

UNIVERSITY OF CAPE COAST

TRANSITIONAL CHALLENGES FACING COLLEGES OF EDUCATION IN
THE VOLTA REGION OF GHANA

BY

BENEDICTA AWUSI ATIKU

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Higher Education

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DECLARATION

Candidate's Declaration

I hereby declare that this thesis is the result of my own original research and that no part of it has been presented for another degree in this university or elsewhere.

Candidate's Signature..... Date.....

Name: Benedicta Awusi Atiku

Supervisors' Declaration

We hereby declare that the preparation and presentation of this thesis were supervised in accordance with the guidelines on supervision of thesis laid down by the University of Cape Coast.

Principal Supervisor's Signature..... Date.....

Name: Mr. J. M. Dzinyela

Co-supervisor's Signature..... Date

Name: Dr. D. B. Aidoo

ABSTRACT

The study was on transitional challenges facing colleges of education in the Volta Region. The purpose of the study was to unveil transitional challenges and how the colleges manage the challenges to achieve their goals. The research was guided by three research questions which were on the kinds of transitional challenges facing the colleges, effects of the challenges on the training of teacher trainees, and coping strategies. The study used descriptive survey. Simple random sampling was used to sample four colleges which were college B, C, D and G. Census sampling was used to select 150 respondents who were in the helm of affairs in the four colleges. The instrument used was questionnaire.

The findings revealed inadequate number of qualified staff, inadequate physical and academic facilities, and inadequate funding. The effects of the challenges involved: difficulty in organising practical lessons, and strike actions by academic staff. The coping strategies recommended included: recruitment of more qualified staffs, appealing to GETfund and donor agencies to support infrastructural development in the colleges, and colleges engaging in some activities that could help them generate funds internally. Other recommendations were: colleges should develop comprehensive staff development policies and plans which could take into consideration cooperative education. The colleges should implement dual-track tuition policy.

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DEDICATION

I dedicate this work to my parents, Mr. Agbakpoe Boso and Madam Elizabeth Atsu, my husband, and my children.

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CHAPTER ONE

INTRODUCTION

Background to the Study

Education is the bedrock of national development. Through education, nationals become informed citizens. Decision making, industry, social processes and sanitation are not left out when it comes to the benefits derived from education. All spheres of life are better understood and developed as a result of education. This was what Tozer and Carver (2002) saw when they mentioned that education equips educands with the skill to modify beliefs, customs and practices. They continued by saying that education reduces poverty, diseases and ignorance and paves the way for modernity, civilisation and good governance. In confirming the relevance of education to the people, Antwi (1992) stated that there is a high correlation between the investment people and nations make in education and the level of economic development and the standard of living which the people enjoy in life. It can therefore be generally said that education opens the eyes of educands to hidden treasures of life. Hence, if one gets education, he / she would find success in life.

It must be noted that all educational programmes revolve around the teacher, making him / her pivot of success in all situations. This behoves that all efforts to train the teacher must be geared towards achieving quality. It is in line with this that teacher training in this country has received boost severally towards meeting the ever-changing society and demands for better delivery. Currently, the colleges of education in Ghana had been uplifted in their status from post-secondary to tertiary status to pave way for training of teachers in a more academic and professional competitive environment. The colleges of education though have the same mandate over the years to produce teachers for basic education, change in aspects of their operations according to reform policy guidelines at any point in time. Reforms that occur, most at times, are influenced by changes in the basic education system of the country. For instance, the education reforms under the implementation of the educational ordinances of 1852, 1882, 1887, 1902, 1908, 1919, 1927, 1951, 1962 1974, 1987 and 2007 brought great challenges to the classroom teacher in trying to find the best ways of handling new concepts. The training institutions of teachers needed to find antidotes to these challenges and this brought changes in the training programmes of teachers, as noted by Tsadidey (2005) as follow: Two-Year Post-Middle Teacher's Certificate 'B', Two-Year Post -'B' Teacher's Certificate 'A', Four- Year Post-Middle Teacher's Certificate 'A', Four-Year Post-Middle Teachers Certificate 'A', Two-Year Post-Secondary Teacher's Certificate 'A', Three-Year Post- Secondary Teacher's Certificate 'A' and Diploma in Basic Education. National Council for Tertiary Education (2012) mentioned that

Colleges of Education Act, 2012: Act 847 upgraded teacher training colleges from post-secondary institutions to tertiary status. They are therefore fully fledged tertiary institutions. According to National Council for Tertiary Education (2012), the colleges of education existed as post-secondary institutions under the Ghana Education Service (GES) until their upgrading to tertiary level in 2012.

Tertiary educational institutions operate according to their mandates as spelt out in the Acts establishing them. Colleges of education had the mandate to produce qualified and professional teachers for the basic education system of Ghana. The colleges of education act, Act 847, stated that the colleges of education are established to offer admissions to suitably qualified students who are to be trained to acquire the necessary professional and academic competencies for teaching in pre-tertiary institutions and non-formal education institutions.

The colleges of education were in a transitional period. As noted in every system, a change in any aspect of an organisation affects many parts of its operations. This could be apparent with the colleges of education. The administrative structure, qualification of personnel recruited, the physical plant (infrastructure), and other aspects of the colleges of education needed to appreciate to support delivery in the new system. For instance, the structure of teaching practice that was carried out in the Three -Year Post- Secondary Teacher's Certificate 'A' system changed tremendously from its monthly

stationary structure to the In-In-Out system' structure designed to enhance trainees practical teaching skills which attached teacher trainees to basic schools to practice teaching for a whole academic year.

Ghana Education Service (2006) stated that Board of Governors was the highest decision making body for the then teacher training colleges. The transitional change requested that all these Boards were replaced with College Councils, (Effah and Mensa-Bonsu, 2011). This meant that the college council became the highest decision making body of the colleges and according to Effah and Mensa-Bonsu, it consisted of a chairperson, academic staff representative, president of the student representative council, a representative of Ghana Education Service who must not be below the rank of Deputy Director, a representative of National Council for Tertiary Education, a representative of the National Teaching Council, a representative of non-academic staff of the college, a representative of the affiliated institution that awards the diplomas and other certificates of the college of education, a representative of the alumni, three other persons consisting of at least one woman, the principal of the college, the vice-principal of the college, the secretary of the council, and finance officer of the college (these last four persons constituted ex-officio membership hence were non-voting members of the council). Where a college was established by a faith-based institution, the faith-based institution was to nominate the chairperson of the council. A chairperson of a non faith-based institution was to be appointed by government. Thus, the administrative system of the colleges were to receive

many more changes which was suspected to have brought challenges as a result of modifying the administrative system and procedures with the view to making it more suitable and compatible for a tertiary system. However the college principal was to still remain the executive head of the college. In the Post-Secondary system where Boards of Governors were used, some of the members differed from that of the council. The College Board of Governors consisted of an appointed chairman, college principal, college staff secretary, a PTA representative, a District Assembly member representing the government of the time, an old student, District Education Office representing the Ghana Education Service, a representative of a historical interest (a traditional area of interest to the college), and a representative of the Director-General of the GES.

Aside the issue of boards of governors versus councils was the issue of teacher training colleges having some members of the upper college management team playing dual roles of being full time teaching staff and also administrative staff. The colleges of education as tertiary institutions in contrast had to practice or engage in purely an academic administration style. This was stated in Effah (2003) that tertiary institutions such as universities, polytechnics, institutes, and colleges receive academic administration. Farlex (2012) explained academic administration as a branch of a university or college employees responsible for the maintenance and supervision of the institution and are separated from the faculty or academics. Key responsibilities of academic administration as identified by Bulin (2001) included: admissions; supervision of academic affairs

such as hiring, promotion, tenure, and evaluation; maintenance of official records; maintenance and audit of financial flows and records; oversight of student life and activities, such as religious or cultural groups, career centres and public service centres; maintenance and construction of campus buildings (the physical plant); maintenance of the campus grounds; safety and security of people and property on the campus; supervision and support of campus computers and network (information technology) and public affairs (including relations with the media, the community, and local, state, and governments).

Another aspect of the change was the fact that in the teacher training college system committee work was not so much emphasized but in the colleges of education system as tertiary institutions, committee system would have to be seen to be working and more effective. Committees such as Academic Board / Teaching Practice Committee, Housing Committee (Handles Staff and Students Housing Problems), Disciplinary Committee, Guidance and Counseling Committee, Entertainment Committee, Messing/Health/Market Committee, Chaplaincy Board, Sports Committee, Project Work Committee, Entity Tender Committee, Library Committee, Staff Development, Research and Scholarship Committee, and Staff Appointment Committee must be put in place and seen to be working.

Communal-oriented culture was not emphasized in the TTC system. However, this culture exists and works strongly in tertiary institutions. In this culture, Wong and Psych (2007) attested that there is a strong emphasis on

collectivity and cooperation and leadership attempts to build a community in which people respect, support each other, and enjoy working together. To Wong and Psych, community-oriented culture goes beyond team building and aspires to create an authentic community in which every worker is treated as a valuable member. It requires that members from different work groups treat each other in a positive and supportive way in order to boost morale. Such a community requires collaboration and communication throughout the organisation. Management involves and empowers all staff members in a combined effort to improve efficiency and productivity, such as required by total quality management. For teamwork to be effective, team building training becomes an important part of personnel development. Typically in team building, groups are created in each work area and group members interact and work together to identify and resolve issues that affect individual and group performance. To create a sense of community, management needs to provide a trusting and safe environment in which workers are free to express their ideas rather than try to "fit in" and please the managers.

The emphasis on community building also creates a climate of cooperative problem solving and a willingness to share information and expertise. In such a company, there is a healthy acceptance of diversity and a willingness to listen and to learn from others. A communal-oriented culture is just the opposite of a competing-conflictive culture. Putting all the needed community system and other structures in place in an infant tertiary institution

like in the case of the colleges of education in Ghana would definitely bring some challenges to institutions.

One other area that one might be interested in was the academic qualification of personnel. Whereas First degree (bachelor) holders qualified to teach in the Post-Secondary Certificate 'A' system, they did not qualify to teach in the Diploma in Basic Education system of the colleges of education. The qualification of many other personnel of many units had to receive boost. Another anticipated area of challenge was the ability of the academic staff to work hard, be able to undertake researches and publish them. Colleges of education students and lecturers were to undertake action researches. Therefore the issue of staff development also needed to be seriously looked at by the human resource planning and development units of the colleges. Rebores (2007) defined human resource management as the process of hiring, retaining, developing and motivating personnel in order to achieve the objectives of an organisation. He added that the process of managing human resource entails planning, recruitment, placement, induction, staff development, performance evaluation, and compensation. All these processes come with their challenges. The situation of colleges of education achieving autonomy in a time to come depended largely on their ability to develop their human resources. With the elevation in the status of the colleges of education to tertiary level, more qualified professionals had to be recruited to fill academic and administrative vacancies that were being created. This meant that a distinct scheme and

condition of service with enough incentives to attract those qualified personnel must be available. However, workers at the colleges were still taking the peanut remuneration of the Ghana Education Service for the services they were rendering. This presented a big challenge to colleges. Again, colleges which wanted to retain staff members that did not have requisite qualifications for the tertiary status had to support them with resources to have further studies in their various areas of work. In general, colleges would have to build the capacity of their existing human resource by organizing in-service training or some kind of training for their personnel. Role conflicts might be experienced in the colleges.

Some existing leadership positions that workers were occupying which might have to be modified for qualified personnel to occupy might bring role conflicts. For instance, the colleges had senior housemaster and senior housemistress positions which were occupied by two people. These positions might now be modified to become either dean of students' affairs or something else. One would ask to know if tension was not going to mount in the system as a result of one of the former occupants qualifying for the post thus given and the other relinquishing that duty. Such incidents had high potentials of breeding ill-feeling between or among staff members if care was not taken. As such, college management would have to be settling conflicts among staff members until such a time that staff members would become used to rudiments of tertiary system.

Another possible area of challenge anticipated in the lives of colleges of education was eruption of unrest from students, parents and other beneficiaries

and stakeholders of college education. This might happen when new policies such as cost sharing were implemented. Whilst other tertiary students were paying academic and facility user fees towards their education on campus, colleges of education students were paying merger hall dues for cleanliness in their halls. Whilst other tertiary students were taking loans for financing their education, colleges of education students were taking salaries referred to as allowances. If suddenly these policies are reversed in the colleges, students and their parents would feel the pinch and therefore might protest.

Statement of the Problem

The take off of the 1987 educational reform in Ghana took thirteen years for planning towards the success of it. Ministry of Education (2004) stated that the new structure and content of education was evolved to bring about changes in Ghanaian education system and this process was thought of from 1974 to 1987 when the New Educational Reform was implemented. However, many complaints came up against the challenges that bedeviled it. Notable among the challenges were inadequate infrastructure, inadequate content of secondary school curriculum and inadequate number of qualified teachers / instructors, (MOE, 2004). Before the elevation of colleges of education to tertiary status, the polytechnics in Ghana were upgraded to tertiary status by the Polytechnic Law of 1992. Afeti (2004) maintained that poor funding and staffing difficulties were major challenges to the polytechnics. These instances proved that some challenges might always be faced by new systems.

There had been much public outcry over the failure of students in their basic education examinations. In the 11th July, 2008 edition of the Daily Graphic, GES reported that 50% of the 320,225 junior secondary school students who sat for the BECE final examination failed and the Minister of Education who was asked to explain the cause of the failure mentioned among other things the teacher factor. The public always point accusing fingers at teachers as the cause of the students' failure and the general fall in the standard of education. However, the quality of teachers produced mostly depends upon the quality of training received by them and also their attitude to work when posted to the field. The quality of training also rests upon the quality of trainers, availability of physical and academic facilities and others. The principals, in their PRINCOF meetings in 2012 lamented over and discussed some of the challenges that were confronting them in this transitional period of the colleges. A Principal friend mentioned that students' awkward behaviours and National Accreditation Board (NAB) requirements for accreditation of programmes in the colleges were matters of serious concern. Notably among the conditions of NAB accreditation of programmes were the academic qualifications of staff especially academic staff, and the infrastructural provision needed for hosting academic programmes. The complaints of the principals indicated clearly that the colleges were in transitional crises. These challenges must be investigated and strategies identified and mapped out in helping curtail the situations to ensure quality training of teachers at the colleges for effective delivery of basic education in the educational sector of the economy. This propelled my interest in investigating

into the possible transitional challenges that the colleges were facing, to bring to light how those challenges could be battled with to achieve success in the training of teachers at the colleges.

Purpose of the Study

The colleges of education were upgraded to tertiary status in 2012 by the Colleges of Education Act, Act 847 (National Council for Tertiary Education 2012). The experience of polytechnics as noted by Afeti (2004) coupled with anecdotal reports by principals of the colleges of education on some transitional challenges being experienced was evident that the colleges of education were experiencing some transitional challenges. This research therefore aimed at unveiling the transitional challenges facing colleges of education in the Volta Region of Ghana. It was to identify the constituents of the challenges in specific areas of the life of the colleges. It also targeted identifying how the colleges were managing the challenges that cropped up in order to achieve the goals and objectives of their institutions. The research was to seek the views of respondents on possible ways of combating the challenges.

Research Questions

The research was guided by the following questions.

1. What transitional challenges are the Colleges of Education in the Volta Region facing since their upgrading to tertiary status?

2. What are the effects of the identified transitional challenges on the professional and academic training of trainees in the Colleges of Education in the Volta Region?
3. What coping strategies can management of Colleges of Education in the Volta Region adopt to address the identified challenges of the transitional period?

Significance of the Study

The research was to unearth transitional challenges facing colleges of education in the Volta Region of Ghana. These pieces of information would be helpful to principals and other administrators of colleges of education in the management of their transitional challenges. Again it would aid administrators of other educational institutions which have similar characteristics with the research population to administer their institutions more effectively and efficiently. The material would inform policy formulators and implementers especially National Council for Tertiary Education, National Accreditation Board and the supervisory university (Institute of Education, University of Cape Coast) about the transitional challenges facing the colleges of education in general. This would help them put in place some interventions to ease the pressure on the colleges. The research would inform donor agencies about the areas of college life that were vibrant to be sponsored at this crucial moment. The research would be a useful guide to in-coming researchers. The research report would be published to make it available to the public so that various stakeholders of the

educational sector could have access to the findings and recommendations for adoption. Seminars would also be organised at various vantage areas to disseminate information from the research to the public for consideration and adoption.

Delimitation of the Study

The research covered transitional challenges facing colleges of education in the Volta Region of Ghana. It involved staff members who were in the helm of affairs at various sectors of the colleges, thus, included principals, vice principals, heads of academic and non-academic departments of colleges of education in the Volta Region of Ghana. Transitional challenges though might be a nationwide problem, I felt that undertaking the research in the whole country would be too much of a job to me and might affect the quality of the results and findings of the research. I therefore felt that the research should concentrate on the colleges in one region. This also meant that the colleges in one region might have similar characteristics thus the generalisability of the result to the variables of the colleges in that region and that was why the colleges of education in the Volta Region were chosen and studied.

Questionnaire was used in gathering data from respondents. Questionnaire was used because of the fact that they were suitable in eliciting responses since the respondents had their independence in responding to the items. This helped me in coming out with both open and hidden variables that

mattered in the findings of the study. The research looked into staffing, funding, infrastructural provision (physical and academic facilities), administrative structure, and student factors. The research did not look at quality assurance practices, kinds of supervision carried out, and record keeping practices. Focus was more on the academic staff than non-academic because the quality of delivery would mostly be affected by the characteristics of academic staff than non-academic staff. This was so because academic administration is what tertiary institutions practiced mostly, hence, these crops of personnel were more needed for effective work in the colleges. Students were not the focus of this research.

Limitations of the Study

Three questionnaires were not retrieved indicating that some respondents did not answer the items. Those three questionnaires would have also enriched the data. Observation, and interview if had been used in addition to questionnaire would have led to discovering of more fact about the transitional challenges but it was very difficult to get respondents available for interview session. It was also difficult getting access to most facilities for observation. Thus, the findings of the research might not have reflected all true conditions pertaining in the colleges.

Definition of Terms

Colleges of Education Act, 2012: An Act to upgrade teacher training colleges to tertiary education institutions to be known as colleges of education and to provide for related matters.

College Principal: The executive head of a college of education.

Department: Any organized system of a college of education, be it academic or non-academic. It includes halls of residence or other organisations recognized as such by the college council as forming a constituent part of a college of education.

Head of department: The one in charge or in acting capacity of any of the departments.

Researched-masters degree: This refers to M.Phil.(Master of Philosophy) and any other masters programme which has thesis component for its award.

TEIs: Tertiary Education Institutions

HEI: Higher Education Institution

NCTE: National Council for Tertiary Education

COE: College(s) of Education

HAD: Head of Academic Department

HNAD: Head of Non-Academic Department

IGF: Internally Generated Fund

GETfund: Ghana Education Trust Fund

GOG: Government of Ghana

G.E.S: Ghana Education Service

Dual-Track Tuition Policy: This means cost-sharing in financing education

Cooperative Education: Formal education that takes the form of on-the-job learning / training whereby performance on the job form part of the assessment methods for certifying the learner.

