

UNIVERSITY OF CAPE COAST

TRANSITIONAL ADMINISTRATIVE CHANGES IN THE UPGRADE  
OF COLLEGES OF EDUCATION TO TERTIARY STATUS: THE CASE  
OF ASHANTI REGION, GHANA

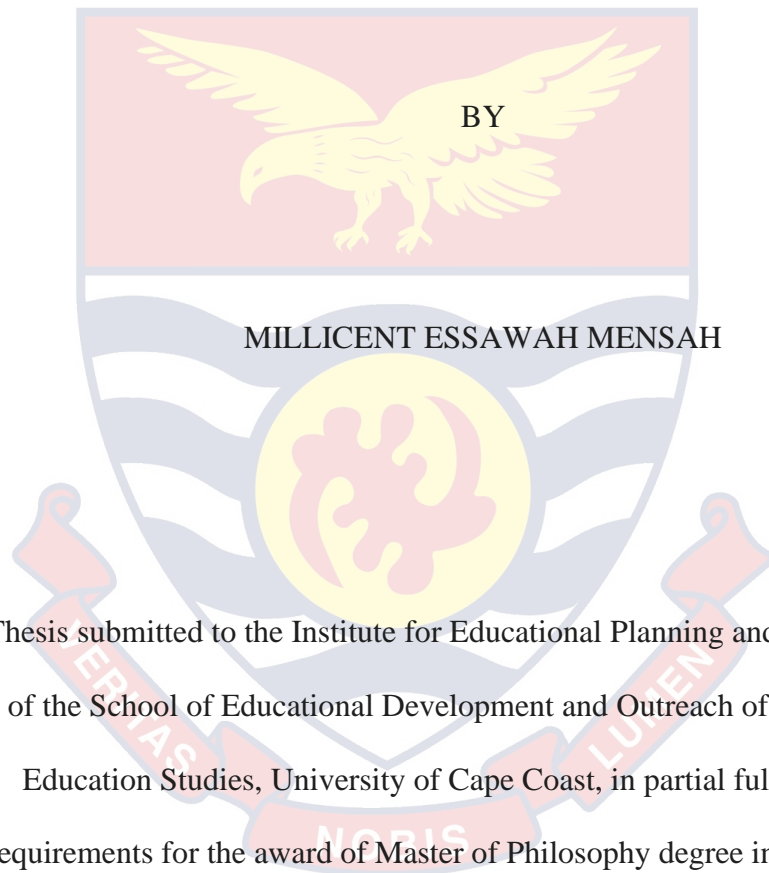


MILLCENT ESSAWAH MENSAH

2021

UNIVERSITY OF CAPE COAST

TRANSITIONAL ADMINISTRATIVE CHANGES IN THE UPGRADE OF  
COLLEGES OF EDUCATION TO TERTIARY STATUS: THE CASE  
STUDY OF ASHANTI REGION, GHANA



Thesis submitted to the Institute for Educational Planning and Administration  
of the School of Educational Development and Outreach of the College of  
Education Studies, University of Cape Coast, in partial fulfilment of the  
requirements for the award of Master of Philosophy degree in Administration  
in Higher Education

SEPTEMBER 2020

## 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: .....

### Supervisors' Declaration

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

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

Name: .....

Co- Supervisor's Signature ..... Date .....

Name: .....

## ABSTRACT

This study explored the transitional administrative changes in the upgrade of Colleges of Education to tertiary status, the case of Ashanti region, Ghana. Lewin's Change Management Model and Kotter's Change Management Theory were reviewed as the theoretical basis for the study. The study adopted a phenomenological methodology. Four Colleges were purposively selected from eight Colleges of Education in the Ashanti Region. Likewise, twelve participants were also purposively selected and interviewed from the selected colleges. An interview guide was used to collect the data for the study. Data trustworthiness was established through credibility, transferability, dependability, and conformability. Data collected was analysed through phenomenological thematic analysis. The study found that administrators had experienced several changes in terms of leadership relating to decision making as all decisions were formerly made by individual principals but now the Governing Council and NCTE have a part to play in major administrative decision making. Changes also included the presence of distributed leadership, extensive participative management practices, and the individual colleges had introduced new procedures for financial administration. It was recommended to the various representatives in the council to be very supportive during decision-making for the betterment of the colleges. It is further recommended that the individual colleges should engage in more profit-oriented ventures such as farms, printing press, water producing and many others to generate more income internally to support the colleges.

**KEY WORDS**

Administrative changes

College of Education (CoEs)

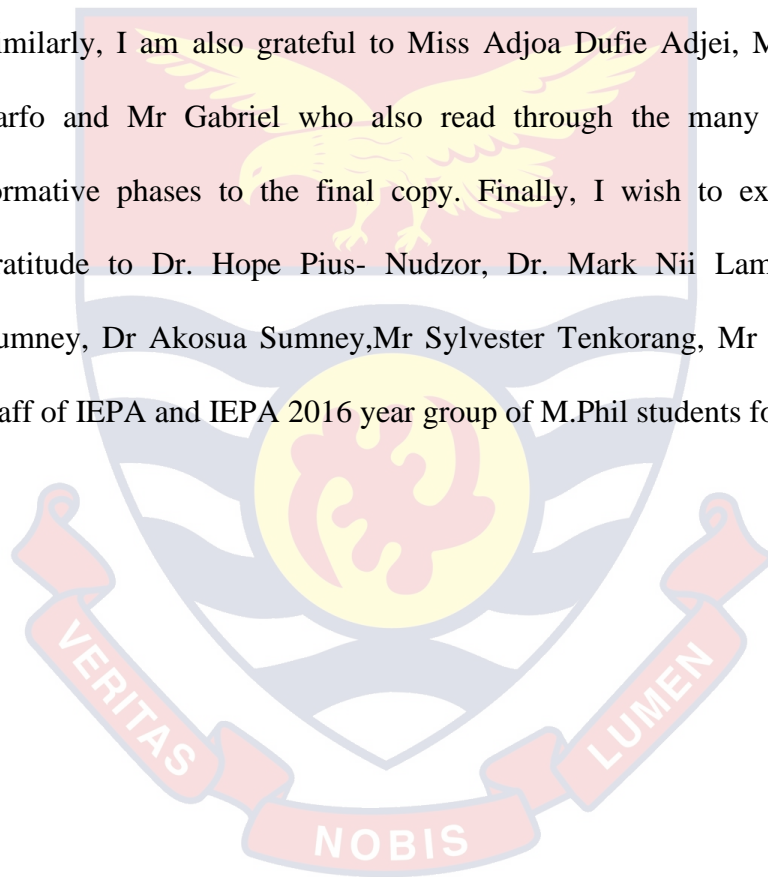
Principals

Transition



## ACKNOWLEDGEMENTS

First and foremost, I wish to express my profound gratitude to Prof. Rosemary Bosu my principal supervisor, who greatly helped to shape and set the direction of this study through the vital suggestions, the relevant examples, useful comments as well as his unflinching support provided. Secondly, I am also grateful to Dr. Janet Koomson, my co-supervisor who assisted me by going through the many drafts from the formative phases to the final copy. Similarly, I am also grateful to Miss Adjoa Dufie Adjei, Mr Philip Kweku Sarfo and Mr Gabriel who also read through the many drafts from the formative phases to the final copy. Finally, I wish to extend my special gratitude to Dr. Hope Pius- Nudzor, Dr. Mark Nii Lamptey, Dr Kudjo Sumney, Dr Akosua Sumney, Mr Sylvester Tenkorang, Mr Michael Owusu; staff of IEPA and IEPA 2016 year group of M.Phil students for their support.



## DEDICATION

To my family and my beloved daughter, Mirabel Aseda Neney



## TABLE OF CONTENTS

Content	Page
DECLARATION	ii
ABSTRACT	iii
KEY WORDS	iv
ACKNOWLEDGEMENTS	v
DEDICATION	vi
TABLE OF CONTENTS	vii
LIST OF TABLES	xi
LIST OF ACRONYMS	xii
CHAPTER ONE: INTRODUCTION	
Background to the Study	1
Statement of the Problem	8
Purpose of the Study	9
Research Questions	10
Significance of the Study	10
Delimitation of the Study	11
Limitations of the Study	11
Definition of Terms	12
Organisation of the Rest of the Study	12
CHAPTER TWO: LITERATURE REVIEW	
Introduction	14
Theoretical Framework	14
Lewin's Change Management Model	14
Kotter's Change Management Theory	16



Tertiary Educational Institutions in Ghana	22
Teacher Education in Ghana	23
Colleges of Education in Ghana	25
Colleges of Education Reforms in Ghana	26
Concept of Change Management	30
Leadership and Management changes of Tertiary Institution in Transition	32
Autonomy	34
Centralisation	36
Formalization	36
Standardisation	37
Flexibility	38
Management and Governance	38
Policy formulation and implementation in relation to institutional transitions	39
Human Resource Management Changes of Institutions in Transition	44
Non-Human Resource Changes of Institutions in Transition	45
Coping Strategies Administrators Use in Overcoming Administrative Challenges of Transition	47
Chapter Summary	50
<b>CHAPTER THREE: RESEARCH METHODS</b>	
Research Design	51
Study Area	52
Population	54
Sampling Procedure	54
Data Collection Instruments	55

Trustworthiness of the Instrument	57
Pre-test of instrument	57
Data Collection Procedures	58
Data Processing and Analysis	59
Data/Thematic analysis process	60
Chapter Summary	62
<b>CHAPTER FOUR: RESULTS AND DISCUSSION</b>	
Introduction	63
Presentation and Discussion of the Key Findings	65
Change in decision-making procedures	65
Change in policy formation procedures	67
Change in student engagement related issues	68
Change in management focus of partnership and cooperation with external organisation	70
Changes in leadership's management issues of inclusivity	71
Change in the focus of staff development	73
Change in staff appraisal system	76
Recruitment and selections procedure changes	77
Financial administrative process changes	79
Source of funds for the colleges	80
Infrastructural development changes	82
Reliance on support from external stakeholders	84
Improving internal management procedures	86
Chapter summary	87

CHAPTER FIVE: SUMMARY, CONCLUSIONS AND  
RECOMMENDATIONS

Introduction	88
Summary of Key Findings	89
Conclusion	90
Recommendations	91
Suggestions for further Research	91
REFERENCES	93
APPENDIX	107



## LIST OF TABLES

Table		Page
1	Participants sampled based on their Respective Colleges.	55
2	Background Data of Participants	64

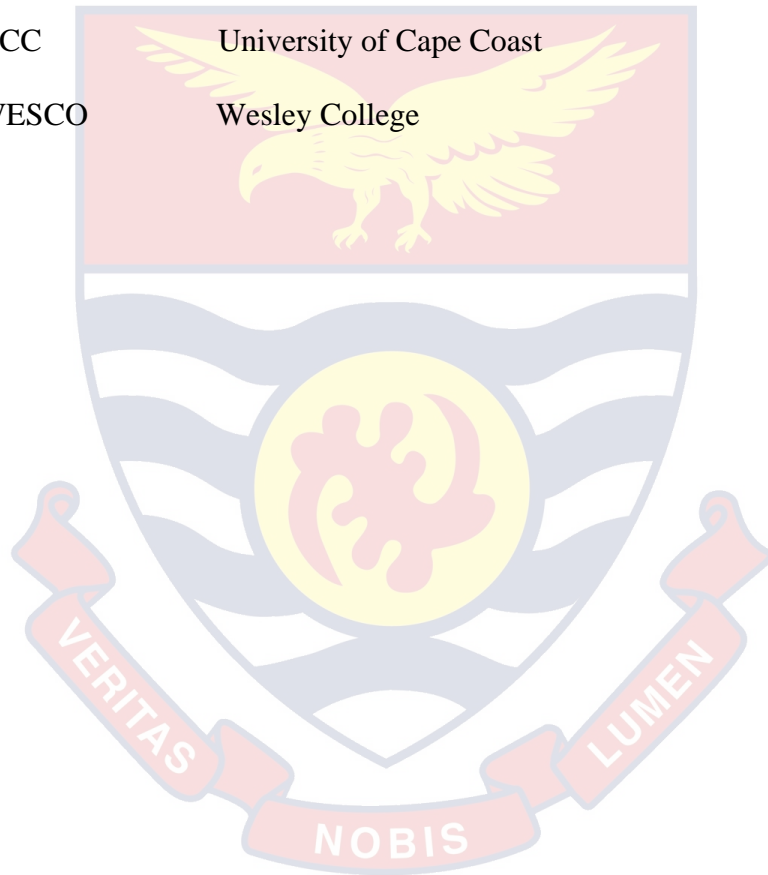


## LIST OF ACRONYMS

ACE	Akrokeri College of Education
DBE	Diploma in Basic Education
PRINCOFF	Principals Conference of Colleges of Education
MAMTECO	Mampong Technical College of Education
MONICO	St Monica's College of Education
T-TEL	Transforming Teacher Education and Learning

UCC University of Cape Coast

WESCO Wesley College



## CHAPTER ONE

### INTRODUCTION

#### Background to the Study

The importance of education in Africa and the world in general cannot be ignored. Education lays the foundation for the development and growth of the human resource of every nation (Anamuah-Mensah, 2006). Anamuah-Mensah explained further that education plays a crucial role in fostering self-development as well as the development of human capital for national socio-economic development. Several researchers have indicated some key changes of administrative and leadership in times of educational transitions (Opare, 2008; Effah, 2003; Basheka, 2008). In the United Kingdom, fiscal and finance allocation, leadership and management support, as well as recruiting and retaining faculty are the major experiences of school leadership and management transition (Montez, Wolverton & Gmelch, 2002). The European Union (2012) affirmed that within educational institutions, teaching professionals are the most important determinants of how learners perform; and it is what teachers know, do and care about that matters.

Similar reports have been made from several places in Africa. For instance, in Uganda, Basheka (2008) pointed out that, administrators of higher educational institutions experienced issues in their management duties due to human, financial, physical and material resources. In Nigeria, Mange, Onyango and Waweru (2015) also indicated that issues with funding as well as teaching and learning infrastructure and resources were the major experiences of most tertiary institutions. Change now appears a constant within higher education as institutions respond to a range of developments (Lomas & Lygo-

Baker, 2006). These changes can be in terms of institutional governance, financial issues, staffing issues and autonomy in academic curriculum (Estermann & Nokkala, 2009). According to Basarudina, Yeonb, Yaacoba and Rahmana (2016), Malaysian Public Universities are undergoing the process of transformation which required efforts from every components of the universities, especially within the academic staff in order to achieve high rankings internationally and to fulfil Key Performance Indicator (KPI) for the purpose of promotion and appraisal. Such transitions in higher education institutions have been observed in several other places.

It is worth remembering that a sound education structure leads to an enlightened society and manpower development, which is able to lead a crusade for social transformation and economic progress (Asare, 2011). Asare expressed that central to the educational enterprise is the teacher. The role of the teacher is so crucial that no nation can afford to ignore. Ghana has over the years put forth efforts to train and develop teachers to form the bedrock of training the manpower needs of the country. Per this, over the past forty years, teacher education in Ghana has undergone a number of modifications. These modifications are a result of policy changes which are aimed at producing well trained teachers to meet the educational needs of the country at various times. Teacher training colleges have gone through several stages in Ghana. The first teacher training institution (i.e. Presbyterian Training College [PTC]) in Ghana was established by the Basel Mission in 1835 at Akropong in the Eastern Region. Afterwards, several missions followed and by 1937 (i.e. a century after the establishment of PTC) there were six (6) teacher training institutions (Aboagye, 2000). The location and years in which the five other

colleges were established during the period, according to Aboagye (2000), are Amedzofe, 1894; Wesley College Aburi, 1922, later Kumasi, 1924; OLA Cape Coast, 1928; Hohoe St Francis, 1930; Agogo Presbyterian College of Education 1931, John Bosco, 1937. Before 1950 there were twelve (12) teacher training colleges with only two (i.e. Kommenda and Tamale) being established by the Central Government (Aboagye, 2000). The Government Training College (GOVCO) at Peki, which was later named Peki Training College and now called Peki College of Education, was one of the colleges established by government in 1954 following the implementation of the Accelerated Development Plan for Education (ADPE) in 1952.

Such stages could be traced back to the introduction of Certificate “A” Colleges which were established in 1930’s for the training of middle school leavers. In 1937, a two-year Certificate “B” was introduced. This was later changed and this change has been going on in the then teacher training colleges (Effah, 2003; Anamuah-Mensah, 2006). These changes have resulted in the production of different cohort of teachers with different types of certificates (Anamuah-Mensah, 2006).

The Presidential Committee on Education (2018), the latest committee to work on education reforms in Ghana, recommended a critical review and approach to making teacher education relevant to the development of the country. It is as a result of the changes in teacher training colleges, that we now have colleges of education as the newly official name and with tertiary status (Ghana Colleges of Education Act, Act 847, 2012). There are currently 46 public Colleges of Education (CoEs) in the country producing teachers for basic education. Ashanti region currently has one private College of Education



(Jackson College of Education). Three private colleges were absorbed in 2016. The Colleges of Education in the country have been elevated or upgraded by the Colleges of Education Act 847 to tertiary status to offer programmes leading to diploma in basic education. This is not only to enhance the quality of teacher education, but also to increase the status of the products of the programme (National Council for Tertiary Education [NCTE], 2012).

In 2012, the National Council for Tertiary Education [NCTE] mentioned that Colleges of Education Act, 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) but now they are upgraded into tertiary level. As tertiary educational institutions, they are no longer under GES but under NCTE. They have been given the mandate to produce qualified and professional teachers for the basic education system of Ghana.

The Colleges of Education Act of 2012, Act 847, stated that the Colleges of Education are upgraded 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 (NCTE, 2012). Prior to their elevation and re-designation as tertiary institutions, the then Teacher Training Institutions (TTIs) which it responsible for pre-tertiary education were directly supervised by the Teacher Education Division. Thus, their funding, appointment of staff and determination of requirements to enrol in the institutions were the

responsibilities of GES (Opare, 2008). Now, by the new reform in 2012 Colleges of Education have been placed under the NCTE, being government agency responsible for the regulation of tertiary education institutions in Ghana (Opare, 2008; Ghana Colleges of Education Act, Act 847, 2012). This has led to a number of changes in the Colleges of Education in Ghana.

