



The environment of tertiary education institutions is complex and supportive: implications for colleges of education in Ghana, a tool for administrators of colleges of education and analogues institutions

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Abstract

The concept of tertiary education is very dear to the heart of all nations. Tertiary education harnesses the opportunity for nations to build their workforce. It is the means by which the economy practically produce middle and senior level manpower for productivity in the country to ensure survival of the society. The teaching profession depends largely on the production of competent teachers. No curriculum of education system can be implemented without availability of competent teachers. This is why the teacher training institutions must be upgraded in status to produce high quality teachers. The case of Ghana is no exception. Ghana has made strides in her teacher education among which the former teacher training colleges got elevated to tertiary institutions and called Colleges of Education. This is to ensure elevation in quality of teacher training. It has been observed that though the Colleges were elevated from non-tertiary post-secondary institution to tertiary status making them akin to the universities by Act 847 in 2012, a lot of changes are yet to happen in their day-to-day practices coupled with the fact that the sector has to be resourced with literature for adoption of new ideas for effective transformation. This paper therefore, aims at readers who are in practice of educational leadership in the country's Colleges of Education to take cue from the various topical issues tackled in the content to serve as a guide for the Colleges to be run better in their tertiary status. The paper tackled Socio-Cultural, Political, Physical, Economic and Academic Environment.

Keywords: colleges of education, tertiary, purpose driven culture, socio-cultural, political, physical, economic and academic environment, KJ method

Introduction

Society is dynamic. Things are seen changing every now and then. The field of education which is the production site of knowledge is even more affected by the phenomenon of change. When change occurs in society, it must be managed. Change may come from two angles: intentional and unintentional sources. In the lives of organisations like educational institutions, change is always intentional. It is previewed, planned and effected. Policy dimensions dictate the nature of change, procedures in change management and the results of change. In this view, change must always bring positive result in grooming of institutions since it is purposive. In tertiary institutions, change creation and its procedural approach emanate from laws (Acts) and policies. Tertiary education is acknowledged all over the world as one of the essential tools for the attainment of personal achievement, societal development and national cohesion. Through tertiary education, individuals realize their full potentials for economic progress, political tolerance and patriotism. It is the third stage, third level, and post-secondary education, following the completion of a second cycle institution, (Brick 2006) ^[4].

In Ghana many post-secondary institutions remained non-tertiary till the enactment of Education Act of 2008 (778) which mandated the inclusion of Teacher Training Colleges (TTCs) in the spectrum of tertiary educational institutions. Basically, tertiary institutions organize themselves around three thematic areas: teaching, research and community services (extension services). The TTCs have therefore been upgraded from Certificate 'A' awarding institutions to Diploma awarding institutions, creating an intentional change with an executive instrument, Colleges of Education Act 2012, (Act 847). Change is perpetual in the teacher training colleges just as witnessed in other growing educational institutions. In 2018, the Colleges of Education have again been upgraded into 4-Year Bachelor of Education Awarding institutions and affiliated to five public teaching universities: University of Cape Coast, University of Education-Winneba, University for Development Studies, University of Ghana-Legon and Kwame Nkrumah University of Science and Technology- Kumasi. Atiku (2017) ^[3] in reviewing the changes in programmes that have happened in the training programmes, cited Tsadidey (2005) ^[16] identification of programmes as: Two-Year Post-Middle Teacher's Certificate 'B', Two-Year Post-'B' Teacher's Certificate 'A', Four-Year Post-Middle Teacher's Certificate 'A', Two-Year Post-Secondary Teacher's Certificate 'A', Three-Year Post-Secondary Teacher's Certificate 'A' and Three-Year Diploma in

Basic Education. Though the change is intentional, it would not be without challenges. The challenges must be tackled from various angles to allow smooth running of the institutions.

