_1 is accepted) mean scored; while high level administrative support to success of faculty development programme and service in Tamale Polytechnic scored $2.72 < 3.24$ (H_1 is rejected). Staff development programme pursue is related to the subject area of department polled $3.49 > 3.24$ (H_1 is accepted). Courses studied establishes institutional goals relevant to improving teaching foster and encourage faculty development made a mean of $3.43 > 3.24$ (H_1 is accepted), with primacy of faculty involvement in the development and implementation of staff development initiatives recorded $2.77 < 3.24$ (H_1 is rejected). Development of expertise is relevant to research, learning and teaching for professional, organization unit's priorities and performance expectation pooled a mean of $3.61 > 3.24$ (H_1 is accepted).

Table 3. Relevance of staff development to school core business

Relevance of staff career dev.	Mean	Std. Deviation	N	Remarks
Relationship in academic staff career development and the polytechnic core business	3.43	1.357	114	Accepted
High level administrative support to success of faculty development programme and services in Tamale Polytechnic	2.72	1.237	114	Rejected
Staff development course pursued is related to the subject area of department	3.49	1.378	114	Accepted
Course studied establishes institutional goals relevant to improving teaching, foster and encourage faculty development	3.43	1.310	114	Accepted
Primacy of faculty involvement in the development and implementation of staff development initiatives	2.77	1.234	114	Rejected
Development of expertise is relevant to research, learning and teaching for professional, organization units priorities and performance expectations	3.61	1.328	114	Accepted
Grand total or Mean average	3.24			

Source: Field data, April 2014

Implications of these results are that the grand mean of the items is 3.24, therefore, per the analysis the items referred in Table 3 whose mean score is greater-than the grand mean score ($x > 3.24$) H_1 is accepted by the sampled respondents. That is, the items were in the line with the research objective 2 (relevance of staff development to school core business). On other hand, where the mean score is less-than the grand mean score ($x < 3.24$), H_1 is rejected. Therefore, mean scores (3.43; 3.49; 3.43; & 3.61 > 3.24), thus H_1 is accepted as it establishes the relevance of staff development to school core business; while mean scores (2.72 & 2.77 < 3.24) H_1 was rejected by the sampled respondents (Table 3).

Research objective 3: Relationship between nature of staff career development activity and relevance to school core business

Null hypothesis: There is a significance relationship between nature of staff career development and relevance to school (faculty) core business.

The above hypothesis is tested using the analysis of variance approach coupled with regression coefficient as shown in tables 4 and 5 respectively. Tables 4 and Table 5 present data on the analysis of variance of nature of staff career development, and regression coefficient on nature of staff development and relevant to school core business respectively. Both tables show lack of significance at 95% confidence level. Only the factor; development of expertise is relevant to research, learning and teaching for professional, organization units priorities and performance expectations is significant, hence H_2 is partially accepted that there is a relationship between nature of staff development and relevant to school core business according to Table 5.

Table 4. Analysis of variance of nature staff development and relevance to school core business

ANOVA ^a					
Model	Sum of Squares	Df	Mean Square	F	Sig.
1 Regression	3.987	6	.665	1.356	.240 ^b
Residual	48.503	99	.490		
Total	52.491	105			

a. Dependent Variable: Nature of staff career development (NSCD); b. Predictors: (Constant), Relevance to school core business (RSCB)

The ANOVA table above is used to test the hypothesis above at level of significance 0.05. The decision rule is do not reject the null hypothesis if the F calculated is less than the F critical, or if the significant value is greater than the level of significance ($\alpha=0.05$). From the Table 4, the significant value recorded is 0.240 which is greater than the critical value of 0.05. The decision and conclusion is that since the significant value of 0.240 is greater than 0.05, the null hypothesis (H_2) is rejected, thus it can be concluded that nature of staff development will have no impact on relevance of school core business.

In order to ascertain the contributing factors of each of the independent variables to the dependent variables, coefficient was computed. Evidence from the table 5 shows that nature of staff development will have no impact on five out of the six factors that establishes the relevance of school core business rejects the null hypothesis, whereas one among the factors accepts the null hypothesis (Table 5).

Table 5. Regression coefficients on nature of staff development and relevance to school core business

Model	Coefficients ^a				
	Unstandardized Coefficients		Standardized coefficient	t	Sig.
	B	Std. Error	Beta		
(Constant)	1.850	.252		7.335	.000
Relationship in academic staff career development and the polytechnic core business	.025	.067	.048	.374	.709
High level administrative support to success of faculty development programme and services in Tamale Polytechnic	.069	.066	.119	1.049	.297
Staff development course pursued is related to the subject area of department	.014	.075	.027	.184	.854
Course studied establishes institutional goals relevant to improving teaching, foster and encourage faculty development	.000	.089	.001	.005	.996
Primacy of faculty involvement in the development and implementation of staff development initiatives	-.038	.065	-.066	-.580	.563
Development of expertise is relevant to research, learning and teaching for professional, organization units priorities and performance expectations	-.160	.070	-.302	-2.281	.025