In Ghana, the CoEs are in a transitional period (Anamuah-Mensah, 2006). 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, as with every change, administrators may be faced with several experiences in adopting to the new status quo practices (Anamuah-Mensah, 2006). This is because administrative tasks will change entirely and things will have to be done differently. For example, leadership and management will change and schemes of operation will change. During periods of change, new approaches and strategies are designed to reorient and transform the way in which colleges are managed as well as the delivery of educational services (Hee, 2007). Any transition in academic institutions demands personal development and other forms of development in the new learning situation that is created (Hacifazlioglu, 2010). Institutions face an overload of demands that create several changes for school leaders whenever schools are being transitioned or elevated (Viljoen & Rothmann, 2002).

Nagy (2011) asserted that changes or elevation in the status of colleges lead to a large increase in student numbers without the necessary increase in academic staff numbers, with the consequence being substantial, increased pressure on academic workloads. According to Scott, Coates and Anderson (2008), many leaders in such situations find that they have ‘no room to lead’

and are so busy complying with bureaucratic and reporting procedures that do not demonstrably add value to achieving the core purposes of their roles. Colleges undergoing transition experience role conflicts because of changes in leadership and governance (Nyarkoh, 2016). The elevation of the colleges requires special monitoring, not only because they are new, but also with a mandate of training the nation's teachers. School management committees and authorities of such colleges also experience multiple and overwhelming demands in their role in administering especially in an undeveloped institutional setup (Naidoo, 2002).

In furtherance, Ogbogu (2013) averred that colleges undergoing transitions are complex and the decisions and choices which are made are also complex. The complexity lies in the fact that leadership and governance of the colleges are changed and as such decisions are taken differently. Authorities and administrators in such institutions therefore experience several crucial decision-making hurdles. Nyarkoh (2016) supported this view by indicating that there are various decisions to be made in any college undergoing transition. This implies that as colleges are transitioning into higher level institutions, the decision-making roles changes, thus decisions that could have been made by the Principal is now made by a committee.

Aside these changes, institutions in transition have to deal with the issues of expansion. In this sense, there is rising need for both human and non-human resources (Ogbogu, 2011). Dunn (2004) opined that in implementing any new educational policy, administrators need to mobilize financial and human resources to comply with the policy. These issues form the major experiences of administrators whenever they have to deal with transitions.

In this sense, there is the need to reorient administration to reflect the changing roles in human resources (Gornitzka, Kogan & Amaral, 2005). These include the systems of decision-making and resource allocation, the mission and purpose, the patterns of authority and hierarchies and the relationship of universities as institutions to the different academic worlds. It is therefore always important to ensure that both human and material resources needed for educational policy implementation are capacitated and available respectively (Nyarkoh, 2016). Nyarkoh argued that some stakeholders in the educational sectors in Ghana have raised concerns regarding the capacity of the personnel of the Colleges of Education to manage tertiary education institutions.

Dasmani (2011) also pointed out that the Colleges of Education experienced inadequacy of supply of instructional materials and training facilities in the period of transition. Mereku (2014) also averred that Colleges of Education in Ghana were still being run like the old missionary teacher training schools despite they being elevated to tertiary status. The implication is that the colleges were not experiencing any positive change in terms of the administration in spite of the upward transition.

It is observed that the new status of the Colleges of Education might put greater responsibilities on the leadership of these institutions. As tertiary institutions, Colleges of Education have the responsibility to produce human resources in the education sector. The new status also requires the colleges to expand their services to meet the requirement as tertiary institutions. Therefore, there will be the need for changes in governance system, teaching staff and non-teaching staff recruitment process, admission process, procurement process, curriculum planning and development process,

certification process, infrastructure development, and the provision of quality physical and material resources. The colleges have to adapt and adjust to new policies concerning their activities as a tertiary institution. Their operations will change, their human resource management activities will change and the nature of the academic curriculum will also change. All of these present significant changes and challenges for the authorities of the Colleges of Education.

What has been made clear from the various authors and researchers across the world is that colleges and tertiary institutions encounter several changes in adapting and adjusting to transitional policies. It is against this background that the current study sought to explore the transitional administrative changes in the upgrade of Colleges of Education (CoEs) to tertiary status in the Ashanti Region of Ghana.

### **Statement of the Problem**

Presently it appears transitions in the education sector are increasingly receiving global attention. For instance, in the United Kingdom, fiscal and finance allocation, leadership and management support, as well as recruiting and retaining faculty are the major issues of school leadership and management transition (Montez, Wolverton & Gmelch, 2002). Bryman (2007) revealed that leadership and governance issues were the most significant issues for school authorities during times of educational transitions in the United Kingdom, the United States and Australia.

Similar reports have been made from several places in Africa. For instance, in Uganda, Basheka (2008) pointed out that administrators of higher educational institutions experienced issues in their management duties due to

human, financial, physical and material resources. Mange, Onyango and Waweru (2015) also indicated that issues with funding as well as teaching and learning infrastructure and resources were the major changes of most tertiary institutions in transition.

In Ghana, a report by Transforming Teacher Education and Learning (T-TEL 2015) identified several key issues in the transitioning of Colleges of Education to tertiary status. These issues included funding (finance), lack of clarity about the responsibilities of GES and the NCTE, insufficient leadership and management support (governance) from NCTE for colleges, lack of influence from College councils, lack of appropriate structures and staffing in NCTE, and the poor collaboration between NCTE, Institute of Education, UCC and NAB (T-TEL, 2015).

The report of the T-TEL appears to be general on all the Colleges in Ghana regarding the issues of transitioning of Colleges of Education to tertiary status. There seem not to be a clear cut concerning a particular College or Colleges within a region regarding the human resource and non-human resource management changes as far as the upgrade of Colleges of Education to tertiary status. This study, therefore, sought to explore the transitional administrative changes in the upgrade of Colleges of Education (CoEs) to tertiary status in the Ashanti Region, Ghana.

### **Purpose of the Study**

The purpose of this study was to explore the transitional administrative changes in the upgrade of Colleges of Education (CoEs) to tertiary status.



## Research Questions

The following research questions were posed to guide the study:

1. What are the leadership and management transitional administrative changes with the upgrade of Colleges of Education to tertiary status?
2. What are the human resource management transitional changes with the upgrade of Colleges of Education to a tertiary?
3. What are the non-human resource transitional administrative changes with the upgrade of Colleges of Educations to tertiary status?
4. What coping strategies do administrators use in overcoming transitional administrative challenges of dealing with the upgrade of Colleges of Education to tertiary status?

## Significance of the Study

The outcome of the study 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 administrative changes of 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 findings of the study would be helpful to principals and other administrators of Colleges of Education in the management of their transitional changes. 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. Again, the

outcome of the study would be a useful guide to in-coming researchers. The significance of this study would also inform other external stakeholders of the Colleges of Education about the changes the Colleges have experienced. In addition, 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. Finally, seminars would also be organized at various vantage areas to disseminate information from the research to the public for consideration and adoption.

### **Delimitation of the Study**

Geographically, the study was delimited to the Colleges of Education in Ashanti Region of Ghana. In the Ashanti Region, there are eight Colleges of Education comprising both single-sex and mixed gender schools. The study was also delimited to the college administrators including principals, vice principals, and college secretaries of the colleges. These categories of participants were deemed the people more knowledgeable on the changes the colleges have experienced in this period of transition. This is because they are the ones at the frontline of the implementation of all the major policy changes.

In terms of the content, the study was delimited to leadership and management changes, the human resource management changes, the non-human resource changes and the coping strategies administrators use in overcoming administrative challenges encountered in the upgrade of Colleges to tertiary status.

### **Limitations of the Study**

In carrying out this study, the major challenge encountered could be related to participants withholding vital information concerning the purpose of



this study which could have affected the findings of the study. The categories of participants are people with busy schedules and as such, they kept on postponing the dates for the interview which affected the time frame for the study.

### **Definition of Terms**

The key terms in this study are defined as they are used in the context of the study:

**Change:** This is used in the study to refer to how things used to be in the past to the present

**Human Resource Changes:** This is used in the study to refer to changes in issues such as staff development, staff appraisal and recruitment and selection.

**Leadership and Management Changes:** This is used to refer to changes in issues concerning decision making, policy formulation, student engagement, partnership and cooperation as well as inclusivity.

**Non-human Resource Experience:** In this study, this is used to refer to issues concerning financial administration, sourcing for funds and infrastructural development.

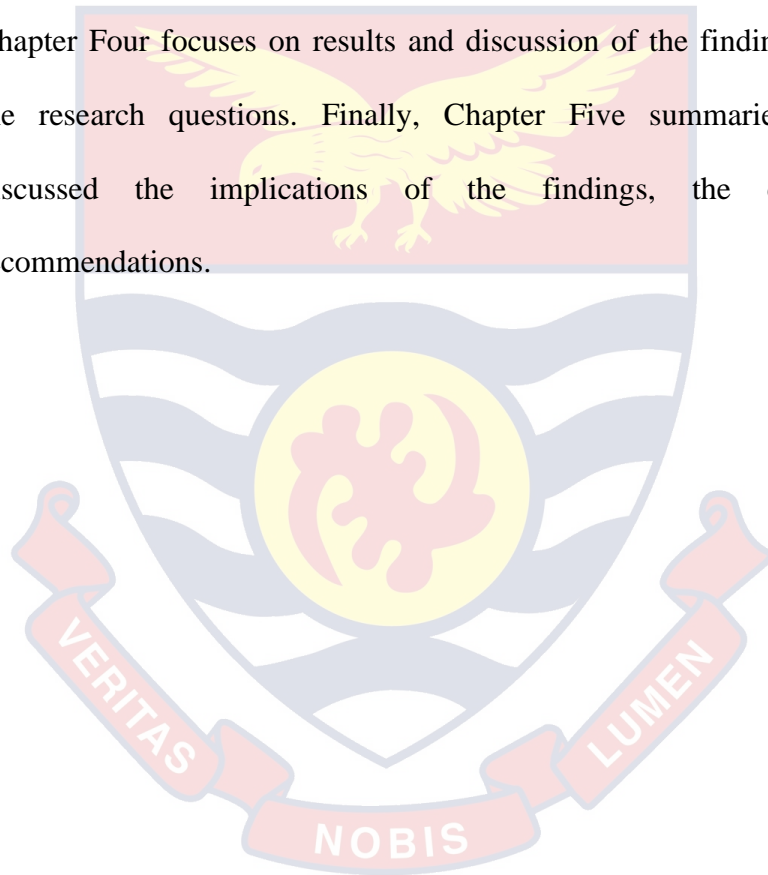
**Transition:** This is used in its original sense of change or transformation from one state to the other. Thus, in this study, change from training college to College of Education.

**Upgrade:** This is used to refer to an upward progression or change in the status of an institution.

### **Organisation of the Rest of the Study**

The study is organized into five major chapters. Chapter one deals with the introduction which comprised background to the study, statement of the

problem, the purpose of the study, research questions, significance of the study, delimitation, and limitations of the study, and organization of the study. Chapter two is devoted to the review of relevant literature on what other researchers and authorities on the subject have written. Chapter Three also deals with research methods. The research methodology is composed of research design, study areas, population, sampling procedures, data collection instruments, data collection procedures, and data processing and analysis. Chapter Four focuses on results and discussion of the findings in relation to the research questions. Finally, Chapter Five summaries the findings, discussed the implications of the findings, the conclusion and recommendations.



## CHAPTER TWO

### LITERATURE REVIEW

#### Introduction

This study explored the transitional administrative changes in the upgrade of College of Education to tertiary status, with a particular focus on Colleges of Education in the Ashanti region, Ghana. The chapter first discusses the theories underpinning the study. Literature is then reviewed under the following subtopics; Tertiary Educational Institutions in Ghana, Teacher Education in Ghana, Colleges of Education in Ghana, Colleges of Education Reforms in Ghana, Concept of Change Management, Leadership and Management Experiences of Schools in Transition, Human Resource Management Changes of Institutions in Transition, Non-human Resource Changes of Institutions in Transition, Coping Strategies Administrators Use in Overcoming Administrative Challenges of Transition.

#### Theoretical Framework

In this section, theories connected to the study are reviewed. Two main theories are reviewed. They include Lewin's Change Management Model and Kotter's Change Management Theory.

#### Lewin's Change Management Model

The Change Management Model was formulated by Kurt Lewin. Lewin was a physicist and social scientist who explained the structured or organizational change through the changing states of a block of ice (Lock, 2017). In the 1950s, Kurt Lewin proposed a Change Management Model that was perhaps, the first and most famous early analysis of how organizations adapt and deal with change (Lock, 2017). Lewin's Change Management

Model is one of the most popular and effective models that make it possible for us to understand organizational and structured change. Lewin's model proposed three main stages to move an organization from its current state to a desired future state: Thus, "Unfreeze – Change – Refreeze"

**Unfreeze:** The first stage of the process of change according to Lewin's method involves the preparation for the change. At this stage, the organization must get prepared for the change and also for the fact that change is crucial and needed. The stage is important because most people around the world try to resist change, and it is important to break this status quo (Anastasia, 2015). At this stage, the key is to explain to people why the existing way needs to be changed and how change can bring about profit. The unfreezing stage also involves an organization looking into its core and re-examining it. In the context of this study, the leadership of Colleges of Education needs to make the reasons for the upgrading and transition clear to every stakeholder. By this, there would be a clear understanding of the reasons for the upgrade thereby making it easier to prepare for the changes.

**Change:** This is the stage where the real transition or change takes place. According to Anastasia (2015), the process of transition may take time to happen as people usually spend time embracing new happenings, developments, and changes. At this stage, good leadership is important because these aspects not only lead to steer forward in the right direction but also make the process easier for staff or individuals who are involved in the process. Communication and time are the keys for this stage to take place successfully. In the context of this study, good leadership is essential in helping all the individuals involved by communicating clearly what changes

have to occur in the upgrading of Colleges of Education to also play their parts for a successful transition.

**Refreeze:** At this stage, the change has been accepted, embraced, and implemented so that the organization begins to become stable again. This is why the stage is referred to as refreeze. This is the time when the staff and processes begin to refreeze, and things start going back to their normal pace and routine. This stage requires the help of the people to make sure changes are implemented. Now with a sense of stability, employees get comfortable and confident of the acquired changes. According to Lock (2017), the ‘Refreeze’ stage, in particular, implies a great deal of time is spent in the new status quo. However, even in the current era of high speed and frequent change, there must be some degree of ‘refreeze’, otherwise organizations would get caught in a transition trap where they are not sure how things should be done. As a result, organizations would not be able to perform at appreciable standards let alone the best capacity.

In the context of the current study, it can be inferred that the process of transition of Colleges of Education had been embraced in that all the academic staff is upgrading themselves. This indicates the level of acceptability of the transition. The next stage is the actual stage of change where every systemic change has been made. The final stage is the stage where the colleges will resume optimal function in their new capacity.

### **Kotter’s Change Management Theory**

Kotter propounded a change management theory in 1996. According to Anastasia (2015), Kotter’s change management theory is one of the most popular and adopted ones in the world. John Kotter’s 8-step change model is a

step-by-step model that is easy to follow and incorporate. The main idea behind it is to accept the change and prepare for it rather than changing itself. This change management theory is divided into eight stages where each one of them focuses on a key principle that is associated with the response of people to change. The eight stages are discussed below:

1. **Create urgency** – This step involves creating a sense of urgency among the people to motivate them to move forward towards objectives. For change to happen, it helps, if the whole company wants it. Develop a sense of urgency around the need for change. This may help you spark the initial motivation to get things moving. This is not simply a matter of showing people poor sales statistics or talking about increased competition. Open an honest and convincing dialogue about what is happening in the marketplace and with your competition. If many people start talking about the change your proposed urgency can build and feed on itself.

The response to change in this instance would be to; identify potential threats and develop scenarios showing what could happen in the future. Examine opportunities that should be or could be exploited. Then start honest discussions and give dynamic and convincing reasons to get people talking and thinking. Request support from customers, outside stakeholders, and industry people to strengthen your argument.

2. **Build the team** – This step of Kotter's change management theory is associated with getting the right people on the team by selecting a mix of skills, knowledge, and commitment. Convince people that change is necessary. This often takes strong leadership and visible support from key people within your organization. Managing change is not enough,

you have to lead it. You can find effective change leaders throughout your organization. They do not necessarily follow the traditional company hierarchy. To lead change, you need to bring together a coalition or team of influential people whose power comes from a variety of sources. This includes job title, status, expertise, and political importance. Once formed, your change coalition needs to work as a team, continuing to build urgency and momentum around the need for change.

The response would be to; identify the true leaders in your organization as well as your key stakeholders. Ask for an emotional commitment from these key people. Work on team building within your change coalition. Check your team for weak areas, and ensure that you have a good mix of people from different departments and different levels within your company.

3. **Create a vision for changes** – This stage is related to creating the correct vision by taking into account, not just strategy but also creativity, emotional connection, and objectives. When you first start thinking about change, there will probably be many great ideas and solutions floating around. Link these concepts to an overall vision that people can grasp easily and remember. A clear vision can help everyone understand why you are asking them to do something. When people see for themselves what you are trying to achieve, then the directive they are given tends to make more sense.

The response is to determine the values that are central to the development of a summary that captures what you see as the future of

your organization. Create a strategy to execute that vision. Ensure that your change coalition can describe the vision in five minutes or less. Practice your vision speech often.

4. **Communicate the vision** –Communication with people regarding the change. This is an important part of change management. What you do with your vision after you create it will determine your success. Your message will probably have strong competition from other days- to-day communications within the company, so you will need to communicate it frequently and powerfully and embed it within everything that you do. Don't just call special meetings to communicate your vision. Instead, talk about it every chance you get. Use the vision daily to make decisions and solve problems. When you keep it fresh on everyone's minds, they will remember it and respond to it. It is important to walk the talk." What you do is far more important – and believable- than what to say. Demonstrate the kind of behavior that you want from others.

