

EVOLVING CHANGES AND CHALLENGES IN ORGANISATIONAL CULTURE OF COLLEGES OF EDUCATION IN GHANA: PERSPECTIVES OF WESTERN AND CENTRAL REGIONAL COLLEGES

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Abstract: This study examined changes and challenges involved in changing organisational culture in colleges of education in Western and Central Regions of Ghana. The target population consisted of all teacher trainees and tutors of one Faith-Based Mixed College of Education (FBMCOE), one State-Owned Mixed College of Education (SOMCOE) and one Faith-Based Single Sex College of Education (FBSSCOE). The accessible population was made up of first and second year students of the three colleges of education and their respective tutors. The main research instrument used in gathering data was the questionnaire. Open and closed ended questions were used. There was one main set of questions for both students and tutors. The conduct of the research was guided by four research questions. The statistical tools used for the analysis were frequency and percentage distributions. The study revealed three things; both students and tutors preferred some practices to be changed; both students and tutors identified some existing practices in the Colleges to be maintained; some new practices were recommended to be adopted.

Keywords: Colleges of Education, Cultural practices, organisational culture.

1. INTRODUCTION

It is believed by many who have studied the influence of organisational culture on organisational effectiveness and change that the key to successful organisational change is tacit culture, those underlying assumptions and beliefs that organisational members have about their organisation and the world in which the organisation functions. Bevan (2011) claims that the reason many change efforts fail is because they do not address the tacit culture.

The power of these assumptions and beliefs is that people do not think about them, but they still influence what people do. It is contended that underlying assumptions are the essence of an organization's culture, and if these assumptions are not addressed then successful change will not occur. It is also claimed that cultural assumptions and beliefs are the underpinnings of culture that determine the explicit manifestations of culture, and then proceeds to present a framework for changing organisational culture (Bevan, 2011; Karakas, 2007).

Changing a culture is a large-scale undertaking and eventually all of the organisational tools for changing minds will need to be put in play. To change or to manage corporate culture one has to be able to define and therefore pinpoint exactly what it is one is trying to change (Belias & Koustelious, 2014). In the area of organisational change management the attention of academic researchers and practicing managers has been focused on three principal questions: what changes?

why changes? and when changes? (Belias & Koustelious, 2014). All significant organisational transformations require some level of corporate culture change. Cultural change is concerned with beliefs, traditions and human behavior within the organisational structure. It is well known that as Michela and Burke (2000) claim, to change culture, we must first understand it. Goffee and Jones (2001) propose that cultural change may often happen as subtle shifts within elements that characterize a particular culture. It is also important to understand cultural change as involving strategic change.

Sathe and Davidson (2000) suggest that cultural change consists of changing people's minds as well as their behavior. The manner in which the culture changes for each individual is evoked also has an important impact on the result and the consequences for each individual. So far, it has been obvious that cultural change by its very nature is rather nebulous. Hatch's (2000) model of organisational culture change emphasizes the roles of both leaders and followers in creating and changing organisational culture. In general, these changes are moving away from traditional control, where leaders set rigid requirements, lead through fear (Belias & Koustelious, 2014).

It is widely believed that any management team involved in cultural change efforts requires an understanding of what the new cultural assumptions and behaviors of both management and staff should be to support the successful implementation of an organisational strategy. Bevan (2011) suggests that the culture of an organisation and how people respond to change is influenced substantially by the behaviours of the leader. Thus, implementing cultural change involves re-moulding behaviour and it is a major change management challenge, taking a great deal of time and hard work from everyone involved.

There is no denying the fact that one of the most important components of organisational culture is shared beliefs, and these beliefs influence decision making. The beliefs however, are not readily accessible to examination but must be searched out and observed. Underlying assumptions and beliefs comprise cognitive structures that manifest themselves in perceptual frameworks, expectations, goals, and plans (Blay, 2015; Nystrom 1993). Blay and Nystrom assert that these cognitive structures are influential in the actions of managers and organisations. According to Nystrom a field experiment was conducted in which a top manager of a company told managers of plants one and two that he expected job redesigns would raise productivity, but told plants three and four that his expectations were that job redesigns would not change productivity but would improve industrial relations.

The outcomes of job redesign matched the expectations, although different types of redesign were used in plants one and three than in plants two and four. Nystrom and Starbuck concluded that different job designs produced no difference in productivity, but different expectations did produce different outcomes. Institutional change or transformation can happen when there is a change in the organisational culture of the institution concerned. This is because "culture proves to be a critical component in understanding the processes of planned change and transformation in Colleges and Universities today" (ERIC Digest 2001: p.4).

