

Status Change Process in Tutor Professionalism in Selected Colleges of Education in the Volta Region, Ghana

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Abstract

This study conducted in 2018 had the purpose to explore College of Education tutors' experience of status change in tutor professionalism in two selected Colleges of Education in the then Volta Region following the upgrading of the colleges into tertiary institutions. The study adopted qualitative design and purposively sampled a total of 24 tutors comprising 17 who had mismatch of bachelor's and master's degrees and 7 who had only bachelor's degrees. Data transcription, manual coding and interpretation were carried out under thematic analysis. The study revealed that a good number of the affected tutors readily responded to the call for further studies, others did hesitantly whilst others did not because they were soon going on compulsory retirement. Out of the enrolled, majority completed and changed their status whilst others were still pursuing their programmes. The impromptu ultimatum given to the affected tutors with no study leave was a great challenge to some of them and with no continuous professional development policy to cushion them. The study concluded that though NCTE's call for postgraduate degree upgrading was impromptu, it helped many tutors to enroll on further studies, graduated and changed their status including the fact that such tutors work output at college and on their studies were affected negatively due to combination of the two roles. Recommendation include Governing Councils of all colleges instituting continuous professional development policy; affected tutors to be given extra grace period to upgrade among others.

Key words: Status Change, Continuous Professional Development, Mismatch Qualifications, Tutor, Colleges of Education, Research Masters

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1. Introduction

1.1 Background to the Study

The teaching profession has been undergoing changes as education is being developed to better meet social, political, economic, spiritual, technological and skill needs of the global world. The process requires reviews of the professional qualifications of the teaching staff who engage in the development of human resources for the general growth of economies. It is therefore important that teachers update their knowledge and skills by undergoing continuous professional development to abreast themselves with modern knowledge and skills for quality teaching and learning to meet the changing needs of society. Newton (2001) emphasized that quality teaching has become an issue of importance since the landscape of higher education has been facing continuous changes just to ensure the provision of quality education for addressing the socio-economic, technological, political and global needs of society and the world at large. Globalisation makes reforms necessary for tertiary institutions worldwide since global exchange is transformative, and all policies and institutional habits are ripe for reconsideration in the light of global change. No country could achieve meaningful and sustainable development if it does not dependent on products of its local education and foreign institutions for its manpower needs (National Accreditation Board, 2019).

Teachers must attain the highest possible qualification to produce quality manpower to meet the needs of the country. Newman (2013) stressed that factors, including globalisation, economic integration, regional and continental agreements on trade, movement of labour among others make it imperative for movement of qualifications across borders. This means that a lecturer at a college of education in Ghana can lecture at a university college in UK and vice versa. Commenting on the issue of global qualification, Knox (2019) also emphasized that to be a lecturer at a university in the United Kingdom, one needs PhD as a basic requirement. To be a lecturer in Australia, India, Southeast Asia, South Africa, Ireland, United States, Germany, and France, a person must hold PhD (Hartley, 2019). Wanza (2019) contributed to it by saying that in October 2019 in Kenya, only PhD holders would be allowed to teach at universities as lecturers. To keep all lecturers on their toes, Dzenga (2019) contributed to the discussion on qualification demands for lectureship in universities of Zimbabwe, and advised that lecturers with the requisite qualifications and those without should adopt a 'publish

or perish' approach to work to help them upgrade more quickly. The globally standardised qualification demands for lectureship in tertiary institutions contribute to shortages of lecturers at the higher education institutions due to increased student populations and global mobility of lecturers, and these get worsened at transitional stages of many institutions.

Nyarko (2011) presented an address on polytechnic education in Ghana and noted that the polytechnics faced serious staffing problems when they were upgraded from second cycle institutions to tertiary institutions in the 1993/1994 academic year. He said inadequate qualified and professional staffing created problems for teaching, learning and research. This means at the time of the migration, most of the staff of the polytechnics did not have the requisite qualification for lectureship. Moreover, getting the professional staff to handle the programmes in the various departments was a challenge at the polytechnics in the country. Thus, the training of manpower for economic, social, political and cultural development became constrained as a result.

According to Nyarko (2011) the polytechnic authorities responded to this challenge by adopting pragmatic staff development programmes. Due to this, the Polytechnics were able to upgrade the qualifications of most of their staff. They achieved this by sending several staff on study leave in institutions in Ghana and abroad. Nyarko concluded that at the beginning of the polytechnic upgrading exercise in the 1993/94 academic year, only 2% of the academic staff had postgraduate qualifications but by 2002, the number had risen to 28% and by the 2006/2007 academic year, the number rose to 41.7% (National Council for Tertiary Education, 2007). Ministry of Education (2014) threw light on this by saying that in the 1989/1990 academic year, just before the upgrading exercise, only 21% of the polytechnic lecturers possessed at least first degrees. The limited qualification situation of the polytechnics improved as time went on.