Responding to these would be to; talk often about your change vision. Apply your vision to all aspects of operations - from training to performance reviews. Tie every back to the vision. Lead by example. Address people's concerns and anxieties, openly and honestly.

5. **Get things moving** – To get things moving or empower action, one needs to get support, remove the roadblocks and constructively implement feedback? If you follow this step and reach this point in the change process, you have been talking about your vision and building buy-in from all levels of the organisation. Hopefully, your staff wants to get busy and



achieve the benefits that you have been promoting. But is anyone resisting the change? And are there processes or structures that are getting in its way? Put in place the structure for change, and continually check for barriers to it. Removing obstacles can empower the people you need to execute your vision, and it can help the change move forward.

6. **Focus on short-term goals** – Focusing on short-term goals and dividing the ultimate goal into small and achievable parts is a good way to achieve success without too much pressure. Nothing motivates more than success. Give your company a taste of victory early in the change process. Within a short time frame (and negative thinkers might hurt your progress. Create short-term targets, not just one long-term goal. You want each smaller target to be achievable, with little room for failure. Your change team may have to work very hard to come up with these targets, but each win that you produce can further motivate the entire staff.

Response being to; look for sure fire projects that you can implement without help from any strong critics of the change. Do not choose early targets that are expensive. You want to be able to justify the investment in each project. Thoroughly analyse the potential pros and cons of your targets. If you don't succeed with an early goal, it can hurt your entire change initiative. Reward the people who help you meet the targets.

7. **Not giving up** – Persistence is the key to success, and it is important not to give up while the process of change management is going on, no matter how tough things may seem. Kotter argues that many change project fail because victory is declared too early. Real change runs deep. Quick wins are only the beginning of what needs to be done to achieve long-term change. Launching

one new product using a new system is great. But if you can launch 10 products, that means the new system is working. To reach that 10<sup>th</sup> success, you need to keep looking for improvements. Each success provides an opportunity to build on what went right and identify what you can improve.

Respond by analysing after every win, what went right, and what needs improving. Set goals to continue building on the momentum you have achieved. Learn about kaizen, the idea of continuous improvement. Keep ideas fresh by bringing in new change agents and leaders for your change coalition.

8. **Incorporating change** – Besides managing change effectively, it is also important to reinforce it and make it a part of the workplace culture. Finally, to make any change stick, it should become part of the core of your organisation. Your corporate culture often determines what gets done, so the values behind your vision must show in day-to-day work. Make continuous efforts to ensure that there is change in every aspect of your organisation. This will help give that change a solid place in your organisation's culture. It's also important that your company's leaders continue to support the change. This includes existing staff and new leaders who are brought in. If you lose the support of these people, you might end up back where you started.

Respond to incorporating change by; talking about progress every chance you get. Tell success stories about the change process, and repeat other stories that you hear.

Overall, the Lewin's Change Management Model and the Kotter's Change Management Theory are relevant to this study. In the context of the current study, it can be inferred that the process of transition of Colleges of

Education had to be handled within the three stages indicated by Lewin. In the first place, Colleges of Education had to prepare for the changes in their curriculum, staff capacity and other critical aspects of the transition. This is the stage of unfreezing. The next stage is the actual stage of change where every systemic change has been made. The final stage is the stage where the colleges will resume optimal functional in their new capacity. Again, it can be inferred from Kotter's Change Management Theory that in terms of creating urgency and vision for change, stakeholders of the Colleges of Education had to be educated and motivated on the vision, mission and the need for change. Additionally, governing council had to be established to serve as the highest decision-making body instead of principals making decisions alone. This is the step of building team. Finally, transitional changes needed to be communicated to the various stakeholder concerning the objective, strategies and the need for the transitional change.

### **Tertiary Educational Institutions in Ghana**

Tertiary education institutions aim at learning at a high level of complexity and specialisation. Tertiary education institutions comprise institutions which are labelled as short-cycle tertiary, bachelor or equivalent, master or equivalent and doctoral or equivalent, respectively. It builds on secondary education, providing learning activities in specialised fields of education (UNESCO, 2011). In Ghana, tertiary education has been notably growing during the last twenty years, both in terms of enrolment and infrastructure. Ghana's higher education sector is a diversified and institutionally differentiated binary system. It has a university sector, made up of public universities, university colleges and a plethora of burgeoning private

universities (religious-owned and offshore institutions); and the non-university sector comprising technical universities, professional institutes, seminaries, public and private teacher training and nursing training schools.

The National Accreditation Board categorizes the tertiary institutions in Ghana as 10 Public Universities, 7 Public degree awarding/Professional institutions, 1 College of Agricultural , 5 Chartered Private Institutions, 80 Private tertiary institutions offering Degree and HND Programme, 4 Public Polytechnic, 1 Private Polytechnic, 6 Technical Universities, 7 Private Colleges of Education, 46 Public Colleges of Education, 1 Distance Learning Institution, 25 Public Nursing Training Colleges and 13 Private Nursing Training Colleges , 5 Registered Foreign Institutions. (NAB, 2019).

### **Teacher Education in Ghana**

Teacher education refers to the process of equipping individuals with knowledge, skills and attitudes required for teaching and developing children to become productive citizens. The Government of Ghana (2002) defines teacher education as the type of education and training given to and acquired by, an individual to make him or her academically and professionally proficient and competent as a teacher. Anamuah-Mensah (2006) stresses that teacher education is a complex, multi-faceted process, made up of initial teacher training, in-service training (or continuing education) and lifelong education.

Abudu and Donkor (2014). posits that “the goal of teacher education is not to indoctrinate teachers to behave in rigid, prescribed ways, but to encourage teachers to think about how they teach and why they are teaching that way” (p. 98). This is so because, the process of becoming and being a

teacher is increasingly being acknowledged as a multifaceted endeavour, which involved the person intellectually, socially, morally, emotionally and aesthetically. Armah (2015). stated the goals of teacher education as: to make the education of teachers intellectually more solid; to recognize differences in teacher's knowledge, skills and commitment, in their education, certification and work; to create standards of entry to the profession-examinations and educational requirements that are professionally relevant and intellectually defensible; to connect out institutions to schools (for teacher preparation and development); and to make schools better places for teacher to work and to learn.

Newman (2013) states that the objective of teacher education in Ghana is to train and develop the right type of teacher who is competent, committed and dedicated and such a teacher should be capable of:

1. Applying, extending and synthesising various forms of knowledge.
2. Developing attitudes, values and dispositions that create a conducive environment for quality teaching and learning in schools.
3. Facilitating learning and motivating individual learners to fully realize their potential;
4. Adequately preparing the learner to participate fully in the national development effort (Newman, 2013).

Teacher education in Ghana has been going through a process of change and development. This change and development is taking place in response to the need to provide quality teachers for the education of the youth at all levels of the country's educational system. The skills and knowledge needed for successful living have altered radically, primarily as a result of the

technological evolution and its impact on most jobs and professions. Thus, the educational system has to be restructured to ensure that the needs and aspirations of the society are always met. Schools and institutions need not gear towards the production of students for a nation that in many ways train students to suit the trending needs of the society. Based on this, policy makers keep on changing and implementing innovations in all facets of the educational system, more especially in teacher education for the purpose of training quality teachers.

Teacher education should entails having opportunities to develop the personal qualities, commitment and self-understanding essential to becoming a sensitive and flexible teacher. Teacher education, therefore, seeks to develop the individual in the matters of head, heart and hand. This will, by and large, make the would-be teacher more responsible in the classroom and the society at large. Teachers must be prepared in such a way that they are not only good classroom operators but also community leaders. They must be trained not only in the techniques of teaching young people but also in adult education and group dynamics (Bishop, 1986). Teachers need to have a deep conception of the nature of society and of their own role in influencing the shaping of social goals.

### **Colleges of Education in Ghana**

Colleges of Education (CoE) in Ghana formed part of tertiary education. Colleges of Educations were formally known as Teacher Training Colleges. The first teacher training college in Ghana was established by The Basel Mission in 1848 at Akropong-Akwapim. In 2017, there were 41 colleges of education in Ghana, up from 38 in 2015. A further two private colleges are

to be absorbed into the group of 41 public institutions, raising the number to 43 (Ghana Education Service, 2017). These colleges are split in then 10 Ghanaian regions. The colleges are responsible for teacher education (Ghana Education Service, 2014). They offer a three-year curriculum that leads to the award of Diploma in Basic Education (DBE). The final examinations granting the DBE are conducted by the University of Cape Coast's Institute of Education. The holders of the DBE are allowed to teach at every level of the Basic education (Kindergarten, Primary school, Junior Secondary School) (Asare, & Nti, 2014).

Apart from the Colleges of Education, two universities (Cape Coast and Winneba) train teachers. A specific four-year bachelor's degree allows to teach in any pre-tertiary education (most graduates choosing secondary education). A specific master's degree is needed for teaching in CoE. Universities also offer to DBE graduate a two-curriculum granting the right to teach in secondary education (Asare, & Nti, 2014). Distance education is also possible: the programme lasts four years and leads to the Untrained Teacher's Diploma in Basic Education (UTDBE). It was introduced to increase the number of basic education teachers in the rural area. Serving teacher can also benefit of continuing education (in-service training, cluster) (Asare, & Nti, 2014).

### **Colleges of Education Reforms in Ghana**

Education reforms are actions or recommendations by those in authorities that are intended to make education better or put right any faults or errors in the provision of education. Brasvasky (2002) on page 96 defines change as an essential characteristic of life in the co-temporally world. The



changes affecting the various spheres of social life are increasingly rapid and intertwined. Curriculum change is deemed necessary when existing content, methods and structures of school education do not seem to be responding to new social demand resulting from cultural, political, economic and technological changes.

In Ghana, the Colleges of Education are institutions devoted to the training of student-teachers to enable them to acquire the necessary professional and academic competencies for teaching in pre-tertiary institutions and non-formal education institutions (Government of Ghana, 2012). Colleges of Education which were formally known as Teacher Training Colleges have undergone many changes in terms of certificates the institution award to its products, the official name to call the institutions and their status.

The Esi Sutherland Addy report, 1987; White paper on reform to the tertiary education system, 1991; Akyeampong report, 1998; Anamoah-Mensah report, 2002 all recommended the upgrading of post-secondary training institutions including teacher training colleges to tertiary status. 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 fulfil 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. 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.

In year 2008, 38 publicly-owned Teacher Training Institutions (TTIs) that offered certificate programs to prepare teachers for basic schools in Ghana, were elevated to tertiary status and re-designated as Colleges of Education (COEs) to offer tertiary programmes. 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 postsecondary institutions into tertiary status in 2012. The bill was assented to by the President giving it executive approval and support in June, 2012. In 2012, Colleges of Education Act was assented to by His Excellency the President, on the 27th of June, 2012 (Act 847, 2012).

With the passage of the Colleges of Education Act, 2012 (Act 847) the institutions became Colleges of Education mandated to offer courses leading

to the award of Diploma in Basic Education. The elevation of Colleges of Education to tertiary status makes it imperative for both academic and non-academic staff to work together to ensure (a) the employment of qualified tutors with committed attitudes, (b) qualified students with a dedicated attitude to be future professional teachers and (c) provision of optimum infrastructure to ensure effective teaching and learning.

The Colleges of Education Act, 2012, Act 847 provides that a College of Education is to:

1. Train students to acquire the necessary professional and academic competencies for teaching in pre-tertiary institutions and non-formal education institutions.
2. Build the professional and academic capacities of serving teachers through regular continuing education.
3. Provide programs that will promote the effective teaching of science, mathematics, information and communication technology and other related subjects to meet the needs of contemporary society.
4. Foster links with relevant institutions and the community in order to ensure the holistic training of teachers.

Regarding the functions of Colleges of Education, the Colleges of Education Act, 2012 provide that a College of Education shall decide on the subjects to be taught based on their special relevance to the needs of the educational system of the country and for national development. Colleges of Education are also required to ensure that basic research and action research form an integral part of teacher education and among others. The Councils of Colleges of Education have the responsibility for approving the educational

programs developed by their academic boards. This is in regards to the mandate of the college; and prescribing terms and conditions for admissions of persons selected for a course of study organised by the college (GOG, 2012).

The Colleges of Education Act, 2012 has other relevant provisions. Indeed, the Act provides that the development of academic policies, regulation of courses, development of academic standards, the conduct of examinations and award of diplomas should be undertaken in consultation with an affiliated institution. Additionally, section 19 of the Colleges of Education Act, 2012 specifies that the development of statutes for regulating the governance and management of the Colleges of Education is subject to the approval of the Minister of Education.

Since the elevation and re-designation of Colleges of Education into tertiary status, the institutions have encountered several changes which threaten the consolidation of their status as tertiary institutions. These experiences which border on governance, regulation, management, autonomy of the Colleges and among others, must be critically examined and addressed to enable the institutions to discharge their mandate effectively.

### **Concept of Change Management**

Change can be on a large scale and a small scale. According to Seashore (2008), change that occurs in the form of small-scale increments occurs mostly in the form of adjustments to stimuli by organisational members. In that regard, such change is emergent and unfolds on a continuous basis. In responding to change therefore, Fullan (2006) opined that the individualized and incremental approach to change can be inherently slow and failing to bring sustained improvements at scale.

Large scale changes are those changes that are planned policy altering changes that affects the entire governance system of organisations. For large scale changes, Beycioglu and Kondakci (2014) indicated that distributed leadership, extensive participative management practices, knowledge sharing, and increased interdependencies among system units can help manage the fall outs of such changes. Particularly collective capacity and distributed leadership are instrumental in increasing the capacity of the organisation in retaining small scale and incremental changes and make them part of ordinary organisational practice. Fullan (2006) opined that accomplishing large-scale change depends on the mastery of leadership in linking sustainability with systems thinking.

There are several different managerial practices and tools compatible with collective capacity and distributed leadership, which potentially enable continuous change in educational organizations. For instance, tolerance of ambiguities and the ability to respond to emergent local needs (Gallucci, 2008), building networks and practice communities (Stein & Coburn, 2008), and sustaining collective learning (Boyce, 2003) are some of the appropriate managerial practices. Several educational change scholars have articulated statements on the limitations of the planned, large scale and discontinuous change and articulated the evidence for continuous change in educational organizations (Gilstrap, 2007; Seashore, 2008; Gallucci, 2008; Honig, 2008).

## **Leadership and Management changes of Tertiary Institution in Transition**

According to Jones and Harris (2014), leadership is essential for accomplishing sustained change at scale-out of individualized, fragmented, and incremental change. Distributed leadership has the capacity of accomplishing sustained school improvement at scale because of its potential in building strong collaborative teams, building collective capacity, facilitating knowledge sharing, delegating authority, and facilitating continuous learning in the organisation. According to Fullan (2006), leading is not a meaningful contribution unless it fosters leadership development on the part of other organisational members. Maassen (2003) has thus argued that institutional leadership is mainly about strategic direction giving and setting, management is about outcomes achievement and the monitoring of organisational effectiveness and efficiency in the distribution of resources, while administration is about the implementation of procedures. These leadership, administrative and management functions are expected to be professionalised in order for the college to be able to perform optimally.

During changes in educational institutions, the role of leadership cannot be understated (Hattie, 2009; Hofman & Hofman 2011; Jacobson, 2011; Leithwoo & Mascall, 2008). Jacobson (2011) indicated that leadership practices that are helpful during times of change in schools include establishing direction, building capacity among members of the school community, and restructuring of the school as needed. Fullan

(2006) have also indicated the need for a new change leadership which aims at sustainability in the governance of educational institutions.

Jali and Lekhanya (2017) explored the leadership governance in universities. The study was based on the assumption that leadership and governance should create an environment which is transparent and it incorporates stakeholders that transform the university during period of transition. However, during transitions, leadership and governance face visible and invisible challenges which call for experts in different areas of leadership to be incorporated into the structures of the university in order to bring sustainability in the university. The primary data in this study were collected from six traditional universities and three universities of technology in South Africa from the sample of 39 members of senate. The nature of the study was a quantitative study in which Survey Monkey was used for the distribution of questionnaires. The findings of the study indicated that there was a lack of involvement of stakeholders in the processes of reviewing policies and operational issues. The study revealed again that it was important to use university members in leadership to promote unity.

Muriisa (2014) explored the place of leadership in redefining the role of the universities in Uganda. Using different documents and basing on the behaviour approaches to study organizations, the study made an analysis of the role of leadership in the functioning of universities. The study found that the universities are faced with many challenges, they have changed course and focus and need rethinking their roles. It can be concluded that the role of leadership even though has been overlooked yet they occupy a central role in universities during transition.

Simala (2014) paper stemmed from a sense of unease with the current leadership and management of Faculties of Social Sciences in Kenyan universities. The study was premised on the fact that the university sector in Kenya was experiencing unprecedented change in an effort to meet local obligations and respond to the global higher education agenda. The study found that there were many conflicting demands and influences on heads of institutions. Leading and managing an institution in contemporary higher education was a daunting task. Therefore, leaders at all levels of university management ought to be sensitive to, and keep abreast with current challenges besieging university education globally and locally. The successful leadership and effective management of university leaders will depend on their ability to reform and transform their faculties.

Further, Drew (2010) used semi-structured interviews with a cohort of senior leaders from one Australian university to explore their perceptions of the key issues and challenges facing them in their work. The study found that the most significant challenges centred on the need for strategic leadership, flexibility, creativity and change-capability, responding to competing tensions and remaining relevant, maintaining academic quality and managing financial resources. For schools in transition, there are several issues that leadership and management experience. Among the key leadership and management experiences are autonomy, management and governance and policy formulation and implementation.

### **Autonomy**

The issue of autonomy is currently the most pressing and controversial issue in the higher education sector especially in Africa. According to the



Organisation for Economic Co-operation and Development (OECD) (2003), autonomy is usually determined by the level of capability and the right of an institution to decide its own course of action pertaining to institutional policy, planning, financial and staff management, compensation, students, and academic freedom, without the interference of outside authorities. OECD (2003) concluded that the term is a relative concept, existing to different degrees in different contexts. However, the common ground for assessing the level of autonomy in higher education institutions usually consists of such elements as academic freedom, budget or funding implications, staff management, and quality supervision.