Organisational culture has been referred to as one of four primary elements of planned change (Agin & Gibson, 2010; Eckel, Hill & Green, 1998). They state that institutional transformation: "(1) alters the culture of the institution by changing select underlying assumptions and institutional behaviours, processes, and products; (2) is deep and pervasive, affecting the whole institution; (3) is intentional; and (4) occurs over time" (p. 3).

Keup, Walker, Astin, and Lindholm (2001) in discussing the importance of organisational culture in institutional transformation organised it around three primary aspects of the change process: (1) readiness for, and responsiveness to, institutional transformation; (2) resistance to planned change and (3) the results of the transformation process. On his part, (Anaisie, 2016) explains that "failure to understand the way in which an organisation's culture will interact with various contemplated change strategies thus may mean the failure of the strategies themselves" (p.8). Case studies of corporations undergoing change and institutions engaging in transformation, depending on the fit between existing culture and the proposed change.

Other researchers, Kabanoff, Walersee and Cohen (1995) found that the type of institutional culture (eg. Elite, meritocratic, leadership, or collegial) predicted perceptions of change in the organisation. Similar to Farmer, Kabanoff, Waldersee and Cohen emphasized the importance of understanding organisational culture in change initiatives.

In their study of organisational values and institutional change they found that organisations characterized by collegial values (i.e., teamwork, participation, commitment, and high levels of affiliation) looked at change enthusiastically and in

positive terms as opposed to organisations characterized by elite, meritocratic, or leadership style value structures which were more likely to view change negatively. Although characteristics of all four value structures can be found in educational environments, the researchers found that the majority of colleges and universities included in their study were classified as collegial organisations and therefore, perhaps surprisingly viewed change positively.

It is especially relevant to Colleges and Universities in light of their long standing tradition of criticism and a variety of sub or counter-cultures based on organisational role, institutional position, or disciplinary affiliation often flourish within the university environment, supporting their own set of customs, beliefs and practices that are frequently incongruent with the larger university culture, not to mention the goals of most transformation efforts (Blay, 2015). Resistance to change is such a pervasive occurrence in attempts at planned change that researchers have begun to include resistance, crisis, conflict, and/ or politics as key elements in models of institutional transformation.

Studies of organisational culture have developed frameworks for the study of organisational culture and change that recognize the influence of tacit culture. It is recognized that just as tacit culture is not readily observable; it is also difficult to change. To influence cultural change, managers must shape organisational beliefs in the appropriate directions. To do this they must intervene in behaviour, justifications and cultural communications (Laguardia, 2008; Blay, 2015).

Managers must first change people's behaviours by requiring them to do things differently. This, of course, does not always result in a change of beliefs because of the justification that people often use for their new behaviours. They do what the boss tells them to do because they must, but they continue to share the old beliefs. In other words, managerial intervention into behavioural change may result in behavioural compliance, but not cultural commitment. Managers must remove these external justifications and emphasize intrinsic justification, i.e., encourage people to see the worth of their new behaviours. Further, Sathe argues that managers must use explicit communication (announcements, memos, etc.) and implicit communication (dress, logos, rituals, stories) to invalidate external justifications for behavior and encourage people to adopt new cultural assumptions and beliefs.

Johnson and Sholes (1992) also described a cultural web, identifying a number of elements that can be used to describe or influence organisational culture. According to him the elements include what the organisation is about, its mission and values, control mechanisms, hierarchies, rituals and routines and symbols. This cultural web is very relevant in describing the organisational culture of institutions including Colleges of Education. The practices and the leadership behaviours of students and tutors will be related to the paradigm outlined by Johnson. A common factor in the research on organisational culture and change is the view that underlying assumptions and beliefs are powerful components of culture, and are influential in organisational effectiveness and change, and are not readily observable.

Shein (2004) provided a schema of organisational values which consist of five levels: Geospatial, traditions, myths and symbols, behavior patterns, espoused values as well as embedded values and beliefs. Williams, Berger and McClendon (2005) explained that Shein's classic model of organisational culture helps us understand why surface level change has multiple levels.

According to them, the "geospatial" or surface level is most visible and focuses on tangible elements of the campus, such as the physical plant, signage, brochures, and manuals. At this point there are typically high levels of shared meaning about the fact that books are sold at the bookstore, students in residence halls, people eat in dining halls, and campus policies can be found in a handbook. Most features at this level are institutionalized across higher education, are easily recognizable on any campus, and are typically most easily modified.

The second level, comprised of traditions, myths, and symbols, is less tangible and represents patterns of thought and action that are more unique to a specific campus. Examples include graduation ceremonies, campus logos, and well-known campus stories and sagas.