Organisation of the Rest of the Study

The study was organised in five chapters. The first chapter provided the background to the study, statement of the problem, the purpose of the study, research questions, significance of the study, delimitation of the study, limitations of the study, definitions of terms and the organisation of the study.

The second chapter dealt with the review of related literature. The literature review embraced historical overview of teacher training in Ghana, reform of tertiary education and 2007 reform policy on colleges of education, models (theory) of change, challenges in change management, strategies to adopt in change management and theories of administration and management.

The third chapter talked about the methods that were used in conducting the study. It comprised research design, population, sample and sampling procedures, research instruments, data collection procedures and data analysis.

The fourth chapter was on the presentation of findings / results and the discussions of the results. The fifth chapter provided a summary of the study, drew conclusions and made recommendations for the improvement of the key findings.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

This chapter of the thesis reviews related literature on the topic. The literature review guided me to locate my research problem and analysed existing literature of theoretical and empirical evidence of my study. It was the revelations from the literature that constituted the bases of the findings of this research. The literature review helped me to establish a broader perspective of the research problem for drawing conclusions and recommendations. The review followed the following outline.

1. Historical overview of teacher training in Ghana
2. Reform of tertiary education, and 2007 educational reform policy on colleges of education
3. Models (theory) of change
4. Challenges in change management
5. Strategies to adopt in change management
6. Theories of management

Historical Overview of Teacher Training in Ghana

The world is undergoing constant and unprecedented change in all spheres of life; political, social and economic. This change is as a result of globalization in the revolution of information and communication systems coupled with technological advances. Education seems to be the most effective and single root through which change can be managed successfully in achieving societal positive growth. According to Tozer and Carver (2002), education equips educands with the skill to modify beliefs, customs and practices. They continued by saying that education reduces poverty, diseases and ignorance and paves the way for modernity, civilisation and good governance. Adu (2005) believed that education can play pivotal role in dealing successfully with these changes. This means that quality education must be made available for populace to patronise. This is the main reason why teachers who are one of the agents of education must have a good system of training and this should be of a paramount concern to stakeholders of education in the country.

A close look at the teacher training in Ghana reveals specific development in various periods. This was viewed accordingly under the heading 'teacher training between 1900 and 1925'.

Teacher Training Between 1900 and 1925

Graham (1976) established that one of the earliest institutions for training teachers was the Basel Seminary established at Abetifi in 1898. In the 'History of

Education in Ghana' and 'Development of Education', Graham (1976), and McWilliam and Kwamena-Poh (1975) narrated the development of teacher education as noted in the following discussions. The Basel Mission had the intention of developing missionary and educational work in Ashanti, Akim and Kwahu, and the mission achieved this goal. In 1909, the then colonial government opened a training college for teachers in Accra. The students were enrolled from pupil teachers and the then pupils who passed Standard 7 examination in primary school, and after training for two years they were bonded to teach in a Government or Assisted school for five years. History has it that this government training college was the first institution of its kind established by a British West African Government, and it was to become the teacher training center for the Government as well as all the missions, except that of the Basel Mission. During that period, the Bremen Mission established a small seminary at Ho for training both teachers and pastors. The Roman Catholics also built a teacher training college at Amisano, near Cape Coast. In 1924 the Wesleyan Mission transferred its teacher training college from Aburi to Kumasi. In the same year the Government established Achimota College where classes progressed from basic secondary department, and where also teachers were trained for the government and those missions which had no training colleges of their own. From 1914 onwards there were many resignations in the mission service. It was the introduction of the 1925 Education Ordinance that began to help solve this problem by the introduction of new salary scales. By the close of 1925 the number of certified teachers was 1,009 consisting of 972 men and 37

women. The number of uncertified teachers was 1,188 which included 1,084 men and 104 women. This statistical data indicated that many teachers who were recruited into the teaching service in the early stage of Ghana Education Service were not qualified to teach, however, due to lack of teachers these people were engaged in teaching in the schools.

Teacher Training Between 1925 and 1930

Teacher training witnessed remarkable improvement in the period under review. The areas include government's roles in training, active participation of Christian missions in teacher training and the extension of the period of teacher training from two to four years. According to Graham (1976), teacher training during this period was seriously undertaken by both the Government and the Christian mission. The Government awarded grants to the missions towards teacher training and also undertook the training of a number of Government teachers. This improved efficiency was attributed partly to the extension of the period of training to four years. The teacher training colleges established by this time were Presbyterian Training College at Akropong, Wesley College at Kumasi and Achimota Training College which trained teachers for Government schools. All the students in these institutions underwent a four-year course of training. Some of the students of Akropong and Wesley College stayed further for one extra year to study theological subjects. The Roman Catholic Mission adapted certain mission buildings at Bla in Ghana to make them suitable for use as a training college. The first students were admitted in 1930, but the colleges

closed in 1933 and its students transferred to Cape Coast in 1933. This mission also built a training college for teachers at Amisano, near Elmina in 1930. Roman Catholic sisters established Our Lady of Apostles (OLA) Training College at Cape Coast. The government assisted this training college for women and awarded grants to those missions which trained girls as teachers due to the fact that women were very few in the field of teaching and many did not have the requisite qualification even then.

Teacher Training Between 1930 and 1935

The training of teachers by the Government and the missions was vigorously pursued which resulted in the total numbers of teachers trained by the various institutions. By 1933, the total number of male teachers in training was 478. Achimota was training 115, Akropong Training College 171, Wesley College 109, Amisano Training College 54 and Bla Training College 29, and of the total number (478), 161 successfully completed their training. Furthermore, by 1933 four of the missions had each established a training centre at one of their girl's schools. The Presbyterian Mission opened hers at Aburi Girls' School in 1930, the English Church Mission at the Convent of St. Monica at Cape Coast, the Methodist Mission at Mmofraturu, Kumasi and the Roman Catholic Mission at the Girls' School in Cape Coast. The Basel Mission opened a training college for women at Agogo in Ashanti in 1931. This was to serve Akim and Kwahu in Ashanti. The female students undertook a two-year course of training which led to the award of "Preliminary Third Class Certificate". Another boost to women

in the teaching profession saw the light of day when women in the girls' departments of Achimota College received a training which qualified them to teach mainly infant and junior standards. These women sat for 'Teachers' Certificate Examination which was an external examination that both men and women teachers were taking and was annually conducted by the Education Department. Compulsory subjects in the examination were Domestic Science, Needlework, Theory of Teaching and Arithmetic, and candidates were expected to choose two subjects from English Language and Literature, Hygiene and Nature Study, History and Geography, Drawing and Handwork. Out of the forty women students presented in June 1932, twenty-seven of them passed and secured the "Preliminary Third Class Certificate". Graham maintained that the period under review witnessed a close relationship, collaboration and general co-operation between government and the missions in the training of teachers in ensuring some level of quality in the then colonial territory.

Teacher Training Between 1935 and 1941

Further development in teacher training was recorded when in 1937 the White Fathers' Mission instituted a small teacher training course in connection with the senior primary school at Navrongo. This course took two years' duration and as at this point no special provision was made towards training teachers for secondary schools. By 1938, Achimota College instituted a three year special course for training teachers of Arts and Crafts. The course aimed at giving a thorough training to the teachers in Drawing, Painting, and Sculpture,

with instruction by African craftsmen in indigenous crafts. Particular attention was paid to the local craftwork, and the chief weaver and the chief wood-carver attached to the household of the Ashantehene. Among the specialists of these craft lessons was an European expert in pottery who was also engaged by the colonial government to teach the teachers. This opportunity was utilized by many prospective teachers and more than two-thirds of the enrolled graduated. This brought the ratio of trained to untrained teachers, which had been approximately one to one in 1927, almost two to one.

Teacher Training Between 1942 and 1957

With request of the then Board of Education, a committee was appointed in 1937 to examine the existing educational system in the Gold Coast and to make recommendations towards modification of the educational system. The training colleges were not left out of this review process. In the process, numerous amendments were made to the Education Rule in 1944. Some of these amendments called for substantial increases in grants-in-aid in respect of teacher training colleges and the introduction of the approved two-year post-primary course for teachers for infant-junior schools. The authors indicated that teacher-training showed signs of improvement in the then Colony and Ashanti. This they proved using the case of the Methodist Women's Training College in Kumasi which immediately introduced the four-year course advocated by the Education Committee in 1943, and at Achimota such a course was in operation for some years. Literature has it that at the end of 1943 there were in all 170 women

teachers undergoing training. The Northern zone of the country depended largely on Navrongo and Achimota teacher training centres for the training of teachers till in 1943 that the government opened a Training College in Tamale. This had made it possible for many more teachers to graduate to the point that by the end of 1943, 120 students had completed their courses at the four teacher-training colleges. The Education Department latter decided to re-organise the External Examination for the Teachers Certificate with the intention of broadening the scope of the examination and making it more in touch with contemporary developments (the feel of globalisation). Teacher training colleges received further expansion when the Scottish Mission established a new teacher training college for women at Odumasi, in the Eastern Region in 1944 to add up to the number of the existing ones. This college received full Government support and provided a two-year post-primary course. The same year witnessed the opening of another new training college at Tamale which was a new Government-owned Men's Training College, also to provide a two-year post-primary course adapted to the needs of men of Northern Territories birth, who were to teach in infant-junior day schools. Another institution put up for training male teachers was that of the Ewe Presbyterian Church built in Amedzofe in 1946 which later became a mixed-sex institution. It was a post-primary teacher training college with 30 students on its register at the start. Around the same time in the same year, another training college with 30 students enrolled was opened at Akropong, under the joint management of the Methodist and Presbyterian churches. By the close of 1946 there were six of the two-year colleges for men and one for

women, with 150 men and 43 women in residence. Tamale in the North had the Government Training Colleges having 48 men students in training. There were a total number of 571 students in the older established men's colleges, whilst there were 272 women in women's training colleges. Therefore, by the end of 1946, there were 1,084 teachers in training, which rose to 1,696 two years later. By December 1950 there were in all the primary schools in the country, 2,529 teachers with Certificate A and 726 with Certificate B. At the same time there were about 5,000 untrained and uncertified teachers in the primary schools.

The Trend of Teacher Education and Training System in Ghana

Teacher Education and Training programmes in Ghana according to Ghana National Association of Teachers (2005) were mainly conducted by the Teacher Education Division in collaboration with the two teaching universities in Ghana (University of Cape Coast and University of Education, Winneba) through thirty-eight (38) public teacher training colleges. The colleges mainly prepared teachers to serve in primary and junior secondary schools (basic schools) while the teaching universities (UCC and UEW) also prepared teachers in the various disciplines mainly for the senior secondary schools, technical/vocational institutes and teacher training colleges. However, the teaching universities had started preparing teachers for the basic schools through distance education delivery. Adu (2005) identified that initial teacher training system was mainly conducted by the National Teacher Training Council / Teacher Education Division in Ghana. However, this had gone through a

chequered history as mentioned in the historical overview. Many different programmes had evolved with the intention of addressing vacancies as a result of expansion, or improving quality of teachers to meet the prevailing demands. The various training programmes as had been identified by Adu (2005) and others such as Tsadidey (2005) are as follow.

1. 4-year Certificate “A” post/middle: This 4-year program was established in 1930 to train the then middle school-leavers to enable them teach in the primary and middle schools.
2. 2-year Certificate “B” post / middle and 2- year Cert ‘A’ post ‘B’: This course commenced in 1937 to help meet increasing demand for more teachers at the primary level due to the rapid expansion of the education system. This certificate course was meant for upgrading the Certificate ‘B’ teachers to improve on quality delivery.
3. 2-year Certificate ‘A’ Post Secondary Teacher’s Programme: With the expansion of secondary education in 1950, a new 2-year teacher –training programme was introduced. This programme targeted secondary school-leavers to be trained to teach in middle and secondary schools.
4. 2-year Specialist Courses: In 1973, two-year Specialist Courses in the core disciplines were begun in some selected teacher training colleges all over the country to train teachers. These teachers were supposed to supplement the limited number of graduate teachers from the University of Cape Coast. This course was however phased out to make way for the introduction of a three-

year post secondary quasi-specialist programme to prepare teachers for the incoming experimental junior secondary schools.

5. 3-year Certificate 'A' Post Secondary Teacher's Programme: The programme commenced in 1978. History has it that in 1998 the 3-year Cert 'A' Post – Secondary programme was to be restructured with emphasis on the structure referred to as IN-IN-OUT. The entrants to this programme were still senior secondary school graduates and it still remained a Certificate 'A'-3-year Post Secondary programme. The proposal on the structure was that the first year of training should assist trainees to consolidate their knowledge and skills at the senior secondary school level, thus they continued lessons in the various core subjects in their first year of entering. This was expected to prepare them adequately to bring them to an appreciable knowledge level as of building strong foundation and help improve standard of education in the country when the graduate of this system go out to teach in the field. The second year of this programme was expected to help trainees learn to teach at the basic level. Trainees were to be taken through education studies, study of the basic school curriculum and teaching methodology in the various subjects they would have studied in the first year, and communication skills. The third year was to be devoted to practicing and learning to teach and this was to take trainees to schools where they would experience practical teaching to be exposed to the rudimentary practices with the support of mentors, lead-mentors and link-mentors. Assessment was to be carried out on teacher trainees to ascertain the level of competence gained on the field. This exercise was to be carried out by

a team of competent teachers gathered from zones of colleges. The trainees were also to write examination in a paper associated with the teaching practice and community experience gained whilst serving in the teaching practice community. The IN-IN-OUT programme came into being in 2003.

6. 3-year Diploma in Basic Education Teacher Training Programme: October, 2004 saw the introduction of this programme. The aim of this programme was to upgrade the teacher education and training programme to improve the quality of teaching / learning delivery in the basic schools of the country. This programme also adopted the 3-year IN-IN-OUT structure. This programme is what the nation has been going with so far from that time to date in the training of teachers for the basic education system of the country. The entrance qualification kept changing by the raising of the standard in response to the public outcry over the falling of standard of education. The cut-out point is aggregate 24 in six subjects, including, English, Mathematics and Science / Social Studies, and at least two elective subjects of the prospective entrant with one other subject.

In an attempt to increase access of females to the training colleges, courses had been introduced in 2000 to support those females who might have had weak passes in English, Mathematics and Science. In 2005 however, the opportunity was also given to males with weak pass (E), especially in English, to enable them go through a six-week access course to qualify them to the teacher training colleges to pursue the Diploma programme after passing the access course assessment. For the first time in 2005, candidates (both males

and females) with weak passes in French were provided access course to prepare them adequately to enable them pursue French programme in the teacher training college.

7. Untrained (Pupil) Teachers' Training Programme: The implementation of the Accelerated Plan for Education in 1951 brought a great demand for trained teachers in the schools in the country. It compelled educational administrators to recruit a large number of untrained teachers popularly called pupil teachers. Some of these teachers were prepared in the 10 emergency training centres established nation-wide in 1953 which engaged in a six-week intensive course to prepare them to teach in the primary schools. History has it that by 1965, 67% of primary school teachers were still untrained and this also resulted in the opening of additional 35 teacher training colleges to bring the number to 80. Economic slump of the 70s and early 80s in Ghana resulted in a mass exodus of trained teachers seeking for greener pastures in other countries. Many people with Middle School Leaving Certificates who were untrained were recruited to fill the vacancies created. A Modular Programme to train the untrained teachers was introduced in 1983. It was part of the 4-year post-middle teacher training programme and ran side by side the three-year post secondary programme. This programme was still in existence due to the fact that all attempts made by the Ghana Education Service to replace untrained teachers proved futile for some reasons. One of such reasons was the fact that attrition rate of teachers even after the economic slump kept going high still creating teacher shortage to the point that the service had to depend on the

recruitment of secondary school leaving certificate holders for educational delivery in some schools in the country. Many trained teachers also did not readily accept postings to remote communities and as such communities had to depend on the untrained teachers. These untrained teachers had accumulated over the years to the point that in 2005 about twenty-four thousand untrained teachers existed in the GES. This figure according to Adu (2005) represented about 17% of the teaching workforce in the basic schools all over the country. This was disheartening because the quality of education had been affected negatively. To combat this effect, the programme aimed at building capacity of these pupil teachers was still on. The programme was aimed at affording participants diploma certificate in basic education.

Adu (2005) maintained that the implementation of the Untrained Teacher Training Programme was in response to the commitment of the government of Ghana to reduce poverty under Ghana Poverty Reduction Strategy (GPRS) and to meet the Millennium Development Goals (MDG); and Education for All (EFA). The changes that have occurred in the training programmes of the teacher training colleges brought along many challenges. As noted in the case of the Kwame Nkrumah University of Science and Technology, and in many instances in tertiary education worldwide, no institution could run away from change in transition of institutions and the challenges institutions needed to battle with in order to manage their institutional change.

Reform of Tertiary Education

Society is dynamic. Things seem to be changing every now and then. The field of education which is the production site of knowledge even seems to be more affected with the issue of change. Educational reforms for various levels of education are usually recommended and undertaken when the education that is being practiced is seen to be inadequate in preparing graduates to meet challenging job markets. In this case, the education is seen irrelevant to societal needs. This is what Forti (2012) comprehended when he mentioned of the United States of America that their system of education as at 1983 was not relevant in providing skills that the educand needed, thus had to be reviewed.

Forti quoted the National Commission on Excellence in Education of the United States of America as saying that American education failed to prepare students for competing in a global market. To this agency, as cited by Forti, educational mediocrity caused lowered Scholastic Aptitude Test (SAT) scores, declining standards, grade inflation, poor performance in mathematics and science, and functional illiteracy (reading and writing skills insufficient for daily living). In the light of this, sweeping reforms were recommended.

Enders, Boar and Westerheijden (2011) in citing reform initiatives all over the world mentioned that European higher education systems had always undergone political reforms. According to them, since the late 1990s, reforms have been initiated and that the rate of intended change has accelerated to

unprecedented levels. UNESCO's activities in higher education under a sub-programme entitled 'Building Learning Societies' which was an outcome of the 1998 World Conference on Higher Education (WCHE), has further agitated reform of higher education. The WCHE constituted a strong worldwide force advocacy on the reform of tertiary education. Major issues considered in the sector of tertiary education which reform would have to touch on included access on merit, enhanced management of systems and institutions and closer links with the world of work. Four key areas requiring renovation and innovation which have been stated by Eggins (2003) involved quality, management and financing, relevance and international co-operation.

The struggle to compete in an ever increasingly sophisticated global economy has led to the advent of Knowledge society. This has affected the development agenda of each and every nation consequently putting serious pressure on each country to ensure that states' responsibility of supporting higher education institutions is ensured. To Eggins (2003) if states support tertiary education institutions effectively, it would go a long way to support the international community in adjusting and responding more effectively to the escalating pace of social change. He also attested that in a world where education has become borderless, countries must learn to operate in dual mode because national issues assume global ramifications.