In the context of the current study, it can be inferred that as Colleges of Education are undergoing upward transitioning, one critical issue that leadership experiences is autonomy. This is because even though education authorities claim to prepare a coherent infrastructure to impose implementation of the new policy and to give more autonomy, practical experience of autonomy may not be realistic (Asian Development Bank, 2012). A study by OECD also indicated that schools with more autonomy to make decisions on curriculum and instruction had better performance in the Programme for International Student Assessment (PISA) than those that did not (OECD, 2013). This makes autonomy a key element in the administration of tertiary institutions.

According to Fumasoli, Gornitzka and Maassen (2014), a core part of university autonomy reforms is aimed at affecting the university's organization and governance structures. In order to examine change in the university's organizational and governance design, there are different

variables to be considered. These include centralisation, formalisation, standardisation and flexibility.

### **Centralisation**

Centralisation concerns the activities of an organisation, particularly those regarding planning and decision making, framing strategy and policies become concentrated within a particular geographical location (Acharya, 2012). In dealing with transition in schools, Fumasoli, Gornitzka and Maassen (2014) indicated that the major questions to answer are who controls resources (human, financial, material, and intangible) and who controls the workflow?

Reforms and changes in college management have been aimed at strengthening the formal authority of university leadership. But they have also introduced systems of accountability for monitoring the output. Thus, a subtle balance between autonomy and many strings of accountability systems is in place. This can affect the organisational structure as (formal) decision-making is increasingly granted to university leadership (higher degree of centralisation), while at the same time external evaluation and accountability processes reduce the practical room to manoeuvre for the institutional leadership (lower degree of centralization). Hence, a tension between centralizing and de-centralizing is entailed in university autonomy reforms.

### **Formalization**

Formalization is the degree according to which communications and procedures are written and filed. It relates to statements of procedures, rules, and roles, and to operations of procedures dealing with processes of decision-making and the delivery of instructions as well as of information (Fumasoli et al., 2014). It is important to determine the source of formalization, that is,

along a continuum between legal requirements and spontaneous individual ideas. Increasing autonomy (and accountability) should augment formalization, in the sense that strengthened managerialism resulting from increased autonomy calls for formalisation of internal communications and procedures, particularly when intervening in a professional organisation, such as the university.

Moreover, the growing accountability addressing performance in terms of results measurement requires accrued reporting and quantification to external constituencies. It is from these requirements that the call for a professional administration emerges. Within the university this implies a radical shift in a relatively short period (Maassen, 2003) from administration as “the least noted subculture of the academic enterprise” to the “need for a strengthened administrative core as a mandatory feature of a heightened capability to confront the root imbalance of modern universities” (Clark, 1983; p. 89; 138).

### **Standardisation**

Standardisation refers to the extent to which procedures for decision-making, information provision, and implementation become regularly occurring events, which are legitimized by the organisation (Fumasoli et al., 2014). Increased standardization means that there are rules that cover all circumstances and that apply invariably, while standardisation of roles implies that role definitions and required qualifications for office, titles, symbols, status and rewards become depersonalised, independent of the personal features of the persons who are in office. Standardisation and formalisation are correlated, as standardised procedures and roles need, at least to some extent,

to be formalised in order for the organisation to endorse them thoroughly. The tension regarding this may concern different functions: in university personnel policies, for instance, professors are used to apply their own (collegial) system in order to recruit and promote their peers. This is based on scientific and disciplinary criteria that traditionally shape the overall assessment of candidates.

### **Flexibility**

Flexibility refers to the ease with which organisational and governance structures and processes can adapt to changing circumstances, and new expectations, demands and requirements (Fumasoli et al., 2014). Whitley (2012) also conceptualised flexibility as the openness of the scientific community, employers, funding agencies and other authoritative groups and organisations to novel and unusual ways of framing problems, developing new, especially cross disciplinary, ways of dealing with them and interpreting evidence. An aspect of flexibility is the organization's receptivity to influences stemming from its environment and its readiness and ability to absorb them.

### **Management and Governance**

Tertiary institutions in most parts of the developed world lay emphasis on shared governance. This policy maintains that faculty involvement in tertiary institutions governance is critical. Management style is viewed in terms of vested partnership between faculty and administration (Bleiklie, 2005). This implies a collaborative partnership whereby faculty is involved in the decision- making process that affect them. These include: personnel decisions, salary decisions, preparation of budget and determination of educational policies, etc.

There is also the recognition that conserving the autonomy of higher educational institutions is essential to protecting academic freedom, the advancement of knowledge and the pursuit of truth (Ogbogu, 2011). Adamolekun (2007) affirmed that shared governance is the deliberate inclusion of persons or groups within the University community in consultative meetings, in decision making, in implementation or in a combination of these. Shared governance in tertiary institutions would be an appropriate approach in the realm of academic administration where authorities have direct responsibility for the quality of teaching and research.

Responsibility for institutional policy making and decisions resides with a Council whose membership is normally drawn from government, the institution and organisations from the private sector (Aina, 2007). However, although team work is appropriate in tertiary institutions, the final authority and accountability lie on the Vice-Chancellor or Principal (Adamolekun, 2007).

### **Policy formulation and implementation in relation to institutional transitions**

According to Ogbogu (2013), policies are geared towards ensuring that the goals of higher educational institutions are achieved. Also, policies in higher educational institutions define roles and responsibilities of individuals in management and define targets for units, departments and faculties in order to improve teaching and learning. Policies also define effective and transparent criteria and processes for the appointment, promotion and reward of staff (Abdulrahman & Ogbaondah, 2007). However, policies are not only essential for effective institutional management, but also for ensuring

sustainability of all the systems and institutional transformation (Akilagpa, 1992).

In implementing policies, Coetzee (1999) outlined some important actions that are to be taken particularly during times of transition:

1. Communicate the real meaning of transformation to those who are affected by it.
2. Facilitate a shared vision and a common ideal for all role players.
3. Build confidence in the process of transformation by creating win-win situations.
4. Use an inclusive rather than an exclusive approach.
5. Regard transformation as a process which may take time and which should be developed and maintained.
6. Develop a unique process for each institution.
7. Create the relevant structures needed to implement transformation.
8. Implement conflict management mechanisms.
9. Use a strategic approach to ensure that the institution stays financially viable and competitive.

Several studies have been carried out to investigate the leadership and management experiences of colleges and schools undergoing transition. For instance, Fumasoli, Gornitzka and Maassen (2014) discussed university autonomy from four different analytical perspectives. Firstly, a discussion was presented of autonomy as conceptualised in the academic literature covering public sector governance in general. Secondly, the concept of autonomy was deconstructed through discussing its underlying assumptions and by examining the relationship between state authorities and universities. In so



doing the researchers proposed an institutional approach to the study of autonomy. Thirdly, the way in which autonomy affects organisational design according to centralisation, formalisation, standardisation, legitimisation and flexibility is addressed.

Finally, relating to our interpretation of the living autonomy the researchers discussed how reforms that are aimed at enhancing university autonomy have affected the internal governance structure. The empirical setting consisted of a study on flagship universities in eight continental European countries. The findings showed tensions as a consequence of the ways in which enhanced institutional autonomy is interpreted, operationalized and used within flagship universities. These tensions were manifested by the nature of the interactions between the traditional academic domain and the emerging executive structure inside these institutions.

Lomas and Lygo-Baker (2006) also studied the impact of the shift towards a managerialist paradigm upon academic identity. This was based on the premise that universities in the United Kingdom (UK) concentrated on the large-scale production of public service and that tighter control had taken over the decision-making processes. The researchers found that movement towards greater customer orientation, public accountability and a performance culture suggests the manifestation of a managerialist paradigm. It was also shown that pluralism and professional autonomy were being replaced by indicators and standards. In conclusion, although it was still possible to identify a range of organisational cultures, the reductionist approach was removing difference to enable action and outcomes to be predictable.



In addition, Jibladze (2017) investigated higher education system change in a region undergoing post-Soviet transition, specifically in post-Rose Revolution Georgia. It considered the Bologna Process-inspired reforms that represented instances of transnational policy and institutional transfer into national contexts. On the example of university autonomy, the article argues that in Georgia, Bologna-inspired reforms were introduced in order to gain legitimacy in the global higher education arena. However, these reforms have produced a symbolic system-change and have created decoupled institutions. The findings of the article bare policy relevance to those post-Soviet transition countries that have embarked or plan to embark on transformative changes in their national (higher) education systems.

In Ghana, some studies have assessed the experiences and challenges of Colleges of Education. The study of Nyarkoh (2016) focused on the degree of autonomy in Colleges of Education in Ghana before and after their upgrade to tertiary institutions. The study which involved eight Colleges of Education, sixty-four respondents (all officials Principals, academic board members, accountant and registrars) employed quantitative research as a method with a blend of closed and open ended questions to solicit for information regarding the degree of autonomy in the colleges after their upgrade to tertiary comparing it with their past status as post-secondary institution. The study used the Statistical Package for the Social Sciences (SPSS) to analyse the data which was interpreted and discussed based on the sequence of the research questions. The study found that though there have been improvements to some extent in the management of the institutions in general, the degree of autonomy in the colleges after the upgrade has not changed much. The state

still controls almost all activities in the colleges especially relating to academics and that the colleges on their own could not change any aspect of the curriculum. Specifically, examination, supervision and certification of the colleges and its products were still handled by the University of Cape Coast through the Institute of Education suggesting that, the old ways (state control) of doing things still persist even after their elevation to tertiary status.

Newman (2013) explored the issues and prospects of the upgrading of teacher training institutions to Colleges of Education in Ghana. The study found that the state exerts direct control over policy development and implementation through bureaucratic hierarchies. The study found that the power is distributed to the local authorities through state bureaucrats who implement policies designed from the central government. The study found that the Colleges of Education have experienced several governance issues such as leadership and management challenges since they were upgraded into their new status.

Mereku (2014) also found that Colleges of Education in Ghana are still being run like the old missionary teacher training schools despite they being elevated to tertiary status to offer programmes leading to diploma in basic education. More recently, Akyeampong (2017) has identified that the hierarchical relationship between teacher educators and school teachers was a major challenge facing Colleges of Education in Ghana. This implies that in the Colleges of Education in Ghana, leadership experience several changes which were challenging especially in terms of students and tutors or authorities. All the studies reviewed under this section have shown that leadership issues were among the major changes experienced by

administrators of the colleges. This is more evident when there are changes going on in the organisational structure of the colleges.

### **Human Resource Management Changes of Institutions in Transition**

The study of Newman (2013) revealed that the Colleges of Education in Ghana experienced changes in human resource management. The study also found low qualifications of majority of tutors in the Colleges of Education in Ghana. These changes experienced affected the work of the administrators in the Colleges of Education in Ghana, particularly in light of the on-going transition in the status of the Colleges of Education. In a similar vein, it has been shown by the National Council for Tertiary Education (NCTE) (2012) that in spite of the recommendation that teachers of Colleges of Education should possess master's degrees, most of the teachers in the Colleges of Education did not possess the requisite qualifications. The study indicated that only about 37% of the teaching staff of Colleges of Education possessed master's degrees or PhDs.

Ababio et al. (2012) also found that Colleges of Education in Ghana have been poorly funded and face a shortage of qualified staff since they were elevated. Similarly, Boateng (2012) found leadership and management support and competent tutors as the major issues that administrators of Colleges of Education are faced with. Darkey and Oduro (2012) found that the polytechnics in Ghana were confronted with challenges such as inadequate human and material resources, inadequate funding and inadequate physical and instructional facilities.

In the wake of the transition in Colleges of Education in Ghana, Nyarko (2016) found that the appointment and promotion of staff were

handled by the government through its responsible agencies. The Colleges were yet to develop clearly defined status, scheme of service and conditions of service since their status upgrade to tertiary. This meant that even though there have been policy indications of the upgrade in the status of the Colleges, issues relating to human resource management were still managed as they were before the status upgrade. However, Nyarko found that the recruitment process in the Colleges had highly improved since the majority of the teaching staff met the master's degree requirement set by the NCTE for Colleges tutors. Those who were already in the system but did not meet the requirement had been given sometime to upgrade.

#### **Non-Human Resource Changes of Institutions in Transition**

Finance is a major driver in actualising the various policies of tertiary institutions as well as in ensuring their smooth administration. Tertiary education requires adequate financial provision from government for the successful implementation of various programmes (Federal Government of Nigeria, 2004). Again, Aina (2007) noted that government provides about 90 percent of the funds required for the administration of tertiary institutions while the institution provides the remaining 10 percent. In this regard, whenever there is education budget cut, quality of education is seriously affected by the deterioration and scarcity of facilities and equipment such as laboratories, libraries and general teaching materials (Okebukola, 2006). In support of this, Saint, Hartnett and Strassner (2003) observed that in practice, governments are unable to' adequately fund tertiary institutions and as such funding short falls have been the norm for most institutions. Therefore, tertiary

institutions are faced with declining educational quality, resource efficiency and learning effectiveness because of funding (Saint et al, 2003).

To be able to deal with financial issues therefore tertiary institutions have sought to supplement their public funding with internally generated income most especially from tuition fees, cost – recovery business income, investment income, gifts and philanthropy (Johnstone, 2003). Adamolekun (2007) also opined that policy reforms in the direction of funding can help administrators of tertiary institutions appropriately run their schools. Thus, administrators need to look for more creative financing strategies for their institutions (Okebukola, 2006).

Several studies have been carried out on the non-human resources changes of institutions in transition. Sanni (2009) investigated how funding has been during the conversion of all Federal Polytechnics to Universities in Nigeria. The researcher traced the history and funding patterns of both University and Polytechnic education right from the inception to the present day, provided reasons for governments reasons for the conversion of the Polytechnics and concluded that the Federal Government definitely had to provide more funds for graduates of Federal Government universities to be accepted as equals of their counterparts in Europe and America.

Basarudina, Yeonb, Yaacoba and Rahmana (2016) also examined the impact of transformation of university status and the workload of academic staff. Data was collected through interview with the top level management from four different categories of universities such as APEX, Research, Focus and Comprehensive University. Thematic content data analysis technique was used in analysing the data collected. The study found that the transformation

of higher education status had intricate the workloads of academic staffs with less benefits. The workloads and job specifications of the academic staff were different in accordance with the categories of the universities. Meanwhile, all public universities were bound to follow the dictated scheme provided by the Public Service Department of Malaysia. The researchers therefore suggested that the contract of service of academic staffs be revised and to include clear terms on the improvement of scheme and benefits for academic staffs in public universities.

The study conducted by Atiku (2009) revealed that inadequacy and late release of government grants to Colleges of Education in Ghana affected financial administration while inadequate academic and physical facilities hindered effective practical and other works in the Colleges. In the same light, Newman (2013) found that infrastructure, physical and materials issues were among the major changes experienced in the administration Of Colleges of Education in Ghana. Newman concluded that the infrastructure of the Colleges of Education was in poor state and that such issues threatened the consolidation of their status as tertiary institutions. Dasmani (2011) also found inadequate supply of instructional materials and inadequate training facilities as the major issues that Colleges of Education experienced within the transition period.

### **Coping Strategies Administrators Use in Overcoming Administrative Challenges of Transition**

In dealing with the administrative challenges experienced in transitional periods, administrators adopt several measures. The study of the IIEP (2014) showed that due to the economic crisis, many countries have



made efforts to improve efficiency in education investment. At the system level, due to the economic crisis, many countries have made efforts to improve efficiency in education investment. At the student level, many countries, have introduced grants and financial support for students in form of loans to be paid later or bursary.

Newman (2013) recommended that the autonomy of Colleges of Education should be strengthened to foster managerial and leadership innovation in initial teacher preparation. The study recommended further that the Colleges of Education should be strengthened through the provision of financial support, to enable the institutions to acquire the requisite human and material resources to foster the positioning of Colleges of Education as attractive options in tertiary education. Again, persons with experience in governance of tertiary education institutions should be appointed to “chaperone” the institutions as they make the transition from non-tertiary to tertiary institutions. Additionally, Newman indicated that the senior management staff of the colleges should be equipped with the skills required for managing tertiary education institutions.

In furtherance, Newman (2013) recommended that the National Council for Tertiary Education should assist in building the capacity of the governing councils to enhance the knowledge of the members in governance of tertiary education institutions. The Council should organise training programs to build the managerial capacity of the senior management staff of the Colleges. Teachers of the colleges should also be assisted by the Government to acquire qualifications required for teaching in tertiary



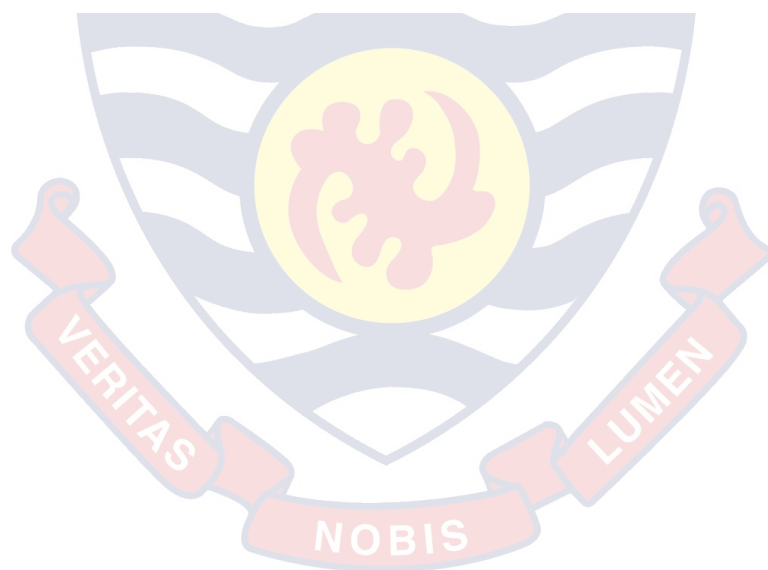
institutions. Finally, the Government of Ghana should set up a special fund to provide more infrastructure and equipment for the colleges.