The National Council for Tertiary Education (2017) reported that as at the 2014/2015 academic year, more than two-thirds of the polytechnic teachers possessed post-graduate qualifications including PhDs. By 2013, the Polytechnics in Ghana could boast of 75 PhD holders and 1,366 Master's degree holders from the chequered beginning. The public universities in Ghana are facing the same qualification challenges that the technical universities have been going through. The Business and Financial Times (2015) in a bid to throw light on the need for prompt response to postgraduate degree upgrading at the eight public universities reported that all the major public universities in Ghana were experiencing a shortage of teaching staff as they had to compete for a shrinking pool of available lectureship talents at a time when education policymakers had tightened qualification requirements for teaching at the university. According to Business and Financial Times, the National Council for Tertiary Education (NCTE) found that the 2,676 academic staff in all the eight public universities is inadequate to teach and supervise the academic work of more than 128,326 students. NCTE in Ghana noticed that this situation was affecting the quality of education in the country. It indicated that out of the total academic staff of 2,676 in the universities, 317 were professors/associate professors while 514 were senior lecturers, with 1,490 being lecturers and 354 being assistant lecturers. Only one person was classified as a tutor in these public universities. The data did not consider the academic staff strength of Kwame Nkrumah University of Science and Technology.

According to the National Accreditation Board (2019) and Kuseh (2013), the minimum requirement to lecture in Ghanaian universities is a terminal degree, that is, a PhD. However, one can also lecture with a researched master's degree pursued for at least one-year duration. Such a degree includes an M. Phil (Master of Philosophy), M.A. (Master of Arts), MBA (Master of Business Administration) and M.Sc. (Master of Science). It stresses that in public universities like the University of Ghana, the least qualification one requires to lecture without a PhD is Assistant Lecturer (having a master's degree). However, to stand a good chance of becoming a lecturer in Ghana, one needs to hold a PhD. The qualification demands for lectureship have ostensibly been raised up in all tertiary institutions because of the need to train high quality manpower with the requisite knowledge, skills and attitude for production of needed goods and services in the dynamic, sophisticated and changing global market economy. The higher qualification requirement for lectureship to produce quality manpower has not been limited to the universities alone but extended to the colleges of education in Ghana which have gone through transitions and got migrated as tertiary institutions. The goal is to ensure quality teaching and learning and raise the standard of education in the country.

The Colleges of Education in Ghana like other institutions, have undergone many changes since the introduction of teacher training institutions in Ghana (Atiku, 2017; Addo-Obeng, 2008). The Colleges of Education which were formerly known as Teacher Training Colleges initially offered 2-year Post-Middle Certificate "B" programmes, followed by 4-year Post-Middle Certificate "A" and 2-year Post-Secondary Certificate "A" programme. The 2-year certificate 'A' programme was later extended to a 3-year programme, which ran alongside the 4-year certificate "A" programmes until it was curtailed in the 1980s (Addo-Obeng). The 3-year

certificate 'A' programme continued until 2004 when the colleges were mandated to offer a 3-year Diploma in Basic Education Programme (Atiku 2017). This was published in the Government White Paper with the declaration that "all Teacher Training Colleges will be upgraded into diploma-awarding institutions and will be affiliated to the education-oriented universities" (Government of Ghana, 2004, p. 31). By this, the policy of government was that by 2015, all levels of pre-tertiary education should be staffed with professionally trained teachers with the purpose of raising the standard of pre-tertiary education in the country. In 2012, Government of Ghana transited the Teacher Training Colleges into tertiary institutions backed by Act 847 of 2012 to be known as Colleges of Education to 'offer programmes for the award of diplomas and other certificates (degrees) through affiliation with chartered institutions accredited by the National Accreditation Board' (Government of Ghana, 2012, p. 5). The Act charged the Colleges of Education to provide teacher education to citizens in the teaching profession; 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; expose students to modern and innovative techniques of teaching and learning in order to promote critical thinking and problem-solving skills in the classroom; ensure that basic research and action research form an integral part of teacher education to promote quality teaching and learning in the classroom (Government of Ghana).

The Act 847 mandated the Colleges of Education to work towards the achievement of the following aims: Train students to acquire the necessary professional and academic competencies for teaching in pre-tertiary institutions and non-formal education institutions; build the professional and academic capacities of serving teachers for the effective teaching of Science, Mathematics, Information and Communication Technology and other related subjects to meet the needs of contemporary society; and foster links with the relevant institutions and communities in order to ensure the holistic training of teachers (Government of Ghana, 2012). Since the basic aim of the transitional policy is to raise the standard of pre-tertiary education at all levels by training teachers to acquire higher certificates for quality service, it became necessary that the tutors in charge of imparting the education in the Colleges of Education too acquire higher education certificates for effective and efficient service delivery. It is in the light of this that the policy directed all tutors in the Colleges of Education to be holders of at least researched master's degrees in the relevant subjects being taught, within 5 years. It further directed that tutors with mismatch programmes in first and second degrees popularly referred to as "skirt and blouse," should resolve the mismatch within the same period to avoid down-grading or termination of appointment (NCTE, 2015). It is significant to know that when the former Teacher Training Colleges were asked in 2004 to start running Diploma in Basic Education, the tutors who were holding Diploma certificates were asked to either upgrade to degree status to match the change requirements being introduced or leave the Colleges of Education system for basic or secondary schools. The rationale for the change was to raise the standard of Basic Education by training teachers to acquire desired capacities for teaching and therefore improve educational outcomes.