Under this new dispensation, many aspects and structures of college life must receive change. These changes will not occur without challenges. A close look at the transitional period of the Colleges of Education in Ghana gives a clear indication that changes are taking place in many dimensions. To mention but a few, increase in the numbers of intake of fresh students from the 2013/2014 academic year to date; the policy of government on withdrawal of the allowances hitherto paid to teacher trainees and the subsequent hardship, outcry and restoration; and the further elevation of the Colleges into degree-awarding institutions which commenced in 2018/2019 academic year, are all within the dispensation of change in the college system. The kind of environment that was natured in the non-tertiary teacher training college regime must receive boost to demystify the common notion among the populace that “the same environment only change in certificate” The ‘institutional culture’ of the Colleges of Education in terms of the kind of socio-cultural, political, physical, and academic environments matter a lot in getting the pre-service teacher adequately prepared to take up the mantle of curriculum facilitation in the field upon graduation. This article therefore digests issues in the domains of the various environments aforementioned in connection with the Colleges of Education and analogous institutions. It provides College Administrators with relevant information on technical management of students, workers and the college environment.

The Socio-Cultural and Political Environment

The cultural setting of a group of people sets the tone for the style of social interaction in that society. The cultural and social lifestyles of societies are intertwined. Institutional cultures differ from institutions to institutions. Certain factors are responsible for the kind of socio-cultural environment that is developed in an institution. Key among them include the complexity (heterogeneity i.e. age, sex, ethnicity, race, economic status, etc. of characteristics of inmates), the aims and aspirations of the people which are also governed visibly and invisibly by the aims of the institution, social status of individuals, peculiarity of the institution, and expectations of the larger society. Institutional culture may change with time depending on changes in policies. For instance, in the case of the education sector, reforms may help shape some aspects of the practices, values and attitudes of educands, administrators and other stakeholders.

The socio-cultural environment of basic education system in Ghana differs from what pertains at the secondary schools, likewise tertiary institutions. The question then is what kind of socio-cultural environment must be encouraged in the Colleges of Education? The National Commission on Culture (2004) ^[12] in the cultural policy of Ghana mentioned that the country must achieve social cohesion in these rapidly changing, urbanized and multi-cultural societies. This calls for an emphasis not on the limitations imposed by genetic endowment, but an environment aims at improving all students. This environment must be free from intimidation, sexual harassment, and the likes. It is worth noting that in such an environment, gender biases do not exist rather the potential of every member is well noted and supported to yield greater gains to support the system. This is very clearly observed in the Ghanaian traditional universities where different nationals could be observed undertaking academic programmes or lecturing or working in many departments. Not only that, one would also realize that these people from different countries contest in political games in these universities. Everybody has equal access to the life on campus.

Colleges of education administrators though put in much effort in their daily management of the system, would have to reignite their consciousness to the heterogeneity of their environment in conceptualizing the fact that both students and workers of different characteristics would like to bring on board such behaviours and which could have a telling effect on the smooth administration of the system. As a tutor at the time of commencement of this write-up, I considered and imagined the frustration of a college of education Principal friend in his anecdote that sang his lamentation “Anytime *Council is not in place I only manage them with tactics because no Council to help in implementing the policies though the policies have been submitted to the tertiary regulatory body, National Council for Tertiary Education (NCTE), it cannot do it all in place of the Councils*”. More especially when some college students and workers have the tendency of interpreting tertiarization as connoting freedom and hence would like to behave like people who have been emancipated or given amnesty for a free live. Adamolekun (1985, p. 25), cited by Effah (2003) ^[6] disclosed that students at the` university and other higher education institutions, unlike others at lower levels, claim to be “free and emancipated”. This, he considered an assertion which obviously has subtle implications for the administration. College administrators must therefore guide their systems with ready on hand policies on discipline of students and workers; sexual harassment; conflict resolution; gender and many more of administrative policies. This, every member of the college society must be a well-educated and informed citizen of. The presence of these policies would only be felt if implemented effectively in times of needs. Assuredly, members of college community would become more conscious and responsible to the life they live if they are aware of the enforcement of such policies.

Tertiary institutions create a sense of community and management provides a trusting and safe environment, in which workers are free to express their ideas rather than try to “fit in” and please the managers. The emphasis on community building also creates a climate of cooperative problem solving and willingness to share information and expertise. In such a company, there is a healthy acceptance of diversity and a willingness to listen and to learn from others. Bringing the Colleges of Education into the limelight of this characteristic would mean that college managements must nurture the spirit of oneness in their operations where various units though handle