Aside, 1998 World Conference on Higher Education (WCHE), the other key developments that advocated seriously for the reformation of tertiary

education as noted by Bologna Secretariat Brussels (2010) included Bologna Declaration of 1999, which objective was to make the European higher education systems more competitive and attractive and the European Union's Lisbon Strategy of 2000, which sought to reform the continent's fragmented higher education systems into a more powerful and more integrated, knowledge-based economy. Another purpose of the Bologna Process (or Bologna Accords) was the creation of the European Higher Education Area by making academic degree standards and quality assurance standards more comparable and compatible throughout Europe, in particular under the Lisbon Recognition Convention. While the European Commission is an important contributor to the Bologna Process, the Lisbon Recognition Convention was actually prepared by the Council of Europe and members of the Europe Region of UNESCO.

Bologna Secretariat Brussels (2010) commented that one year before the Bologna declaration, education ministers Claude Allegre (France), Jürgen Rüttgers (Germany), Luigi Berlinguer (Italy) and the Baroness-Blackstone (UK) signed the Sorbonne declaration in Paris in 1998 committing themselves to "harmonising the architecture of the European Higher Education system". The literature from Bologna Secretariat Brussels (2010) revealed that further governmental meetings were held in Prague in 2001, Berlin in 2003, Bergen in 2005, London in 2007, and Leuven in 2009. Forti (2012) revealed that the Bologna Process has been implemented concurrently with other reforms, which have been attached as "riders" to the implementation itself. To him, these

reforms went far beyond the minimum provisions necessary to implement the Bologna Process, and included introducing tuition fees, overhauling departments, and changing the organisation of universities. Forti (2012) also mentioned that as the ability of each higher education system to produce the highly-skilled citizens required in the twenty-first century become crucial, governments were recognizing and responding to global, as well as local, economic and cultural changes. Moreover, as the effects of globalization spread, their impact upon individual governments and their higher education institutions became steadily more apparent.

Reforms served many students of countries from upheaval that they pass through in their educational lives. For instance, in mainland Europe, Niki (2008) attested that five year plus first degrees were common, with some taking up to eight years not being unheard of. This led to many not completing their studies; many of these countries had this situations changed rapidly as the Bologna Process was implemented. Depending on the country and the development of its higher education system, some introduced credit system, discussed their degree structures and qualifications, financing and management of higher education, mobility programmes. Enders, Boar and Westerheijden (2011) believed that at the institutional level the reform involved higher education institutions, their faculties or departments, student and staff representatives and many other actors. To them, priorities varied from country to country and from institution to institution. Quoting Austria which situation was similar to that in Germany, the

traditional "lowest" undergraduate degrees were the Magister (FH) and the Diplom (FH), and were designed to take three or four years; the "lowest" graduate degrees were Magister and the Diplom-Ingenieur, which typically fulfilled a thesis requirement (including final examination and thesis defense) and could be obtained after at least four to six years of study. These asserted that beginning with the year 2000, many curricula had been converted into separate bachelor (Bakkalaureat) and master (Magisterstudium) programmes, with nominal durations of six semesters (three years) and three to four semesters (1.5–2 years), respectively. In Belgium the candidate's degree took 2 years (in some cases 3), with an additional 2 to 3 years (in some cases 4) to obtain a license. This had been replaced by an academic bachelor's degree of 3 years and a master's degree of 1 or 2 years (in some cases 3 or even 4). The professional (non-academic) graduate degree had been replaced by a professional bachelor degree of 3 years. These changes had been necessitated by the Accords signed on the reform of higher education. Citing signatory countries that had gone out of the Bologna Accord and internationalism thus convergence and divergence, Bulgaria was quickly fallen on. Bologna Secretariat Brussels (2010) made known that Bulgaria had not fully complied with the rules of the Bologna Process. This report resonated that Bulgarian Universities did not currently recognize Bachelor's diplomas from other countries, and one must often take an English language examination, being that person's primary language of academic instruction. An example of this was the New Bulgarian University, which required that applicants had an English certificate from Cambridge or pass the

university's own English language exam. The European Union had imposed sanctions on Bulgaria for such cases.

A study was conducted by Abubakar and Babandako (2011) of Ibrahim Badamasi Babangida University, Lapai of Niger State which tried to ascertain academic staff level of motivation, dissatisfaction and performance at work. The study employed a descriptive survey research method to collect research data from academic staff of Ibrahim Badamasi Babangida University, Lapai, Nigeria. A total of 141 or 64% of the academic staff of the University were sampled out of a population of 219 academic staff. Descriptive statistical tools were used to measure the research variables. The study revealed that academic staffs were very highly motivated at work and also highly contented with the working environment. The study further revealed that staff performance as related to teaching was very high while their performance in the areas of research and other publications was moderate. It was therefore recommended that universities and other tertiary institutions should take the issue of academic staff motivation seriously to facilitate effective teaching and delivery of knowledge

A reform of Makerere University towards capacity building was reported by Rockefeller (2011) of the World Bank. The report indicated that by an Act of Parliament on July 1, 1970, Makerere University became an independent national university of the Republic of Uganda. However, between this period and 1993 the university encountered so many problems. Notably among them were: central administration became remote from faculty and students; management

and governance came to a halt; teaching and learning plummeted as student welfare declined; and experienced staff fled the institution; student riots broke out, and infrastructure was devastated. Public financing became stagnant or declined, quality assurance and accountability mechanisms were also lacking, there was no coherent incentive and career structure for lecturers, and there was no on-going professional development for staff. Therefore, innovation and reform process had to be initiated and in 1993 the reform process began. Innovations took the following structures after development of a University Strategic Plan was carried out. To increase and manage resources, fee-paying students were admitted, and commercial units and business enterprises were established by the institution. The administration began building stronger alumni relations, and groups such as Makerere Convocation and Friends of Makerere (FOMAC) were formed. A dual-track tuition policy was instituted and proved to be very effective in augmenting the institution revenue. In restructuring curriculum and academic programmes, teaching programmes were greatly expanded and diversified, with over forty to fifty new demand-driven courses added, and evening, long-distance, and short-term courses were introduced. To monitor quality, there was a Senate Standing Academic Committee on Quality Assurance established. Actions towards developing human and physical assets led to filling of seventy-six percent of the established positions, and salaries were increased.

Furthermore, better links with donors and focused use of donor funds was enhanced. This collaboration resulted in erection of new buildings. Large faculties were transformed into constituent colleges. New management and governance styles were adopted where relations between administration and students improved, planning processes became participatory type.

In Ghana, reforms have taken place in tertiary education provided by various higher educational institutions. In the case of polytechnics, Akyeampong (2004) reported that the governments of Ghana right from Nkrumah having realised the need for improvement in the science and technology education and seeing it as an instrument for accelerating economic growth, brought about the establishment of more technical institutes and the upgrading of existing institutes into polytechnics in phases to train more competent middle-power technicians to support industry in the country and the global village. The reform which was supported by the Polytechnic Law (PNDCL 321) of 1992 brought tremendous improvement in the curricular, management and other relevant practices of tertiary education into the lives of the polytechnics.

Taking the case of the Ghanaian universities, University of Ghana, Kwame Nkrumah University of Science and Technology, University of Cape Coast, and University of Education, Winneba, had all been upgraded in their provision of academic programmes to make them more suitable to the demands of present needs of the world of work. These universities diversified their academic programmes and changed many aspects of their curricular to meet the

specifications of internationalism. For instance University of Cape Coast which had the core mandate of producing qualified and professional teachers for second cycle education of the country had diversified its programme and now run programmes in medicine, law and related areas including the teacher training. This situation of diversification has widened academic markets of the universities thereby making it more feasible for many more people from local and international communities to patronize their academic goods and services. The transformation of the Kwame Nkrumah University of Science and Technology could be sighted to drive home the case of reforms of tertiary education in Ghana. KNUST Corporate Strategic Plan 2005 – 2014 (Plan 2k14) revealed that KNUST existed first as Kumasi College of Technology, which was established by a Government Ordinance on 6th October 1951 which opened officially on 22nd January 1952, with 200 teacher training students transferred from the Achimota College to form the nucleus of the then new college. The report indicated that until its accession to a university status in 1961, the college grew rapidly and underwent major transformations.

The growth, transformation and reform proceeded in the following manner as told by the report. In October 1952, the School of Engineering and the Department of Commerce were established and the first students were admitted. From 1952 to 1955, the School of Engineering prepared students for professional qualifications only. In 1955, the School embarked on courses leading to the Bachelor of Engineering External Degree Examinations of University of London.

Other departments followed. A Pharmacy Department was established in January 1953, with the transfer of the former School of Pharmacy from Korle-Bu hospital, Accra, to the College. The Department ran a two-year comprehensive course in Pharmacy leading to the award of the Pharmacy Board certificate. A department of Agriculture was opened in the same year to provide a number of ad hoc courses of varying duration, from a few terms to three years, for what is now the Ministry of Food and Agriculture. Department of General Studies was also instituted to prepare students for the Higher School Certificate Examinations in both Science and Arts subjects and to give instructions in such subjects as were requested by the other departments. In 1957, the School of Architecture, Town Planning and Building was inaugurated and its first students were admitted in January 1958, for professional courses in Architecture, Town Planning and Building.

The report indicated that in 1961, the Faculty of Science was established to offer degree and preliminary courses. It was later changed to Faculty of Applied Science in 1965 and in November 1966, it was reconstituted as the Faculty of Science to teach specialised courses in Biochemistry, Biology, Chemistry, Chemical Technology, Mathematics and Physics. As the College expanded, decision was taken to make the Kumasi College of Technology a pure science and technology institution. In pursuit of this policy, the Teacher Training College, with the exception of the Art School, was transferred in January 1958 to the Winneba Training College and in 1959 the Commerce Department was

transferred to Achimota College to form the nucleus of the present University of Ghana Business School, Legon.

Accession to University Status: It was mentioned by the report that in December 1960, the Government of Ghana appointed a University Commission to advise it on the future development of university education in Ghana, in connection with the proposal to transform the University College of Ghana and the Kumasi College of Technology into an independent University of Ghana. Following the report of the Commission, which came out early in 1961, the Government decided to establish two independent Universities, one in Kumasi and the other at Legon near Accra. The Kumasi College of Technology was thus transformed into a full-fledged university – Kwame Nkrumah University of Science and Technology by an Act of Parliament on 22nd August, 1961. The Kwame Nkrumah University of Science and Technology was officially inaugurated on Wednesday, 29th November 1961. This name was changed during the revolution of 24th February 1966 to the University of Science and Technology, Kumasi. The University has since March 2000 reverted to its original name. The University of Mines and Technology, Tarkwa, which started off as the School of Mines and later the Western University College, was part of Kwame Nkrumah University of Science and Technology until attaining the status of a full university in October 2004.

Despite the successes chalked by the university in its progression, certain factors had been identified and outlined by the KNUST Corporate

Strategic Plan 2005 – 2014 (Plan2k14) as challenges that affected the performance of its task of teaching, research and service to the community. This attested to the fact that challenges were always there that confronted institutions in their growth and transition processes. The challenges include:

1. Inadequate Government Subvention: According to the report, since the implementation of the Educational Reform Programme in 1992, there had been a rapid increase in student enrolment without considerable and requisite increase in government subvention. This posed a great limitation on the university in the pursuit of her objectives.

2. Government Policy on Wages / Salaries: It has been said by the report that generally, wages / salaries are low in comparison to cost of living. The resultant agitations from unionised groups during negotiations with government for better conditions of service culminate in disruption of academic work. Also, unrest by students due to delays in meeting their demands from government and the university administration similarly led to disruption of academic work.

3. Poor Communication Skills of In-coming Students: Some candidates admitted into the University generally had weak communication skills. To the report, this situation is similar to having defective materials in a manufacturing process. Valuable time is therefore spent in making good their various deficiencies.

4. Lack of Corporate Identity for Colleges and Units: The requirement and conditionality set down by government ministries, departments and agencies, and some bilateral and multilateral agencies that only registered consultancy firms should be considered for engagement for consultancy services limits the avenues for consultancy services of the various colleges and units of the University.

The above challenges have produced weaknesses in distinct areas as follow.

1. Inadequate Funding and Poor Allocation of Resources for Academic Programmes. The university which had been depending mostly on government sources for funding without making sufficient efforts to generate income from industry and other sources is confronted with inadequate infrastructural provision. The report indicated that this problem had been compounded with the late release of government subvention. They enumerated that the challenge of financial inadequacy of the University made efficient planning and execution of tasks difficult. Other consequences of the limited funding of the University were the lack of means to offer incentives to its staff, allocate adequate funds for research, maintain its infrastructure and equipment, and expand its lecture theatres and office accommodation.

2. Run-down Infrastructure: It is mentioned in the strategic report that as a result of inadequate funding, existing infrastructural facilities had not been

effectively maintained over the years, and the laboratories, teaching facilities and equipment had not been upgraded to keep pace with rapid changes in technology.

3. Poor Remuneration and Poor Service Conditions for Staff: The KNUST report had it that remuneration for the staff of the University was lower than what pertained in some public and private sector institutions in the country. The low level of remuneration was seriously affecting commitment and performance of the staff of the University. It continued on this subject when it asserted that due to the poor remuneration and conditions of service, the University was not able to attract younger staff and retain the experienced ones.

4. Inadequate Accommodation for Students and Staff: Non-residential students amounted to about 53.2 percent and others lived in substandard accommodation in the suburbs of Kumasi. The rest of 46.8 percent students lived in overcrowded cubicles in the halls of residence, thus putting pressure on facilities. Staff members' accommodation had also been reported as being woefully inadequate. This truly had adverse effect on the quality of academic work being done in the university.

5. Inadequate Information and Communication Technology (ICT) Infrastructure and Facilities: Limited communication facilities and poor access to internet services was a bother to the university as revealed by the report. It reiterated that the inadequacy of these facilities produced limitation to access to information and the marketing of University activities and staff potentials.

According to the report, the limited IT facilities constituted a disincentive to potential collaborators and also created a poor corporate image and reduced efficiency in all aspects of University activities.

Other weaknesses attributed to the challenges as identified by the report included: inadequate orientation for management staff in the academic units, inadequate staffing, weak inter-faculty collaboration, weakness in English /communication skills of students. These various areas therefore called for significant improvement if the objectives of the university were to be achieved.

Darkey and Oduro (2012) in their finding on a study into 'Managing Transitional Challenges for Quality Performance in Polytechnics in Ghana, brought up many issues that could be viewed very relevant to the study of transitional challenges that face the colleges of Ghana. The research adopted descriptive survey design. In this research, 340 respondents were used from 6 polytechnics in Ghana. Among the respondents were senior and junior members of staff and the research used questionnaire and interviews in gathering data. The findings of the research were that the polytechnics in Ghana were confronted with challenges ranging from inadequate funding to support programme delivery, insufficient number of qualified staff, to inadequate physical and academic facilities. Other areas of the challenges identified included absence of distinct scheme and condition of service for staff at the time of the research, lack of active collaboration with industries and lack of regular review of the existing curriculum to reflect current demands of the job market. Rating the challenges

according to the most serious ones revealed that the most cross-cutting serious challenges confronting polytechnics were inadequate human and material resources, inadequate funding and inadequate physical and instructional facilities.

Among the coping strategies suggested and or adopted by some of the polytechnics as revealed by the research results were that there should be implementation of staff development policies through which members could be granted study leave with pay to upgrade their skills and knowledge in relevant fields of study as a way of addressing the challenge of inadequate qualified staff. Apart from that, the polytechnics were accessing scholarships from other sources to support further studies of, particularly teaching staff both locally and abroad. To motivate existing staff, attract others and retain them, some polytechnics adopted the strategy of granting concessionary loan facilities for the purchase of, for example, vehicle and paying rent advance as ways of retaining trained staff in the polytechnic.

The issue of some members of staff being dissatisfied with the quantum of loans available for them, was addressed by policy makers when the Education Reform Review Committee (2002) recommended that by way of attracting and retaining highly qualified staff in the polytechnics, government, should assist polytechnics in granting such loans facilities to polytechnic staff. Also noted by the research was the financial provision that the polytechnics had under the Ghana Education Trust Fund (GETFund) to improve post graduate training by

way of upgrading the existing staff and to attract more qualified ones. Addressing the challenge of under-funding, the research reported that the polytechnics embarked on income generating activities which included organizing non-tertiary programmes apart from the mandated HND programmes, incomes accrued from fees paid by both foreign and local students in some polytechnics, and some polytechnics render aspects of commercial and consultancy services to generate income.

Some polytechnics also engaged in soliciting financial assistance from donor and corporate agencies. In the area of improvement on physical infrastructure, the polytechnics sought support from GETfund for rehabilitation and construction of lecture halls, laboratories, libraries among others. The research also indicated that the polytechnics engaged their students in industrial attachment at the industries as part of their training as a strategy towards developing active collaboration with industry.

A study was conducted by Atiku (2009) into challenges facing the then teacher training colleges in the Volta Region of Ghana. The study adopted descriptive survey design and purposive sampling was used to select 132 respondents from among staff members who were in leadership positions in the colleges. Questionnaire was used to collect data from four colleges. The main findings of the research were: orientation and in-service trainings were not often organised for teachers for effective staff development; lateness and absenteeism of tutors to class affected effective academic work; inadequacy and late release

of government grants to the colleges affected financial administration; and inadequate academic and physical facilities hindered effective practical and other works in the colleges. Prominent among the recommendations given were that college management should: put in more efforts to strengthen supervision of instruction in the colleges, and introduce cost-sharing system of financing education where students would pay academic facility user fee just as being done at the Ghanaian public universities.

2007 Educational Reform Policy on the Teacher Training Colleges of Ghana

The policy on the reformation of the teacher training colleges in Ghana came as a result of the 2007 educational reform in the country. The government's white paper on the report of the educational reform review committee of 2004 indicated the policy of staffing all levels of education with professionally trained teachers by the year 2015. This, the committee considered as a must in order to respond appropriately to and fulfill the United Nations Millennium Development Goals on education which stated that by the year 2015 all children should have access to quality education and health care. Among the recommendations made by the reform committee on teacher education in the country to help achieve this policy, include upgrading teacher training colleges into diploma-awarding institutions, which would be affiliated to the education-oriented universities of the country and conditions of service of teachers improved. Other areas emphasized involve institution of modular and competency-based training courses and distance education for non-professional teachers to enable them

qualify as professional teachers. These recommendations had been implemented leading to the first batch of diploma holding certificate graduates in 2007 and many distant programmes being organized by both teacher training universities - University of Cape Coast and University of Education, Winneba. Diploma certificates are produced by tertiary institutions and this behooves on the government of Ghana to transit the teacher training colleges into tertiary institutions. Moreover, Ministry of Education (2003) in its Educational Strategic Plan for 2003-2015 and the Educational Reform Committee Report (2004) indicated that the teacher training colleges were to be accredited the status of tertiary institutions and this process was embarked upon by the National Accreditation Board throughout the 38 government teacher training colleges in the country. Certificates were issued out to the colleges in 2007 after inspections carried out on their academic facilities and programmes. This brought the change of name from training college to college of education. NCTE (2012) in the Colleges of Education bill revealed that the fourth parliament of the government of Ghana passed the bill on the conversion of colleges of education as post-secondary institutions into tertiary status in 2012. The bill was assented to by the president giving it executive approval and support in June, 2012.