When the Education Act of 2008 which advocated for Teacher Training Colleges and other post-secondary institutions to be made tertiary, a new qualification demand was placed on all the tutors to have at least researched master's degrees in relevant subject areas being taught in the Colleges of Education. The 2008 Education Act was followed by the passage of the Colleges of Education Act 847 in June, 2012 which officially turned all the 38 public and the 8 private Colleges of Education to full tertiary status to offer programmes for the award of diplomas and other certificates through affiliation with other chartered institutions accredited by the National Accreditation Board. With the new tertiary status of the Colleges of Education, there is the need to upgrade the qualifications and competencies of the tutors to meet tertiary lecturing requirements. It was planned by government that in 2018, the Colleges of Education would be renamed University Colleges of Education and would start running first degree programmes like any other tertiary institution. The tutors therefore need to be holders of at least research master's degrees to enable them build the academic and professional capacities of the students on the new degree programmes.

The Colleges of Education Act 847 made it compulsory in implication for all tutors to either upgrade themselves to master's degree status within 5 years or leave the colleges for lower levels (NCTE, 2015). Osei and Adu (2016) stressed that the status granted by Act 847, of 2012 qualifies Colleges of Education to be included in the list of tertiary institutions and must function as such. By 2018 / 2019 academic year, the colleges of education rose from 38 to 46 and government carried out new affiliation arrangement by affiliating them with five public universities (University of Education, Winneba, University of Cape Coast, University of Ghana, Kwame Nkrumah University of Science and Technology and University for Development Studies) in Ghana to offer a 4-year Bachelor of Education degree in various programmes with effect from October, 2018 to fulfil government commitment (Boahene, 2018). This further implies that qualifications of the tutors of the colleges must commensurate with those of the lecturers of these universities to enhance exchange service delivery. Some of the tutors fell short of the required qualifications of at least having researched master's degrees which must

correspond with their first degrees. This pushed tutors into embarking on postgraduate degree programmes variously. This study is to explore the tutors' experience of status change process in tutor professionalism in the light of government's demand for change in their professional qualifications to match tertiary standards.

1.3 Statement of the Problem

Quality education has become an issue of concern to national and international organizations with the stress that teacher quality must be a priority towards achieving quality education. This is because no educational system can rise above the quality of the teachers who provide the education (Dienye, 2011). The Government of Ghana has upgraded teacher training colleges into tertiary education institutions through enactment of Colleges of Education Act, Act 847. This has placed demand on tutors at the colleges to upgrade their qualifications. T-TEL Ghana (2015) found out that there is a disparity between the professional values and skills demanded from the 21st century teachers and those available among the beginning teachers of the teaching population in Ghana. It observed that, the Diploma in Basic Education curriculum being run in the Colleges of Education did not adequately prepare trainees to teach in Ghanaian schools since it had a limited connection to the real-world needs of teachers. The teacher-trainees finish their training programme, and enter the profession which treats them as people lesser than other highly skilled professionals. The report further has it that professional development for teachers is generally low and questionable. Dienye (2011) in a related study in Nigeria on teacher education came out that there is poor funding of education which has relegated in-service professional development to the background. The Federal Government has not been able to get the 26% budgetary allocation set by UNESCO for education. The highest allotted budget has been 6.4% (Briggs, 2010). Lifelong education for teachers remains non-existent due to lack of funds. Teachers do not get sponsorship for in-service training, and there are inadequate infrastructural facilities for the provision of quality education in teacher training institutions.

To suffice it, Armah (2017) has identified the challenge of high proportions of untrained teachers in the teaching profession who numbered 22,071. As a result, quality education delivery remains a mirage in our educational institutions. The Ministry of Education (2018) in an education sector analysis report came out that less than 40% of teachers at the tertiary level have terminal qualifications. This means more qualified lecturers are needed to enhance quality teaching and learning in schools. The National Council for Tertiary Education (2012) also conducted a survey on the qualifications of tutors of the Colleges of Education. The survey results are shown in Table 1.

Table 1: Qualifications of tutors of the colleges of education in 2012

Qualifications	Number	Percentage (%)
PhD	1	0.09
Master's Degrees	436	37.46
First Degree	602	51.72
Other Qualifications	126	10.82
Total	1165	100

Source: National Council for Tertiary Education (2012)

Table 1 shows that only 37.55% of the tutors qualified (those with PhD and Master's degrees) for tertiary teaching. Even within this group, there were tutors whose first-degree qualifications did not match with the second degree programmes.