different aspects of college operations, must understand they are forging ahead as one entity and whatsoever affects a unit would for sure affect the growth of the others with repercussion for the whole system. In view of this, the institutional culture that best fits Colleges of Education as tertiary institutions is communal-oriented culture. Wong and Psych (2007) ^[17] explained communal-oriented culture as a culture which has strong emphasis on collectivity and cooperation. The other characteristic as identified by the writers is that leadership attempts to build a community in which people respect, support each other, and enjoy working together. The system of the colleges of education must assume a good level of maturity and diversity in all spheres of life devoid of wrangling and undermining which is characteristic of the transition period as witnessed by the system folk. Where you find various unions fighting the adventure of each other rather than supporting for greater achievement, does not augur well for growth. Memberships of SRC, CETAG, CENTSAG and PRINCOFF have collective responsibility for collective bargaining in the various engagements of their individual colleges to marshal collective strength in matching the college into strengthened tertiary institution of quality teacher education and training. This system must be seen to be promoting mutual love and respect among inmates. The core value of mutual understanding and respect should replace the atmosphere of fear and intimidation. It is in this spirit that the Students Representative Councils would have to support college administration in getting the environment serene for academic work. The practice of giving portions of compound for weeding, scrubbing, et cetera, purposely for the reformation of lives of recalcitrant students is outmoded considering that students personalities have already being formed. In furtherance to that, the College student development of self-directional and responsive lifestyle is premium in shaping them into successful living as young adults among their peers. College policies should seem to come in to reinforce such moral imperative and responsible lifestyle/living. This implies that various avenues such as orientation programmes and seminars are key to helping both students and workers conceptualize and internalize the core values of colleges for the achievement of systemic harmony among stakeholders of the college system. It is strongly recommended to the colleges to undertake gradual overhauling of the system so that practices that tend to undermine tertiary status are gradually toned down and eventually eliminated. In furtherance to this, the nucleuses of the system must be given due recognition and collaborative efforts nurtured among them towards attainment of stability. Much emphasis must be laid on practices that are of potential benefits to the system in order to build, develop, manage, and maintain campus relationships harmoniously. People with the same social identity and environment often develop a sense of social solidarity. They often tend to love, trust, obey and help one another and with the tendency of congregating in their social groups. They will often think in similar styles and patterns even when their conclusions differ. In the colleges, these clubs and societies exist just like any other tertiary institution. Patrons of these social groups should work in the best interest of the colleges by guiding their membership in acquiring a sense of social responsibility and allegiance to the central authority. This would go a long way in inculcating discipline among college students. Sports and games, debates, and other forms of recreation and entertainment could be organized among the various social groups aimed at promoting and strengthening social cohesion. Inter-club and inter-denominational meetings of executives should be nurtured and promoted in the Colleges. Such fora would afford leaders of various social groups the opportunity to share ideas and experiences that could be tapped and worked with in promoting harmonious social relationships.

This communal-oriented culture goes beyond team building and aspires to create an authentic community in which every worker is treated as a valuable member and the rights and privileges of every group of people are protected. For instance, the rights of students on one hand and workers on the other, likewise those of academic and non-academic staff, will be guaranteed and protected. Management tries to provide the facilities that are needed by all groups of people in the life cycle of the institution. For instance, institutional health facility must provide units catering for the aged, the young, children, maternal health, and most health related issues that are likely to confront the family members of inmates. This makes members feel and have a strong sense of belongingness. They feel proud to be associated with the institution. The following are also equally advocated for:

Adoption of Cooperative Decision Making Styles. Methods such as *KJ* should be adopted to involve all stakeholders (students/workers leaderships) in making decisions that concern their sectors (Spool, 2013). It is a group decision making technique used to quickly reach a consensus on priorities of subjective and qualitative data. (*KJ is an acronym for the inventor 'Jiro Kawakita', a Japanese cultural anthropologist) method of brainstorming and decision making is a technique of convergence thinking. It dwells on initial independent activity and problem solving. The process continues with converging of various independent ideas based on similarity in their characteristics to get to the bottomline of the decision. The processes include the following: 1. Determin a focus question: Take a theme to be discussed / a problem to be solved / an issue needing decision into consideration; 2. Organize the group by briefing them on the theme; 3. Generate data by members putting their opinions on solution generating cards ('sticky notes'). This activity should be independently done. A member may generate many ideas but only one idea on one card. The number of cards represents the number of ideas; 4. Paste the cards on a clear and flat surface projecting the writings on them; 5. Group similar ideas: Categorize the ideas (cards) according to their similarity in solving the problem; 6. Naming each group: Attach subtitles to the various categories according to the general meanings they make; 7. Ranking the categories of ideas thereby choosing the popular category (ies) as the solution(s) to the problem on hand. Generate new hypothesis as can be derived from the processes. KJ method helps groups in establishing priorities and it is a fascinating mix of independent group dynamics, and democracy. It allows a team to be creative and critical in a*

productive manner, where strong personalities and politics play second fiddle to the independent perspectives and experience of the team)