Models (theory) of Change

Scheild (2011) revealed Charles Darwin's (1809–1882) Evolutionary. Sociologists in the 19th century applied Charles Darwin's (1809–1882) work in biological evolution to theories of social change. According to evolutionary

theory, society moved in specific directions. Therefore, early social evolutionists saw society as progressing to higher and higher levels. As a result, they concluded that their own cultural attitudes and behaviours were more advanced than those of earlier societies. Applying this to the educational sector of the economy of a country, citizens saw and understood that knowledge is increasing hence the levels of educational processes in institutions have also risen in every direction. Requirement in entering educational institutions, certificate qualifications and the development of knowledge in all areas have received upliftment.

Scheild continued by saying that Auguste Comte identified as the “father of sociology,” subscribed to social evolution. He saw human societies as short. Comte, Durkheim, and Spencer proposed unilinear evolutionary theories, which maintained that all societies passed through the same sequence of stages of evolution to reach the same destiny. Seeing this in the mirror of tertiary education, one would have subscribed to the fact that all institutions of higher learning have gone through changes in the various stages of their development. The processes that these institutions went through in their change processes might be quite similar. For instance, very close to the colleges of education in Ghana are the polytechnics that had gone through changes in their various aspects of life to be elevated to tertiary status from post-secondary institutions. The similarity in these processes was in the areas of mentorship provision by a senior higher learning institution (s), provision of infrastructure to accommodate

change, restructuring of administrative structure of the institution, processes of accreditation of programmes to be run and many more. University of Ghana, Legon mentored University of Cape Coast, a process that UCC also carried out on University of Education, Winneba and currently mentoring the colleges of education. Contemporary social evolutionists like Gerhard Lenski viewed change as multilinear rather than unilinear. Multilinear evolutionary theory holds the view that change can occur in several ways and does not inevitably lead in the same direction. Multilinear theorists observed that human societies have evolved along differing lines. This implied that though a change may evolve over similar areas as can be seen in the institutions of higher learning as cited earlier, the change might vary based on the areas it affected. Certain peculiarities might surface as change occurs in different institutions, hence might not directly be in line with change in similar institutions.

Parsons Functionalist Theory of Change

Elliott (2009) maintained that functionalist sociologists emphasized what maintains society, not what changes it. He contended that Parsons, a leading functionalist, saw society in its natural state as being stable and balanced. That is, society naturally moves toward a state of homeostasis. To Parsons, significant social problems, such as union strikes, represent nothing but temporary rifts in the social order. According to his equilibrium theory, changes in one aspect of society required adjustments in other aspects. When these adjustments do not occur, equilibrium disappears, threatening social order. Parsons' equilibrium

theory incorporated the evolutionary concept of continuing progress, but the predominant theme is stability and balance.

People who hold this view about life resist change and any effort to introduce change would result in chaos among these conservatists. The other aspect of these theorists which is good is the fact that they believed that equilibrium must be achieved in society as soon as any change which may distabilise society is implemented. This means that they also think of fast means of solving problems that may arise in implementing change. This could help minimize the effects of change.

Elliott (2009) asserted that functionalists ignored the use of force by societal powerful to maintain an illusion of stability and integration. They thought that since everybody is fighting for equilibrium in society, people would be willing to amicably accept solutions without resistance. Functionalists saw education as a beneficial contribution to an ordered society; however, conflict theorists saw the educational system as perpetuating the status quo by dulling the lower classes into being obedient workers.

Challenges in Change Management

Complexity of the Organisation and its Management Process

Recklies (2001) said the process of change has impact on the whole organisation and on all individuals working there. Change processes influence what the organisation does, the way the organisation does things, the

way all business units of the organisation communicate and share information and this shows clearly the complexity and scope of change management. She demonstrated some of the areas that management would have to take cognizance of when an organisation is to be transited from a state to another. For instance, she noted that quality control must not be toyed with and carry everybody on board even with the information technology coupled with comprehensive human resource management system could be cumbersome, thus, make the whole change management complex.

Lack of Executive Support for Change

Lisalisatong (2011) asserted that a break in the front of the administrative machinery of an organisation during implementation of change could be a serious setback for management in the matter of achieving success in change management. This is because top management support is one of the critical success factors for any change effort since these people serve as the drivers of the organisation and their personal perceptions lead them into driving followers to their destinations of thought. This top management according to Recklies are affected by their perceptions about the particular change. Things such as seeing what they did not expect to see, difficulties to identify and to analyze the core of the problem that is bringing change, too narrow scope of the problem stated, approaching problems with a one-sided view that focuses on particular aspects only, information overloaded on the problem, and general misjudgments on the change.

Fear

Sarason (2009) expressed that emotion such as fear cause serious problems in change processes since they hinder the generation of new ideas and approaches. He thought that it is important to consider how people would personally be affected by the change process. Galvin (2003) said change requires that people do something they have not done before. People are generally the most critical resource, supporter, barrier and risk when managing change. There are several stages for individuals during each change. Sometimes they doubt their own abilities to adopt and manage the changes in the system, which result in less self confidence and poor performance. In the situation of change, individuals usually lose something they used to deal with and going forward with uncertainty to the new system.

To Recklies (2001) the uncertainty of change could provoke strong emotions, with most people experiencing some sense of grief and loss as they let go of the old and move towards the new. A range of emotions would be displayed by those people who are affected by the change process. Such emotions are frustration, anger, despair, acceptance, enthusiasm and elation. The emotion expressed depended on whether staff made the change willingly or unwillingly, the level of consultation that occurred and the support provided by leadership. Awareness of the range of reactions to change would help the leader of the change process respond appropriately to concerns that are expressed. Understanding why these emotions occurred may assist the leader to introduce

change in a manner that anticipate, acknowledge and respond to concerns. Victoria Quality Council (2006) asserted that there are various reasons why the public react negatively towards the change introduced. This is because they are not aware of the reasons why change is necessary. Also, they feel that there are other more important issues to be dealt with. Additionally, they do not agree with the proposed change, or feel that there is a better way to achieve the outcome. They disagree about how the change is to be implemented. They feel there is a criticism about the way they do things implied in the change process. They also feel that they have done this before and nothing changed. Such people also feel that there is extra work for them as a result of the changes.

Resistance

The National Health Scheme (NHS) (2005) declared that resistance is a natural, universal, inevitable human response to a change that someone else thinks is a good idea, and resisting change or improvement does not make someone bad or narrow-minded. To this body, when people hear change management in the workplace, their initial reaction is anxiety, reluctance and fear mixed with some curiosity. Overcoming resistance in change management could be a sensitive issue in deeply conditioned organisations that have functioned for so many years and want to continue functioning as they are – regardless of the outcomes. It was added that regardless of how clear and concise your change management plan is, you would find varying levels of resistance and people questioning the motive for change. Resistance (and almost rejection) is easily

spotted in forms of direct or indirect challenges, lack of acknowledgment or action, and open hostility.

Cultural Barriers

MacDonald and Walker (2006) identified that cultural barriers hinder the development and evaluation of solutions for problems in the organisation. These include people's taboos, reasons and intuition, and tradition versus change. These authors said that particular issues may have the character of a strong taboo in an organisation. Certain things that have strong links to taboos of personnel in top management may assume organisational dimensions. Hence, they are extremely difficult to analyze and to change. A potential reason is that our culture attaches great importance to targeted thinking. Thus, we virtually unlearn how to be imaginative and creative with our ideas. Thus, problem solving is seen as a serious matter: This hampers harmony in the process of problem solving; hence, there would not be much freedom for creativity. They continued to mention that in our personal life, we are used to making many important decisions on our intuition and our feelings – for instance choice of friends and partners and this having taken root affect organisations in the change processes. It is also a challenging task to overcome traditions. This is especially true when employees do not see the relation between their traditions and an existing problem. On the other hand, traditions could be the basis for personal commitment in change processes.

Environmental Barriers

Environmental barriers such as identified by Recklies (2001) include lack of support, lack of ability to accept criticism, and managers who know the answer, create a feeling of togetherness and mutual support as well as of egoism and competition. She mentioned that many people perceive changes as a threat for their personal status because change moves the whole organisation as well as every single employee out of their 'comfort zone'. This implies that there would always be some people who would try to stop or ignore the process. Meanwhile those who create new ideas may set up new barriers when they ignore justifiable criticism, Recklies observed. In this case the ability to accept criticism is a major precondition for establishing trust and for gaining support.

Lack of Requisite Resources

Lack of appropriate logistics and skilled labour affect the implementation of change in institutions. Recklies (2001) maintained that developing financial and material resources is very necessary in ensuring the success of education reforms. To her, one of the greatest expenses of implementing education reforms comes with providing appropriate infrastructure. For instance, basic goals, which were established and reaffirmed at Dakar Conference of Education, included educating more children and increasing the universal average minimum of schooling to six years. Meeting these goals requires hiring many more teachers. These new teachers must be trained, and current teachers must be retrained, to

reorient their curriculums to address sustainability. She added that the good news was that many countries were spending a larger percentage of their Gross National Product (GNP) on education. To her, two-thirds of the 123 countries listed in the UNESCO World Education Report 2000 reported public expenditures on education as a percentage of GNP in both 1990 and 1996, reported spending more in 1996 than in 1990. She asked that although governments prioritized education in terms of funding, how much of this funding went to reorient education to address sustainability?

To Recklies, the omission of such an impetus proved to be the downfall of the 1970s global effort to infuse environmental education into the elementary and secondary curriculums in Maryland. This same fate could befall any reform effort. The reality of any educational reform is that success depends on both "top down" and "bottom up" efforts. Administrators at the top echelons of ministries are in a position to create the policies that would make reform occur. Together, administrators, teachers, and community leaders at the local level must interpret what the policy should "look like" locally.

The Student Factor

Students are the raw material at all levels of education. The success of every educational system depends partly on the cooperation of students. This is because students are the immediate beneficiaries of education. Managing students would have to incorporate issues of their accommodation, social

amenities, resource centres, and other important student personnel services including issues of leadership. Many of these issues would pose challenges to educational system. It might probably be an aspect of these challenges that Adamolekum (1985) as cited by Effah (2003) considered when he disclosed that students at the` university and other higher education institutions, unlike others at lower levels, claim to be “free and emancipated”, an assertion which obviously has subtle implications for the administration. The notion of diversity is one of differences in people, and as such different things could do with different people. Some consider diversity as a problem, or challenge that hampers organisational effectiveness. Others consider diversity as an opportunity to expand valuable perspectives and ideas and thus enhanced organisational effectiveness. Diversity suggests images of alienation of organisational constituencies from one another. It suggests images of isolated individuals based on some defining characteristics, or suggested images of a colourful and interesting environment. A more visionary, and useful, concept of diversity suggested that differences in characteristics such as age, gender, race, culture, and so forth, should be recognized and valued, not lost in conformity that produces people who all "look" the same. Rosen and Lovelace (2007) stated that institutional leaders must work hard to understand and value differences and celebrate diversity in their various institutions. These writers also pointed out that it is easy to lose sight of the fact that differences in people encompass a broad spectrum of characteristics; it is useful to broaden our concept of diversity. Reed and Kelly (2003) affirming their stand on the issue of diversity, suggested that diversity does not only

includes race, sex, age, and so forth, but also includes goals, values, role expectations, and thoughts. A logical extension of this position suggests beliefs, sub-cultural norms, and personal histories. The diverse background of tertiary students coupled with the fact that there are no strict implementation of code of ethics or rules and regulations in tertiary institutions. One would foresee that disruptive behaviours are likely to be put up by students of tertiary institutions. For example, heavy alcohol consumption among adolescents and young adults is an issue of significant public concern.

Strategies for Change Management

When change occurs in society it must be managed. The management is not as easy and simple as the word 'change' assumes. The challenge it brings is dealt with from various angles to allow smooth running of organisations. This was what Recklies (2001) assumed when she mentioned that effective change management that makes all employees participate is essential in our world of turbulence and of shorter cycles of innovation. He also said that in every organisation, management knows about the external environment and the vision of the organisation. This knowledge is the basis for developing appropriate strategies. Although challenging, this is the easier part. Nevertheless, management successfully implements a new strategic direction, if they manage to gain the commitment of everyone within the organisation. The point is to develop processes that enable all employees to learn about change and that to develop a culture of dialogue between management and workforce.

Developing an Outcome Map

Forti (2012) said one recommended approach is to develop an outcome map, a visual diagram that depicts relationships between initiative strategies and intended results. One could use the “outcome map” as a tool to depict what he expects would happen as a result of his initiatives, strategies, activities and programmatic efforts. These results include both short- and longer-term outcomes and also reflect changes at different levels, such as individuals, organisations, systems and communities. Creating a picture of how different types of outcomes relate to each other helps clarify what the institution intends achieving in the change process. Using an outcome map, you could visually lay out a pathway of change. Outcomes could be “mapped” in a linear or causal sequence, though change is typically more complex than a simple cause-and-effect relationship. Forti maintained that it is valuable to document the assumptions that underline one’s initiatives, including philosophies, principles or values; ways to work together; and other assumptions on which one has to base change effort. Change initiatives typically encompass myriad strategies, interventions and activities. They are planned, clearly defined, staffed and funded – for example, an awareness-building campaign or community mobilization effort. Others are spontaneous, emergent, informal or sporadic, such as networking, leadership development or alliance building. Outcome map must establish clearly links among strategies and results that are desired to be achieved. In this instance, various practical activities of strategies are also

identified and designed appropriately. It helped locate hidden resources; of both material and non-material. Employees' relevant skills and knowledge in the performance of specific jobs are clearly set out.

Pilot-Testing of Activities on an Outcome Map

NHS (2005) said that it is often a good idea to begin with a pilot, a small trial of the proposed option or solution, which could be undertaken in an area that is keen to be involved. Using people in an area who are enthusiastic about implementing the change will increase the chances of success and pave the way for a positive broader rollout. This pilot may be a particular unit, medical specialty or a specific group of patients. The pilot or trial could highlight any barriers to change as well as provide valuable learning in successful change strategies. The information and outcomes achieved from a pilot could re-define the approach used in implementing change. The purpose of conducting a pilot project should be clarified with stakeholders. Generally a pilot project is run to assess the best method of implementation, not to determine if the project will go ahead.

Enhancing Human and Material Resources to Effect Change

All human institutions make use of resources to get institutional goals and objectives achieved. It is obvious that the speed of adapting to new systems would vary from each individual to another, and training and helping employees is mandatory and essential by the managers. Change initiatives in organisation

must include development of potentials of personnel by helping them acquire changes in knowledge, skills, behaviours, and other relevant areas. The process of change initiative must be structured in such a way that it helps inculcate new relevant norms in personnel in the organisation. For instance it must foster academic community that decreases tolerance for certain behaviours or attitudes. It must create academic community that increases belief in its own power to create change. It must also develop an academic community that increases acceptance of culturally diverse community members. Provision of human resources may call for recruitment of personnel with the requisite skills and knowledge in effecting positive change in the organisation. This brings to floor issues of staffing. For academic institutions like colleges of education characteristics of staff both academic and non-academic would have to be in line with those of tertiary institutions. Effah (2003) in quoting Odumosu, (1973), described academic staff as an association of masters and scholars leading a common life of learning. He continued by saying that HEIs have a very high concentration of 'brain power' probably not comparable to what obtains in any other type of situation or organisation. To him, in the university for instance, there are various degrees of competencies, and the professor, the 'full professor' is the one adjudged by his peers and the academic community, to have reached the apex in his or her area of specialization or discipline.

The quality of tertiary institutions is largely determined by the quality of its academic staff and students. This presupposes that a way of managing change

in the colleges of education in order not to create chaos is to manage and train the existing staff that may be ready for such an exercise and also to recruit competent staff to support the system. Effah (2003) also declared emphatically that the important roles played by the academic staff within the diffused and committee-based decision-making academic environment, could not be overemphasized. To him, apart from representation on department, faculty and academic boards, academic staff was represented on Councils of the respective institutions. In addition, teachers or academic staff unions also had representation on council as well as welfare committees of the institutions, thus the development of the competencies of these staff was paramount to the institution if a desired goal was to be achieved in the institutions. This has called for creation of a staff development programme. Rebore (2007) maintained that the concept of “staff development” addresses the real needs of educational organisations. He added that experience has taught human resources administrators the folly of approaching staff development merely from the “Let’s have a workshop” model. This concept of what was and still referred to as “in-service training” is common in staff development programme. He said the evolution of this approach was mirrored in all of our social institutions and that in the past, changes were thrust upon the schools without giving teachers and administrators an opportunity to prepare for such changes. To him, countries usually provide funding for staff development projects. These funds help to forward the current interests in staff development. Staff development is crucial to national aspirations for economic development and, if such capacity building

aims were to be achieved, the institutions would have to make the most effective use of all their human resources.

Fielden (1998) disclosed that business organisations focus not only on the competence of their staff, but also gives time to stressing the need for commitment to the organisation's goals and to promoting a capacity to change; and should not the same be true of our institutions of higher education? He continued to reiterate his concern for human resource development by mentioning that in some academic fields it is said that the total of human knowledge is doubling every five or ten years; it is thus almost impossible for an individual staff member to remain in touch with the subject without a conscious investment in scholarship and self-tuition. To him, these knowledge advances are allied to similar changes in pedagogy, learning materials development and the use of technology, the scale of self - improvement required become massive. For administrative and support staff, there are equally rapid changes in management processes, techniques and technology. Surely, the institution should recognise this and have a strategy for enabling each individual to confront this task. Rebores (2007) also in advancing its argument on the training and development of human resource affirmed that the work of each of the members of the academic community should complement and reinforce each others to build the capacity to meet the new challenges of the tertiary education sector. Afeti (2004) maintained that the polytechnics faced serious staffing problems when they were upgraded from the status of technical institutes to their current status. He explained by

saying that inadequate qualified and professional staff created problems for tertiary learning and the then infant polytechnics. To solve the problem, they took to pragmatic staff development programmes which enabled them upgrade most of their staff. Most went on study leave in institutions both at home and abroad. At the beginning of the upgrading exercise in 1993/94 academic year, only 2 % of the academic staff had post-graduate qualifications.

After developing talents, personnel must be motivated to accept change as a blessing therefore remuneration of staff has to be mapped out to motivate workers in the organisation. Rebores (2007) said rewarding performance and encouraging higher levels of performance must be fashioned into a comprehensive system that is ongoing and integral to the operation of schools. He also maintained that compensation could be weaved into a complete system for both rewarding performance and creating organisational commitment that encouraged improvement of performance.