Table 2 also gives a clear picture of the qualification of tutors in the colleges as at 2015.

Table 2: Qualifications of tutors of the colleges of education in 2015(Dzandu, 2015)

Qualifications	Number	Percentage (%)
PhD	3	0.22
M.Phil	267	19.24
Other Masters	391	28.17
First Degree	563	40.56
Other Qualifications	169	12.18
Total	1,388	100

It is evident from the table that tutor qualifications in the Colleges of Education were far below the tertiary requirements and standards. NCTE (2015) directed that such tutors are not qualified and need to resolve the mismatch through further studies. Since the tutors are responsible for preparing the teachers for the pre-tertiary education system, it becomes necessary that such tutors pursue higher education to give the needed professional and academic training to student-teachers who are to engage in quality instructional delivery.

Considering the findings on the structure and challenges of teacher education in Ghana, and the fact that no study has been conducted in the context of this study, it has become necessary to conduct a study into some selected Colleges of Education tutors' experiences of status change process in tutor professionalism in order to unearth their peculiar in-service education experiences in pursuing post-graduate studies for the needed attention and support.

1.4 Purpose of the Study

The purpose of the study is to explore the College of Education tutors' experience of status change in tutor professionalism in selected Colleges of Education in the Volta Region following the upgrading of the colleges into tertiary institutions.

1.5 Objectives of the Study

The following are the specific objectives the researcher sought to achieve.

1. Find out how the tutors of the colleges of education have responded to the call for graduate degree upgrading.
2. Discover how the tutors with mismatched programmes in their first and second degrees are addressing their predicament to avoid being either down-graded in rank or have their appointment terminated.
3. Examine the kind of postgraduate degree programmes the tutors have gone for, in order to assess their implications for the future performance of such tutors.

1.6 Research Questions

The following are the questions that guided the study:

1. How have the tutors of Dambai and St. Francis Colleges of Education responded to the call for postgraduate degree upgrading by NCTE?
2. How are the tutors of Dambai and St. Francis Colleges of Education with mismatched programmes in first and second degrees addressing their predicament to avoid either being down-graded in rank or having their appointments terminated?
3. What kind of postgraduate degree programmes have the tutors of Dambai and St. Francis Colleges of Education pursued?

1.7 Significance of the Study

The importance of this research for practice, policy and theory cannot be over-emphasized. Firstly, the affected tutors would improve their professional competence after graduating on their programs. Secondly, there would be improved curriculum delivery by the tutors leading to improved learning outcomes of college of education students with the attendant positive effect on raising the standard of education in the country. Again, the

published work would enable policy makers, especially the Ministry of Education (MoE) and National Council for Tertiary Education (NCTE) to have relevant information on the effects of the policy to help them improve on future policies in the area. Above all, the published findings of this study would contribute to knowledge and theory on tutor professionalism in existence. It would, therefore serve as a guide for incoming researchers.

2 Related Literature Review

2.1 Introduction

The following have been looked at:

1. The concepts of status, change and professionalism
2. The History of Status Change in Teacher and Tutor Professionalism in Ghana
3. The response of transitional tertiary staff to call for post-graduate degree upgrading
4. Mismatch in first and second degrees of tertiary workers and how to address them
5. Kind of postgraduate degree programmes transitional tertiary college of education staff pursue
6. Teacher Professionalism Theory

2.2 The Concepts of Status, Change and Professionalism

Until 2012, a tutor's professional qualification status was having at least first degree qualifications. However, from 2012, the Colleges of Education Act 847 made it mandatory for all tutors to be holders of at least postgraduate master's degrees in relevant and related subject areas being taught in the colleges of education. The departure from a lower qualification (graduate first degree) to a higher qualification (postgraduate master's degree in relevant and related fields) to be accepted as qualified to teach in colleges of education amounts to a change in the existing status of the tutors. Dowuona and Sarfo (2015) in giving the reasons for the change in the status of the tutors remarked that the staff of the Colleges of Education were until 2012 operating Ghana Education Service scheme. In this regard, the requirements for staff appointments, designation and promotion were in accordance with the Ghana Education Service Council regulations. All the staff categories serving in the Colleges of Education before June, 2012 were thus employed by the Ghana Education Service (GES). In 2012 however, the Colleges of Education Act 847 was passed, and this upgraded the Colleges of Education to tertiary status demanding higher qualifications from the tutors and moving their management from GES to National Council for Tertiary Education (NCTE). For a tutor to be deemed qualified to teach, he/she must have pursued at least a master's degree in the same field of his/her undergraduate degree. Osei and Adu (2016) emphasized that the transitional stage of Teacher Training Colleges to Colleges of Education with tertiary status calls for the need to constantly improve the skills and competencies of academic staff to enable them meet the challenges at workplace, technological and global trends of development in our contemporary societies as expected of them. The staff of the Colleges of Education, therefore, have the responsibilities to train future trainers in the education sector, and with their tertiary status, their job requirements would be more complex in nature than before.