Ogbogu (2013) averred that for Universities and other higher educational institutions in Nigeria to remain self-reliant, self-steering and able to survive in a competitive world; various higher education policies should be effectively institutionalised and operationalised. The Campus Review (2006) conducted a survey of 124 senior academic leaders from 35 Australian universities. The Campus Review study found that the primary charge of school leaders was to create a positive culture, having knowledge of the legal and regulatory environments, technological literacy, financial management skills, a strategic perspective, a healthy means of maintaining professional and personal balance, and an enduring concern for the integrity of their faculty and institution. The review therefore concluded that this challenging mixture of responsibilities was necessary to address the complex and changing environment now faced by our universities.

Nudzor (2014) conducted an analytical review of the processes of education policy making and implementation within the context of decentralised system of administration in Ghana. This was done with the view to illuminating the theoretical and practical challenges and limitations that the “top-down” and rationalist approach to policy processes imposes on the functioning of the education system. The researcher contended that the review was necessary to provide analytic information for facilitating and informing national education policy dialogue and policy formulation to improve the Ghanaian education system

## Chapter Summary

This chapter reviewed literature related to the current study. Lewin's Change Management Model and Kotter's Change Management Theory were reviewed as the theoretical bases for the study. Issues relating to Tertiary Educational Institutions in Ghana, Teacher Education in Ghana, Colleges of Education in Ghana and Colleges of Education Reforms in Ghana were also reviewed. Further, issues relating to change management, leadership and management changes of institutions in transition, human resource management changes of institutions in transition, non-human resource changes of institutions in transition and coping strategies in overcoming administrative challenges of transition were also reviewed.



## CHAPTER THREE

### RESEARCH METHODS

The purpose of this study was to explore the transitional administrative changes encountered in the upgrade of the Colleges of Education (CoEs) to tertiary status. This chapter presents the research methods used in carrying out the study. It also deals with the research design, study area, the population, the sampling procedures, data collection instrument, data collection procedures and data processing and analysis.

#### Research Design

The study primarily applied a qualitative approach. Burns and Grove (2003) describe a qualitative approach as a systematic subjective approach used to describe life experiences and situations to give them meaning. According to Leedy & Ormrod (2005), qualitative research focuses on phenomena that occur in natural settings, in the “real world”. Qualitative research also involves studying those phenomena in all their complexity. Leedy & Ormrod added that qualitative research serves both descriptive and interpretative purposes.

Qualitative study involves full descriptions of things that occurred, including the real experiences (Neuman, 2003; Gorman & Clayton, 2005). The rationale for using a qualitative approach in this research was to explore and describe the experiences and perspectives of college principals, vice principals and college secretaries about the transitional administrative changes in the upgrade of Colleges of Education (CoEs) to tertiary status. A qualitative approach was appropriate to capture the opinions of the college principals, vice principals and college secretaries on these changes. The qualitative

approach was resorted to in order to get more insight from stakeholders on issues regarding the transitional changes as a result of the upgrade.

The phenomenological perspective is the research design underpinning the study. This design is rooted within the qualitative approach and was used in this study. According to McMillan and Schumacher (1997), phenomenology is the exploration of an individual's experience with a particular phenomenon. The experiences and perspectives of college principals, vice principals and college secretaries were explored related to the transitional administrative changes in the upgrade of Colleges of Education (CoEs) to tertiary status. This was done to gain an understanding of the phenomenon in their naturally occurring context. By way of describing the phenomenon, this research design sought to stimulate participants' perspectives of lived changes they have experienced. It is in this sense that the choice of this research design is justified.

### **Study Area**

The study area for the research was the Colleges of Education of the Ashanti Region of Ghana. The Ashanti Region has 8 Colleges of Education but the study focused on six. Two colleges were used for pre testing thus St Louis Colleges of Education and Offinso College of Education and the remaining four colleges for the main study. The four colleges include Wesley College of Education, Akrokeri College of Education, Mampong Technical College of Education and St Monica's College of Education. All the Colleges of Education are teacher education institutions which now offer a four year bachelor degree in Basic Education under the Ministry of Education and the National Council for Tertiary Education (NCTE)

These colleges were chosen for the study because they comprise of mixed, single sex and a technical college and therefore form an accurate representative of the colleges in Ghana. Wesley College (WESCO) is located in Kumasi, the Ashanti regional capital of Ghana. It was established in 1922 for the training of teachers, catechists and ministers of the gospel. It is a mixed college in relation gender and was founded by the Methodist Church of Ghana, located between New and Old Tafo towns. Currently the college offers programmes at the Diploma in Basic Education. WESCO specialises in Science, Mathematics and French. It is affiliated to the Kwame Nkrumah University of Science and Technology.

Akrokeri College of Education (ACE) is a teacher education college located in the Adansi West District of the Ashanti Region of Ghana and also in the Ashanti Brong Ahafo zone. It is a mixed college that was accredited to tertiary institutions in 2007 and was affiliated to the Kwame Nkrumah University of Science and Technology (KNUST) in 2019.

Mampong Technical College of Education (MAMTECO) is a male teacher education college located in the Mampong, Ashanti Mampong District of the Ashanti Region of Ghana. It is also in the Ashanti Brong Ahafo zone (ASHBA). It was established in 1967 as an institution to train teachers and at the same time the location as the Trade Training Centre which was set up by the British Colonial Government in 1922. MAMTECO attained tertiary level status in 2007 and was renamed Mampong Technical Teachers College of Education. It is affiliated with the University of Education, Winneba.

St Monica's College of Education (MONICO) is also a teacher Education College for females in Mampong, in the Ashanti Mampong District

in the Ashanti Region of Ghana. It is also located in the Ashanti Brong Ahafo zone. It was first established in 1930 in Cape Coast and founded by the Anglican Church of Ghana. MONICO was later moved to Mampong in the Ashanti Region in 1936 at the request of the Asantehene. It attained tertiary status in October 2007. It is affiliated to the University of Cape Coast.

### **Population**

The population for the study consisted of the three main management members (Principals, Vice principals, and Secretaries) of the Colleges of Education in Ashanti Region of Ghana. The choice of categories of participants is that they take strategic decisions for the Colleges of Education. The justification for this population is first and foremost, their relatedness to the phenomenon being studied. The Ashanti Region was selected for the study because the region has the largest number of Colleges of Education. There are eight Colleges of Education in the Ashanti Region of Ghana. These colleges are also representative of both single-sex and mixed schools. The total population comprised 24 management members.

### **Sampling Procedure**

A stratified purposive sampling procedure was used to select the sample. According to Patton (2011), stratified purposive sampling is a sample strategy that captures major variations in a population. The category for the strata to select the colleges was by gender. One technical male college which is the only male college in the country, one female college and two mixed colleges were selected. Within the selected college's participants were purposively selected. The participants comprised the Principals, Vice Principals and College Secretaries from each of the Colleges of Education



selected in Ashanti Region. These participants were purposively selected because they are in the top managerial positions of the Colleges of Education. A total of twelve participants (Principals, Vice principals and Secretaries) out of a population of twenty-four were sampled from the four (4) selected Colleges of Education in Ashanti region of Ghana.

**Table 1- Participants sampled based on their Respective Colleges.**

Names of Colleges	Total number (principal, vice, secretary)
Akrokeri College of Education	3
Wesley College of Education	3
Mampong Technical College of Education	3
St. Monica’s College of Education	3
<b>Total</b>	<b>12</b>

**Data Collection Instruments**

Qualitative research has a preference for ‘natural’ settings as the primary source of data and aims at a vivid and rich description and explanation of phenomenon to understand it from the perspectives of participants (Bogdan & Biklen, 2003). Seidman (1991) supporting this same opinion stated “I interview because I am interested in other people’s stories. Telling stories is essentially a meaning-making process. When people tell stories, they select detail of their experience from their stream of consciousness” (Seidman, 1991). Based on this premise, an interview was the best option to captaze the information required.

The research instrument used in gathering data for the study was a semi structured interview guide (see Appendix A). Cohen, Manion and Keith



(2003) define an interview as “an interchange of views between two or more people of mutual interest, sees the centrality of human interaction for knowledge production, and emphasises the social situatedness of research data” (p. 267). Interview allows for the generation of knowledge through conversations between humans (Kvale, 1996). Interview therefore helps to obtain explicit and detailed information through a less structured interview guide for a study such as this. In support of this, Cohen et al. (2007) noted that interview does not only press for complete answers to questions but also for responses about complex and deep issues.

There were three persuasive reasons for using interviewing as the primary data source for this study. First, qualitative interviewing is appropriately used when “studying people’s understanding of the meaning in their *lived world*” (Kvale, 1996, p. 105). Second, the purpose of interviewing is to identify what is in and on someone else’s mind. “We interview people to find out from them those things we can’t observe” (Patton, 1987, p. 196). Finally, qualitative interviews result in thick descriptions of the subject being studied that enable readers to make decisions about transferability of study results (Merriam, 2002).

Regarding this study, the researcher interviewed the participants in order to allow for face to face contact with them, thus, giving the interviewer opportunity to explore phenomenon in detail. Interviews [if conducted effectively] yield rich data, in-depth information, and fresh insights into topics. Again, it allows the interviewer to be flexible in administering questions to participants and questions can be varied based on changing circumstances.

A semi-structured interview guide was used to obtain some information from the participants (See Appendix A: Interview Guide). Probing and/or follow-up questions were used, when necessary, for participants to elaborate on or clarify a response (Denzin & Lincoln, 2003). Refer p. 97.

### **Trustworthiness of the Instrument**

Concerning reliability and validity for quantitative research, qualitative research uses credibility, transferability, dependability, and confirmability respectively (Lincoln & Guba, 1985). Some of the trustworthiness measure taken was confirmability. This is the degree of neutrality in the research study's findings. In other words, this means that the findings are based on participants' responses and not any potential bias or personal motivations of the researcher.

Again, with the issue of credibility, I engaged in extensive discussions with supervisors, qualitative researchers, and colleagues on the research question, data analysis, findings, and conclusion.

### **Pre-test of instrument**

The motive for conducting the pre-test of the instrument was to clarify and improve the questions, identify gaps and areas that needed to be examined, and increase the trustworthiness of the data. The pre-test was divided into three phases. The first phase of the pilot test involved selecting two Colleges of Education within Ashanti Region of Ghana. Out of the eight colleges, two Colleges of Education were randomly selected. The second phase of the pilot test involved making appointments with some participants before the interview occurred.

The third phase of a pilot comprised the use of in-depth interviews with College Principals, Vice Principals and Secretaries within the two selected Colleges of Education in Ashanti Region of Ghana to refine questions, question order and identify the interview content. However, the individuals who participated in the pilot test were not included in the main study. The interviews with the Principals, Vice Principals and Secretaries were conducted face to face and recorded with the permission of the participants. All interviews lasted between 20-30 minutes. Notes were additionally taken. The participants were asked at the end of the interviews for comments, clarifications, criticisms of the questions and any ambiguity they noticed which helped to improve the questions and the structure of the interview. The participants however did not indicate any changes they wish were made.

#### **Data Collection Procedures**

The researcher followed the research protocol in collecting the data. Before data collection, I obtained an introductory letter from the Institute of Educational Planning and Administration, UCC (see Appendix B) to seek permission from the Colleges of Education within Ashanti Region of Ghana. This helped in authenticating the data collection process so that the participants could feel comfortable and more secured in providing the pieces of information for the study.

As a way of adhering to the principles and ethics regulating the conduct of research, the researcher was open and honest with the participants and provided full disclosure of the purpose for conducting the research. Furthermore, the consent of authorities from the Colleges of Education within Ashanti Region of Ghana was sought before conducting the interview and all

information was treated as confidential. The purpose of the study was explained to the principal and vice-principals of the Colleges of Education. Appointments were made with participants for the interview to be conducted. In conducting interviews, rapport building is very essential. In ensuring this, the researcher shared information about herself with the participants to establish the trust and rapport necessary to make the interview more conversational (Patton, 1987). With approval from participants, the researcher audio recorded the interviews to ensure accurate transcription.

The interviews were conducted between May and July of 2018. The interviews were conducted at the various offices of the participants in their respective colleges. Each interview lasted between 20 to 30 minutes. A total of twelve interviews were conducted which generated about eight hours of raw data. I conducted the interviews personally. As a first step in the interview process, I requested the permission of the participants to record the interviews. I also reminded participants of the purpose of the study and protection of their confidentiality. I again asked participants if they had any questions about the study or any issue they needed clarification. After recording, transcription of recorded audio began immediately after every interview session. After the transcription, there was member checking of the transcribed data. The participants however did not indicate any changes they wish were made to their responses. The processing and analysis of the data began after this.

### **Data Processing and Analysis**

The phenomenological analysis; was employed in analysing the data collected in this study. Themes and sub themes were generated and the findings of the study were supported by direct quotations from responses

provided by the participants using pseudonyms. The pseudonym is made up of two parts, the first part represents the respondent and the second part represents the code assigned in the transcript.

Hycner (1985) outlined procedures that can be followed when phenomenological analysing interview data and so these guidelines were followed in analysing the interview data that was gathered in this study. The adaption of Hycner's (1985) guideline for analysis in this study is based on the premise of phenomenologist advocates that, in order to understand a situation (phenomena) it is prudent to study the direct experiences leading to that phenomena rather than external and physically described reality (Cohen et al., 2007). In summary, the data was analysed through the fusion of Hycner's (1985) phenomenological approach to qualitative data analysis and, Kelchtermans et al. (1994) vertical and horizontal data analysis. The detailed and step-by-step description of the data analysis process is presented below;

#### **Data/Thematic analysis process**

1. *Transcription:* I converted the audiotape recordings into text data (MS Word document) using the MS Word Programme.
2. *Bracketing and phenomenological reduction:* I set out to understand what the interviewee is saying rather than what I expected that person to say by critically listening to the audio recordings of the interviews.
3. *Listening to the interview for a general sense:* I listened to the entire audio tape several times and read the transcript a number of times in order to provide a context for the emergence of specific units of meaning and themes later on.

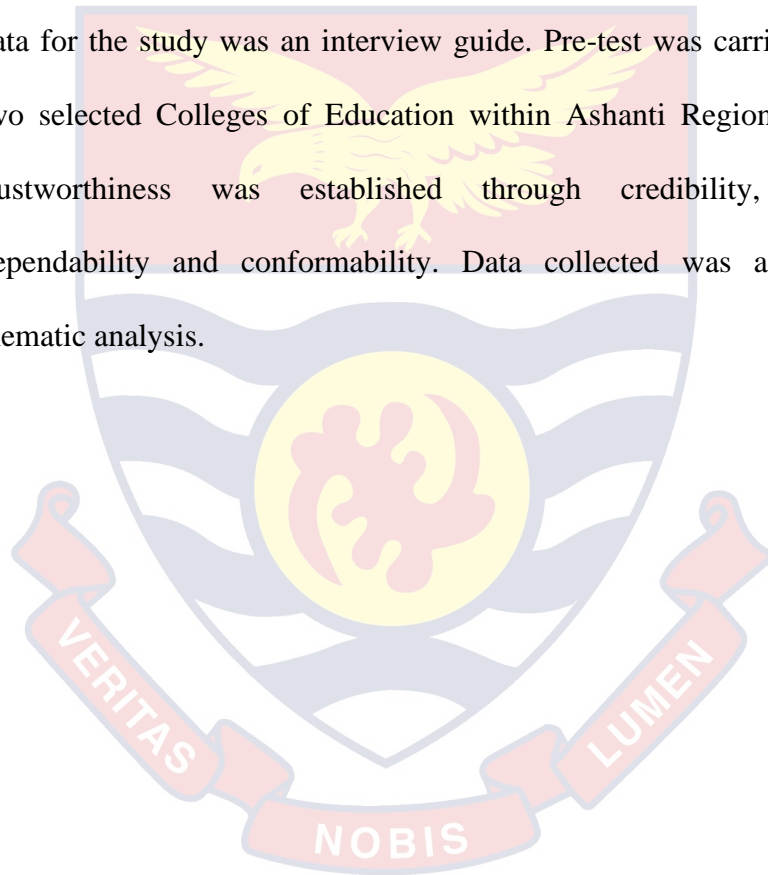
4. *Vertical and horizontal analysis:* I began analysing the data following the first interview transcript vertically to begin identifying units/themes, which also facilitated successive data collection. All the transcribed data from the participants were finally analysed horizontally to compare various units/themes across the various interview transcripts. This part of the analysis was mainly done with the 'REVIEW' function in MS Word. Specifically, I highlighted and assigned 'Comments/codes' to the ideas or themes that were identified in the transcript.
5. *Clustering units of relevant meaning:* I tried to determine if any of the units of relevant meaning naturally cluster together; whether there seemed to be some common themes.
6. *Delineating units/themes of meaning relevant to the research question:* Once the themes of general meaning were noted, they were then reduced to units of meaning relevant to the various research questions of the study.
7. *Return to the participant with the transcript and summary of units/themes:* I wrote up a summary of the interview transcription which incorporated the units/themes that have been elicited from the data. The summary was then presented to the various participants either through their e-mail address or personally delivering a printed copy. The full transcript was also made available to participants upon their request. This served as a check to see whether the essence of the interview had been accurately and fully captured.
8. *Modifying themes and summary:* With the new data (if any) from the follow-up, I modified or added themes as necessary.



9. *Contextualization of themes*: these themes were placed back within the overall contexts from which these themes emerged.

### **Chapter Summary**

The study primarily applied a qualitative methodology. The phenomenological perspective rooted within the qualitative approach was used in this current study. Twelve participants were interviewed from four Colleges of Education in the Ashanti Region. The research instrument used in gathering data for the study was an interview guide. Pre-test was carried out involving two selected Colleges of Education within Ashanti Region of Ghana. Data trustworthiness was established through credibility, transferability, dependability and conformability. Data collected was analysed through thematic analysis.