In the area of material resources, Ahuja (1993) asserted that decent accommodation facilities must be made available for both new programmes and workers. He reiterated that in the compound of an organisation, there must be well furnished rest rooms, common room, and even permanent quarters rented to workers at subsidized cost. In forecasting organisation's material resource needs, aesthetic value, maintenance of equipment and vehicle should be catered for. This would facilitate implementing change. This has been buttressed in a study conducted by Darkey and Oduro (2012) into the management of transitional

challenges facing Ghanaian polytechnics when the study came out boldly to suggest to management of the polytechnics to enhancing access to financing arrangement. The same study also suggested that high calibre staff should be attracted and retained and the building of institutional and staff capacity should not be toyed with. The study also added that physical infrastructure should be enhanced to attract more qualified staff. Access to information, communication, and technology (ICT) and the availability of these systems with their gadgets in the institution would also make implementation of change easier. Darkey and Oduro (2012) in the case of transition of the Ghanaian polytechnics identified that infrastructure was a problem and suggested that management of the polytechnics should explore more avenues and also impress upon Government to expand the infrastructure to enable the polytechnics discharge their roles effectively. These authors maintained that polytechnics have the capacity to provide certain infrastructure using their internally generated funds and their management could also contact some institutions like the World Bank to solicit funds to provide physical and academic facilities to enhance their productivity.

Developing Strategic Partnership

Implementing change and ensuring success calls for involvement of stakeholders who would impact positively on the process. Forti (2012) mentioned that partnerships in implementing change should become more strategic towards achievement of specific goals. This is because strategic partners would identify and deepen their collaborative relationships to jointly

implement actions toward agreed-upon goals and improve group functioning and increase ability to articulate a shared purpose. To Forti, partnership improves articulation of roles and responsibilities within the group. Partners increase formal interagency agreements and /or other collaborative protocols. Partners increase referrals to one another. Partners increase sharing of resources. Partners increase seamless presentation to consumers. Partners increase sharing of data. This implies that sources of relevant information in effecting smooth change do not have a definite destination. Thus, stakeholders are able to share information that would help institutions in coming up with informed decisions in their change implementations. Capacity building among partners would be of paramount concern to all that get involved in change process. Capacity building is part of the continuum to achieve comprehensive change. They are elements that enable influence, leverage and impact to happen. The group's collaboration in developing a collective vision, creating group processes and learning represent a change in community behaviour, which is seen as an influence. The same could be said for partnerships.

The work of creating a collective vision for accountability among diverse people and groups represent a significant change in community norms. Thus, the influence continuum begins with capacity but immediately reflects influence by the very acts of planning, acting, learning and achieving results through the work of the partnership. For instance, a study conducted by Darky and Oduro (2012) on the management of transitional challenges faced by Ghanaian polytechnics

during their transition from post-secondary to tertiary suggested from the findings that a stronger partnership with industry thus enhancing industrial attachment of students and teachers would go a long way in improving the technical skills of both teachers and students. This move would mean that institutions that are undergoing transition truly need to establish cordial relationship and partnership with the relevant skill industry. This therefore behooves on colleges of education to develop links with policy makers such as NCTE; also with the teaching institutions and universities to help them address their challenges with strategic planning. Lisalisatong (2011) suggested in this matter that management could use change agents. This means that if management could identify a few key players who sit on the fence with change who may rather better relate to the other resistant members and either fights with management or against it, management needs these people on its side. It is crucial to get them to understand how this change would eventually help them better perform their job or how it benefits them.

Developing Effective Communication Strategy

Effective communication in organisations helps a lot in the implementation of change. Lisalisatong (2011) suggested that management of organisations should foster openness and two-way communication process when introducing change. She said the process should involve asking personnel for suggestions on how a change could be propagated. To her, when people feel they have control of the change situation, they are more likely to accept it. Again to

him, everyone thinks their own suggestions are appropriate (or else they would not have suggested it in the first place), so actually management should consider using some of the views suggested by the people. She added that clear and effective communication communicates every detail requires for action and in multiple directions.

Lisalisatong (2011) asserted further that a follow-up on the communication of certain ideas helps management to get verbal and if possible, face-to-face acknowledgment of staff on the issues. Effective communication is as important as the communication itself. This writer opined that effective communication removes barriers in the minds of most people, and this means change would work. To her, if an implementer needs something done, he / she should make sure the task is manageable and achievable. Providing assistance where possible and that one example is to create templates for people to fill out. When process change are required or documented business practices are required, creating a template to take people out of the thinking phase and into the doing phase is easiest. What is better is to print it out in hard-copy and physically sit down with the person to drill through it. This is not a long term solution, but it is a way to get the big bus moving. Be sure to report these activities to management so they would be aware of these little (but big) steps forward. Communicate the change, the purpose of the change, and the processes of change with the roles that are expected of key organisations, service providers, business networks and advocacy groups of the organisation.

Another aspect of dealing with change management as seen by Lisalisatong (2011) is that management should be transparent with its dealings. She said that it is human nature to fear what one does not understand – especially if it seems like a threat to the person. Therefore, transparency is important. Right from the beginning of the change management process all the details should be laid down for people to know. She reiterated that no one would win and gain continual respect from secrecy and that people would question managements' motives if it is not completely transparent with one's own organisation. VQC (2006) elaborated that communication should take place in some form with all those affected by the proposed change, staff, consumers, internal and external stakeholders. Early communication and consultation, while the change implementation is still in the planning stage, will assist in getting people interested and prepared to participate in the change process. They would have some ownership of the project and an interest in its success. Stakeholders would have different levels of involvement. At various stages of the implementation they could be informed, consulted, collaborated with or be active participants. Stakeholders should be provided with as much information as possible, including baseline data, the objectives of the change, and should be involved in anticipating problems and determining solutions. VQC (2006) continued that encouraging debate and discussion about the need for change through data presentation could help to create a sense of urgency. People tend to move away from a problem and towards an improved state. Clinical leaders could influence

this process and create a positive planning environment and encourage staff to contribute creativity and innovation to the change.

The Use of Leadership Power to Influence

The leader's power and their uses to influence subordinates are discussed in the following paragraphs and the facts were picked from Agyenim –Boateng, Attah and Baafi-Frimpong (2009).

Rewarding Performance (Through the Reward Power): This is a type of influence created if the leader is able to offer rewards to his followers for completing specific tasks or behaving in a certain positive manner. Rewards which are usually carried out for the purpose of giving recognition and appreciation may be small tokens that can enable and encourage people to do more. In the workplace they may be promotions, commission and or pay rises. What management must bear in the mind is the fact that rewards would only be effective if they appeal to the recipient, and if the reward is proportionate to the task the personnel has to complete. This means that if employees are convinced that they would be rewarded for the effort they put in towards implementing change, they would get more committed to what they would have to do in bringing the change into existence. This type of power needed to be used carefully and in combination of some other powers of the leader such as coercive power in order to prevent employees from getting accustomed to rewards and refusing to complete routine tasks which may not be rewarded. This is because as an employee they are under a contractual obligation to complete tasks since they

are already rewarded through their salary. Also if the power of reward is used frequently, it could reduce the impact or influence that it produced. VQC (2006) maintained that implementing a change requires commitment from the people who would be affected by the proposed changes. Thus motivation is crucial as an element in the change and its implementation process. Change would be more successful, and more people would be committed to the change, if they believe it would improve things. The “what’s in it for me?” test helps to identify useful motivators. The best scenario is to have a ‘win-win’ situation for all, where the change management would have a positive outcome for all.

Coercive Power: This is the ability of the leader to exert pressure on the personnel of the organisation to accept and do what is expected of them. Refusal of followers who in this case are employees, to undertake the action required result in the imposition of a penalty on them by the leader. Penalties take a variety of forms including withdrawal of privileges, job losses, letters of warning and delayed or loss of promotion. This power must be carefully executed otherwise many employees will become unhappy and unmotivated in the performance of their duties. Employees may adopt the concept of “work to rule” attitude. This is the situation where employees refuse to undertake any duties that are not stated in their contract. They may even want to take release from the organisation or vacate the job completely which would result in loss of qualified personnel.

Legitimate Power: This is the power that a leader uses to influence workers to accept change and work if the followers believe that the leader has “a right” to instruct them and that they have an obligation to follow instructions. Sometimes legitimate power is created by the leader’s job title such as principal, vice-principal, captain, manager and others. This title combines with the follower’s belief that the job title gives the leader the right to give workers orders and helps them to accept what the leader says and implement it.

Referent Power: implementing a change through the use of this power depends on the realization of the followers (employees) that the leader possesses qualities that they admire and would like to possess. The followers identify with their leader and attempt to copy their leader. This implies that whatever changes the leader accepts in a system, the followers are also likely going to accept them. It therefore behooves on leadership of organisation like the colleges that they must not be indifferent towards new policies, rather, make meaningful contribution to the formulation of the policies and get committed to their implementation processes. Since it may not be every employee that leaders could have referent power over due to the fact that not all employees would have similar positive judgment on the leaders, referent power should be used in combination of other leadership powers such as the coercive to make things happen in the change process.

Expert Power: by this followers believe that the leader has an “expert” knowledge or skills that are relevant to the job or tasks they have to complete.

Often an experienced member of the team or staff in an organisation, could have expert power even though he is not a supervisor or manager. This implies that heads of institutions could depend on staff members that they assessed as having possessed expert skill and or knowledge in an aspect of a change to take commanding lead in those areas during change implementation. A forum could be created for such expert to demonstrate their expertise to the admiration of other staff members and this would convince them to cooperate with the experts during implementation stage of the change.

Exclusive Management Inclusion

Every Member of the management team of the institution must be involved and must endorse and fully support the plan for change. It is difficult, if not impossible if you have resistance and ignorant managers who propagate their attitude to their subordinates. The change is probably mandated from the highest level (owners or executives) and it is their responsibility to filter the message down and get acknowledgment of their management team. This message must then be filtered down to the lowest level. Once management is involved, ensure that you communicate action items to both the worker and their manager to ensure there is accountability. This implies that the leader of the management of the institution should give enough education to all the team members so that individual differences on change policies are not propagated to jeopardize change process. Recklies (2001), to drive this point home stated that it is a well-known insight that top management support is one of the critical success factors

for any change effort. If top management does not buy in – why should anybody else?

Recklies (2001) suggested the following additional tips for the use of management to improve acceptance of change in an organisation:

1. Be open-minded for new ideas.
2. Do not sort out options and ideas until a final decision has to be taken.
3. Protect new ideas from criticism.
4. Listen to suggestions and appreciate good ideas.
5. Eliminate the “we have always done it that way“-culture.
6. Move your employees and the whole organisation out of the comfort zone.
7. Learn from mistakes in the past.
8. Focus on the good aspects of a new idea rather than on potential problems.
Share risks. Build upon ideas.
9. Do not make your judgment on ideas and suggestions too early.
10. Let your employees participate in all phases of the change process. Build commitment.

Prosci's Change Management Methodology Theory

Prosci's change management methodology is based on 'ADKAR' is based on managing individuals in any change in order to make them accept change. Prosci (2011) stated that 'ADKAR' is an acronym for Awareness, Desire, Knowledge, Ability and Reinforcement. This in essence means that to bring about a change successfully, an individual needs:

1. Awareness of the need for change.
2. Desire to participate and support the change.
3. Knowledge on how to change.
4. Ability to implement required skills and behaviors.
5. Reinforcement to sustain the change

Prosci's organisational change management process which was first introduced in 2002 after the third change management benchmarking study was conducted aims at integrating individual change management and organisational change management to ensure the achievement of business results. ADKAR described successful change at the individual level. To Proci, when an organisation undertakes an initiative, change could only happen when the employees who have to do their jobs differently could say with confidence that,

"I have the Awareness, Desire, Knowledge, Ability and Reinforcement to make this change happen."

Theories of Administration and Management

There are many theories of administration and management, however, this research was built upon only scientific, contingency, and administrative theories. In every situation of change in organisation, there is an influence that seems to direct the use of resources toward goal achievement. Marfo-Yiadom (2005) indicated that the influence that makes things happen is leadership and that the leadership could vary from one organisation to the other depending upon the theories and styles of leadership the leaders believe in.

The Scientific Management Theory

Agyenim-Boateng, Atta and Baafi-Frimpong (2009) attested that the proponents of the scientific management theory were Taylor, Gilbreth and Garitt. However, they mentioned that Taylor was the most popular proponent known of this theory. The basic element of the theory is that it sees man as a machine. The proponents believed that organisations high or low should have a clearly defined daily task laid out. To them, men could be programmed to be as efficient as machines in industrial organisation. This they said could happen through the application of some principles. According to them, firstly, each person in the organisation whether high or low should have a clearly defined daily task laid out before him / her and the work of the person should require a full day's effort

to complete. The second principle is, the workman should be given standardised conditions and appliances to accomplish the task with efficiency and high pay should be tied to successful completion of a task. This means that an employee's failure to complete a work successfully would mean loss of pay or a reduction in salary. The third of the principles which is also the last, mentioned that as organisations become increasingly sophisticated or complex, task should be made difficult as to be accomplished only by a first-rate man that is capable, efficient and well trained. Applying these elements of the scientific theory to this current research work would mean that there must be a structured time table for each and every member of the college workers on what they do and when to do it. It also implied that workers could only be placed at centres of their special skills to function and ability of personnel to function effectively also demanded further and expert training in the area of specification. An experiment engaged in by Taylor and his team on the effects of motion on personnel time of performance recommended the following actions during production. They are: two hands of the worker should begin and end motion simultaneously, arm involvement should be simultaneous and made in opposite and symmetrical directions, smooth continuous hand motions are preferable to Zigzag or straight line motions involving sudden or sharp changes in direction, tools, materials and controls should be closed to and in front of the operator, and tools should be combined wherever possible. This connoted that in managing institutions, resources and offices should be located in the very working environment of the workers in order to curtail a lot of movement to and fro which would also result

in time and energy wasting. Cole (2008) maintained that the key note to the administration of firms in the scientific theory is to control quality through close supervision, ensure managerial control, select workers and motivate them, reduce worker's discretion, separate planners from performers, and ensure functional management.

Contingency Theory

Marfo-Yiadom (2005) affirmed that the contingency theory operates on the concept that situations dictate managerial action therefore different situations call for different approaches, thus no single method of solving problems would be best for all situations. This author continued by advocating that the contingency theory is related to the external and internal environments of the organisation and that the external environment concerns the state of the economic, social, political and technological areas and their impact on or relationship to the organisation whilst the internal environment is more commonly referred to as the state of the organisation with respect to the various constraints and resources that are available. This implies that there would be some level of flexibility when it comes to managing change in organisations. Managers would be circumspect in their approaches to managing difficult times in their firms referring to all factors that come to play and how they affect the survival of the organisation.

Administrative Management Theory

This theory developed concurrently with the scientific management theory. Agyenim-Boateng, Atta and Baafi-Frimpong (2009) believed that whilst the former is focused primarily on the operative level (individuals at the workshop level) from the bottom of the organisational hierarchy upwards and ignored the larger top levels, the latter concentrate on upper level administration (the Managing Director) and work downwards on the organisational hierarchy. The major proponent identified by these authors of the administrative theory are Henry Fayol, Luther Gullick and Lyndall Urwick, however Fayol has been seen as the chief proponent, hence the father of the theory. Fayol's chief concern in this theory is to raise the status of management practices by providing a framework for analyzing administrative functions therefore established principles of managing organisations. Fayol therefore came out with functions of management as planning, organizing, commanding, coordinating, and controlling managerial activities and personnel. He propounded some principles for management to adopt in governing their managerial works. Agyenim-Boateng, Atta and Baafi-Frimpong (2009) stated these principles as consisting of division of labour where work is divided to ensure people attain specialization in their areas, thus, in the colleges of education this concept would help tutors to become subject experts as expected of tertiary instructors. Parity of authority and responsibility is another principle and it indicated that each job holder should have authority to carry out his / her responsibility. This means there should be a

kind of autonomy. This, when colleges of education are nurtured into full fledged and self-supporting tertiary institutions, could achieve autonomous status one day. This would capacitate workers to assume more power in carrying out their duties and responsibility without fear. Unity of command, order, scalar chain, and discipline, denote recognition of superior power over various levels of employees and the respect that must be accorded to these powers. It registers the line of flow of communication that employees must pursue in addressing their grievances and demands from management. This follows that employees would recognize the point from which they should take instruction and with respect they would perform their duties in order not to incur the displeasure of their bosses. This to a large extent would help college workers to respect the authority of the principal and other officers in charge of helping implement change in the transitional period of the college. Other principles such as fair remuneration, equity and initiative are very good elements of the administrative theory that can also help administrators achieve institutional goals. This is because the principle of fair remuneration would encourage administrators to implement fair pay policy. The principles of equity would also facilitate the justice and kindness in organisational processes. This would further motivate employees to be creative and come up with initiatives. The last of the principles that is relevant to this review is esprit de corp which translates into harmony and teamwork in organisations. This relates to the cultural environment of tertiary institution or the institutional culture of tertiary institutions which lays much emphasis on

harmony and teamwork among workers so that together many staff members attain higher heights in their jobs.

Summary of Literature Review

The literature review looked at issues pertaining to reform of tertiary education by identifying the main forces leading to widespread reform initiatives ranging from world conference on tertiary education to Bologna and other declarations and accords that compelled nations to reform their education sector. The literature explored historical development of teacher training colleges in Ghana and the various programmes that had been run. It also sought information on the current policy on the colleges of education. The transition of the colleges brought about change and therefore literature delved into some theories of change, challenges in change management, and strategies to adopt in managing change. Among the strategies was Proscis' change management methodology theory. Scientific management theory, contingency theory, and administrative management theory were reviewed and they were the theories underpinning the study.

CHAPTER THREE

METHODOLOGY

This chapter presents the methods used in carrying out the study. It dealt with the research design, the population, the sample and sampling methods used, instrument used in collecting data, pilot-testing of instruments, data collection procedures and data analysis plan.

Research Design

Descriptive survey design was used for the study. Amedahe (2007) defined descriptive survey as a research design which investigates into a given phenomena to describe, specify and document aspects of the situation as it naturally occurs. By this, the researcher was able to gather information on the transitional challenges in the colleges as how they occurred, with the use of instrument such as questionnaire that helped delved into issues. Descriptive Survey according to Fraenkel and Wallen (1993) helps researchers to obtain good number of responses from respondents. This characteristic of descriptive survey enabled the researcher to give ample time and freedom to respondents to respond to many items on questionnaire. Fraenkel and Wallen continued by saying that descriptive survey is mostly used by social scientists where

population is large. Thus, this design is widely adopted by educational researchers. Thus, it could be concluded that the design was one of the most suitable for undertaking this research on transitional challenges which is a naturally occurring situation in the educational sector of the economy of the country. Portal (2010) also attested that descriptive survey provides procedural outline for investigating a variety of educational problems. This had therefore helped the researcher to systematically identify the variables that were of importance to the study. For instance, identifying the population, the sampling techniques and even the data collection procedures that helped best in bringing out the salient pieces of information were thought of carefully to exhibit the nature of the design. It was all the above characteristics of descriptive survey that the researcher considered worthy adopting it for the study.