Change means making something different from the way it was originally (Ngozi, 2015). Thus, it is making something or someone pass from one state or form into another. The former qualification state of College of Education tutors (at least first degree) has given way to a new level of qualification (at least master's degrees). This is regarded as status change in tutor professional qualification, and this has brought a change in the colleges as organisations. Greger (2006) noted that change is an inevitable fact in all spheres of life. He added that change is not only inevitable but a preordained, fated, and divine phenomenon. This means that change is natural and a necessary part of life. It is constant in both our professional and our private lives. The key purposes of change are to improve performance and meet expectations. Lorenzi and Riley (2000) categorised the inevitable changes that occur in organisations as *operational changes*, *strategic changes*, *cultural changes* and *political changes* in staffing organisations. Burnett (2014) identified factors that drive change as from internal dynamics and external reasons. This is corroborated by Transentis Management Consulting GmbH and Co. KG (2017) when they said change is driven by factors within the enterprise itself to reposition the enterprise within a market. Nihan (2010) says 'professionalism' is synonymous with "success". Hoyle (2001) defined professionalism as strategies and rhetorics employed by members of an occupation in seeking to improve status, salary and conditions. He elaborates by asserting that professionalism is related to the improvement in the quality of service rather than the enhancement of status.

Boyt, Lusch and Naylor (2001) see professionalism as a multi-dimensional structure consisting of one's attitudes and behaviours towards his/her job and it refers to the achievement of high-level standards. Glattenhorn (1987) regarded teacher professional development as a growth that occurs through the professional cycle of a teacher. Professional development is an on-going process throughout a teacher's career which prepares him/her for the changing classroom and provides rich opportunities for teachers to continue to develop their teaching skills and subject matter knowledge. This ensures quality of teaching, enhances student learning, and ensures that high

quality teachers are placed in all classrooms. David (2000) has identified five characteristic criteria for measuring what is regarded as ‘professionalism’ as provision of an important public service; use of a theoretically as well as practically-grounded expertise; having a distinct ethical dimension which calls for expression in a code of practice; requiring organization and regulation for purposes of recruitment and discipline; and the practitioners require a high degree of individual autonomy for effective practice.

European Commission (2007) identified three key elements that contribute to the professionalism of teachers as knowledge, conduct of research with corresponding publication and practice, and having right attitudes. Edutopia (2008) stressed the importance of teacher professionalism by saying it is of a great value because students deserve the best, as great teachers help create great students. In this regard, it is critical to pay close attention to how we train and support both new and experienced educators. Teacher professionalism is achieved through teacher preparation, induction programmes and on-going professional development (Edutopia, 2008). Many colleges and universities are revamping their programmes to include an emphasis on content knowledge, increased use of educational technologies, creation of professional-development schools, and innovative training programmes to ensure proper teacher professional development. Teacher professionalism is also achieved through on-going professional development. It is essential for veteran teachers to have on-going and regular opportunities to learn from each other and pursue further studies. This is because on-going professional development keeps teachers up-to-date on new research on how children learn, emerging technology tools for the classroom, new curriculum resources, and many more. It is critical to note that the best professional development practice is on-going, experiential, collaborative, and connected to and derived from working with students and understanding their culture. For teachers to be regarded as professionals, it is important that they pursue long years of studies in a field of choice. It could mean continuation of further studies in the chosen field. This means for instance pursuing a post-graduate degree programme in the same field (area) as the undergraduate degree programme. Thus, both degrees must be in the same subject area.

It is important to note that the change from teacher training colleges to colleges of education with tertiary status has put a lot of responsibilities on the academic staff of the colleges. This is viewed from the functions of Colleges of Education as spelt out by Government of Ghana (2012) in Colleges of Education Act, Act 847, 2012 where the academic staff plays very important roles in ensuring quality education. They are tasked to educate every student to the best of his/her ability, maintain high academic standard and engage in skilful teaching and realize the implications of their teaching as they are accountable for whatever goes on in their field of work. This responsibility of educating the masses requires the academic staff to be equipped in the skills and knowledge in their subject area, keep abreast with societal demands in education, and be acquainted with research on the instructional process and on new methods of teaching which will promote the attainment of the general educational goals (Rebore, 2007). According to Osei and Adu (2016), such skills and knowledge expected from lecturers in tertiary institutions are equally expected from tutors in colleges of education due to their status as tertiary institutions.

When the former Teacher Training Colleges were asked in 2004 to start running Diploma in Basic Education, the tutors who were holding Diploma certificates were asked to either upgrade to degree status to match the change requirements being introduced or leave the Colleges of Education system for basic or secondary schools. With the new tertiary status of the Colleges of Education upgrade the qualifications and competencies of the tutors to meet the requirements for tertiary teaching is demanded. The tutors therefore need to be holders of at least master’s degrees. The government in conjunction with NCTE made scholarship funds available for willing tutors to upgrade themselves. This provision is to serve as a motivation for tutors to upgrade themselves.