1. **The Need for Reorientation and Counseling:** Reorienting all stakeholders in the colleges on the withdrawal of certain services / practices and ideal situations that are advocated for by the policies. Guidance and counseling services should be widened from their existing college-based operation to halls of residence as a way of providing enough solution centres for students and the like so that inmates utilize these centres and get well-grounded on issues around them. This service must be led by well-informed personnel as authenticated by scholarly certificate (academic and professional qualifications in guidance and counseling services). This will ensure that amateurs are not recruited to those service areas. By this means, technical ways of managing disruptive behaviours could easily be found. The new freedom that trainees may seem to have been given may generate into a general moral decadence and which would go a long way to affect institutional culture and academic performance and bring down the standard of college education.
2. **Promulgation of Religious Freedom and Tolerance:** This should be a hallmark of every institution even as enshrined in the national constitution. The faith-based institutions may have the strong urge and tendency of protecting their doctrines, however, some level of tolerance and flexibility should be exercised to create the tertiary atmosphere. These can clearly be observed in the faith-based universities in Ghana such as Pentecost, Methodist, E.P, Valley View, Catholic, Dominion and Central Universities, just to mention but a few. The colleges could take a cue from these examples.
3. **Pursuance of Purpose Driven Type of Leadership:** Wong and Psych (2007)^[17] saw purpose-driven culture of leadership as the leadership that articulates and crystallizes the purpose of the organization effectively so that there is a common purpose, a shared vision for all the workers. In this case, everyone knows what the core values and priorities are, and everyone knows where the organization is going. Workers are highly self-motivated, because they are committed to the same set of core values.
4. **Adoption of Flexible and Open Communication practices in promoting psychological contract among stakeholder:** Stakeholders of Colleges of Education must prepare to open up their ideological boundaries more especially as the colleges have been upgraded to tertiary status amidst the strong wind of globalization blowing around making competition in tertiary education higher than ever before. Lisalisatong (2011)^[11] suggested that management of organizations should foster openness and two-way communication process when introducing change. Communication gap should be seen to be diminishing to clear doubts from people's minds. Thus, round-table meetings among personnel of management and between management and student leadership could be frequent to promote collaborative effort and achievement in the system. This naturally would keep red-tapism at minimal yet norms would be observed with no difficulty as a result.
5. **Leadership would have to change from traditional headship to academic headship where relatedness of people's paper qualification determines their leadership placement.** Here, the tendency of age and the longevity of a person in a system matter less. The disease of "I have been in this college longer than other people hence I must lead" does not have a room in tertiary education institutions rather personnel placement in leadership is justified by their performance as dictated by policies in the area and personnel meeting requirement of position advertisement.
6. **Student affairs management should be guided by hall tutors.** Administrative procedural structures must be put in place so that students learn how to live independent lives and manage their affairs more instead of being always directed by hall tutors on what to do. External control of hall management should be very minimal. Students must be made to be more responsible for their lives rather than somebody else managing it for them. Thus, movement books should be introduced in place of permission writing and signing of exerts. Administrators must allow students to explore and get accommodation during their experiential learning in the communities.
7. **More collaborative effort between colleges and their stakeholders in the college community should be encouraged thereby attracting the attention of prominent members of the communities around to operate and support the colleges in their developmental efforts.** Implementing change and ensuring success calls for involvement of stakeholders who would impact positively on the process. Forti (2012) mentioned that partnerships in implementing change should become more strategic towards achievement of specific goals. This is because strategic partners would identify and deepen their collaborative relationships to jointly implement actions toward agreed-upon goals and improve group functioning and increase ability to articulate a shared purpose. To Forti, partnership improves articulation of roles and responsibilities within the group. Partners increase formal interagency agreements and / other collaborative protocols. Partners increase referrals to one another. Partners increase sharing of resources. In this collaborative effort, the practice of Exclusive Management Inclusion (EMI) should be observed. Every member of the management team of the institution must be involved and must endorse and fully support the plan for change. It is difficult, if not impossible when institutions have resistance and ignorant middle managers who propagate their attitude to their subordinates instead of propagating institutional agenda. The change may probably be mandated from the highest level (The Executives) and it is their responsibility to filter the message down and get acknowledgment of their management team. This message must then be filtered down to the lowest level. This implies that the leader of the management of the institution should give enough education to all the team members so that individual differences on change policies are not propagated to jeopardize change process. Recklies (2001), to drive this point home stated that it is a well-known insight that top management