Population

Curry (2008) defined population as including all people or items with the characteristic a researcher wishes to study. To this author, because there is very rarely enough time or money to gather information from everyone or everything in a population, the goal becomes finding a representative sample (or subset) of that population. It is out of the population that sampling is done to get the sample size for each study. The population for this study consisted of people who were in leadership positions at the seven colleges in the Volta Region of Ghana. The personnel constituting the population included principals, vice principals, council secretaries and administrative officers. Others were heads of academic and non-

academic departments. For ethical reasons, the colleges were labeled A, B, C, D, E, F, and G. Table 1 gives summary on the research population whilst Table 2 presents the details of constituents of Table 1.

Table 1: Colleges with their Research Populations

Colleges	Number of People in Leadership Positions in the Colleges
A	34
B	35
C	33
D	40
E	36
F	42
G	35
TOTAL	255

Table 2 gives the distribution of the population of leaders in the various colleges.

Table 2: Distribution of Population of Leaders in the Colleges

Designation	Colleges							Total
	A	B	C	D	E	F	G	
Principal	1	1	1	1	1	1	1	7
Vice Principal	1	1	1	1	1	1	1	7
Council Secretary	1	1	1	1	1	1	1	7
Administrative Officer	1	1	1	1	1	1	1	7
Chief Account Officer	1	1	1	1	1	1	1	7
Domestic Bursar	1	1	1	1	1	1	1	7
Chief Security Officer	1	1	1	1	1	1	1	7
Chief Driver	1	1	1	1	1	1	1	7
Senior Artisan	1	1	1	1	1	1	1	7
Senior Hallmistress	1	1	1	1	1	1	1	7
Senior Hallmaster	1	1	0	0	1	1	1	5
Dean of Students	0	0	0	1	0	0	0	1
Hallmistress	1	1	4	1	3	3	2	15
Hallmaster	3	3	0	4	3	4	3	20
Estate Officer	0	1	0	1	1	0	0	3
Teaching Pr. Co-ord	1	1	1	1	1	1	1	7
Assessment Officer	1	1	1	1	1	1	1	7
Project work co-ord	1	1	1	1	0	1	1	6
Academic Advisors	10	10	10	14	10	15	10	79
Heads of Acad. Depart.	6	6	6	6	6	6	6	42
Total	34	35	33	40	36	42	35	255

Sample and Sampling Procedure

Sample according to Yount (2006) is a smaller group of subjects which represents a larger research population. To the same author, a sample size is the number of subjects in a sample. Yount described sampling as something that is concerned with the selection of a subset of individuals from within a statistical population to estimate characteristics of the whole population. The three main advantages of sampling are that cost is lower, data collection is faster, and since the data set is smaller it is possible to ensure homogeneity and to improve the accuracy and quality of the data. Gay (1987) as cited in Yount (2006) held the view that the key to building representative samples is randomization. Randomization is the process of selecting population members for a given sample, where every member of the population has an equal chance of being selected.

Simple random sampling was used to sample four colleges out of the seven in the Volta Region. Cochran (1999) described simple random sample ('SRS') as a sampling technique that samples a given size from subsets of the frame by giving equal opportunity to all the subsets to be selected. He added that because this method of sampling has each element of the frame, an equal probability of selection of the frame is not subdivided or partitioned. Furthermore, any given pair of elements has the same chance of selection as any other such pair (and similarly for triples, and so on).

The colleges were assigned alphabets A, B, C, D, E, F, and G representing the colleges respectively on pieces of paper. These pieces of papers were then folded hiding the alphabets they carried. The papers were mixed up in a bowl and four out of the seven were randomly picked one after the other. On opening the papers it was realized that those picked were B, C, D, and G. Those colleges the alphabets represented were noticed. Four colleges were used because the colleges had diverse backgrounds in the courses they were offering (Generalist, Mathematics / Science, and Information and Communication Technology, Technical, and Early Childhood courses). Thus, these colleges could produce data that would reveal the situations of the rest of the colleges in the region and perhaps in other parts of the country.

In determining the sample size, Yount (2006) said that it should be as large as possible. This is because the larger the sample, the better it represents the population. Young also contended that the more common problem is having too few subjects, not too many so the more important question is, "What's the minimum number of subjects I need?" The question is still difficult to answer. However, the following factors when considered would help in getting the proper sample size. Accuracy of the sampling procedure as can be guided by degree of motivation, interest, mood, recent events, future expectations; cost involved which also gives indication that increasing sample size translates directly into increasing costs: not only of money, but time as well; and the dilemma of realistically balancing "accuracy" (increase sample size) with "cost" (decrease

sample size) confronts every researcher. He concluded by saying that inaccurate data is useless, but a study which cannot be completed due to lack of funds is not any better hence to balances the two factors the following should be considered as he quoted Gay (1987) whose guidelines are that 10% of large populations and 20% of small populations are selected to give sample size of the research population. Other population components of the guide for researchers on the choice of the size of population were presented in Table 3.

Table 3: Gay’s Guide on Sample Size Selection Based on Population

Size of Population	Sampling Percent
-100	100%
101-1,000	10%
1,001-5,000	5%
5,001-10,000	3%
10,000+	1%

Source:[http://en.wikipedia.org/w/index.php?title=Sampling_\(statistics\)&oldid=523972297](http://en.wikipedia.org/w/index.php?title=Sampling_(statistics)&oldid=523972297)"

In considering the groups of people to form the research population, purposive sampling was used. The researcher thought that the workers that were in the helm of affairs in the colleges (principals, vice-principals, heads of

academic and non-academic departments) would be more exposed to the transitional challenges than others, hence, found it expedient in selecting them automatically. Census sampling was used to select all the respondents from the four colleges. This happened so because the total number of respondents from the various colleges was less than 100. Using Gay's guide in the selection of the sample size, it is only when the population of a group is above hundred that the selection goes with percentage calculations to be used, otherwise, all the group members would have to be selected. Therefore this method was adopted. The sample size was 150 with the details in Table 4 as follow.

Table 4: Distribution of Sampled Population

Sampled Colleges	Pop. of Leaders	Sample
B	35	35
C	33	33
D	40	40
G	42	42
Total	150	150

Instrument

The instruments used for data collection was questionnaire. Fraenkel and Wallen (1993) mentioned that descriptive survey is mostly used by social

scientists where population is large, and therefore considering the size of the sampled population, 150, the most appropriate instrument to consider first was the questionnaire. Questionnaire would elicit information from respondents as early as possible so that the research could be concluded in its year otherwise findings could be affected by history in case of delay in the research. I attempted using observation to help confirm / support data from the questionnaire but it was not successful because it was difficult getting access to many of the areas that needed to be observed. I also attempted interviewing Principals and Vice-Principals (as interviewing the whole sampled population would be burdensome and would also delay findings) but it was also not successful because the respondents gave excuses in line with unavailability of time.

The questionnaire had 29 items in all of which three were open-ended. It had four sections. Section A had three close-ended items that sought biographical information on respondents. It ascertained information on the academic qualifications of respondents, number of years in the colleges and number of years of leadership experience in the various colleges. Section B consisted of ten items of which two were open-ended. The items were directed towards finding the key challenges that the colleges were facing. Section C composed of nine items which were all close-ended and looked for information on the effects of the challenges in the professional and academic training of the teacher trainees in the colleges. Section D delved into strategies for managing the challenges in order to

achieve success in the educational goals of the colleges. This section had six close-ended items and one open-ended item.

Pilot-Testing of Instruments

The instrument was pilot-tested at college F of the Volta Region on the officers who were available at the time of the exercise. This process was to ensure validity and reliability of the instruments and the whole research. After retrieving the data, they were analysed.

The analysis of the pilot testing revealed that respondents could not respond to some open-ended items easily, thus, making it difficult for retrieving data in those cases. Some questions were repetitive in implication and others irrelevant to what they sought to have been investigating. For instance, items 4-6 eventually seemed to have been seeking the same information only that they were framed differently, thus were cancelled after the pilot testing revealed such an error. A similar thing occurred with item 8 and 9 hence, item 8 was also done away with. The items on recommendations were purely open-ended, but they were not attempted by many people hence the final instrument had suggested recommendations that respondents had to agree with by ticking or otherwise.

In measuring the internal consistency of the instrument, Cronbach alpha coefficient was calculated and the result showed for challenges with provision of physical and academic facilities was 0.78. Both transitional challenges scale and effect of transitional challenges scale recorded low cronbach alpha coefficient

of 0.51 and 0.27 respectively. This is not surprising because both scales contained less than ten items. According to Briggs and Cheek (1986), it is common to find quite low Cronbach values (less than .7) with short scales (e.g. scales with fewer than ten items). The authors recommend an optimal range for the inter-item correlation of .2 to .4. for such items. The items of both transitional challenges and their effects were truly seven in number, thus, less than ten as described by Briggs and Cheek.

Data Collection Procedures

An introductory letter was collected from the Director of the Institute for Educational Planning and Administration of the University of Cape Coast. This letter was reproduced and a copy each was served to the principals of the various colleges of the respondents. This helped in authenticating the data collection process so that the respondents could feel comfortable and more secured in providing the pieces of information for the study. The researcher embarked on personal visits to all the respondents at their various colleges during the administration of the research instrument. The questionnaire was given to the various respondents through personal visits to them in their various colleges. The researcher went back for the questionnaires after one week. Four of the instruments were not retrieved because respondents responsible for them did not fill them and were also not available to be contacted.

Data Analysis

After gathering data, quantitative and qualitative analysis was adopted in presenting the results. Quantitatively SPSS software package was used to summarize the data. The results were tabulated with their percentages. Discussions were carried out on them. All data collected from open-ended items of the questionnaire were calculated based on the number of respondents that held similar views.

CHAPTER FOUR

RESULTS AND DISCUSSION

This chapter presents the data gathered from the field and the discussions had on them. Three questions guided the research and these sought to find out the kind of transitional challenges being faced by the Colleges of Education in the Volta Region, the effects of the transitional challenges, and the coping strategies for managing the challenges. In light of this, data presentation in this chapter was based on the various topical areas that constituted the research questions in addition to the biographical data gathered on respondents. The outline is as follow:

1. Biographic data
2. Transitional challenges
3. Effects of transitional challenges
4. Strategies for managing transitional challenges

Biographic Data

Table 5 gives reports on the number of years respondents served in the colleges they were working at the time of the research.

Table 5: Distribution of Respondents' Years of Working in the Colleges

Year Range	Frequency	Percentage	Cum. Per.
1-2	22	15.0	15.0
3-4	25	17.0	32.0
5-6	73	49.7	81.7
7+	27	18.4	100.0
Total	147	100.0	

It is construed from Table 5 that 73 (49.7 %) of respondents worked in the colleges for duration of five and six years. Respondents who spent between one and two years in the colleges were 22 (15 %) whilst 25 (17 %) of respondents had between three and four years working experience in the colleges. From the data, majority of respondents could be said to be very familiar with the conditions that were pertaining in the colleges since many of them had as many as five to six years duration in working in the colleges. Only few respondents served in the colleges within one and two years, the shortest period identified by the data. The scenario portrayed by the data implied that the data

produced by respondent was dependable for drawing conclusions as true reflections of what the transitional challenges were in the colleges.

Biographical data that the research sought further to gather on respondents was their duration of leadership experience in the colleges. This is presented in Table 6.

Table 6: Distribution of Respondents According to the Number of Years they Served in Leadership Positions in the Colleges

Range (Yrs.)	Frequency	Percentage	Cum. Per.
1-2	18	12.2	12.2
3-4	35	23.8	36.0
5-6	65	44.2	80.2
7+	29	19.7	99.9
Total	147	99.9	

Table 6 indicated 65(44.2 %) of respondents serving in their leadership positions in the colleges for five and six years. This is compared with 18 (12.2 %) and 35 (23.8 %) of respondents who occupied their positions between one and two years; and three to four years respectively. It could be inferred from the data that majority of the respondents had much experience on the ground since

many served for a period of six years and would have been exposed to many of the challenges in their specific colleges of work.

Academic and professional qualification of respondents was also looked out for and this is outlined in Table 7.

Table 7: Distribution of Respondents According to Their Level of Qualification

Level	Frequency	Percentage	Cum. Per.
MIDDLE SCH / JSS CERT.	4	2.7	2.7
SSCE /A’/O’LEVEL CERT.	12	8.1	10.8
HND /DIP	8	5.4	16.2
B.ED/BA	61	41.5	57.7
M.ED/M.SC/MA	35	23.8	81.5
*M.PHIL/ M.ED/M.SC/MA	27	18.4	100.0
P. HD	0	0.00	
Total	147	100.0	

*M.PHIL/ M.ED/M.SC/MA = Researched masters degree

M.ED/M.SC/MA = Non-researched masters degree

Majority of respondents totaling 61 (41.5 %) had a bachelor's degree. Those who had a non-researched master's degree constituted 35 (23.8 %) whilst only 27 (18.4 %) of respondents obtained researched master's degree. All these people or majority of them might be coming from academic staff since it was a requirement for them to pursue higher degrees. A total of 24 (16.2 %) respondents had qualifications lower than bachelor's degree and they might be non-academic staff members of the colleges since in the past they did not need higher degrees to get into their jobs. This data in general gave a clear indication that many of the workers in the colleges especially those who were in leadership of sorts did not have researched masters degree. This could affect the quality of services they render.

Transitional Challenges Facing Colleges of Education

In presenting the data on transitional challenges, each variable (challenge) had a set of computed data showing the level of severity as rated by respondents. Table 14 follows up with the summary of rating of the challenges.

The challenge to start with was inadequate number of qualified staff and this is shown in Table 8.

Table 8: Inadequate Number of Qualified Staff

Severity	Frequency	Percentage	Cum. Per.
Not serious	15	10.2	10.2
Less serious	30	20.4	30.6
Serious	89	60.5	91.2
More serious	11	7.5	98.6
Most serious	2	1.4	100.0
Total	147	100.0	

From Table 8, a total of 102 (69.4 %) of the respondents reported that inadequate number of qualified staff was a serious constraint in the colleges. The percentage of respondents that thought that this constraint was not the serious type amounted to 45 (30.6 %). The seriousness of this challenge could be seen in the high percentage (69.4 %) of respondents that indicated that it was serious. Aside that, it had also been clearly portrayed in Table 3 where data gave only 27 (18.4 %) of the respondents having a researched master's degree. This finding is consistent with the findings of Darkey and Oduro (2012) who noted that there was insufficient number of qualified staff at the Ghanaian polytechnics at the

time of their transition from post - secondary institutions status to tertiary institution status.

Further items put up in cross examining the challenge of inadequate qualified staff revealed 143 (97.2 %) respondents affirming that staff members could easily get programmes that they could enroll in. Then the question is why did the colleges record inadequacy of qualified staff as a challenge? On verifying this, 111 (75.5 %) of respondents reported that most staff members needed financial support that the colleges could hardly offer them to help them enroll on programmes. To one of the respondents, an enrollee on a researched masters programme needed not less than GHC6,000.00 (six thousand Ghana Cedis) averagely to be able to foot his bills within two academic years, however, the GETfund allocation for staff development had so far being able to give only GHC2,000.00 (two thousand Ghana Cedis) as scholarship to individual beneficiaries. Furthermore, 127 (86.4 %) of respondents claimed that their staff did not have access to scholarship as they thought would be because their scholarship committees were not so proactive in processing the scholarship forms, hence, making it difficult for them to benefit. Some respondents, 75 (51 %), reiterated that even beneficiaries of the GETfund bursary had to spend their personal monies and be refunded later. This also meant that those who did not have enough funds to pre-finance their studies did not enroll.

Ghana government scholarship of study leave with pay was the main scholarship mentioned by 89 (60.5 %) of respondents. This, many workers might

not have been attracted to because of the fear that they might be replaced in their colleges during their course of study. A respondent wrote that staff members, especially academic staff, had the anxiety that they could be replaced should they embark on a two - year full time academic and researched programmes.

Respondents numbering 82 (55.7 %) reported that some staff members, especially tutors enrolled on non-researched master's programme of which some graduated and others did not, due to non-completion of their dissertation. Considering the factors that might have led to academic staff members enrolling in non-researched masters programmes, one might think that it might be due to factors such as lack of explicit information at the onset of the policy on upgrading, short duration nature of the non-researched programmes such as M.ED, M.A, and M.SC, tutors wanting to be more stable with their families and some other related factors.

There was a concern toward availability of physical and academic facilities' availability in the colleges and the details of the data gathered on it was outlined in Table 9.

Table 9: Inadequate Physical and Academic Facilities

Severity	Frequency	Percentage	Cum. Per.
Not serious	2	1.4	1.4
Less serious	23	15.6	17.0
Serious	20	13.6	30.6
More serious	29	19.7	50.3
Most serious	73	49.7	100.0
Total	147	100.0	

Most respondents rated inadequacy of physical and academic facilities high as a challenge confronting the colleges. This was indicated by 122 (83 %) of respondents. Only 25 (17 %) of respondents attested that inadequate facility was not a serious challenge. In cross-checking the seriousness of this challenge in question, various numbers of respondents pointed out the facilities that were lacking in the colleges. Some of the respondents, 72 (49 %), pointed out that home economics laboratory did not have sufficient equipment whilst 96 (61.3 %) of respondents maintained that language laboratory was not available at all. Again, 90 (61.2 %) of the respondents also indicated that social science laboratory did not exist in the colleges. In the area of bungalows, 121 (82.31%)

of respondents opined that it was not sufficient to accommodate the staff. Other areas of physical and academic facility which were pointed out by respondents as woefully inadequate for effective work in the college included accessible road which was cited by 85 (57.89 %) of respondents, furniture which was also alluded to by 77 (52.4 %) of respondents, dormitory noted by 109 (74.1 %) of the respondents, and internet services indicated by 100 (68 %) of respondents. This finding is in tune with the findings of KNUST Corporate Strategic Plan 2005–2014 (Plan2k14), and Darkey and Oduro (2012) which stated that there was a challenge of inadequate physical and academic facilities such as Information and Communication Technology (ICT), bungalows, and hostels.

The testimonies of the respondents on the insufficiency of various facilities in the colleges confirmed that the colleges truly had challenges in their works as infant tertiary institutions. This is because tertiary institutions rely on a lot of facilities to deliver their academic contents effectively. For instance, language students would have no effective referent point for reference in their academic work. Talking about social science, home economics laboratories, hardly would one find any of the colleges in the Volta Region with such an equipped laboratory to make any serious learning in those subject areas. One could imagine a tertiary institution without easy access to internet facilities for easy access to information in this global information technological age. Both students and lecturers needed internet services for research in their subject areas.