The third level is comprised of routine, "everyday" behavioural patterns and organisational processes that are even harder to change. Examples might include established practices that separate student affairs and academic affairs, such as different reporting lines and different committee responsibilities across campus.

Both this level and the fourth level, espoused values and beliefs, most closely reflect the core of an organisation's culture deeply embedded values and beliefs. This is the most intractable level of organisational culture, where relatively little public, shared meaning may exist. Individuals across campus who easily share an understanding about the purpose of the

bookstore, for example, may share very little understanding about the educational benefits of an inclusive campus environment or even what constitutes academic excellence. The task, then, becomes identifying how to create powerful enough organisational learning so that deep and transformational change occurs.

Strategies for effecting cultural change as postulated by Schein (2004) include the following: Unfreezing the old culture and creating motivation to change capitalizing on propitious problems, opportunities, changed circumstances, and/or accumulated excesses or deficiencies of the past. Making the change target concrete and clear. Maintaining some continuity with the past. Creating psychological safety through a compelling positive vision, formal training, informal training of relevant groups and teams, providing coaches and positive role models, employee involvement and opportunities for input and feedback, support groups, and addressing fears and losses head on. Selecting, modifying, and creating appropriate cultural forms, behaviours, artefacts, and socialization tactics. Cultivating charismatic leaders. Having a realistic and solid transition plan. Exercising risk management by understanding and addressing the risks and the benefits as well as the potential inequitable distribution of these risks and benefits.

Belias and Koustelios (2014) explained that strategic change is a way of changing the objectives of the company in order to obtain greater success. There is no certain magic formula to do the job and of course it is not always leading to success. The practice of strategy execution has been thoroughly researched and documented in the past decades by academics. Consequently, there is no shortage of suggested approaches and principles for achieving successful strategy execution. A useful strategy for change must consider; the organisations current capabilities, the organisations' competencies and the agreed change management model for the needed change of the organization (Crawford, 2013):

Narrowing the argument to changing the school culture, Stolp and Stephen (1994) opined that Leaders who are interested in changing their school's culture should first try to understand the existing culture. According to them, cultural change by definition alters a wide variety of relationships which are at the very core of institutional stability. The most effective change in school culture occurs when the head or the principal, teachers, and students model the values and beliefs important to the institution. When that is done it means the actions and inactions of the principal will be noticed and interpreted by others as relevant. A principal who for example acts with care and concern for others is more likely to develop a school culture with similar values. On the other hand a principal who has little time for others places an implicit stamp of approval on selfish behaviours and attitudes.

1.1 Objectives of the study

The study aimed at attaining the following objectives:

1. To examine the existing institutional cultural practices in the colleges of education that ought to be changed.
2. To examine the existing institutional cultural practices in the colleges of education that needed to be maintained
3. To assess anticipated new institutional cultural practices in the colleges of education
4. To unravel the challenges faced by the colleges in relation to the changes in the organizational culture

1.2 Research questions

The study was guided by three research questions;

1. What are the institutional cultural practices that ought to be changed in the colleges of education?
2. What are the institutional cultural practices that needed to be maintained in the colleges of education
3. What new practices are anticipated in the colleges as tertiary institutions?
4. What are the challenges faced by colleges of education in relation to the changes in the organizational culture of the colleges?

2. METHODOLOGY

The study adopted mainly a quantitative cross sectional design with a survey. The target population for the study consisted of all teacher trainees and tutors in the Colleges of Education in Central and Western Regions of Ghana. According to Kumar (2011) a target population is that population which the researcher wants to generalize results. The

accessible population for the study was made up of selected teacher trainees from FBMCOE, SOMCOE and FBSSCOE. A census of tutors in the three colleges was used for the study. The sample size of the study consisted of 568 respondents, (Students: 450 and Tutors: 118.) 24% of both tutors and students population. The main research instrument used was Questionnaire. Both open-ended and closed ended questions were used. Questionnaires were used because it is one of the reliable ways of getting information from literate population.

3. RESULTS AND DISCUSSION

3.1 Research question 1: What are the institutional cultural practices that ought to be changed in the colleges of education?

3.2 Practices that need Change/Modification

Teacher Training Colleges in Ghana, now Colleges of Education share a lot of practices in common. Some of the common practices include; mode of admission, orientation of fresh students, social work and social gatherings among others. Teacher trainees and tutors from the three Colleges were asked to indicate existing practices in the Colleges which need to be changed or modified. Table 1 presents a number of organisational cultural practices identified by the respondents.