a. Dependent variable: Nature of staff career development

Table 5 shows a regression coefficient which is used to test the hypothesis above at level of significance 0.05. The decision rule is do reject the null hypothesis if the significant value is greater than the level of significance ($\alpha=0.05$). From the Table 5 (regression coefficient) above, the significant values recorded is 0.709; 0.297; 0.854; 0.996; and 0.563 which is greater than the critical value of 0.05. The decision and conclusion is that since the significant values is greater than the level of significance, the null hypothesis (H_0) is rejected, thus it can be concluded that there is no significance relationship on nature of staff development and relevance to school core business (relationship in academic staff career development and the polytechnic core business; high level administrative support to success of faculty development programme and services; staff development course pursued is related to the subject area of department; course studied establishes institutional goals relevant to improving teaching, foster and encourage faculty development; and primacy of faculty involvement in the development and implementation of staff development initiatives). However, as the case of p-value 0.025 (development of expertise is relevant to research, learning and teaching for professional, organization units priorities and performance expectations) which is less than the significance level of 0.05, makes the null hypothesis (H_0) to be accepted.

Discussion of Result

It has been established that most academic staff in Tamale Polytechnic have acquired higher qualification through staff development pursuit. This is supported by documents of the institution such as (Staff Profile Report, Strategic Plan). In a one-on-one interview with some principal officers revealed that, the high numbers of academic qualifications was as result of directives from the National Council for Tertiary Education (NCTE) to put stop from recruiting teachers with qualifications lower than 2nd degree. With this development teachers who hold qualifications lower than masters' degree must justify his/her stay in the polytechnic through curriculum building.

Findings show that teachers engage in academic and professional natures of development activities through self-directed learning and classroom training as a means to building their curriculum which is a requirement for the Ghanaian tertiary institutions. The is in line with the findings of Kimberly et al, (2005); Huges et al, (2005), Naris & Ukpere (2009) who supported that career development activities are made to support core business activities to stay abreast with technological changes. Gilley et al, (2002); Garet et al, (2001) had earlier urged that effective career development activity includes one with a variety of experiences that impacts positively through classroom training and self-directed learning. Findings revealed further that, staff development opportunity is granted based on length of being with the polytechnic and availability of funds which according to Amgueddfe (2002) include the extent to which the course leads to an academic or professional which are essential for the development of individual competence in his/ her post. Results revealed again that most academic staff of Tamale Polytechnic put promotion ahead of any other reason for staff development. This is contrary to Watts (2008); Torrington et al, (2008); & McIlveen and Pensiero, (2008) studies that career development learning should address issues of employability.

Results in line with relevance of staff development to school core business show that academic staff affirmed the position that, there is relevance when: academic staff career development and the polytechnic core business are linked; staff development programme pursued is related to the subject area of department; course studied establishes institutional goals relevant to improving teaching foster and encourage faculty development; and development of expertise is relevant to research, learning and teaching for professional, organization unit's priorities and performance expectation. In support of the above, Murray (1999), Sarah (2011), Mullins (2005), & Boylan (2002) observed that for self-development to be supported by management, it has to be relevant to organizational needs and goals. Additionally, Sarah (2011) advised that an employee who pursues training that is inconsistent with organization's set goals and objectives would not advance

his/her advance career. This also agreed with the proposition of Harwell (2003), Murray, (2002), Grant & Keim (2002), Othman & Dahari (2011) who noted that the content of professional development should center on subject matter, pedagogical weaknesses within the organization, measurement of student performance, and inquiry regarding professional questions that are relevant to the setting in which the professional development is delivered.

Findings show a lack of significance on nature of academic staff career development and relevance of school core business (factors discussed above), except for the factor development of expertise is relevant to research, learning and teaching for professional, organization unit's priorities and performance expectations. This oppose Kaplan and Norton (2004) earlier studies that development should be aligned with the organization's vision and long-term goals in order to enhance the skills, knowledge, learning and innovative capability of people at every level of the organization for the sake of individual growth. However, in line with Wilson & Neema (2014) studies that the quality of higher education in Uganda has a low rating as the relevance of most of the study programmes offered is highly contestable.

Conclusion and Recommendations

Many academic staff of Tamale Polytechnic have attained higher qualification through academic nature of career development activities as measures to building their abilities. However, many of such staff may not function efficiently in their departments due to the nature of programmes they pursued. The issue relates to the relevance of staff development on corporate core business in Tamale Polytechnic is arguably as most staff career development pursuit is triggered by promotion. Academic staff career development is not just about matching your skills with a job, rather a complex alignment of personality, values, and competencies with the requirements of work and conditions (corporate core business) of the Polytechnic to meet the exigency of time as tertiary educational institution. It is recommended that career development as a human resource function be given due diligence in Tamale Polytechnic. Again, staff that attained higher qualifications that are inconsistent with their organization's set goals and objectives would not advance his/her career. Furthermore, authorities should put in policy to align staff development with the Polytechnic's vision and long-term goals in order to enhance the skills, knowledge, learning and innovative capability of staff at every level of the institution for the sake of individual growth and the attainment corporate goals. Finally, efforts be made for strict compliance to staff development policy, and any staff who acquire higher qualification outside their departments' subject area without prior staff development approval, should not be recognized.

Suggestion for Further Research

Further studies should widen the scope to cover staff career development and its relevance to all the polytechnics. This would increase the sample size and make the research more representatives for external validity. There should be more studies on the impact of job insecurity to the academic staff in the affected (outside department's subject area) areas. More researches should be focused on strategies to align academic development to faculty core functioning.

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