2.3 The History of Status Change in Teacher and Tutor Professionalism in Ghana

Formal education started in this country in 1529 at the Elmina Castle in Cape Coast by the Portuguese merchants (McWilliam & Kwamena-Poh, 1978). When the missionaries (Wesleyan, Bremen, Catholic, Anglican, Methodist, Basel and Islamic missionaries) started their basic schools they depended on their catechists as teachers and sent some of their students overseas for training as teachers for use in their schools in the country. The missionaries started training their teachers in the missionary teacher training colleges and seminaries (Basel Seminary at Abetifi, Abetifi College of Education), in 1898, Akropong Training College (1848) and Wesley College, Kumasi (1924) – formerly, Aburi Kemp - 1918). From here, it is clear that teacher education and training in Ghana started from the missionary teacher training colleges where catechists were the tutors. Students for teacher training colleges were drawn from pupil teachers, primary school pupils who had passed Standard Seven (7) Examination after schooling from standards 1 to 6 and practising teachers who all had to be trained for 2 years for Preliminary Third-Class Certificates. In 1941, a Central Advisory Committee on Education formed presented its reports to government. It recommended the introduction of a 2-year certificate ‘B’ training course for teachers of the 6-year Infant-junior Primary Schools to augment the drastic shortfall in teacher supply due to

the resignation of many teachers from the teaching service to become cocoa farmers due to poor teacher remuneration and conditions of service caused by the poor economic conditions of the world war II. The committee also proposed that there should be a 4-year Certificate 'A' course for teachers of the 4-year Senior Primary Schools to be set up. The Certificate 'B' teachers were offered the chance after completion and teaching for at least 2 years to go for a 2-year 'post-B' course to be awarded Certificate 'A'. The initial colleges were thus offering both certificates A and B, and were given the autonomy to conduct their own examinations even though the Education Department still issued their certificates until 1958 when WAEC took over following recommendations by the Conference of Training College Principals. WAEC therefore was in charge of organising both training college entrance examinations and the final year examinations for the student trainees until 1978 when the Institute of Education, University of Cape Coast, took over the certification of post-secondary cert 'A' teachers. In 1957, the primary and middle school leavers were given training for 2 years and given Certificate 'B' (2-year Post-primary or Post-middle Certificate 'B') to qualify them teach. Secondary school leavers who had quite increased in number and got admitted to training colleges were given a 2-year post-secondary training course for Certificate 'A' for the first time in the country (McWilliam & Kwamena-Poh, 1978) to teach. Teacher Training and change in professional status of teachers is continuing and would continue to revolve around thematic areas of concern for educational improvement.

2.4 Mismatched Programmes in First and Second Degrees of Tertiary Workers and How to Address Them

Sarfo and Dowuona (2015) described the mismatch in first and second degrees as the situation where teaching staff have postgraduate degrees which are not in the same area as their undergraduate degrees. The placement qualification of every tutor whose undergraduate degree is consistent with the postgraduate degree is Tutor. Tutors with mismatch in first and second degrees are to be placed as Assistant Tutors with corresponding low salaries and other conditions of service. The Joint NCTE/GES Transitional Committee (2011) reported that some teaching staff with first degrees in Ghanaian Languages have obtained MA in Teaching of English as a Second Language (TESL), others pursued Master's degree in Teacher Education but the content area for teaching the M. Ed. Teacher Education programme is not consistent with the first-degree content. Thus, the report showed that there were tutors pursuing postgraduate programmes which were inconsistent with their undergraduate degrees.

NCTE (2011) report also revealed that there were teaching staff who have only first degrees and had not yet got enrolled in any master's programmes. Above all, it came out that there were some tutors who had qualifications which were different from the subject areas they were teaching. These 3 groups of tutors (those with mismatch in first and second degrees, those with only first degrees and those with qualifications different from what they are teaching) are the focus of this study. To address the mismatch in first and second degrees, Sarfo and Dowuona (2015) recommended that such tutors should be encouraged to pursue appropriate master's degrees which match their first degrees. The tutors teaching subjects which are different from their degree field of training should be transferred to departments where their qualifications fit whilst those with only first degree pursue appropriate master's programmes.