Table 1: Existing Practices Suggested by Respondents to be Changed or Modified

College	Practices	Students (%)	Tutors (%)
Faith-Based Single Sex College of Education	Students outing procedures	32.9	30.0
	Senior/Junior relationships	17.1	20.0
	Frequent roll call by administration	16.4	00.0
	Manual work (weeding & scrubbing)	13.6	25.0
	Feeding of students by College	10.7	00.0
	Compulsory social gatherings for all	5.2	00.0
	Compulsory “Mass” for all students”	3.1	15.0
State-Owned Mixed College of Education	Manual work (weeding & scrubbing)	32.9	40.0
	Working in tutors bungalows	40.8	00.0
	Getting exeat before going out	13.6	35.0
Faith-Based Mixed College of Education	Compulsory social gatherings for all	12.7	25.0
	Manual work (weeding & scrubbing)	46.2	32.2
	Welcome weeding by new students	24.5	42.0
	Getting exeat before going out	17.7	15.0
	Senior/Junior relationships	11.6	10.8

Source: Field survey, (2020)

Table 1 enumerated seven practices identified by both tutors and students that ought to be changed in FBSSCOE. Greater majority of the students were of the view that “Students outing procedures should be changed or modified (32.9%). This was followed by “Senior/junior relationship” (17.1%) locally referred to in FBSSCOE as “Morzo “Dortor” relationships. It simply means a mother and a child. The mother is the senior student while the child is the fresh student (junior). As per the names assigned to themselves so are the concomitant roles they play. The “child” serves the mother by doing almost everything for her in the College such as fetching of water, sending her bow for food at dining, washing her things for her among others. This implies that the supposed mother does not engage herself in any daily chore. The “mother” reciprocates the gesture by taking care of her in the school, being kind and generous to her in times of need and providing her with books and hand outs used in level 100.

The next practice which students wished they were stopped in the College is “Frequent roll calls by administration”. According to the students roll calls are made any day students go out on a free exeat and return. Free exeat days are fixed on Saturdays and Sundays and students who go out are supposed to return by 5 pm. In addition, intermittent roll calls are made in the night by hall mistresses to ensure that no student sleeps outside the school. The study revealed that students in FBSSCOE are not comfortable with this practice and therefore called for it to be eschewed. Manual work on campus which takes the forms of weeding and scrubbing were also detested by students. In other words, it was the wish of FBSSCOE trainees that the College authorities employ more laboureres to do the sweeping and scrubbing on campus so that they could have time for their studies. Casual interview conducted with some of the students trainees indicated that

Social duties which involve scrubbing, sweeping and weeding takes much of their time meant for private studies and these are daily routines which the College authorities ensure that they do all the time. Some tutors were of the view that the manual work form part of their training packages hence the trainees must definitely go through that.

Feeding of students by College, compulsory social gatherings and compulsory “Mass” for all students were other issues that came up from students. FBSSCOE students believed that following the new status of the College as tertiary institution, trainees should be giving the freedom to eat what they want to eat and not be tied to the food prepared and served at the dining hall. The dining hall system should therefore be abolished as it pertains in the Universities and the Polytechnics. Again, trainees did not like the idea of making all social gatherings compulsory including “Mass” for every trainee. This was because not all the students in the College are Catholics. Trainees from different religious background can be found in the College. On the part of tutors in Holy Child, they suggested that four existing practices need to be reviewed, reformed or stopped. These included: Students outing procedures (30), senior/junior relationships (20%), manual work by students (25%) and compulsory “mass” (15). The views of the tutors re-enforce some of the earlier views expressed by the trainees. It is clear that tutors would also like students outing procedures to be made flexible such that no student who wishes to go out is not turned away by tutor(s). Tutors also did not like the senior/ junior relationship, weeding and scrubbing, solely by students and “Mass” being made compulsory.

Table 1 further indicates that teacher trainees in SOMCOE identified four practices which should be reformed or stopped. They were: manual work (32.9%), working in tutors bungalows (40.8%), Getting exeat before going out (13.6%) and Compulsory social gatherings for all (12.7%). Working in tutors’ bungalow took a chunk of the percentages. Some of the students interviewed were of the opinion that such things are not done in tertiary institutions hence they should be stopped.

On the other hand tutors in SOMCOE also mentioned three things that ought to be changed or reformed. Basically they are the same things that the students mentioned apart from item 2 which borders on students working in tutors’ bungalow. Tutors did not cite that as a practice that need to stop.