## CHAPTER FOUR

### RESULTS AND DISCUSSION

#### Introduction

This chapter presents the results and discussion of the study. The purpose of the study was to explore the transitional administrative changes that have occurred in the upgrade of the Colleges of Education (CoEs). The research method employed was qualitative and the data was analyzed thematically. Four Colleges were selected by stratified sampling based on the gender they comprised one male college, one female college, and two mixed colleges. Within the selected colleges, the principals, vice-principals, and colleges secretaries were purposively selected giving a final sample size of twelve. The detailed characteristics of the sample are presented in Table 1. The results of this study are presented in two parts. The results are also discussed in line with the research questions. The first part comprises the presentation of the demographic data of the sample (Table 2) while the second part presents the results of the main data according to the research questions posed.

#### Demographic Characteristics of Sample

The demographic characteristics of the participants cover gender, age range, designation and the years of experience of the participants. The names indicated in the Table 2 are pseudonyms and not the actual names of the participants. The characteristics are presented in Table 2.

**Table 2: Background Data of Participants**

Pseudonym	Gender	Age	Position	Highest qualification	Years of experience
Kofi	Male	55	Principal	Doctoral Degree	25
Mark	Male	52	Principal	Doctoral Degree	20
Stephen	Male	50	Principal	Master's Degree	15
Adwoa	Female	51	Principal	Master's Degree	18
Sandra	Female	35	Secretary	Bachelor's Degree	7
Yaw	Male	41	Vice Principal	Master's Degree	15
Joyce	Female	49	Vice Principal	Master's Degree	20
Ama	Female	45	Secretary	Master's Degree	12
Daniel	Male	40	Secretary	Bachelor's Degree	8
Rita	Female	48	Vice Principal	Master's Degree	14
Michael	Male	49	Vice Principal	Master's Degree	17
Kwame	Male	38	Secretary	Bachelor's Degree	9
N=12					

Source: Field Survey (2018)

Out of the 12 participants interviewed, seven were males while five were females. The ages of the participants ranged from 35 to 55. The participants were made up of four principals, four vice principals and four secretaries from the four selected Colleges of Education. In terms of experience on the job, only three participants had below 10 years of experience, one had over 20 years of experience and the remaining six participants had from 12 to 20 years of experience. In terms of highest level of

education, two participants had doctoral degree, two participants had bachelor's degree while the remaining eight participants had master's degree. These demographic characteristics of the participants are relevant because they show that the participants are in the right position to provide answers to the questions posed in this study.

### **Presentation and Discussion of the Key Findings**

This aspect of the chapter deals with the presentation and discussion of the major findings that emerged from the research. These main results are organised and discussed in accordance with the research questions posed.

**Research Question 1:** What are the Leadership and Management Transitional Administrative Changes with the Upgrade of Colleges of Education Tertiary Status?

This research question sought to identify the leadership and management related changes with the upgrade of Colleges of Education into tertiary status. The findings are presented according to themes that categorised the specific types or areas of leadership and management administrative issues that had changes. The five themes identified from the data collected were; changes in decision making procedures, changes in policy formation procedures, changes in student engagement-related issues, changes in management focus of partnership and cooperation with external organisations and lastly the change in leadership's management of issues of inclusivity.

#### **Change in decision-making procedures**

The first theme identified was related to decision-making. The participants indicated that the nature and process of making decisions had changed vastly from what it used to be before the transition started. The

participants indicated that major decisions no longer lay solely in the hands of the individual principals. Decisions regarding issues such as admissions, recruitments, procurements and how the colleges are run are no longer determined by the principals alone. Mark, a principal added that, ‘we usually take the day to day running decisions for the colleges but the major decisions concerning how things should be done in the colleges are to be approved by the NCTE’.

Decisions taken must be approved by the governing council of each of the colleges. Most of the participants indicated however that in the early part of the transition, the decision-making structure was not clear. Therefore, who to report to was not clear. As asserted by Joyce, a vice principal,

*“From the start of the transition, it was not clear who you had to report to either the GES or the NCTE but with time, it has become clearer that you have to report to the NCTE”.*

The major change in the structure of decision making was that the colleges now being tertiary institutions are now under the NCTE and not the GES. Another change related to leadership and management decision making issues was the introduction of the committee system which has now been emphasised to be used for the decision making of the colleges.

Decisions made at the college level are usually with input from the committees in the colleges. Based on the views of the participants, it appeared that the participants first experienced some confusion in how decision making should be done in the wake of the transition before gaining clarity. With the introduction of the committee system it means that there is now shared governance whereby members of the various committees who are members of

staff now have some input in decision making. Adamolekum (2007) affirmed that shared governance is the deliberate inclusion of persons or groups within the University community in consultative meeting, in decision making, in implementation or in a combination of these. Again, the findings of the current study display certain features of Lewin's Change Management first Model, thus, unfreeze. The unfreeze stage involves an organization looking into its core function and re-examining it. With this model, the current study found that Colleges of Education have experienced changes in their curriculum, staff capacity and other critical aspect of the transition.

### **Change in policy formation procedures**

The next theme identified concerns policy formation; the participants revealed that the transition came along with different policies as to how Colleges of Education should be governed. The participants indicated that the NCTE is responsible for policy formulation for the Colleges of Education in the country. Again, it was made clear during the interviewing sessions that once the policies were made the administrators of the colleges were trained on how to fully implement the policies. Specifically, the 'T-TEL' have been organising capacity building workshops for the administrators of the various Colleges of Education so that they can be equipped with the needed knowledge to fully implement the new policies.

These views were evident in the statements of the participants. For instance, one principal (Adwoa) indicated that:

*'With the advent of the college system, there have been several policy changes that have come from NCTE. However, a lot of conferences have been organized by the T-TEL to enable us fully implement the new system''.*

Some of the participants also added that the governing councils of the colleges work together with the NCTE in policy formulation and implementation. Yaw, a secretary also opined that

*‘in the new college system, every policy has to have the backing of the council with the support of the NCTE’.*

The views expressed by the participants indicate that policies are mainly made by the NCTE and implemented by the individual colleges. The colleges are however given a fair idea of how to implement whatever policies are formulated. The findings of the current study confirm the findings of Newman (2013) who explored the issues and prospects of the upgrading of teacher training institutions to Colleges of Education in Ghana. Newman found that the state exerts direct control over policy development and implementation through bureaucratic hierarchies.

With reference to Lewin’s Change Management second Model, this is the stage where the real transition or change takes place. According to Lewin at this stage, good leadership is important because these aspects do not only lead to steer forward in the right direction but also make the process easier for staff or individuals who are involved in the process. For instance with the support of NCTE and T-TEL, staff get training to understand policies and take part in its formulation

### **Change in student engagement related issues**

In relation to the transitional administrative changes, the themes of student engagement, the participants indicated mainly that the transition brought about some different relations and experiences with students. One significant statement made by all the participants was that colleges now have a



students' affairs officer who acts as a dean of students. This, they indicated was a new incorporation brought about by the transition. The participants revealed that the principals liaised with students' affairs officer in dealing with the experiences of students' engagement. According to Kofi a principal, he indicated "I do not usually relate much with the students in the new system, I liaise with the students' affairs officer to keep up to date with the students.

The views of the participants show that the transition has made the colleges pay more attention to students now. The students' affairs officer who liaises between students and the administration ensures that there are closer relations and engagements with students. These engagements are aimed at helping students cope with the challenges of the upgrade of the colleges.

Concerning, student engagement, the finding of Akyeampong (2017) that the hierarchical relationship between teacher educators and their students is strained because of the upgrade in Colleges of Education was confirmed by the current study. The students in Colleges of Education believe they deserve to be treated as tertiary students like the students in universities. This has led to several interactions with college authorities.

The finding is in line with the refreeze stage of Lewin's Model which indicates acceptability, embracement and implementation of the change. The refreeze stage further explain that this is the time when the staff and processes begin to refreeze, and things start going back to their new normal pace and routine. This stage requires the help of the people as indicated by the secretary to make sure changes are implemented. Now with a sense of stability, employees get comfortable and confident of the acquired changes. So then, the organisation begins to become stable again.



### **Change in management focus of partnership and cooperation with external organisation**

This theme identified the focus on the participants' views concerning the transitional administrative changes in relation to partnership and cooperation with other institutions. The participants revealed that there has been little change in this regard, before the transition their colleges partnered with companies and the communities around them and this partnership has remained. For instance, Rita a vice principal revealed that,

*“we are an institution and as such we cannot be an island so we relate to other institutions like companies and other schools”.*

Again, the principals in the study indicated that they collaborate with Princoff (Principals Conference of College of Education) in overseeing issues relating to the Colleges of Education. In terms of supervising institutions, the participants indicated that they were still under UCC and also formed zonal groupings. Mark also indicated that,

*“as a principal, there is an association that we all belong to which is Princoff (Principals conference of college of education).”*

The views expressed by the participants concerning partnership and cooperation imply that Colleges of Education engage private institutions in partnership usually in the provision of resources (financial) needed to run the colleges and the engagement with private institutions remains. The views showed again that the colleges are still under the University of Cape Coast. Also, the principals collaborated with the Princoff (Principals Conference of College of Education).

The findings of this current study support the claim made by Beycioglu and Kondakci (2014) that distributed leadership, extensive participative management practices, partnership, knowledge sharing, and increased interdependencies and cooperation among system units.

### **Changes in leadership's management issues of inclusivity**

The final theme identified in relation to leadership and management changes was the change in leadership management issues of inclusivity in the wake of the transition. Inclusivity is concerned with how the colleges accommodate minor and segregated groups in terms of admissions and campus structure. The participants revealed that there have been significant improvements in gender inclusivity since the upgrade of the Colleges of Education. The improvement in gender inclusivity was seen in both student numbers and staff numbers. The participant revealed that in relation to the issue of gender inclusivity in the staffing, there was more room for improvement. The participants also said that they were making a lot of efforts to improve the inclusiveness of females in the colleges. Specifically, one principal (Kofi) said that,

“We covered the issue of gender inclusivity during the T-TEL conference. We have a gender champion in our college so gender is considered in all that we do. We do the same for admissions especially programmes where females couldn't apply, we are making change”.

One secretary (Daniel) also explained that:

We consider gender balance in everything in this school. Now we are also thinking in terms of females one day becoming SRC presidents to ensure gender balance since it has always been males.

This implied that even in student leadership, the colleges were considering balancing the various genders. In terms of the students' enrolment, some of the participants made these statements:

“Yaw a vice principal also indicated that, “For student population, it used to be 70% males and 30% females. But because of the upgrade it is now 60% males and 40% females. With the current admission it was almost 55% males and 45% females. We are making efforts to improve gender inclusivity in our admissions”.

Overall, the views of the participants concerning inclusivity show that the administrators had to embrace gender inclusivity as a major factor in the wake of the transition. This need for gender inclusiveness covered admissions, recruitments and leadership roles in the Colleges of Education. In terms of inclusivity, the finding of the current study confirmed the view of Coetzee (1999) that one of the important actions that are taken during times of transition is inclusiveness of minority groups.

Overall, in answering research question one, it can be inferred that the colleges experienced some changes in terms of leadership concerns. In relation to decision making, it can be inferred that decisions were made by the governing council and the NCTE. The NCTE and governing council were also in charge of policy formulation and implementation. It was also seen that students' affairs officer was in charge of the student relations. The colleges continued to collaborate with other institutions such as Princoff, UCC and

NCTE in their activities. Efforts were also being made to improve gender inclusivity in both staff and student populations. This can also aid in ensuring that there is a balance in terms of gender in Colleges of Education. This will ultimately help in reducing the male dominance that is evident in the number of teachers at the basic school level. The findings of this current study in relation to the first research question supports the claim made by Beycioglu and Kondakci (2014) that distributed leadership, extensive participative management practices, partnership, knowledge sharing, and increased interdependencies and cooperation among system units were transitional administrative changes.

**Research Question 2:** What are the Human Resource Management Transitional Changes with the Upgrade of Colleges of Education to Tertiary Status?

This research question sought to find out the human resource management changes in the upgrade of the colleges. Three themes were identified in relation to human resource management namely; Change in the focus of staff development, Change in staff appraisal system and Recruitment and Selection procedure changes.

#### **Change in the focus of staff development**

The first theme identified was the change in focus or the increasing emphasis on staff development. It was revealed that staff development had become more significant. According to the National Council for Tertiary Education, about (37.55%) of the teaching staff of the College of Education possessed master's degrees and PhDs before the upgrade, (NCTE, 2012). All the participants indicated that the upgrade has led to all their staff members

seeking to upgrade their academic qualifications. This is because the upgrade of the colleges required that staff get higher qualifications such as M. Phil and Ph.Ds. Adwoa, one of the principals made this statement:

“There is a policy that all the teaching staff should be second degree holders. So now all the staff are upgrading to second degree and some even third degree”.

The participants indicated that another change was the introduction of regular professional development workshops organised for their staff. This was aimed at overall professional development. At the time of the interviews, the participants indicated that most of the staff members in their colleges had gotten the required academic qualifications while the few others had been given study leave to go back to school. In this regard, Mark a principal confirmed and expanded more on this view that,

“About 95% of our staff are qualified to work in tertiary institutions. The academic staffs have upgraded and some have even enrolled to start their PhD. Since TTEL came in, every week we have professional development programmes for staff and training programmes organized by Institute of Education as well as programmes being organized by the NCTE”.

All these are aimed at ensuring that the staff in the Colleges have upgraded themselves. These views have thus been shared by participants. Contrasting these views, one participant indicated that not all the staff members were willing to upgrade themselves particularly the non-teaching staff. This is reflected in the statement of one vice principal Michael who said

that, “*Some of our non-teaching staff are feeling reluctant to go back to school to upgrade themselves because they feel they don’t need to upgrade*”.

The views expressed by the participants show that the upgrade of the colleges of education has brought about the need for staff upgrade and development. As a result, the staff in the Colleges of Education was under obligation to seek for higher qualifications such as MPhil and PhD. The administrators indicated however that most of the staff members in the Colleges of Education had either upgraded their qualifications or were in the process of completing higher degrees. The change therefore was the emphasis on regular professional development of staff.

Ababio et al. (2012) also found that Colleges of Education in Ghana did not have qualified staff since they were elevated. Similarly, Boateng (2012) found that lack of competent tutors was the major issue that administrators of Colleges of Education were faced with. In the current study, most of the tutors had upgraded themselves to meet the required qualifications because of the emphasis placed on upgrading staff. The finding of the current study contradicted the finding of Newman (2013) who indicated that majority of tutors in the Colleges of Education in Ghana had low qualifications. However, regarding the findings of this current which indicated that majority of the teaching staff qualified to teach at the tertiary level because they have upgraded themselves. This can be linked to Kotter’s Change Management Theory concerning urgency creation. The response to change in this instance would be to identify potential threats and develop scenarios showing what could happen in the future. The teaching staff foreseen the need to upgrade themselves and the upgrade has yielded result in the run long.



### Change in staff appraisal system

The second theme identified was change in staff appraisal system in the colleges since the upgrade. Participants indicated that they have instituted improved appraisal systems since the upgrade began. In this system, students appraise their tutors and staff are also appraised more regularly by their supervisors. Stephen a principal, indicated that;

*“The appraisal is mainly at the departmental levels. The students have also been asked to appraise some members of staff. They do a random appraisal’.*

Rita a vice principal elaborated that,

*“Students appraise tutors at the end of the semester, analysed by the quality assurance officer and discussed at academic board meeting and staff informed of areas to improve”.*

However, before the upgrade, the participants indicated that staff appraisal was not given much attention in the old system but is now considered a fundamental part of the college administration. Kofi a principal opined again that, “years past, attention was not given to staff appraisal but now, we have a quality assurance officer in the college who takes that responsibility in ensuring that performance of not only tutors but non-teaching staff is high”.

The views expressed by the participants show that appraisal of staff has become part of the colleges since their upgrade. The findings of the current study did not support the claim made by Mereku (2014) that Colleges of Education in Ghana are still being run like the old missionary teacher training schools despite being elevated to tertiary status to offer programmes leading to



diploma in basic education. This contradiction may be due to the fact that years back, staff appraisal was not effectively used but presently more importance is attached to it. Notwithstanding, building the team as a step of Kotter's change management theory is associated with getting the right people on the team by selecting a mix of skills, knowledge and commitment. The selection could be made possible through the appraisal of teachers by students.

### **Recruitment and selections procedure changes**

Finally, the last theme was recruitment and selection procedure changes. The interviewees indicated that they have experienced changes concerning recruitment and selection of staff in the wake of the upgrade. They also indicated that mainly they have not done any major recruitment. They also elaborated that they have not been given approval for recruitments.

However, the participants indicated that there have been transfers from Ghana Education Service (GES). For instance, Yaw indicated that "For the mean time we are doing a lot of transfers. Therefore, most of the new staff members are those who have been transferred from the GES".

These views mean that the colleges have not yet been given the approval to recruit new staff members even though there is the need to do so. However, the colleges were receiving tutors and other staff members who have been transferred or upgraded from the GES.

In relation to research question two, the results revealed that the participants have had some changes concerning their human resources in the period of transition. It was evident from the views of the participants that most of the staff in Colleges of Education are upgrading themselves and that there is regular appraisal of staff members. However, there were no new major

recruitments. When the Colleges of Education were upgraded into tertiary status in Ghana, their staff members were required to upgrade themselves to be able to qualify as workers in tertiary institutions. For tutors, the minimum qualification is expected to be a master's degree by research.

In tertiary institutions, it is a requirement that staff members are appraised regularly. This is to improve the level of quality of instructions in the Colleges of Education. This explains why appraisals were instituted as part of the new college system. Again, with the upgrade of the Colleges of Education, there was the need to increase the staff capacity in the colleges. However, there were no major recruitments even though the participants were hopeful there would be. The delay in major recruitments into the Colleges of Education was due to government's restrictions concerning employment in the country.

In the wake of the transition, Colleges of Education in Ghana, Nyarko (2016) revealed that the appointment and promotion of staff were handled by the government through its responsible agencies. The colleges were yet to develop clearly defined status, scheme of service and conditions of service since their status upgraded to tertiary. This was confirmed in the findings of the current study. This is also described by Kotter's change management theory as building the team. To lead change, you need to bring together a coalition or team of influential people whose power comes from a variety of sources. Therefore, as appointment and promotion of staff were handled by the government through its responsible agencies, coalition become effective.