The absence or insufficiency of a facility of this sort puts serious setbacks on academic lives of the people in tertiary system. This could be demotivating to tutors who might want to get extra pieces of information in their course areas to improve upon their practices. The finding of inadequacy of facilities in the colleges defeated the purpose of the second principle of the scientific theory of management, which stated that the workman should be given standardised conditions and appliances to accomplish the task with efficiency and high pay should be tied to successful completion of a task.

In Table 10, issues on inadequate funding were presented.

Table 10: Inadequate Funding

Severity	Frequency	Percentage	Cum. Per.
Not serious	0	0.0	0.0
Less serious	4	2.7	2.7
Serious	21	14.3	17.0
More serious	39	26.5	43.5
Most serious	83	56.5	100.0
Total	147	100.0	

Inadequate funding was a challenge identified by respondents with 143 (97.3 %) of the respondents alluding that it was serious challenge whilst only 4 (2.7 %) maintained that it was not a serious challenge. Items on sources of funds to the colleges revealed the following as noted by 48 (32.6 %) of respondents: government quarterly grants (GOG), internally generated fund (IGF) and GETfund. According to 4 (2.7 %) of the respondents, GOG had not been received since 2013 started, meanwhile that money was supposed to be used for procurement of teaching and learning materials, payment of some allowances to workers such as car maintenance, overtime, and transfer grants. Internally generated fund (IGF) was meant for expenditure on the various departments that generated them. To a respondent, principals were compelled to spend some of the IGF on expenses that must be made from GOG in order to curtail the negative effects that the delay of GOG was causing. This action of principals agreed best with the contingency theory of administration that according to Marfo-Yiadom (2005) suggested that situations dictate managerial action therefore different situations call for different approaches, thus no single method of solving problems would be best for all situations. The issue of inadequate funding was a challenge that also affected Ghanaian polytechnics at the time of their transition into tertiary institutions, a piece of information that was reported by Darkey and Oduro (2012). GETfund allocation to the colleges finances only capital projects (fixed assets) and this fund was not accessible to the colleges since the projects were funded from the GETfund office and the colleges only co-supervise. The implication of the finding to practice was that heads of

institutions (colleges) were limited in the use of their reward power since the colleges had limited resources at their disposal.

One other challenge that was also pointed out was lack of distinct scheme and condition of service. The data on it was tabled in Table 11.

Table 11: Lack of Distinct Scheme and Condition of Service

Severity	Frequency	Percentage	Cum. Per.
Not serious	6	4.1	4.1
Less serious	17	11.6	15.6
Serious	26	17.7	33.3
More serious	36	24.5	57.8
Most serious	62	42.2	100.0
Total	147	100.0	

Lack of distinct scheme and condition of service was mentioned by 115 (84.7 %) of the respondents as a serious challenge. Only 23 (15.7 %) of the respondents described the situation as not serious. Other information gathered through ‘others’ in the questionnaire revealed that all the workers in the colleges were still taking salaries based on the conditions of service laid down for the

Ghana Education Service workers. It was mentioned by 9 (6.1 %) of the respondents that Principals Conference (PRINCOF), and Colleges of Education Teachers' Union (CETAG) met the Minister of Education on the issue but were not able to achieve any remarkable results. The colleges were therefore in a state of confusion as to where they belonged to in terms of ranking of personnel salaries and qualification. The disincentive nature of lack of distinct scheme and condition of service for workers reflected itself in the poor attitude of workers towards work. This finding had also been identified by the reports of KNUST Corporate Strategic Plan 2005–2014 (Plan2k14), and Darkey and Oduro (2012) which mentioned that lack of distinct scheme and condition of service coupled with poor remuneration for the staff of the KNUST / Ghanaian polytechnics in the time of their transition was a challenge that confronted those institutions.

Table 12 disclosed the data on inadequate commitment of staff to work.

Table 12: Inadequate Commitment of Staff to Job

Severity	Frequency	Percentage	Cum. Per.
Not serious	33	22.4	22.4
Less serious	32	21.8	44.2
Serious	74	50.3	94.6
More serious	8	5.4	100.0
Most serious	0	0.0	
Total	147	100.0	

Another challenge that was identified by respondents was inadequate commitment of staff to the various jobs / responsibilities assigned them in the colleges. According to 82 (55.7 %) of the respondents, inadequate commitment of staff to jobs was a serious setback in the lives of the colleges. The contributing factors to this phenomenon perhaps might ranged from lack of motivation, hence, low moral as a result of lack of distinct scheme of work for the workers in the college to seeking greener pastures / extra jobs to do in getting extra income to support the meagre salaries taken from GES. Darkey and Oduro (2012), and KNUST Corporate Strategic Plan 2005–2014 (Plan2k14) spotted and mentioned in their reports that lack of distinct scheme and condition of service for staff in

the transitional period of Ghanaian polytechnics and KNUST led to poor remuneration for the staff and it seriously affected the commitment and performance of the staff of those institutions. This finding of the research was also supported by Rebore (2007) who disclosed that after developing talents, personnel must be motivated to accept change as a blessing therefore remuneration of staff has to be mapped out to motivate workers in the organisation. To him, rewarding performance and encouraging higher levels of performance must be fashioned into a comprehensive system that is ongoing and integral to the operation of schools. He also maintained that compensation could be weaved into a complete system for both rewarding performance and creating organisational commitment that encouraged improvement of performance.

Workers at the colleges worked tirelessly to help students earn their diploma certificate however these workers were remunerated with meager salaries of Ghana Education Service condition of service for non-tertiary institutions which was woefully inadequate for tertiary work input. To 65 (44.2 %) of the respondents, inadequate commitment of staff to job was not a serious problem.

Inadequate administrative structure was enlisted among the challenges. A look at the views of respondents on this issue would be found in Table 13.

Table 13: Inadequate Administrative Structures

Severity	Frequency	Percentage	Cum. Per.
Not serious	10	6.8	6.8
Less serious	29	19.7	26.5
Serious	25	17.0	43.5
More serious	74	50.3	93.9
Most serious	9	6.1	100.0
Total	147	100.0	

As can be observed from Table 13, 108 (73.1 %) respondents rated inadequate administrative structure as being serious and 39 (26.5 %) viewed it as not being serious. The data produced from ‘others’ of the questionnaire noted among other things that many of the committees and officers of the tertiary institutions that were supposed to be instituted were not actively in existence in the colleges. For instance, many of the colleges had council secretaries that were still teaching, college finance officers performing the duties of procurement officers in addition to their legitimate offices. Others to mention include estate officers, health officers, just to mention but a few. Thinking through why some of the administrative structures were not put in place / working effectively, it was

realised that a combination of factors might be responsible. Key among them were lack of distinct scheme and condition of service, and inadequate funds to the colleges which made it difficult to attract qualified personnel to the various offices and even difficult to remunerate those who were acting in those capacities.

Table 14 talked about the percentage ranking of the challenges according to their level of severity.

Table 14: Transitional Challenges

Challenge	Level of severity ^a					Total
	1	2	3	4	5	
Inadequate number of staff	10.2	20.4	60.5	7.5	14.0	100.0
Inadequate phy. and aca. facility	1.4	15.6	13.6	19.7	49.7	100.0
Inadequate funds	0.0	2.7	14.3	26.5	56.5	100.0
Student's disturbances	32.7	55.1	12.2	0.0	0.0	100.0
Lack of staff commitment to job	22.4	21.8	50.3	5.4	0.0	100.0
Inadequate administrative struct.	6.8	19.7	17.0	50.3	6.1	100.0
Lack of distinct condition of ser.	4.1	11.6	17.7	24.5	44.2	100.0

^a1=not a serious challenge; 2=less serious challenge; 3=serious challenge; 4=more serious challenge; 5=most serious challenge.

The ranking of the level of dominance of the various challenges as identified by respondents in a continuum of three levels of measurement: serious, more serious, most serious, revealed the following: inadequate funds was stated by 143 (97.3 %) of the respondents, lack of distinct scheme and condition of service was identified by 127 (86.4 %) of the respondents, inadequate physical and academic facility was mentioned by 122 (83 %) of the respondents, and inadequate number of qualified staff also opined by 120 (81.6 %) of the respondents. Others as stated by respondents included inadequate administrative structure which was alluded to by 92 (62.5 %) of the respondents, inadequate commitment of staff to job was stated by 81 (55.1 %) respondents; and students disturbances which was noted by 18 (12.2 %) of the respondents.

Effects of Transitional Challenges on Quality of Teacher Training

The effects of the transitional challenges were discussed in relation to the severity of effects and the various effects they produced. In Table 15, the severity of the effects was measured against the challenges.

Table 15: Effects of Transitional Challenges on Quality of Teacher Training

Effect	Level of Effect ^a					Total
	1	2	3	4	5	
Inadequate number of staff	6.1	21.8	19.0	49.7	3.4	100.0
	(9) ^b	(32)	(28)	(73)	(5)	(147)
Inadequate phy. and aca. Facility	0.0	7.5	22.4	16.3	53.7	100.0
	(0)	(11)	(33)	(24)	(79)	(147)
Inadequate funds	0.7	2.0	24.5	33.3	39.5	100.0
	(1)	(3)	(36)	(49)	(58)	(174)
Students disturbances	59.9	14.3	12.2	5.4	8.2	100.0
	(88)	(21)	(18)	(8)	(12)	(174)

Continuation of Table 15.

Inade. commitment of staff to job	4.1	14.3	59.9	10.9	10.9	100.0
	(6)	(21)	(88)	(16)	(16)	(174)
Inadequate administrative struct.	1.4	7.5	21.8	61.9	7.5	100.0
	(2)	(11)	(32)	(91)	(11)	(174)
Lack of distinct condition of ser.	2.7	15.0	21.8	21.8	38.8	100.0
	(4)	(22)	(32)	(32)	(57)	(174)

^a1= Strongly not affected; 2= Not affected; 3= Partially affected; 4= Affected; 5= Strongly affected

^bValues in parenthesis are frequencies

The transitional challenges facing the colleges of education have been located according to how strongly they negatively impacted on the life of the colleges. Among those that were rated as having strong effects composed of inadequate number of qualified staff totaling 106 (72.1 %) of respondents, consisting of 73 (49.7 %) responses that reported that it produced effect, 28 (19.0 %) who claimed that it partially affected and 5.(3.4 %) that also held the view that it strongly affected. In discovering the kind of negative effects it had

produced, 103 (70 %) of respondents said trainees' academic and professional training had been hampered.

Inadequate physical and academic infrastructure was also attested to by 79 (53.7 %) of respondents as having strong negative effects. In addition, 4 (2.7 %) of the respondents were all of the view that facilities such as science, home economics, mathematics laboratories were all necessary facilities that would support teaching and learning and facilitate trainees process of acquisition of relevant skills. To 28 (19 %) of respondents, if tutors were accommodated on campus it would increase their accessibility to the students and this could boost performance.

Inadequacy of funds was cited by a total of 143 (97.3 %) of respondents. If funds were to be adequate, workers would not have been thinking of going on strike, taking loans or finding it financially difficult to enroll on master's programme. Relevant resource centres would not have been lacking in the colleges. More bungalows would have been built to motivate workers to put in their best. A total of 120 (91.7 %) respondents also concluded that inadequate commitment of staff to job produced negative effects. This, 79 (53.7 %) of respondents mentioned as manifesting in the forms of incompleteness of jobs assigned to college artisans, lack of voluntary initiatives and non-attendance to co-curricular activities by staff.

Inadequate administrative structure and lack of distinct scheme and condition of service were enumerated by respondents as impacting negatively on colleges. The former was identified by 134 (91.2 %) whilst the latter was reported by 121 (82.4 %) of respondents. Among the negative effects indicated were weaknesses in administrative delivery due to lack of expertise of some administrative personnel and overburdening of few individuals in the performance of administrative roles. To 70 (47.6 %) of the respondents, lack of distinct scheme and conditions of service brought about non-recruitment of relevant administrative officers. This might have been so because recruiting qualified administrative staffs would have meant paying tertiary salaries to them which the colleges could not have afforded from their coffers unless government was to pay them. Payment by government would be dependent upon implementation of a distinct scheme and condition of service. The existing staff might often get peeved at the fact that they were training and producing tertiary products, however, were not remunerated accordingly, thus were not prepared to put in much effort in what they were doing. Therefore, many of them could be committed to extra work elsewhere to beef up their economic resources rather than being committed to their legitimate duties on campus.

Coping Strategies in Managing the Challenges

The coping strategies recommended by respondents in managing the transitional challenges had been discussed in line with the various challenges identified.

Inadequate Number of Qualified Staff: Respondents amounting to 98 (66.6 %) suggested that colleges should recruit more qualified staff from among holders of researched masters degrees who had relevant working experiences. Again 83 (57.8%) respondents suggested that quality assurance activities such as interviews should be adopted more in the recruitment of incoming staff. This finding agreed with Rockefeller (2011) finding which stated that to monitor quality, there was a Senate Standing Academic Committee on Quality Assurance established at the University of Makerere. The finding was also in line with Forti (2012)' change management outcome map which suggested that in ensuring and depicting quality, a tool must be designed to forecast results to be achieved through stipulated initiatives, strategies, activities and programmatic efforts in organisations. The recommendation of 114 (77.5 %) of the respondents was that stakeholders of colleges of education such as NCTE and University of Cape Coast the fostering institution should embark on series of workshops to enlighten workers on tertiary system and its practices, and to upgrade their competencies. This was confirmed by Forti (2012) who asserted that capacity building among partners would be of paramount concern to all that get involved in change process. He continued to say that capacity building was part of the continuum to achieve comprehensive change. The finding was also in line with Forti (2012)' suggestion that partnerships in implementing change should become more strategic towards achievement of specific goals since strategic partners would identify and deepen their collaborative relationships to jointly implement actions toward agreed-upon goals and improve group functioning and increase ability to

articulate a shared purpose. Organising workshop for workers would fulfill Prosci (2011)' change methodology, 'ADKAR', which stand for Awareness, Desire, Knowledge, Ability and Reinforcement, meaning that awareness must be created in workers for change, desire must be developed in workers, knowledge must be given to workers on the change, thus, developing ability in workers to help implement change, and reinforcement must be carried out to sustain change.

Another suggestion from 87 (59.1 %) of the respondents was that (cooperative education) college-based training for staff in researched masters and other relevant fields should be organized by the universities with support from the government. This finding was in Van der Krogt (1998) learning network theory that propounded that tension exists between learning systems and work systems in organisations, therefore, recommended cooperative education for tertiary institutions. Cooperative education is work-based learning in which the time spent in the workplace forms an integrated part of an academic programme of study. It provided partnership between educational institution and work/employer. Furthermore, 85 (57.8 %) were of the view that GETFUND bursary should be increased from the current amount of GHC2,000.00 (two thousand Ghana cedis) to an appreciable amount to alleviate financial burden of staff and as an encouragement for them to enroll in masters programmes to upgrade themselves. Also, 108 (73.4 %) of respondents brought up the issue that staff who graduated from non-researched masters programmes should be given some form of top-up courses in research works by the universities.

Recruitment of qualified staff and training of existing staff is in agreement with the third of the principles of scientific theory of management that mentioned that as organisations become increasingly sophisticated or complex, task should be made difficult as to be accomplished only by a first-rate man that is capable, efficient and well trained. As colleges of education moved into tertiary status, practices and contents of what was being done would surely become more complex and updated to match the standard of what was being done in tertiary institutions. This meant that only a person who had been trained to be able to cope with work in the college could perform to satisfaction.

Inadequate Physical and Academic Facilities: Appeal to donor agencies to come to the aid of the colleges was recommended by 126 (85.7 %) of the respondents. Other responses also maintained that GETfund should be appealed to, to expedite action on on-going projects initiated by it. It was advocated by 130 (88.4 %) of the respondents that there should be an introduction of academic facility user fee in the colleges to help renovate old-fashioned structures and possibly initiate new projects to beef up infrastructural base of the colleges. To 130 (88.4 %) respondents colleges of education should build good relationship with their past students thereby establishing alumni office to welcome them to the colleges. This might encourage past student to assist the colleges in building infrastructure. This finding was consistent with Rockfeller (2012) finding which attested that the administration of the University of Makerere began building stronger alumni relations, and groups such as Makerere Convocation and Friends

of Makerere (FOMAC). Furthermore, better links with donors and focused use of donor funds was enhanced in the University of Makerere as reported by Rockfeller (2012). This report also indicated that collaboration resulted in erection of new buildings, and large faculties had been transformed into constituent colleges. New management and governance styles were adopted where relations between administration and students improved, planning processes became participatory type.

Inadequate Funding: respondents amounting to 114 (77.5 %) stated that government should be appealed to to make timely payment of G.O.G to the colleges. Furthermore, 98 (66.6 %) of the respondents had the view that academic facility user fees should be introduced at the colleges to help ease the financial burden on the government. This finding was evident in Rockfeller (2012) finding on the University of Makerere which suggested that a dual-track tuition policy was instituted and proved to be very effective in augmenting the institution revenue, and Atiku (2009) whose recommendation was that the then teacher training colleges should introduce cost-sharing system of financing education where students would pay academic facility user fee just as being done at the Ghanaian public universities.

To 107 (72.7 %) of the respondents, activities which generate IGF should be encouraged in all departments of the colleges since this would facilitate and make good the purchasing of many teaching and learning materials within the departments. This finding is consistent with the finding of Darkey and

Oduro (2012) in the matter of addressing the challenge of under-funding polytechnics in Ghana. These authors brought out that polytechnics embarked on income generating activities, and organizing non-tertiary programmes apart from the mandated HND programmes, making income from monies accrued from fees paid by both foreign and local students. In restructuring curriculum and academic programmes at the University of Makerere, Rockfeller (2012) reported that teaching programmes had been greatly expanded and diversified, with over forty to fifty new demand-driven courses added, and evening, long-distance, and short-term courses had also been introduced.

Lack of Commitment of Staff to Job: It was recommended by 83 (56.4 %) respondents that staff members should be admonished consistently on the need to be committed to their jobs through employees' unions such as Colleges of Education Teachers Association of Ghana (CETAG), and Teachers and Educational Workers Union (TEWU). This recommended strategy was in line with the suggestion of Recklies (2001), Forti (2012), and Lisalisatong (2011) who all maintained that management would only be able to successfully implement a new strategic direction, if they manage to gain the commitment of everyone within the organisation through dialogue between management and workforce. The administrative principles of fair remuneration, equity and initiative as asserted by Marfo-Yiadom (2005) are very good elements of the administrative theory that management of the colleges of education and

government could adopt to manage staff in a better way. This in a way might get staff members' involvement for better delivery in the colleges.