support is one of the critical success factors for any change effort. If top management does not buy in – why should anybody else? Recklies then suggested the following additional tips to managers, *‘be open-minded for new ideas; do not sort out options and ideas until a final decision has to be taken; protect new ideas from criticism; listen to suggestions and appreciate good ideas; eliminate the “we have always done it that way”-culture; learn from mistakes in the past; focus on the good aspects of a new idea rather than on potential problems; share risks; build upon ideas; do not make judgment on ideas and suggestions too early; and let employees participate in all phases of the change process to build commitment to improve acceptance of change in an organization’*.

8. Providing Quick Response to Emerging Challenges. This will prevent situations from escalating into undesirable scenarios. Students must be allowed a good level of exposure to explore in pursuing the academic and professional adventure during their training.

Physical, Economic and Academic Environment

Academic goods (contents) are delivered using physical and academic facilities, both material and human resources. Higher education institutions, such as universities, colleges and polytechnics are labour intensive organizations; they depend on people for the delivery of their services, the quality of the staff is central to their effectiveness, (Effah & Mensa-Bonsu, 2011) ^[7]. A World Bank paper commented that "a high quality and well-motivated teaching staff and a supportive professional culture are essential in building excellence" (World Bank, 1994). Timely supply of relevant infrastructure in tertiary institutions can therefore never be undermined considering the fact that tertiary programmes can only be handled successfully if the academic faculty exists and support systems and services are available. These conditions are even vehemently agitated for when it comes to cases involving change. This was what Recklies (2001) seemed to have confirmed when she maintained that developing financial and material resources is very necessary in ensuring the success of education reforms. To her, one of the greatest expenses of implementing education reforms comes with providing appropriate infrastructure. Thus, management involves and empowers all staff members in a combined effort to improve efficiency and productivity, such as required by Total Quality Management.

1. Enhancing Material Resources and General Practices to Effect Change

All human institutions make use of resources to get institutional goals and objectives achieved. It is obvious that the speed of adapting to new systems would vary from individual to individual likewise institution to institution. However, factors such as preparedness to receive change characterized by provision of basic and necessary tools and facilities would enhance the process of change. This calls for conscientious effort from all stakeholders to be committed to the implementation of the change. Be it government, students (trainees,) or institutional management of the colleges, everybody must be seen to be interested in promoting the change in status of the colleges in this era. Lip service must not be paid to policy issues. The optimistic proclamations of every stakeholder must actualize and to make the colleges better in terms of infrastructural provision and change in pre-tertiary practices in the Colleges. The Colleges of Education must stop bell system of getting students attention for lesson, feeding, etc. Canteen system must replace the traditional dining system of eating by the college students. In this way, flexibility is created in the timing for meals and also caters for individual differences of students. Colleges must endeavour to build academic departments equipped with the necessary tools, materials and resource centres.

College environment beautification must be a whole project. In this, floral arrangement, avenue tree planting and other related provisions should be a matter of serious concern and implementation. Summer huts strategically positioned with pavement paths constructed to link various parts of the college environment present a unique feel of beauty that makes students and general workforce feel good at the environment. Staff labourer force should take over the responsibility of weeding and cleaning of the general compound of the Colleges with students concentrating on their core mandate of training in pedagogical and content knowledge of their specialized fields of study. Students on weekly bases at their hall levels and occasionally organise communal sanitation day in participating in cleaning the environment more thoroughly to help those from non-boarding second cycle institutions also learn how to use their hands in manual engagement.

Waste management of burning refuse is a thing of the past as it poses health hazard and its scene makes the environment unkempt generally. Zoomlion as seen very visible on university campus for waste collection and management should be a close partner to the Management of the Colleges of Education to help the environmental management of the Colleges. Colleges should have service points such as banking halls, fire service stations, electricity company serving point and of course health post for easy access to such facilities in times of need.