**Research Question 3:** What are the Non-Human Resource Transitional Administrative Changes with the Upgrade of Colleges of Education to Tertiary Status?

This research question was aimed at identifying the non-human resource administrative changes of Colleges of Education. The three themes were identified in relation to financial administration process changes, source of funds and infrastructural development. The views of the participants are presented and discussed.

### **Financial administrative process changes**

The first theme identified was in relation to the changes the colleges have experienced concerning financial administration. Participants indicated that in light of the upgrade of Colleges of Education, the financial administrative process in the colleges had changed. Specifically, it was indicated that everything is done according to a budget that is made for the semester or year. According to Michael a vice principal,

“Years back, this was not experienced, now, everything we do financially has to be budgeted. We do not engage in activities outside of the budget. The Financial Officer in the college gives us advice and guides us in our financial decisions”.

Colleges have accountants, accounts staff and financial officers who are in charge of their financial administration. In view of this, Ama a secretary said, “Now, we have an accountant and account staff and so they take charge of all our finance. Again, if something is to be purchased, we go through the process set for Colleges of Education”.

Again, the participants indicated that they have internal auditors in their colleges who ensure that the colleges do not engage in financial misappropriation. In essence, it was indicated that the financial administration process was now more thorough. Stephen said, “To ensure that we follow due process in financial administration, our internal auditor plays a major role”.

It is made clear in the views of the participants that because of the upgrade of the colleges, there are several measures put in place to ensure financial prudence in the colleges. Specifically, the colleges having a financial officer and account staff as well as an internal auditor enable the colleges to ensure proper financial administration. The Colleges of Education work within a budget which is monitored by the accountant and account staff and audited by the internal auditor in the colleges. This is in line with Adamolekun (2007) who opined that policy reforms in the direction of funding can be appropriately run in institutions if financial strategies such as professionals in financial administration are made in-charge of finance in institutions.

#### **Source of funds for the colleges**

Aside financial administration process change, the second theme relating to non-human administrative transitional change that emerged was source for funds in the Colleges of Education. The participants gave similar views regarding the source of funding for the colleges. Specifically, all the participants indicated that the main source of funds for Colleges of Education is the school fees that they receive. According to Joyce a principal, “Money obtained from school fees is the main source of our funds. Sometimes, the government gives some subventions for our projects”.

Aside this, the participants indicated that they receive some government subventions that help them through their activities. The participants also revealed that the GET Fund usually sponsors most of their projects, before the transitional change. On some occasions, the colleges received donations from benevolent individuals, alumni groups and organisations. The main change was the issue that the colleges had to take the active responsibility to source for additional funds. This was done in various ways for instance,

Stephen a principal said, “When we have to organise programmes like matriculation, we write to institutions that can help us in cash and in kind. We have projects we are doing that are sponsored solely by GET Fund”.

The participants also indicated however that sometimes they receive assurances of support from individuals but the support never comes.

Adwoa a principal then opined, “We source for funds from outside the school sometimes... We follow up but nothing happens”.

Again, one major means of financing tertiary institutions is internally generated funds. The internally generated funds include fees from students and donations from individuals and organisations. The study however revealed that occasionally, there was some form of support from the GET fund and the NCTE.

These views show how things are done financially in the colleges as well as how they source for funds. The views show that the college administrators relied mostly on fees and other government subventions which were not enough to cover all the financial needs of the colleges. In support of

this findings, Atiku (2009) revealed that inadequacy and late release of government grants to Colleges of Education in Ghana affects financial administration of the colleges.

### **Infrastructural development changes**

Finally, the next theme identified was on infrastructure development in the period of transition. In response to the theme, all the participants indicated that concerning infrastructural development, there has not been any major change in the period of the transition. As a result, there were infrastructural related challenges such as inadequacy in classroom blocks, dormitories, tutors' bungalow and other essential facilities needed in the colleges. The following are some of the related statements of the participants:

“Infrastructure has been a real challenge in these times, we do not have enough facilities to admit such a number of students” (Rita a vice principal)

“We only have two halls, one for males and one for females. This is not enough for the number of students. Again, even though, we have staff bungalows, but as I speak now, we have tutors staying in the community and some in Obuasi and Kumasi. We need massive infrastructural development” (Mark a principal).

“We need halls of residence especially for the females, more classrooms and also to furnish the science laboratory” (Kofi a principal)

These views expressed by the participants imply that the Colleges have not experienced significant changes concerning infrastructural development in the period of the transition. Meanwhile, the upgrade of the colleges has called



for increase in enrolment and as such lecture rooms and accommodation for students have become a cause for concern. Aside this, accommodation facilities for tutors have also not experienced any change.

On the basis of the views of the participants, it can be inferred that in answer to research question three, the main non-human resource changes had to do with following due process in financial administration and relying more on internally generated funds, government funds and subventions and donations as main sources of funds.

The findings of the current study in relation to non-human resource changes oppose the findings of Aina (2007) which noted that government provides about 90 percent of the funds required for the administration of tertiary institutions while the institution provides the remaining 10 percent. In this regard, whenever there is education budget cut, quality of education is seriously affected by the deterioration and scarcity of facilities and equipment such as laboratories, libraries and general teaching materials (Okebukola, 2006).

The participants in the current study however revealed that the funds received were not enough. This implies that Colleges of Education lack adequate funds required to run the college as tertiary institutions. This could probably explain why infrastructural development was a major challenge for the Colleges of Education. Infrastructure can only be provided when the necessary funds are available. Thus, the lack of funds also affects the provision of infrastructure.

In support of this, Saint, Hartnett and Strassner (2003) observed that in practice, governments are unable to adequately fund tertiary institutions and as



such funding short falls have been the norm for most institutions. Therefore, tertiary institutions are faced with declining educational quality, resource efficiency and learning effectiveness because of funding.

To be able to deal with financial issues tertiary institutions have therefore sought to supplement their public funding with internally generated income most especially from tuition fees, cost – recovery business income, investment income, gifts and philanthropy (Johnstone, 2003). Thus, administrators look for more creative financing strategies for their institutions (Okebukola, 2006). This was confirmed in the current study when the participants mentioned that they engage in soliciting for funds aside what the government provides.

**Research Question 4:** What coping strategies do administrators use in overcoming transitional administrative challenges of dealing with the upgrade of Colleges of Education to tertiary status?

This research question was aimed at identifying the coping strategies administrators use in overcoming transitional administrative challenges of dealing with the upgrade of Colleges of Education to tertiary status. The two themes identified relating to coping strategies were first reliance on support from external stakeholders and secondly improving internal management procedures.

#### **Reliance on support from external stakeholders**

The first theme identified for the coping strategies administrators used was relying on external stakeholders for support. The support from external stakeholders are in the form of financial support and capacity building support. It was revealed that the NCTE

and the Institute of Education, UCC provided a major support they needed to cope with the challenges of the transition. For instance, Kwame a principal said, “Well, we get some support from the NCTE but in other issues, the Institute of Education occasionally helps us with training workshops in upgrading staff”.

The administrators relied on support in the form of funds and capacity building from NCTE, T-TEL, the Get Fund and the Institute of Education, UCC. These enables the colleges cope with issues arising from the upgrade of the colleges. The participants also pointed out that they engaged in fund raising from benevolent individuals and organisations to deal with the financial challenges of the colleges accompanied the upgrade of the colleges into tertiary status. Rita a vice principal added, “We have mainly depended on the NCTE and Get Fund. Once in a while others come to our aid then they assist us thus, Traditional authorities in our area also help. T-TEL also come in to help. They have been of massive help”. The findings of the current study support the study of the IIEP (2014) which showed that due to the economic crises, many countries have made efforts to improve efficiency in education investment. Build the team as a step of Kotter’s change management theory is associated with getting the right people on the team to support and actualise the objectives of the organisation. This was done to select the right people to support whether financially or other means of skills, knowledge and commitment. For instance, seminars organised by the College of Education to help staff to upgrade themselves.

### **Improving internal management procedures**

The second theme related to the coping strategies was the improvement in management processes and procedures within the colleges. The coping strategies that the administrators have had during the period of the upgrade of the Colleges of Education have been improving management procedures mainly in the area of financial management with the adaptation of financial prudence management. For instance, Kofi one of the principals mentioned that “We are also in discussions with other institutions to come into relationship to support us in finances and in kind. We have also adopted financial prudence management so that the little that we have we can manage so that we cannot be handicapped”.

These findings are not peculiar to only the current study. For instance, the study Ogbogu (2013) showed that for Universities and other higher educational institutions in Nigeria to remain self-reliant, self-steering and able to survive in a competitive world; various higher education policies should be effectively institutionalised and operationalized and all required funds provided. The Campus Review (2006) also conducted a survey of one hundred and twenty-four senior academic leaders from thirty-five Australian universities and found that the primary charge of school leaders was to strategies, ensure prudent financial management and tactically acquire needed funds. These findings have been confirmed in the current study.

Overall, the results have shown that the administrators in Colleges of Education sampled have had a lot of changes in the wake of the upgrade of the Colleges of Education. The changes cut across decision making, policy formulation and implementation, students’ engagement, inclusivity,

partnerships, human resource development and non-human resource challenges. The colleges adopted financial prudence management so that the little funds they had could be managed in other ways not to be handicapped. Again, participants were of the view that the NCTE, T Tel and Institute of Education, UCC also provided the support they needed to cope with the challenges of the transition. The participants again pointed out that they engaged in fund raising from benevolent individuals and organisations.

### **Chapter summary**

In this chapter, the results and discussion of this study have been presented. A sample of four colleges and twelve administrators (participants) were involved in the study. The twelve participants from the four Colleges of Education were all interviewed.

The study revealed that major decisions concerning how things should be done in the colleges are now in the hands of the governing council and NCTE and not the principals alone. Again, it was also revealed that most of the academic staff are upgrading themselves.

Furthermore, it was also revealed that the individual colleges follow due process in purchasing of goods and services. And last, it was also found that the NCTE, GET FUND and the Institute of Education provided some support to the colleges

## CHAPTER FIVE

### SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

#### Introduction

In this chapter, the summary, conclusions, recommendations and suggestions for further research are given. The study explored the transitional administrative changes in the upgrade of Colleges of Education (CoEs) to tertiary status. The purpose of this study was to investigate the transitional administrative changes in the upgrade of the Colleges of Education to tertiary status. The following research questions guided the study.

1. What are the leadership and management transitional administrative changes with the upgrade of Colleges of Education to tertiary status?
2. What are the human resource management transitional changes with the upgrade of Colleges of Education to a tertiary?
3. What are the non-human resource transitional administrative changes with the upgrade of Colleges of Education to tertiary status?
4. What coping strategies do administrators use in overcoming administrative challenges of dealing with the upgrade of Colleges of Education to tertiary status?

The study adopted a qualitative methodology. The phenomenological perspective rooted within the qualitative approach was used in this current study. Twelve participants were interviewed from four Colleges of Education in the Ashanti Region. The research instrument used in gathering data for the study was an interview guide. Pilot test was carried out involving two selected Colleges of Education within Ashanti Region of Ghana. Data trustworthiness

was established through credibility, transferability, dependability, and conformability. Data collected was analysed through thematic analysis.

### Summary of Key Findings

The following key findings emerged from the study:

1. The study found that the administrators had experienced some changes in terms of leadership and management issues. In relation to decision making, formerly decision-making were in the hands of the principals, however there have been a change. Major decisions related to admission, recruitments and procurement were no longer solely in the hands of the individual principals but needed the approval of NCTE. The upgrade has led to the governing council and the NCTE being part of decision-making process related to leadership and management issues in the colleges. The NCTE and governing council were also in charge of policy formulation and implementation.
2. Again, there was also an improved engagement with students because of the introduction of students' affairs officer. The colleges also collaborated with several institutions such as Principals Conference of Colleges of Education (Princoff), UCC and NCTE in their activities. Efforts were also being made to improve gender inclusivity in both staff and student populations. The study further revealed that about majority of the staff in Colleges of Education are upgrading themselves and presently there are regular appraisals of staff members as well as regular professional development workshops which were not so before the transition. However, the study showed that there are no new major recruitments but formerly major recruitment was done by the. The



study further found that there is now a quality assurance officer in the colleges due to the upgrade which was not formerly there.

3. In addition, study also found that the main non-human resource changes are following due process in financial administration and relying more on internally generated funds, government funds, subventions and donations. Currently, the NCTE provides numerous forms of support in terms of funds to the various colleges which was not so because they were formerly under GES. Again, there was however no major changes in terms of infrastructural development in the period of transition which the situation has not immensely changed from the former status.
4. Finally, the study revealed that the colleges adopted financial prudence management as a coping strategy so that the little funds they had could be manage in order not to be handicapped. Again, participants were of the view that the NCTE, T-TEL and Institute of Education, UCC also provided capacity building and financial support that the colleges needed to cope with the transition changes. Lastly, the participants again pointed out that they engaged in fund raising from benevolent individuals and organisations to help cope with the challenges of the transition.

### **Conclusion**

From the findings of the study, it is concluded that major decisions-making are not only in the hands of the principals but the governing council, NCTE and committees. Again, it is concluded that there is an emphasis on professional staff development mainly for academic staff. The study



concluded that the individual colleges have introduced new procedures for financial administration because had been improvement through the changes in the financial management structure. Again, it is concluded that changes included the presence of distributed leadership, extensive participative management practices, partnership, knowledge sharing, and increased interdependencies and cooperation among system units and external partners.

### **Recommendations**

1. It is recommended that non-teaching staff, for instance the Accountants, College Registrars and Secretaries should also upgrade themselves to fit in the new status since some of them feel reluctant to do so.
2. It is further recommended that the individual colleges should engage in more profit-oriented ventures such as farms, printing press, water producing and many others to generate more income internally to support the colleges.
3. It is also recommended that the administrators should be more of students oriented thus, making students' problems or issues paramount to enable them overcome transitional administrative challenges.

### **Suggestions for further Research**

The following suggestions are made for future studies:

Future studies should investigate the experiences of students in the times of the upgrade. Since the current study explored the transitional administrative changes in the upgrade of the colleges which the administrators thus, (Principals, Vice Principals, and Secretaries) were involved. Getting to

know the part of the students would help provide empirical evidence as to how students are coping with the transition of the colleges.

Future studies can adopt a mixed-method approach to be able to expand the scope of the study to cover other Colleges of Education in the entire country. This can help increase the extent to which the results can be generalized.



## REFERENCES

- Ababio, K. A., Omane-Adjepong, M., Aidoo, N. E., Boateng, A., Acheampong, R., Louis, W., & Nsowah-Nuamah, N. (2012). Perceptions of students towards higher national diploma education in Ghana: A case study of Kumasi polytechnic. *Public Policy and Administration Research*, 2(5), 116.
- Abdulrahman, Y. M., & Ogbaondah, L. (2007). Policy nurturing and puncturing in the Nigerian educational reforms and implementation. *African Journal for Contemporary issues in Education*, 1, 112-120.
- Teacher Education Forum, 2(2), 100-109.
- Abudu, A. M., & Donkor, A. K. (2014). *The in-in-out programme of teacher education in Ghana: The perception of implementers*.
- Acharya, A. (2012). What are the advantage and disadvantages of centralisation of authority? [online] preserve articles.com. Available at:<http://www.preservearticles.com/201101143291/advantages-and-disadvantages-of-centralisation-of-authority>. [Accessed 7<sup>th</sup> March. 2020].
- Adamolekun, D. (2007). *Challenges of university governance in Nigeria: Reflections of an old fogey*. Convocation Lecture, Adekunle Ajasin University, Akungba, Ondo State, February 22, 2007. *Administrative Science Quarterly*, 8(3), 289-315
- Aina, O. I. (2007). Alternative modes of financing higher education in Nigeria and implications for university governance. In J. B. Babalola, & B. O. Emunemu (Eds.), *Issues in higher education: Research evidence from sub Saharan African* (pp. 12-17). Lagos, Nigeria: Bolabay Publications.

- Akilagpa, S. (1992). Relations between Government and University in Ghana: A case Study. In G. Neave, & F. Van Vught (Eds.), *Government and higher education relations across three continents: The winds of change* (pp. 3136). Oxford: Pergamon.
- Akyeampong, K. (2017). Teacher educators' practice and vision of good teaching in teacher education reform context in Ghana. *Educational Researcher*, 46(4), 194 -203.
- Anamuah-Mensah, J. (2006). Teacher education and practice in Ghana. In T. R. Kolawole., P. Kupari (Eds.), *Educational issues for sustainable development in Africa* (pp. 28-40). Lasonen Johana: Institute for Educational Research.
- Anastasia, A. (2015). Major approaches & models of change management. Retrieved from [https://www.cleverism.com/major-approaches-models-of-change management/](https://www.cleverism.com/major-approaches-models-of-change-management/)
- Armah, R. B. (2015). *The effect of VHPI on pre-service teachers' geometric thinking and motivation to learn geometry* (Doctoral dissertation, University of Education, Winneba).
- Asare, K. B. (2011). Community participation in basic education in the Kwabre District of the Ashanti Region of Ghana. *International Journal of Basic Education*, 20), 43-52.
- Asare, K. B., &Nti, S. K. (2014). Teacher education in Ghana: A contemporary synopsis and matters arising. *Sage Open*, 13, 1-8.
- Asian Development Bank. (2012). *Administration and governance of higher education in Asia: Patterns and implications*, Philippines: Metro Manila

- Atiku, B. A. (2009). *Challenges in the administration of teacher training colleges in the Volta Region*. Unpublished master's dissertation, University of Cape Coast, Cape Coast.
- Atuahene, A. (2013). A descriptive assessment of higher education access, participation, equity, and disparity in Ghana. *Sage Open*, 12, 5-9.
- Aurangzeb, D., & Asif, A. (2012). Developing good governance, management and leadership in universities and degree awarding institutions (DAIs): A case of Pakistan. *International Journal of Academic Research in Business and Social Sciences*, 2(11), 190-202.
- Basarudina, N. A., Yeonb, A. L., Yaacoba, N., & Rahmana, R. A. (2016). *Transformation of higher education status: Issues on faculty workload*. Paper presented at the International Soft Science Conference, 2016.
- Basheka, B. C. (2008). Value for money and efficiency in higher education: Resources management and management of higher education in Uganda and its implications for quality education outcomes. *OECD's Higher Education Management and Policy Journal*, 8(10), 1-15.
- Bell, J. (2010). *Doing your research project: A guide for first time researchers in education, health and social science* (5th ed.). Maidenhead: Open University Press.
- Beycioglu, K., & Kondakci, Y. (2014). Principal leadership and organizational change in schools: a cross-cultural perspective. *Journal of Organizational Change Management*, 27(3), 12-17.
- Bleiklie, I. (2005). Academic leadership and emerging knowledge regimes. In I. Bleiklie, & M. Henkel (Eds.), *Governing knowledge: A study of*

*continuity and change in higher education* (pp. 3137). Dordrecht: Springer.