2.5 Teacher Professionalism Theory

Professionalism is expertness characteristic of a professional person demands that all workers undergo professional development in order to be knowledgeable, skilful, effective and efficient on the job. Professional development is considered as the development of a person in his or her professional role. Institute of Continuing Professional Development (2017) defined it as a process by which a professional person maintains the quality relevance of professional services throughout his/her life. This means it is a process which is not a one-time activity, but something that takes place throughout a person's professional life. This is corroborated by UK Centre for Professional Development (2012) which regards Professional Development as the process by which a person maintains the quality and relevance of professional services throughout his/her working life. It explains further that it needs a mind-set, and a habit to acquire, and that it covers a wide range of learning situations such as private study and reading; attending conferences and seminars; preparing papers and presentations; committee work; collaborative work with colleagues; conversation and discussions with others; undertaking courses and distance learning; researching the solution to problems; and working with others outside the organisation. It stressed that for professional development to be effective, it requires being self-directed, and readiness to do independent learning. Additionally, it demands an active rather than passive approach to learning. Centre for Media Literacy (2002) affirms this by saying that good teaching comes from good teachers who seek out continuing opportunities to explore new methods and expand their repertoire of strategies to engage students in their own learning. Brookfield (2005) said professional development occurs through in-service training in the form of workshops or short-term courses that offer teachers new information on specific aspects of their work. Ganzer (2000) asserted that professional workshops and other formally related meetings are a part of the

professional development experience of teachers. Thus, professional development and other organized in-service programs are designed to foster the growth of teachers to ensure further development.

Teacher professional development theories believe that good teachers form the foundation of good schools, and improving teachers' skills and knowledge is one of the most important investments of time and money that local, state, and national leaders make in education (Ganzer, 2000). This writer contends that policy makers set ambitious goals for student achievement which depend heavily on the work of teachers in and outside the classroom. He contends that to revolutionize education and achieve learning goals for students, teachers require a great deal of learning, support and guidance. He noted that effective professional learning begins with the commitment from administrators to provide opportunities for all teachers to grow in their careers, and customizing professional learning to teacher needs. He observed that professional development is more effective when schools do not approach it in isolation as in the traditional one-shot workshop but rather as a coherent part of a school reform effort.

Effective professional development highlights the importance of collaborative and collegial learning environments that help develop communities of practice and this promotes school change beyond individual classrooms. Many researchers highlight the effectiveness of sustained, job-embedded, collaborative teacher learning strategies. A model that meets these criteria is the professional learning community model where teachers work together and engage in continual dialogue to examine their practice and student performance and to develop and implement more effective instructional practices. The professional development of teachers should be refocused on the building of learning communities (institutions). Ganzer (2000) noted that a research by Stein, Smith, and Silver in 1999 defined a new paradigm for professional development which is the one that rejects the ineffective "drive-by" workshop model of the past in favour of more powerful opportunities like going for further studies in school and sitting as members of a department to discuss effective and efficient means of improving teaching and learning in your field. Emphasis must be on professional development which focuses on student learning and helps teachers to develop the pedagogical skills to teach specific kinds of content and this would have strong positive effects on practice. Teaching Commission (2004) released a report on the theme: "Teaching at Risk: A Call to Action" and reminded everyone about the important role played by the teachers and called for provision of "on-going and target professional development" to help teachers meet new demands. Amy (2011) expressed a similar sentiment when he said the process of professional learning should provide teachers the opportunity to expand their skills, develop new teaching strategies, and deepen their understanding of subject content. He said it is vital for teachers to find time to participate in professional learning, because technology is continuously changing demanding that subject knowledge be updated. To ensure the update of subject knowledge, experienced teachers need access to professional learning opportunities to be refreshed on these subject areas, because what teachers know is a major influence on how students learn. Marzano (2003) noted that the professional development activities experienced by teachers have a similar impact on student achievement.

Saxe, Gearheart, and Nasir (2001) emphasized on the provision of three types of support for teacher learning consisting of (1) traditional professional development workshops, (2) a professional community-based activity that offered support to teachers using new curriculum units, and (3) the Integrated Mathematics Assessment (IMA) approach, which directly engaged teachers in learning the mathematics in the new curriculum and developing pedagogical content knowledge necessary to teach the curriculum. Amy (2011) on the other hand thinks that professional development of teachers should focus on teaching skills (generic teaching skills) such as allocating class time, providing clear classroom demonstrations, assessing student comprehension during lectures, maintaining attention, and grouping students. Significantly, these theories have recommended the need for tutors of Colleges of Education to embark on continuous professional development in order to be effective and efficient in the performance of their duties. This was further emphasized by Osei and Adu (2016) who said that the transition stage of teacher training colleges to colleges of education with tertiary status calls for the need to constantly improve the skills and competencies of the academic staff to enable them to meet the challenges at workplace, technological and global trends of development in the contemporary societies. Centre for Media Literacy (2002) recommends that staff professional development in the colleges of education should be a major responsibility of college administration and management since any educational institution that wants the best teachers to do the best job should invest greatly in staff professional development.

3 Methodology

3.1 Research Design

The study adopted qualitative design to explore the variables. It is a non-numerical data collection design that captures concepts and opinions (Johnson & Christensen, 2012). Some examples of qualitative data include transcripts from interviews, audio/video recordings and notes from an observation.

3.2 Population

The population for the study consisted of the tutors of the Volta Region Colleges of Education. The colleges and their populations are shown in Table 3.