Responses of trainees and tutors in FBMCOE are also captured in Table 1. The practices are similar to that of FBSSCOE and SOMCOE but there are variations in terms of the percentages. Students listed the following in order of importance: Manual work (weeding & scrubbing 46.2%), welcome weeding (24.5%), getting exeat before going out (17.7%) and Senior/Junior relationships (11.6). Tutors mentioned the same practices but differences in the extent or percentages. For example whiles majority of the students mentioned Manual work which includes weeding, sweeping, and scrubbing, most of the tutors mentioned welcome weeding (42.0%) as a practice that should be scrapped. But a critical analysis of it reveals that the welcome weeding is part of the manual work. Hence it can be concluded that both students and tutors vehemently want manual work on campus to be assigned to different people to enable the students have time for their books.

The need to change existing practices in order to make institutions more effective is supported by Fjortoft and Smart (1994). They contend that change efforts to improve institutions effectiveness would do well to address the management of institutional culture and that leaders can modify existing culture to facilitate or enhance institutional effectiveness. Other authors whose works vindicate the need to change existing culture include Bass, (1985) & Deal & Peterson, (1999).

3.3 Research question 2: What are the institutional cultural practices that needed to be maintained in the colleges of education?

3.4 Practices ought to be Maintained

Long before the Colleges were elevated to the tertiary level, the Colleges had certain organisational practices which bound both tutors and students together. The practices varied from College to College but there were certain things which were common in all the Colleges. For example feeding of students, wearing of uniform, performance of social duties in the form of weeding, scrubbing among others occurred in all the Colleges. It was against this background that respondents were asked to suggest practices they prefer to be maintained in the wake of the new status of the Colleges. Tutors and students from each of the three Colleges of education outlined a number of practices which ought to be maintained in the Colleges. Table 2 presents the views expressed by both tutors and students.

Table 2: Existing Practices Suggested by Respondents to be Maintained

College	Practices	Students (%)	Tutors (%)
Faith-Based Single Sex College of Education	High level of discipline	33.6	30.0
	Clean and neat environment	25.7	42.0
	Punctuality to social gatherings	17.9	8.0
	SRC week celebrations	13.6	00.0
	Excellence awards for performing students and tutors	9.2	20.0
State-Owned Mixed College of Education	SRC week celebrations	40.0	17.0
	Support of students leaders by College administration	35.7	43.0
	Level of discipline	24.3	40.0
Faith-Based Mixed College of Education	High level of academic performance	44.0	45.0
	SRC week celebrations	22.4	00.0
	Level of discipline	18.6	15.0
	Good performance in Sports	15.0	40.0

Source: Field survey, (2020)

In spite of the fact that tutors and students of the Colleges expressed their wishes for some of the practices of their Colleges to be changed, there were however some practices they recommended that they should be maintained. From FBSSCOE, students listed the following practices in order of importance: High level of discipline (33.6%), Clean and neat environment (25.7%), punctuality to social gatherings (17.9%), SRC week celebrations (13.6%) and Excellence awards for performing students and tutors (9.2%). As an all women institution, FBSSCOE places much premium on discipline and cleanliness. This two attributes are prerequisites for any meaningful academic performance in a College of education. Punctuality to social gatherings is a culture the College has calved for itself. Both past and present students of the College attest to this practice. They opine that it is a good practice which should be continued in the College.

The tertiarization of the Colleges came with students celebrating SRC week celebrations annually. It is an occasion that all trainees actively participate. So many programmes are lined up for SRC week celebrations and a whole week is used for the activities. Students take so much delight in celebrating the SRC week. The last item is based on excellence awards for tutors and students. This usually takes place during graduation programmes where meritorious awards are presented to students on subject area performances. There always emerge overall best students. Tutors are also awarded for long service, performance, etc. From the responses in Table 25, trainees believed that this practice is commendable and hence should be maintained. The responses from tutors of FBSSCOE indicated that among the practices outlined by students, the first to be given serious attention is cleanliness. This is because 42% of the tutors expressed that view. This was followed with the high state of discipline (30%), Awards for students and staff (20%) and punctuality to social gatherings (8%).

Responding to the same question, trainees from Foso rated SRC week celebrations as first with 40% of the views. This was followed by Support of students leaders by College (35.7%) and Level of discipline (24.3%). The practice identified by Foso students which is different from the practices identified by FBSSCOE was “The support of students’ leaders by College administration”. This is supported by the evidence in Table 5 where 72.2% of respondents affirmed that the College authorities support and back the SRC in the performance of their duties. Tutors of SOMCOE also gave premium attention to the kind of support administration gives to students leaders. This was so because 43% of the tutors expressed that view as represented in Table 2.