Some respondents had the view that sometimes stringent actions could be adopted by management of the colleges if persuasion to get workers committed to job fails. This was the perception of 98 (66.6 %) of respondents. Stringent actions could be in the form of reprimand by the academic board, query by heads of department and institutional principal for onward transmission to the council if the lazy behavioural patterns of the worker did not change after many attempts at the departmental level. This revelation also suggested that the use of coercive power by the leader in implementing change is recommended. Thus, the ability of the leader to exert pressure on the personnel of the organisation to accept and do what is expected of them of which refusal of followers must attract imposition of penalty (ies) on them should be used at times. Penalties take a variety of forms, including withdrawal of privileges, job losses, letters of warning and delays in promotion or loss of promotion.

Moreover, 83 (56.4 %) respondents contended that the implementation of distinct scheme and condition of service could boost the morale of workers, hence, their commitment to duty; therefore, government should be appealed to by various agencies to implement a definite scheme and condition of service for workers. This finding had been confirmed by Rebore (2007) when he stated that in developing talents, personnel must be motivated to accept change as a blessing, therefore, remuneration of staff has to be mapped out to motivate

workers. Further, in line with this finding of this research was a finding of a study conducted by Mawoli and Babandako (2011) of Ibrahim Badamasi Babangida University, Lapai, Niger State which tried to ascertain academic staff level of motivation, dissatisfaction and performance at work and revealed that academic staff were very highly motivated at work and also highly contented with the working environment, therefore, performance as related to teaching was very high. Based on this finding, the study recommended that universities and other tertiary institutions should take the issue of academic staff motivation seriously to facilitate effective teaching and delivery of knowledge.

Data produced showed that 83 (56.4 %) of the respondents described that enforcement of quality assurance practices in the colleges would help curb some attitudinal challenges such as inadequate commitment of staff. They held the view that appointment and reappointment carried out based on proper methods of search including interviews to get staff members into the colleges will ensure to a large extent that people justify their inclusion in the colleges.

Inadequate Administrative Structures: Respondents of 144 (97.9 %) mentioned that colleges were making do with most of the GES structures they were using in the past since they could not implement tertiary scheme and conditions of service should they employ new and qualified personnel to occupy those positions such as council secretaries (Registrars), procurement officers, estate officers, health officers, transport officers etcetera were not new personnel recruited. Therefore existing officers were playing dual roles. For example, the

college secretary still teaches his academic subject, bursars also served as procurement officers, the chairman of housing committee took estate officers' work and the physical education teacher served as health officer though could not offer extensive medical care. These respondents held the view that the implementation of the scheme and condition of service should be done by government to enable college management attract and recruit more qualified and competent personnel for jobs in the colleges. A suggestion from 110 (74.8 %) was that the existing personnel who were performing the roles of various administrative units should be given a series of in-service training on the practices of tertiary system to make them more useful in the colleges.

Lack of Distinct Scheme and Condition of Service: It was suggested by 137 (93.1 %) that continuous dialogue with government through the use of PRINCOF and CETAG could help achieve a headway. In light of implementing change successfully, Recklies (2001) pointed out that there must be exclusive management inclusion of the change process. This is what had been confirmed by respondents who were of the view that stakeholders of colleges of education such as PRINCOF, CETAG, to pursue government to implement a distinct scheme and condition of service for workers of the colleges of education. This message must then be filtered down to the lowest level. This, Recklies thought that change might probably be mandated from the highest level (owners or executives) and it is therefore their responsibility to filter the message down and get acknowledgment of their management team. In this case, government is the

executive initiator of change in the colleges of education, hence, must be made to get committed to the change process. To 83 (56.4 %) of the respondents, staff welfare clubs though in the form of self-assistance service, should be taken more seriously and where they did not exist should be encouraged to be formed to help cater for the welfare of staff to some extent.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

This chapter deals with the summary of the study on transitional challenges facing colleges of education in the Volta Region. The chapter stretches to the conclusions drawn from the study, and finally various recommendations are made towards helping colleges to manage the challenges.

Summary of the Study

The study was on transitional challenges facing colleges of education in the Volta Region. The purpose of the study was to unveil the constituents of the transitional challenges facing the colleges of education in the Volta Region and how the colleges could manage the challenges in order to achieve their goals.

The research was guided by three pertinent questions which basically centred on the kinds of transitional challenges that were facing the colleges of education in the Volta Region, effects of the challenges on the academic and professional training of teacher trainees, and coping strategies that could be adopted to help manage the challenges. The research discussed the theoretical and empirical literature on the topic by delving into the history of teacher

training in Ghana and the reforms of tertiary education, especially the 2007 educational reform policy on colleges of education. Other relevant topical areas looked at were models of change, challenges in change management, strategies to adopt in change management and finally theories of management and administration.

The study adopted descriptive survey design. Simple random sampling was used to sample four colleges of education in the Volta Region which were B, C, D and G. Thereafter, census sampling was used to select all the respondents. The sample size worked with was 150, consisting of 4 principals, 4 vice-principals and 142 various heads of academic and non-academic departments. The instrument used was questionnaire.

Key Findings

The key findings have been presented under four topical areas. These include the biographic data, the transitional challenges, the effects of the transitional challenges, and the coping strategies for managing the transitional challenges.

1. Findings from the biographic data revealed the following.

- a. Distribution of respondents' years in the college revealed that majority of them had been in the colleges for more than four years hence, they were familiar with issues in the colleges.

- b. Distribution of respondents according to the number of years they served in leadership positions showed that more than half of the population was in leadership for more than four years.
- c. Distribution of respondents based on their level of qualification depicted minority of them (18.4 %) having researched masters degrees.

2. Findings on the transitional challenges reported the following.

- a. Inadequate number of qualified staff, inadequate physical and academic facilities, lack of distinct scheme and condition of service, inadequate commitment of staff to job, and inadequate administrative structure came up as the main challenges.
- b. In rating the severity of the challenges, the most pressing ones comprised inadequate funding, lack of distinct scheme and condition of service, inadequate physical and academic facilities, and inadequate number of qualified staff.
- c. The colleges were in a state of confusion as to where they belonged to in terms of ranking of personnel salaries and qualification
- d. Students' disturbance was not a challenge so much in the colleges in the Volta Region.

3. Findings on effects of the transitional challenges also confirmed the following.

- a. Difficulty in organising practical lessons.
- b. Poor attitude towards practical work.

- c. Inadequate access to tutors by students.
 - d. Strike actions by tutors.
 - e. Low commitment of staff to work.
4. Findings on coping strategies suggested are presented in regards of the identified challenges.
- a. Strategies in regards of inadequate qualified staff in the colleges
 - i. Recruiting more qualified staff using quality assurance policies.
 - ii. Increasing GETfund bursary amount for staff so that staff could get enough financial support to enroll on programmes.
 - iii. Stakeholders coming into the limelight by engaging in vigorous workshops for workers to upgrade their competence.
 - b. Strategies in regards of inadequate funding included the following.
 - i. Colleges should put up more appeals to government to release GOG subvention on time.
 - ii. Colleges should encourage all departments to engage in activities that could generate funds internally for them.
 - c. Strategies in regards of inadequate commitment of staff attracted recommendations as follows.
 - i. Colleges through their labour unions should pursue government to implement a distinct tertiary scheme and condition of service for workers to motivate them.

- ii. Labour unions of personnel in the colleges should impressed upon their members to be committed to their jobs.

Conclusions

The following conclusions were drawn from the findings of the research.

1. The colleges of education in the Volta Region were faced with transitional challenges in almost all spheres of life. This could negatively affect the performance of the colleges in the professional and academic training of the students.
2. Majority of staff members did not have the requisite academic qualifications that were needed in working in the colleges. This could affect the quality performance (out-put) of the workers in the colleges since a person cannot offer what he /she does not have.
3. Many of the academic staff that attempted master's degree enrolled on non-researched master's degree programmes. The implication of this is far reaching. Workers might not be able to undertake researches easily as required by a tertiary system. This also implied that academic staff promotion in tertiary system was based on the ability to carry out research and publish, thus college tutors who might not be able to carry out researches might remain in the system for a long period without promotion and this could also be demoralizing to them.

4. Inadequate funds and motivation were the root causes of most of the challenges. The implication of this might be that staff members could keep dragging their feet towards work in the colleges since they knew they might not get benefit from their toils in the colleges.
5. If government implements a distinct scheme and condition of service for workers of the colleges of education, most of the challenges would become things of the past. This means that should government delay in implementing a distinct scheme and condition of service for workers, many things might go wrong in the colleges.
6. There was inadequate academic and professional training of teacher trainees due to the effects of the challenges. This could also lead to a fall in the standard of education in general since it is these teacher trainees that would eventually become teachers in the Ghanaian basic schools on their completion.

Recommendations

The findings and conclusions of this research evoked the following recommendations to be adopted in coping with the challenges in the Volta Region Colleges.

The following recommendations are in line with building capacity of workers to address the issue of inadequate qualified staff.

1. Colleges should develop and embark on staff development policy that could help workers enroll on relevant programmes to upgrade their competencies.
2. The universities should be appealed to by college councils through NCTE to run top-up programmes especially in research in all courses for college staff that graduated from M.ED, M.A, M.Sc and other non-researched masters programmes.
3. Co-operative education should be engaged in in the colleges where college-based residential programmes are run by the universities, based on subject that tutors teach. This would help tutors build upon their skills in their subject areas within the period since this programme would have a practical orientation whereas inputs by teachers in their various subjects within the programme would constitute part of the overall assessment and performance of an enrollee (tutor) of the programme.

4. Stakeholders such as NCTE and University of Cape Coast should collaborate in organising workshops for college workers to enhance their potentials.

The recommendations in line with coping with inadequate fund and inadequate physical and academic facilities include:

1. Volta Region college councils should make proposals to GETFund for increment in the bursary allocation for workers especially the academic staff to give them enough financial support and motivation so that they could enroll on programmes to develop their competences.
2. Colleges of education could find means of engaging in vigorous activities on departmental basis to generate funds internally.
3. A dual-track tuition policy (cost-sharing in financing education) should be instituted in the colleges in the Volta Region, as being done in Ghanaian universities, to beef up institutional revenue. In this case, academic facility user fee could be introduced by college management so that the financing of college education would be a shared responsibility of government and direct beneficiaries (students). This would go a long way to help raise extra income for the colleges in rehabilitating some of their dilapidated structures to boost their physical and academic facilities.
4. College management should build strong alumni relations to draw past students closer to the colleges so that they could also contribute toward the development of the colleges. Colleges could have certain times marked for home coming of old students and these periods are used to

unveil the challenges of the college to the old students. This would attract the attention of old students to have a commitment towards the development of the colleges.

5. GETfund and other donor agencies should be contacted and appealed to by management of colleges in the Volta Region to complete on-going projects and if possible initiate and or support new projects (and support the colleges in funding some other projects). This could be done through submission of proposals to those various identified bodies. The colleges could also develop institutional strategic plans and advertise them on internet to attract the attention of philanthropists, donor agencies and other well wishers towards the development of the colleges.

Recommendations in line with implementing a distinct scheme and condition of service for workers are as follow:

1. Persistent appeal should be made by college councils of the Volta Region to government to implement a distinct scheme and condition of service for workers of the colleges of education to help boost their morale and improve performance. Implementation of a distinct scheme and condition of service would address the issue of where colleges belong to in terms of salaries and qualification in line with either GES or tertiary conditions.
2. College management should take the issue of motivation seriously to bait everybody in their colleges towards high commitment to work and

performance in the institutions. Good and appreciative comments could be used by administrators to commend workers who show commitment to the jobs they perform. Sometimes awards could be given to departmental workers by the heads of departments out of their internally generated funds. Management of the Volta Region colleges could also throw parties occasionally out of the institutional internally generated funds to motivate workers.

Suggestion for Further Research

This research suggests a study into systematic staff development schemes which encompass cooperative education that colleges could adopt to improve upon performance of workers at the colleges. This is expected to help develop specific on-the-job skills needed for transforming various sectors of the colleges.

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APPENDICES

APPENDIX A: QUESTIONNAIRE FOR WORKERS IN LEADERSHIP IN COLLEGES OF EDUCATION IN THE VOLTA REGION, ON TRANSITIONAL CHALLENGES FACING COLLEGES OF EDUCATION IN THE VOLTA REGION.

Introduction

This research is being undertaken to seek and delve into transitional challenges confronting colleges of education in the Volta Region. You are kindly encouraged to be frank with your responses to help achieve success in the research. You are assured that all information you will give will be treated confidentially. Thank you for your co-operation.

Section A: Biodata

1. How many years have you been working in your college?
 - a. 1- 2 years []
 - b. 3- 4 years []
 - c. 5 -6 years []
 - d. 7 years and above []

2. How many years have you been in this position in the college?
 - a. 1- 2 years []
 - b. 3- 4 years []
 - c. 5 -6 years []
 - d. 7 years and above []

3. Kindly indicate your qualification.
 - a. Middle School /JSS Cert.
 - b. SSCE / 'O' / 'A' Level Cert.
 - c. HND / Diploma
 - d. B.ED, B.A etc []
 - e. M.ED/ M.SC / M.A []
 - f. M.PHIL []
 - g. PH.D []

Section B: Identification of Key Challenges

4. Could staff members get relevant programmes to enroll on for further studies? Yes [] No []
5. Do staff members go for further studies? Yes [] No []
6. If yes to item 5, are those staff members given any scholarship(s)?

Yes [] No []
7. If yes to item 6, where is / are the source(s) of the scholarship(s)? Tick as many as are applicable to your situation.
 - a. GETFUND
 - b. College internally generated fund
 - c. Quarterly grant received from government
 - d. Staff welfare club
 - e. Study leave with pay from government
 - f. Any other, specify.....
8. If no to the item 6, what may be the reason?
 - a. Inadequate fund available
 - b. Ineffectiveness of scholarship committee
 - c. Lack of co-operation from beneficiaries
 - d. Conditions attached to the award of scholarship are not favourable to staff members

e. Any other, specify

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9. What are the effects of non-granting of scholarship to staff members?

.....

.....

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10. What are the effects of staff members' departure to school for further studies?.....

.....

.....

11. Kindly rank the areas in the table according to the level of severity if they are challenges in your college.

Most Serious =5, More Serious =4, Serious =3, Less Serious =2, Not Serious = 1

Challenges	5	4	3	2	1
a. Inadequate number of qualified staff					
b. Inadequate physical and academic facilities					
c. Inadequate funding					
d. Students disturbances					
e. Lack of commitment of staff to job due to poor remuneration / incentive packages					
f. Inadequate administrative structures in place					
g. Lack of distinct scheme and condition of service for staff					
h. Others, specify					

12. If you have challenges with provision of physical and academic facilities, tick from the following list what is available in your college and its sufficiency based on the following scales: Very Sufficient =5, Sufficient =4, Insufficient =3, Unavailable =2, and Not Needed =1

Infrastructure	5	4	3	2	1
a. Classroom					
b. Library					
c. ICT Laboratory					
d. Science Laboratory					
e. Home Economics laboratory					
f. Technical skills laboratory					
g. Mathematics room					
i. Language Laboratory					
j. Social Science Laboratory					
k. Furniture					
l. Bungalows					
m. Dormitories/ hostels					
n. Accessible road					
o. Auditorium / assembly hall					
p. Internet service					
q. Electricity					
r. Water					

Section C: Effects of Transitional Challenges on Quality Teacher Training

Indicate the extent to which challenges in question 14-21 affect the professional and academic training of trainees by ticking the numbers as shown in the scale below.

Strongly affected= 5

Affected =4

Partially affected=3

Not affected =2

Strongly not affected=1

Challenges	5	4	3	2	1
13. Inadequate number of qualified staff					
14. Inadequate physical and academic facilities					
15. Inadequate funding					
16. Students disturbances					
17. Lack of commitment of staff to job due to poor remuneration / incentive packages					
18. Inadequate administrative structures in place					
19. Lack of commitment of staff to job					
20. Lack of distinct scheme and condition of service for staff					

21. Indicate as many as are the possible effects of the transitional challenges from the items provided in the table by mapping the challenges to specific possible effects they can produce.

CHALLENGES	POSSIBLE EFFECTS
Inadequate number of qualified staff	<ul style="list-style-type: none"> a. Inadequate academic and professional training b. Difficulty in organizing practical c. Presentation of abstract lesson d. Inadequate number of qualified staff e. Incompletion of course outlines f. Poor performance by students g. Inadequate contact between students and teachers h. Poor attendance to co-curricular activities i. Lack of initiatives among staff j. Weakness in administrative delivery k. Overburdening of committed staff l. Lack of motivation among workers m. Strike actions by staff n. Riot / demonstration by students o. Inadequate commitment by staff p. Poor attitude towards practical
Inadequate physical and academic facility	
Inadequate funding	
Students' disturbances	
Inadequate commitment of staff to job	
Inadequate administrative structure	
Lack of distinct scheme and condition of service	

Section D: Coping Strategies Recommended in Managing the Challenges

Kindly indicate coping strategies that you would recommend from among the list by ticking the options against each item.

Challenge	Strategies Adopted in Managing the Challenges
23. Inadequate number of qualified staff	a. Recruitment of more qualified staff b. Use of quality assurance activities in appraising staff c. Stakeholders such as NCTE, UCC., etc should organize workshops to upgrade staff competence d. Organizing top-up courses for M.Sc., M.Ed., M.A. etc holders e. Organizing cooperative education at the colleges f. Increasing GETfund bursary for staff to alleviate their financial burden
24. Inadequate funding	a. Appealing to donor agencies to support the colleges in putting up structures b. Introduction of academic facility user fee in the colleges so that old structures could be refurbished c. Encouraging department to undertake commercial activities to generate fund internally for improving their department through purchase of TLMs d. College management should build strong alumini relation to involve past students in the affairs of the college e. Appealing to government to pay G. O. G. on in time f. Appealing to GETfund to expedite action in completing

<p>25.</p> <p>Students disturbance</p>	<ul style="list-style-type: none"> a. Enforcement of college rules and regulation b. Involvement of students leadership in decision making c. Appointment of personnel who are more student friendly to handle their issues with circumspect
<p>26.</p> <p>Inadequate administrative structure in place</p>	<ul style="list-style-type: none"> a. Persistent appeal should be made to government to implement a distinct scheme and condition of service for worker of the colleges so that qualified administrative staff could be recruited by the colleges b. Stakeholders of colleges of education should organize workshops for existing administrative staff to boost their skills and knowledge on tertiary administrative practices
<p>27.</p> <p>Inadequate commitment of staff to job</p>	<ul style="list-style-type: none"> a. Persistent appeal should be made to government to implement a distinct scheme and condition of service for worker of the colleges b. College management should in their small way structure motivational packages for workers c. Use of stringent actions against intentional non-performers d. Establishment of welfare clubs in the colleges e. Establishment of quality assurance procedures f. Admonishing staff persistently through recognised unions such as PRINCOF, CETAG, TEWU, etc.

28. Lack of distinct scheme and condition of service for staff	a. Persistent appeal should be made to government to implement a distinct scheme and condition of service for worker of the colleges b. College management should in their small way structure motivational packages for workers c. Welfare clubs should be established by the colleges
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29. Kindly suggest any other possible strategies in respect of any other area (s) that might have not been mentioned in item from 23-28.

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