2. Student sensitization on commitment to Cost-Sharing System of financing tertiary education: A dual-track (cost-sharing) policy was instituted and proved to be very effective in augmenting the institution revenue in Makerere University and this policy is also working effectively in other Ghanaian tertiary institutions. Thus, Colleges of Education students should be sensitized to know the essence of their commitment to paying the subsidized school fees that the Parliament gives them annually to pay in their various institutions.
3. 21st Century skill-development based on creative and play-based approaches to teaching and learning adoption in delivery of curriculum. Traditional methods of teaching should be seen to be giving way to modern methods that answer the curiosity of the technological world of the present generation. Tutorial programmes should be identified to help bridge academic gaps among various groups of learners. Academic

advisors should be made readily available to trainees. In building and nurturing the academic environment, leadership should communicate with students about the academic process, measure and analyze academic results of students and the capacity of the institution as a whole. If found wanting, plans for improvement should be structured and adopted accordingly and in time, to set the new standard and tone for the academic environment.

4. **Developing Strategic Academic Partnership: Implementing change and ensuring success** calls for involvement of stakeholders who would impact positively on the process. Forti (2012) ^[8] mentioned that partnerships in implementing change should become more strategic towards achievement of specific goals. This is because strategic partners would identify and deepen their collaborative relationships to jointly implement actions toward agreed-upon goals and improve group functioning and increase ability to articulate a shared purpose. To Forti, partnership improves articulation of roles and responsibilities within the group. Partners increase formal interagency agreements and /or other collaborative protocols. Partners increase referrals to one another. Colleges therefore need to collaborate with necessary agencies such as the universities, past students, college community, etcetera in getting their academic targets achieved. This has been buttressed by Rockefeller (2011) ^[14] of World Bank who mentioned that a reform of Makerere University towards capacity building led the university administration into building stronger alumni relations, and thereby constituting groups such as Makerere Convocation and Friends of Makerere (FOMAC), cited by Atiku (2017) ^[3]. In a study conducted into the management of transitional challenges of Ghanaian polytechnics and published by Darkey and Oduro (2012) ^[5], it was found that infrastructure was a challenge. Unlike the polytechnics, the colleges of education operate strict boarding policy. To alleviate part of the burden, it is suggested that this strict policy should be relaxed so that students who could afford private accommodation could do so. Access to information, communication, and technology (ICT) and the availability of these systems with their gadgets in the institutions would also make implementation of change easier. Darkey and Oduro (2012) ^[5] recommended that government should be impressed upon to expand the infrastructure to enable the polytechnics discharge their roles effectively. These authors maintained that polytechnics have the capacity to provide certain infrastructure using their internally generated funds and their management could also contact some institutions like the World Bank to solicit funds to provide physical and academic facilities to enhance their productivity. Colleges of Education could do same to beef up their physical and academic facilities.
5. **Adoption of Cooperative Teaching to Develop Competency of Newly Recruits and other Faculty Staff:** The quality of tertiary institutions is largely determined by the quality of its academic staff and students. This presupposes that a way of managing change in the Colleges of Education in order to maintain reliability and validity in standard is to manage and train the existing staff and also to recruit competent staff to support the system (Adentwi, 2002) ^[1]. Methods such as ‘Lesson Study’ method of academic staff development on departmental basis should be encouraged. This is the situation whereby tutors engage in collaborative efforts in developing lessons and teaching those lessons under the observation of their colleagues and post-lesson discussions are held to help improve upon tutors’ skills and knowledge in their various subject areas. KJ method of brainstorming and discussion could be used for post-lesson discussions in order to involve everybody and also to eliminate the human feeling in the process as much as possible. Lesson study among tutors could be carried out in all departments to upgrade tutors’ competencies in their subject areas. Lesson study goes with matrix. This should therefore be developed jointly by staff members or an existing scholarly matrix could be adopted by departments. College Councils and Management could invite professorial staff from the mentoring universities to help in carrying out and building the culture of lesson study in the Colleges.
6. **Cooperative Education:** Another method of staff development that is proposed by this paper is Cooperative Education. Cooperative Education is a type of formal education that takes the form of on-the-job learning / training whereby performance on the job forms part of the assessment methods for certifying the learner. The education is brought down to the learner at his / her work site. This education in the Colleges could be organised by the mentoring university. This means that college workers would be working and undertaking their further award bearing education concurrently to upgrade themselves on the college campuses. This education solves the problems of absenteeism, lateness etcetera which are rather rampant in the case of sandwich courses that college workers enroll on. Cooperative education would foster collaboration among Colleges and between the Colleges and the fostering institutions (i.e the universities). Education is made practical to workers as theories translate directly into practice. This would also solve the problem of deviation in courses pursued by workers. Capacity building is part of the continuum to achieve comprehensive change. It is an element that enables influence, leverage and impact to happen. College Councils could bring up proposals to the universities requesting for this collaborative effort in upgrading workers.
7. **The Conduct of Research:** Tertiary institutions are research-oriented hence the academic staff will have to commit themselves to undertaking researches with the interest of finding solutions to their institutional challenges in diverse areas (performance of students, enhanced methods of lesson delivery in the basic schools as their products are mostly supplied to the basic education system, research into TLMs invention, etc.). Competition in the academic and professional global market is getting keener and keener everyday and therefore colleges and their staff should never relent in seeking more avenues for achieving recognized