Trainees from FBMCOE gave similar opinions when the question was put. According to them, High level of academic performance (44.0%) was the most important practice that should be continued in the College. Following that was SRC week celebrations (22.4%), level of discipline (18.6%) and good performance in sports (15.0%). All the practices were also enumerated by SOMCOE and FBSSCOE with the exception of the progress in sports. FBMCOE College is noted of good performances in inter Colleges sports and games. This was also acknowledged by the tutors of the College who strongly expressed this view (40%). In addition students and tutors believe the College Performs well academically and

also has a high level of discipline. SRC celebration by students of the College is another practice which attracts the attention of all in the College. The College tutors and students were of the view that all these practices should be maintained in the college.

Supporting the assertion of maintaining certain cultural practices of organisations such as the Colleges of Education, studies conducted by Nadler, Thies and Nodler (2001) revealed that leaders make the mistake of thinking that they can change individuals behavior in an organisation by changing its culture. This fits very well into the perennialists' philosophy of education which emphasizes tradition, inflexible and conservatism (Kankam, 2016)

3.5 Research question 3: What new practices are anticipated in the colleges as tertiary institutions?

3.6 New Practices Recommended by Respondents

Respondents were asked to suggest new practices that the Colleges should adopt and practice that would reflect their status as tertiary institutions. The recommendations given by the respondents can be found in Table 3. Responses were treated case by case on College basis and in each case what tutors and students recommended.

Table 3: Recommended Practices by Respondents to be adopted in the three Colleges

College	Practices	Students (%)	Tutors (%)
Faith-Based Single Sex College of Education	College administration should give SRC free hand to operate	39.3	20.0
	SRC/Tutors should lead by examples	16.4	00.0
	Periodic leadership seminars for SRC	12.3	15.0
	Tutors/students welfare issues be given attention	32.0	65.0
	Students be allowed to put on any decent dress to lectures	48.5	17.5
State-Owned Mixed College of Education	Scholarship for needy but brilliant students	28.6	37.5
	Relax rules on students outings	22.9	45.0
	Students be allowed to put on any decent dress to lectures	40.2	00.0
Faith-Based Mixed College of Education	More labourers be employed to work on campus	30.4	65.0
	Relax rules on students outings	29.4	45.0

Source: Field survey, (2020)

Table 3 outlines recommended new practices for the three Colleges of education as given by the students and tutors of the Colleges. FBSSCOE identified five practices which they recommended to be adopted. In order of importance, the trainees listed the following: College administration should give the SRC free hand to operate (39.3%), Students/ tutors welfare issues be given priority attention (32.0%), SRC should lead by examples (16.4%) and periodic leadership seminars for SRC (12.3). Tutors also identified themselves with all the suggestions with the exception of one. That is, "SRC/Tutors should lead by examples". Giving the SRC free hand to operate put another way connotes lack of interferences in the activities of the SRC. This suggestion underscores the fact that the SRC in FBSSCOE might not have the requisite freedom to operate. The second suggestion made by both students and tutors borders on their welfare issues. The statement is so clear, demanding the authorities to put in measures to ensure that issues affecting the welfare of students and tutors are given priority attention. Proper handling of students and staff welfare issues could have a benign retrospective influence on the academic work in the College.

The third item was not suggested by the tutors. Instead the students did so. They demanded that their leaders (SRC) should lead by examples. Perhaps the opposite is what prevails in the College hence this suggestion. Leadership by example is always recommended as the best practice in leadership. Periodic seminars for students leaders was suggested by both students and tutors. This practice could enhance leadership roles in the College and serve as a panacea to most of the leadership problems confronting the SRC.

Students and tutors of SOMCOE College of Education suggested five practices to be adopted by the College. The first on the list is "Students be allowed to put on any decent dress to lectures (48.5%). This was put forward by both tutors and students. On the part of tutors only 17.5% recommended so. Students in all colleges of education in Ghana have

prescribed uniforms they wear to lectures. The uniforms vary from college to college. This suggestion strongly put out by Foso students implicitly underscores the fact that the students are not happy with their uniforms. Some of the students were of the view that since the colleges were tertiary, there was no need to enforce the use of a common uniform for each college. The second suggestion by the students focused on scholarship for needy but brilliant students. This was also supported by tutors (37.5%). The third suggestion which happens to be the first on the list of the tutors has to do with college authorities relaxing rules on students outings. 45% of the tutors made that recommendation while 22.9% of the students did so. As part of the rules in the colleges students cannot go out without getting written approval from college authorities. This happens to be an unpopular regulation since students are not happy with it at all. Discussions held with some of the students revealed that some tutors deny students the permission to go when they apply for permission. The result is that most of the students run to town without bordering themselves to seek for permission.

Suggestions from students and tutors from FBMCOE College were virtually the same as compared to that of SOMCOE. The difference comes in the form of priority. For example while respondents from SOMCOE prioritized the wearing of any decent dress to lectures, Students and tutors from FBMCOE emphasized first on the need to employ more labourers to work on campus (40.2%). The wearing of any decent dress to lectures and the relaxation of the rules on students' outings were also suggested by the respondents in FBMCOE.