Boateng, C. (2012). Restructuring vocational and technical education in Ghana: The role of leadership development. *International Journal of Humanities and Social Science*, 2(4), 108-114.

Bogdan, R. C., & Biklen, S. K. (2003). *Qualitative research for education: An introduction to theory and methods* (4th ed.). Boston, MA: Pearson Education Group, Inc.

Boyce, M. E. (2003). Organisational learning is essential to achieving and sustaining change in higher education. *Innovative Higher Education*, 28(2), 119-136.

Bryman, A. (2007). Effective leadership in higher education: A literature review. *Studies in Higher Education*, 32, 693-710.

Burns, N., & Grove, S. K. (2003). *Understanding nursing research* (3rd ed.) Philadelphia., PA: W. B. Saunders.

Bishop, G. (1986). *Innovation in education*. London: MacMillan.

Braslavsky, C. (2002). *The new century change: New challenges and curriculum responses*. New Delhi, India: COBSE- Internal conference.

Campus Review. (2006). *Views and characteristics of senior officers of Australian Universities*. A research report prepared by APN Educational Media, July 2006, Sydney.

Clark, B. R. (1983). *The higher education system: Organization in cross-national perspective*. Berkeley, CA: University of California Press.

Cobbold, C. (2010). *Teacher retention in Ghana: Perceptions of policy and practice*. Saarbrücken: Lambert Academic Publishing.



- Coetzee, S. (1999). Transforming the organisation. *Management Today*, 15(7), 12-15.
- Cohen, L., Manion, L., & Morrison, K. (2007). *Research methods in education* (6th ed.). New York, NY: Routledge/Taylor & Francis Group.
- Dahl, M. S. (2011). Organisational change and employee stress. *Management Science*, 57(2), 240-256.
- Darkey, F. A., & Oduro, G. K. T. (2012). Managing transitional challenges for quality performance in polytechnics in Ghana. *Journal of Educational Management*, 6, 112-121.
- Dasmani, A. (2011). Challenges facing technical institute graduates in practical skills acquisition in the Upper East Region of Ghana. *Asia-Pacific Journal of Cooperative Education*, 12(2), 67-77.
- Denzin, N. K., & Lincoln, Y. S. (Eds.). (2003). *The landscape of qualitative research theories and issues*. Thousand Oaks, CA: Sage.
- Drew, G. (2010). Issues and challenges in higher education leadership: Engaging for change. *The Australian Educational Researcher*, 37(3), 57-76.
- Dyer, C. (1995). *Beginning research in psychology: A practical guide to research methods and statistics*. Malden, MA: Blackwell Publishing.
- Effah, P. (2003). *Leadership in academic institutions*. Accra: NCTE.
- Estermann, T., & Nokkala, T. (2009). *University autonomy in Europe Exploratory study*. Brussels: European University Association.
- European Union. (2012). *Supporting the teaching professions for better learning outcomes*. USA: European Union.



- Federal Government of Nigeria (2004). *National policy on education*. Lagos: Author.
- Fullan, M. (2006). The future of educational change: system thinkers in action. *Journal of Educational Change*, 7(3), 113-122.
- Fumasoli, T., Gornitzka, A., & Maassen, P. (2014). *University autonomy and organisational change dynamics*. Oslo: ARENA Centre for European Studies, University of Oslo.
- Gallucci, C. (2008). District wide instructional reform: using sociocultural theory to link professional learning to organizational support. *American Journal of Education*, 114(4), 541-581.
- Geertz, C. (1973). *The interpretation of cultures: Selected essays*. New York, NY: Basic Books.
- Gilstrap, D. L. (2007). Dissipative structures in educational change: Prigogine and the academy. *International Journal of Leadership in Education*, 10(1), 49-69.
- Golafshani, N. (2003). Understanding reliability and validity in qualitative research. *The Qualitative Report*, 8(4), 597-606.
- Gorman, G. E., & Clayton, P. (2005). *Qualitative research for the information professional* (2nd ed.). London: Facet.
- Government of Ghana (2012). *Colleges of Education Act, 2012, Act 847*. Accra: Government of Ghana.
- Government of Ghana (2012). *Constitution of the Republic of Ghana*. Accra: Government of Ghana.

- Gudo, C. O., Olel, M. A., & Oanda, I. O. (2011). University expansion in Kenya and issues of quality education: Challenges and opportunities. *International Journal of Business and Social Science*, 2(20), 203-214.
- Ghana Education Service. (GES). (2014). *Report on Ghana education 2012 to 2014*. Accra, Ghana: Author.
- Ghana Education Service. (GES). (2017). *Report on Ghana education 2014 to 2016*. Accra, Ghana: Author.
- Hacifazlioglu, O. (2010). Entry and transition to academic leadership: Experiences of women leaders from Turkey and the U. S. *Educational Sciences: Theory & Practice*, 10(4), 2257-2273.
- Hattie, J. (2009). *Visible learning. A synthesis of over 800 meta-analyses relating to achievement*. London: Routledge.
- Hee, T. F. (2007). Quality assurance in higher education. *International Journal for Education Law and Policy*, 3, 91-95.
- Hofman, W. H. A., & Hofman, R. H. (2011). Smart management ineffective schools: Effective management configurations in general and vocational education in the Netherlands. *Educational Administration Quarterly*, 47(4), 620-645.
- Honig, M. I. (2008). District central offices as learning organizations: how sociocultural and organisational learning theories elaborate district central office administrators' participation in teaching and learning improvement efforts. *American Journal of Education*, 114(4), 627-664.
- Hycner, R. H. (1985). Some guidelines for the phenomenological analysis of interview data. *Human Studies*, 8, 279-303.

- International Institute for Educational Planning. IIEP. (2014). *IIEP in action: 2014-2015*. Paris: Author.
- Jacobson, S. (2011). Leadership effects on student achievement and sustained school success. *International Journal of Educational Management*, 25 (1), 33-44.
- Jali, L. F., & Lekhanya, L. M. (2017). Critical analysis of leadership governance and its implications in the universities: A case study of South African universities. *Problems and Perspectives in Management* 15 (3), 157-165.
- Jibladze, E. (2017). Reforms for the external legitimacy in the post Rose Revolution Georgia: Case of university autonomy. *Hungarian Educational Research Journal*, 7(1), 7-27.
- Johnstone, O.B. (2003). Cost sharing in higher education: Tuition, financial assistance and accessibility. *Czech Sociological Review*, 39(3), 351-374.
- Jones, M., & Harris, A. (2014). Principals leading successful organisational change: building social capital through disciplined professional collaboration. *Journal of Organisational Change Management*, 27(3), 474-485.
- Kelchtermans, G., Vandenberghe, R., & Schratz, M. (1994). The development of qualitative research: Efforts and experiences from continental Europe. *Qualitative studies in Education*, 7(3), 239-255.
- Kvale, S. (1996). *Interview views: An introduction to qualitative research interviewing*. Thousand Oaks, CA: Sage Publications.

- Leedy, D. L., & Ormrod, J. E. (2005). *Practical research: Planning and design* (8th ed.). Upper Saddle River, NJ: Merrill/Prentice Hall.
- Leithwood, K., & Mascall, B. (2008). Collective leadership effects on student achievement. *Educational Administration Quarterly*, 44(4), 529-561.
- Lincoln, Y. S., & Guba, E. G. (1985). *Naturalistic Inquiry*. Thousand Oaks, CA: Sage Publications, Inc.
- Lock, D. (2017). *Kurt Lewin's change model*. Retrieved from <https://daniellock.com/kurt-lewin-change-model/>
- Lomas L., & Lygo-Baker, S. (2006). *The impact of external forces on academic identity*. Paper presented at the European Conference on Educational Research, University of Geneva, 13-15 September 2006.
- Maassen, P. (2003). Shifts in governance arrangements: An interpretation of the introduction of new management structures in higher education. In A. Amaral, L. Meek, & I. M. Larsen (Eds.), *The higher education managerial revolution?* (pp. 31-55). Dordrecht: Kluwer Academic Publishers.
- Mange, D. M., Onyango G. A, & Waweru, S. N. (2015). *Management challenges facing Kenya's public universities and implications for the quality of higher education*. Unpublished master's thesis, Department of Educational Management Policy & Curriculum Studies, Kenyatta University.
- McMillan, J. H., & Schumacher, S. S. (1997). *Research in education: A conceptual introduction*. New York, NY: Longman.

- Mereku, D. K. (2014). Diploma disease in Ghanaian distance education upgrading programmes for teachers: Open learning. *The Journal of Open, Distance and e-Learning*, 2(4),13-15.
- Merriam, S. B. A. (1998). *Qualitative research and case study applications in education*. San Francisco, CA: Jossey-Bass Publishers.
- Merriam, S. B. A. (2002). *Qualitative research in practice: Examples for discussion and analysis* (1st ed.). San Francisco, CA: Jossey- Bass.
- Mertens, D. M. (2005). *Research and evaluation in education and psychology: Integrating diversity with quantitative, qualitative, and mixed methods*. Thousand Oaks, CA: Sage Publications.
- Montez, J. M., Wolverson, M., & Gmelch, W. H. (2002). *The roles and challenges of deans. The Review of Higher Education*, 26(2), 241-266.
- Muriisa, R. K. (2014) Rethinking the role of universities in Africa: Leadership as a missing link in explaining university performance in Uganda. *Journal of Higher Education in Africa*, 12(1), 69-92.
- Nagy, J. (2011). Scholarship in higher education: Building research capabilities through core business. *British Journal of Educational Studies*, 59(3), 303321.
- Naidoo, J. P. (2002). *Educational decentralisation in Sub Saharan Africa: Expoused theories and theories in use*. Paper presented at the CIES Annual Conference.
- Retrieved from <http://eric.ed.gov/PDFS/ED472263.pdf>
- National Accreditation Board (2007). *Report on the assessment of teacher training colleges in Ghana conducted between May and June 2007*. Accra: National Accreditation Board.

- National Council for Tertiary Education (2011). *Draft statutes of colleges of education*. Accra: NCTE.
- National Council for Tertiary Education (2011). *Report of the state of physical infrastructure of colleges of education presented to the honourable minister for education*. Accra: Ghana.
- National Council for Tertiary Education (2012). *Colleges of education bill*. Accra:NCTE.
- National Council for Tertiary Education (2012). *White paper on colleges of education Act. Act 847*. Accra: NCTE.
- Neuman, W. L. (2003). *Social research methods: Qualitative and quantitative approaches* (5<sup>th</sup>ed.). Boston, MA: Allynand Bacon.
- Newman, E. K. (2013). The upgrading of teacher training institutions to colleges of education: Issues and Prospects. *African Journal of Teacher Education*, 3(2), 2728- 3129.
- Nudzor, H. P. (2014). An analytical review of education policy making and implementation processes within the context of "decentralized system of administration" in Ghana. *Sage Open*, 15, I-I1.
- Nyarkoh, E. (2016). *The degree of autonomy in colleges of education in Ghana: A comparative study of before and after their upgrade to tertiary status*. Unpublished master's thesis, Department of Education of Educational Sciences, University of Oslo, Oslo.
- OECD (Organisation for Economic Co-operation and Development). (2003). *Changing governance patterns in higher education: Education policy analysis*. Paris: OECD.



- Ogbogu, C. O. (2011). *Modes of funding Nigerian universities and the implications on performance*. Paper presented at the 2011 Barcelona European Academic Conference, Barcelona, 6<sup>th</sup> - 9<sup>th</sup> July.
- Ogbogu, C. O. (2013). Policy Issues in the Administration of Higher Education in Nigeria. *World Journal of Education*, 3(1), 32-38.
- Okebukola, P. (2006). Principles guiding current reforms in Nigerian Universities. *Journal of Higher Educational Administration*, 4(1), 25-36.
- Opare, J. A. (2008). The transition of Ghanaian training colleges to tertiary level: Prospects, challenges and the way forward. In PRINCOF, *Developments in basic teacher education in Ghana* (pp. 155-158). Kumasi: Greenland's Concept.
- Patton, M. Q. (1987). *How to use qualitative methods in evaluation*. Newsbury Park, London: Sage Publications.
- Patton, M. Q. (1990). *Qualitative evaluation and methods* (2nd ed.). Newsbury Park, CA: Sage Publications.
- Patton, M. Q. (2002). *Qualitative research and evaluation methods* (3<sup>rd</sup>ed.). Thousand Oaks, CA: Sage Publications.
- Presidential Committee on Education. (2002). *Meeting the challenges of education in the twenty-first century: Report of the President's committee on education reforms in Ghana*. Accra, Ghana: Adwinsa Publications.
- Pugh, D. S., Hickson, D. J., Hinings, C. R., Macdonald, K. M., Turner, C., & Lupton, T. (1963). A conceptual scheme for organizational analysis. *Administrative science quarterly*, 289-315.



- Saint, W., Hartnett, T., & Strassner, E. (2003). *Higher education in Nigeria: A status report. Higher Education Policy, 16*, 259-281.
- Sanni, M. R. (2009). The conversion of federal polytechnics into universities: The funding aspect. *African Research Review, 3*(4), 507-522.
- Scott, G., Coates, H., & Anderson, M. (2008). *Learning leaders in times of change: Academic leadership capabilities for Australian higher education*. Sydney: University of Western Sydney and Australian Council for Educational Research.
- Seashore, L. K. (2008). Learning to support improvement-next steps for research on district practice. *American Journal of Education, 114*(4), 681-689.
- Seidman, I. E. (1991). *Interviewing as qualitative research: A guide for researchers in education and the social sciences*. New York, NY: Teachers College Press.
- Sim, J., & Wright, C. (2000). *Research in health care: Concepts, designs and methods*. Cheltenham: Stanley Thornes (Publishers) Ltd.
- Simala, K. I. (2014). Deanship, leadership dilemmas and management challenges facing the social science in public university education in Kenya. *Journal of Higher Education in Africa, 12*(1), 1-26.
- Spiegelberg, H. (1975). *Doing phenomenology*. Dordrecht, the Netherlands; Martinus Nijhoff.
- Stein, M. K., & Coburn, C.E. (2008). Architectures of learning: A comparative analysis of two urban school districts. *American Journal of Education, 114*(4), 583-626.

- Strauss, A. L., & Corbin, J. M. (1998). *Basics of qualitative research: Techniques and procedures for developing grounded theory*. Thousand Oaks, CA: Sage Publications.
- T-TEL. (2015). *Roadmap to tertiary status for colleges of education: March 2016 – December 2017*. Accra, Ghana: Author.
- Vidich, A. J., & Lyman, S. M. (2003). Qualitative methods: Their history in sociology and anthropology. In N. K. Denzin & Y.S. Lincoln (Eds.), *the landscape of qualitative research: Theories and issues* (2nd ed., pp. 55-130). Thousand Oaks, CA: Sage.
- Viljoen, J. P., & Rothmann, S. (2002). Transformation in a tertiary education institution: A case study. *Management Dynamics*, 11(2), 11-17.
- Whitley, R. (2012). Internationalization and the institutional structuring of economic organization: Changing authority relations in the twenty-first century. In G. Morgan & Whitley R. (Eds.), *Capitalisms and capitalism in the twenty – first century* (pp. 211–236). Oxford, UK: Oxford University Press.
- Yin, R. K. (2011). *Qualitative research from start to finish*. New York, Guilford.

**APPENDIX**  
**INSTITUTE FOR EDUCATIONAL PLANNING AND**  
**ADMINISTRATION (IEPA)**  
**COLLEGE OF EDUCATION STUDIES**  
**UNIVERSITY OF CAPE COAST**

**Interview Guide for Administrators**

**Topic: Transitional Administrative Changes in the Upgrade of Colleges of Education to Tertiary Status; The case of Ashanti Region**

**Dear Participant,**

I'm conducting a research on the topic **“Transitional Administrative Changes in the Upgrade of Colleges of Education to Tertiary Status; The case of Ashanti Region”**. I therefore, kindly request your assistance in answering the questions honestly and frankly. The information provided will be treated and held in strict confidentiality solely for academic purposes.

Thank you.

**SECTION A**

**Background Information**

1. Age group
  
2. Highest academic qualification
  
3. Highest professional teaching qualification
  - a) None
  - b) Cert A

- c) Diploma in Education      d) Degree in Education
- e) PGCE/PGDE                      f) M.Ed./M.Phil.
- g) Ph.D. in Education

4. Years of teaching and administration experience (length of service)

### **Interview Guide for the Participants**

#### **Research Questions**

1. What are your leadership and management experiences with the upgrade of the college to a tertiary status in relation to

- I. Decision making
- II. Policy formulation
- III. Student engagement
- IV. Partnership and co-operation with other institutions
- V. Being gender and inclusive responsive

2) What are your human resource management experiences with the upgrade of the college to a tertiary status in relation to

- I. Staff development
- II. Staff Appraisal
- III. Recruitment and selection

3) What are your non-human resource experiences with the upgrade of the college to a tertiary status in relation to

- I. Financial administration /management

- II. Sourcing for funds
  - III. Infrastructural development
- 4) What coping strategies have you used to overcome the administrative challenges you face with the upgrade of the college to tertiary status.