professorial status. Tertiary institution workers especially the academic staff usually gain their promotions through research and publications, hence the colleges must take such issues as the daily bread of their days to be feeding on and would for sure digest them and derive the nutrient therein for nourishment in the tertiary system. Academic Boards should set targets for every Department of the College to meet in terms of annual publications.

8. The sexual harassment policy and its implementations to prevent academic environment terrorism faced by students from unscrupulous individuals should be made active. The Colleges have Safe Space Focal Persons and Guidance and Counselling Units. These Units should pay technical and critical attention to students' safety to avoid Sex-For-Grade (SFG) tendency in surfacing its ugly head in the Colleges. Yisau (2019) suggested that tertiary institutions can put in measures to eradicate the issue of sex for grades by creating rating portal on the institution's website for students to anonymously rate their lecturers on the scale of 10 or 100 so that if a particular lecturer has a generally poor rating, the institution could investigate into what might be happening. Yisau suggested that students should avoid as much as possible going to the offices of lecturers and hence student support administration should be provided where students can submit complaints about their grades and other related welfare issues. Colleges of Education should do similarly through their Quality Assurance Unit and Dean of Student Unit create such portal and administrative services to student to reduce student-tutor contact. This will build confidence in students for protection of their welfare to avoid unscrupulous workers from taking students for granted because the practice of sex-for-grade exists in Ghana. Academic environment terrorism does not promote quality engagement. Akaab (2011) ^[2] in a research into sexual harassment at the then polytechnics in Ghana confirmed the existence of the practice of sex-for-grade. Thus, the topic should not be taken for granted at Colleges of Education. The celebration of 'Orange the World' to end sexual harassment should not be a thin of the past at Colleges. It should be a mandate on the calendar of Colleges of Education in joining the world fight against violation against genders.

Conclusion

It is hoped that the colleges would rise and become the next generation of teacher training universities in this country towards provision of quality education. Hitherto, colleges were the main providers of teachers for basic education, however, the change in status has been aimed at improving quality in the calibre of products of the Colleges. This dream can only be realized if all hands are put on deck to deliver the academic and professional goods of the mandate they have. As a young tertiary institution, the general public, including all the philanthropists are appealed to to come to the aid of the Colleges in supporting aspects of their developmental projects. Colleges should post their institutional strategic development plans on website to attract well-wishers to come to their aid.

About the authors

Atiku and Atiku hold PhD in Educational Leadership with many years of practical experience in educational administration. Both obtained M. Ed Educational Administration and M.Phil Administration in Higher Education from the University of Cape Coast after their bachelor degrees from the same University. Both also graduated on PhD Educational Leadership from the University of Education, Winneba.

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Dr. Vincent Kwasi Atiku taught in the Colleges of Education for 16 years and heading Adidome Senior High School at the time of this publication. He has great interest in research into issues affecting educational growth and development and publishes them for attention. As a Teaching Practice Coordinator at a point in time at a College of Education, he innovatively handled the unit with much administrative tactic that both student teachers and link tutors could not oppose but to rather embrace every bits of the engagement with high level of commitment. No wonder, he got appointed as the pioneer headmaster of a new Senior High opened, a job he handled with decorum to the admiration of all.

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