Suggestions and recommendations made by the respondents are meant to effect changes in the way things are organized in the Colleges of Education. Goodwinn et al (2009) affirm this position when they indicated that the most effective change in school culture occurs when the head or principal, teachers and students model the values and beliefs important to the institution. This change is however predicted based on the type of institutional culture practiced (Blay, 2015; kabanoff, Waldersee & Cohen, 1995).

3.7 Research question 4: What are the challenges faced by colleges of education in relation to the changes in the organizational culture of the colleges?

3.8 Challenges in Changing Organisational Culture

There are a number of challenges which affect changes in the culture of every organization including schools, Colleges of Education, Polytechnics and Universities. These challenges much as they result from change, they as well inhibit change in the schools. Table 4 presents challenges identified by the respondents in their various Colleges as confronting change.

Table 4: Challenges Involved in Changing Organisational Culture of Colleges of Education

Challenges	FBSSCOE		SOMCOE		FBMCOE		Total	
	(%)		(%)		(%)		(%)	
	TR	TU	TR	TU	TR	TU	TR	TU
Unwillingness to accept change	42	62	57	65	20	77	40	68
poor conceptualization of the new practice	32	49	15	61	12	59	20	56
Fear of change	47	80	74	64	80	90	67	78
lack of commitment to change	23	67	53	60	66	62	47	63
lack of information about the change	78	82	52	48	75	69	68	66
How to manage a change	35	55	53	67	42	78	43	67
Inadequate planning for change	50	76	75	87	64	89	63	84
Maintaining standards	65	77	46	00	44	63	52	61
Maintaining discipline in the school	70	64	72	40	68	91	70	65
Beauraucratic structure in the school	12	62	80	85	52	79	48	75

(TR: Trainees; TU: Tutors)

Source: Field survey, (2020)

Student's responses generally indicate that four of the challenges are the most pressing ones; maintaining discipline (70%); lack of information about the change (68%); Fear of change (67%) and inadequate planning for the change (63 %). However, for FBMCOE students, the first three challenges include; fear of change (80%); lack of information about the change (78%); and maintaining discipline in the school (72%). In terms of ranking, SOMCOE students identified beauraucratic structures in the school (80%), inadequate planning for change (75%) and maintaining discipline in the school. FBSSCOE on the other hand, identified their biggest challenges as lack of information about change (78%), followed by maintaining discipline and maintaining standards (65%). Maintaining discipline in the Colleges appears to be a herculean challenge in view of the fact that students from all the three Colleges attested to that.

Tutor respondents generally found 'inadequate planning for change' (84%) as the one with the highest percentage response. Other pressing challenges identified by the tutors include; fear of change (78%), beauracratic structure (75%); Unwillingness to accept change (68%) and how to manage change (67%). The tutors again cited 'Poor conceptualization' as the challenge with the least percentage (56%). McManus, (2003) Supports some of the challenges mentioned such as 'Fear of change' and 'unwillingness to accept change' McManus identified these as challenges; Loyalty to existing relationships, Failure to accept the need for change; Insecurity; Preference for the existing arrangements; Different personal ambitions; Fear of change: Loss of power; Loss of skills; Loss of income; Fear of the unknown; Inability to perform as well in the new situation; Break up of work groups among others. Supporting the challenge of maintaining discipline in the colleges of Education, Ndiku (2004) that the school situation in Ghana demands that the headteacher be effective in maintaining discipline by emphasizing good –oriented, relevant, immediate and consistent types of disciplined behaviour. Unqualified school managers are likely to be the major cause of many of the management related crises

Discussions based on the changes in organisational culture revealed three things. First, some practices in the Colleges of Education need to be changed or reviewed. Second, some practices in the Colleges ought to be maintained and third, some new practices should be employed. The data show that most of the views and suggestions put across by tutors and students were similar or same. Respondents identified the following as practices which should be reviewed in the Colleges: Strict students outing procedures, senior/Junior relationships, frequent roll call by administration, manual work (weeding & scrubbing), feeding of students by College, compulsory social gatherings for all, compulsory "Mass" for all students", working in tutors bungalows", welcome weeding" by new students.

Respondents strongly recommended that the following organisational practices should be maintained in the Colleges of Education in spite of the new status of the Colleges: High level of discipline, clean and neat environment, punctuality to social gatherings, SRC week celebrations, Excellence awards for performing students and tutors, support of students leaders by College administration, high level of academic performance, Good performance in Sports.

The third aspect of the discussion focused on practices recommended by the respondents to the Colleges to adopt. They include: College administration should give SRC free hand to operate, SRC/Tutors should lead by examples, periodic leadership seminars for SRC, tutors/students welfare issues be given priority attention, students be allowed to put on any decent dress to lectures, scholarships for needy but brilliant students, relax rules on students outings, and more labourers be employed to work on campus.

A number of challenges were identified by both students and tutors as regards to changing organisational culture of the Colleges of Education. Prominent among the challenges include: fear of change, maintaining discipline and standards, lack of information about change, lack of commitment to change, stringent bureaucratic structures and how to manage change. These challenges could prevent, obstruct or hinder change if not tackled appropriately. Student's responses generally indicate that four of the challenges are the most pressing ones; maintaining discipline (70%); lack of information about the change (68%); Fear of change (67%) and inadequate planning for the change (63 %). However, for FBMCOE students, the first three challenges include; fear of change (80%); lack of information about the change (78%); and maintaining discipline in the school (72%). In terms of ranking, SOMCOE students identified beauraucratic structures in the school (80%), inadequate planning for change (75%) and maintaining discipline in the school. FBSSCOE on the other hand, identified their biggest challenges as lack of information about change (78%), followed by maintaining discipline and maintaining standards (65%). Maintaining discipline in the Colleges appears to be a herculean challenge in view of the fact that students from all the three Colleges attested to that.

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From the discussions above, it is clear that one of the major findings of the study is about changes in organisational culture. The study revealed that certain aspects of College culture should be maintained, others should be abolished whilst new practices should also be employed. This is consistent with the theories of social change advocated by Emile Durkheim, Robert Merton and Talcott Parsons (Mickmack, 2015). Furthermore, the outcome of the study can be explained in relation to the conceptual framework which was derived from Merton and Parsons' views of functionalism identified which identifies a correlation between College culture and every structure of the College. In other words, College culture influences every activity in the College. Then, on the other hand, roles of the various structures of the College also influence the culture of the institution.

4. CONCLUSIONS AND RECOMMENDATIONS

The outcome of the survey conducted on changes in the organizational culture revealed four things. First, both tutors and students in the Colleges agreed that there have been changes in some aspects of the practices of the Colleges. It also emerged that students and tutors also preferred some practices to be changed, whilst others are maintained. Furthermore, new practices were suggested for adoption by the Colleges. These practices were mentioned by the respondents to be changed; Students outing procedures- Getting exeat before going out; Senior/Junior relationships; Frequent roll call by administration; Manual work (weeding & scrubbing); Feeding of students by College; Compulsory social gatherings for all; Compulsory "Mass" for all students"; Working in tutors bungalows and "Welcome weeding" by new students (peculiar to FBMCOE).

The following Organisational cultural practices were mentioned by the respondents to be maintained in the Colleges of Education in spite of the new status of the Colleges: High level of discipline; Clean and neat environment; Punctuality to social gatherings; SRC week celebrations; Excellence awards for performing students and tutors; Support of students leaders by College administration; High level of academic performance; Good performance in Sports

Finally, the following recommendations came up so strongly from both students and tutors for practice by College authorities: College administration should give SRC free hand to operate; SRC/Tutors should lead by examples; Periodic leadership seminars for SRC; Tutors/students welfare issues be given priority attention; Students be allowed to put on any decent dress to lectures; Scholarships for needy but brilliant students; Relax rules on students outings and more labourers be employed to work on the campuses.

A number of challenges were identified by both students and tutors with regards to changing organisational culture of the Colleges of Education. Prominent among the challenges include: fear of change, maintaining discipline and standards, lack of information about change, lack of commitment to change, stringent bureaucratic structures and how to manage change. From the student's perspectives, four of the challenges are the most pressing ones; maintaining discipline (70%); lack of information about the change (68%); Fear of change (67%) and inadequate planning for the change (63 %). However, for FBMCOE students, the first three challenges include; fear of change (80%); lack of information about the change (78%); and maintaining discipline in the school (72%).

Tutors generally found 'inadequate planning for change' (84%) as the one with the highest percentage response. Other pressing challenges identified by the tutors include; fear of change (78%), beauracatic structure (75%); Unwillingness to accept change (68%) and how to manage change (67%). The tutors again cited 'Poor conceptualization' as the challenge with the least percentage (56%).

Measures should be put in place by College authorities to create democratic, open and transparent administration to ensure that both students and tutors operate without fear of being maligned or discriminated against.

Finally, College authorities should take a second look at the rules bordering on students' outings and relax the rules. This will forestall the incidents of students running to town under cover of darkness

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