Table 3: Names of Volta Region government Colleges of Education and tutor population constituents

College	Principal	Vice Principal	Tutors	Total
1. Peki Col. of Educ.	1	1	39	41
2. Akatsi Col. of Educ.	1	1	42	44
3. St. Francis Col. of Educ.	1	1	38	40
4. St. Teresa Col. of Educ.	1	1	38	40
5. Jasikan Col. of Educ.	1	1	36	40
6. E. P. Col., Amedzofe	1	1	35	37
7. Dambai Col. of Educ.	1	1	42	44
Total	7	7	270	284

Source: Field data, 2018

3.3 Sample and Sampling Procedure

The seven government colleges of education in the Volta Region have virtually the same status change process in tutor professionalism characteristics since they were migrated in 2012 to tertiary status. Therefore, choosing anyone for study might produce similar results. The Colleges of Education in the Volta Region exist as mission and non and mission public colleges. The general perception is that mission colleges are better endowed with infrastructural facilities, resources and privileges for staff professional development because of the additional support they get from the mother churches. To ascertain the equality or inequality of the professional development status of the tutors of the Colleges of Education, it was deemed fit to study one non-mission public college and one mission-public college to find out how the tutors in each institution have responded to the call for postgraduate degree upgrading. Therefore, the colleges were purposively categorised into mission public and non-mission public for the study.

Only two colleges out of the seven in the region to ensure data manageability because qualitative research does not permit the use of large sample sizes. Besides, large amount of data was expected to be generated through the interview sessions to be held with participants since they would have the chance of expressing their opinions on issues. Transcribing, coding and analysing such data were going to be extremely difficult. Creswell (2005) noted that collecting qualitative data and analysing it takes a considerable amount of time and that the addition of every individual or site prolongs the time.

Nastasi (2004) asserted that the sample sizes in Tables 4 and 5 as the rules of thumb:

Table 4: Rules of thumb for qualitative research sample size based on approach/design (Nastasi, 2004)

Research Approach/Design	Rule of Thumb
Case Study	Select one case or one person.
Phenomenology	Assess 10 people. If you reach saturation prior to assessing ten people you may use fewer.
Grounded theory/	Assess 20 - 30 people, which typically
Ethnography/Action research	is enough to reach saturation.

Source: Nastasi (2004). Rules of thumb for qualitative research sample size based on approach/design

Table 5: Rules of thumb based on data collection method

Data Collection Method	Rule of Thumb
1. Interviewing key informants	1. Interview approximately five people.
2. In-depth interviews	2. Interview approximately 30 people.
3. Focus groups	3. Create groups that average 5-10 people each.
4. Ethnographic surveys	4. Select a large and representative sample (purposeful or random based on purpose) with numbers similar to those in a quantitative study.

Source: Nastasi (2004). Rules of thumb based on data collection method

The rules of thumb propounded by Nastasi (2004) guided the selection of appropriate sample size for the study to achieved desired results. The public colleges are Jasikan, Peki, Dambai and Akatsi Colleges of Education, whilst the mission colleges are St. Francis, St. Teresa's and E.P.-Amedzofe Colleges of Education. Homogeneous sampling-stratified random sampling method was used in categorising the colleges strata (Amedahe, 2003) due to their common traits or characteristics (Creswell, 2008). A sample frame was established for each group where the public colleges were numbered alphabetically as Akatsi, Dambai, Jasikan and Peki. Simple random sampling (lottery) which is described as "pick a number out of a hat"(Gay, 1987, p.105) was done where the numbers one (1) to four (4) representing each public college were written on 4 equal sized pieces of paper and put into an opaque container and shaken. One paper was picked which bore Dambai College of Education. This college was therefore sampled for study among the public colleges. The same procedures were used for sampling the mission college and St. Francis College of Education was picked. Purposive sampling technique was used to pick the 17 tutors who were still on their programmes of study at the time of data collection. Table 6 shows the samples got from the 2 chosen colleges.

Table 6: Sampled population from the 2 selected Colleges of Education in the Volta Region

Selected College	Tutors
1. Dambai College of Education (CA)	12
2. St. Francis College of Education (CB)	5
Total	17

From Table 6, Dambai College of Education which had 12 tutors available for sampling whilst St. Francis College of Education, Hohoe got 5. This brought the total sample size for the study to 17. The sample size thus consisted of principals, vice principals and tutors who were still on their programmes at the time of data collection. Those who had completed were not included.

3.4 Sample for Emerging Data

Table 7 shows the first-degree tutors who could not go for postgraduate studies in the two selected colleges and needed to be followed up to ascertain the reasons for their choice.

Table 7: First degree tutors in the selected colleges who were not willing to pursue postgraduate studies

College	No. of Tutors
College A (Public)	6
College B (Mission)	1
Total	7

From Table 7, there were 7 first degree tutors in the two Colleges of Education who were not willing to pursue postgraduate studies for various reasons. There were 6 from the public College of Education and one from the mission College of Education.

3.5 Instruments

Semi-structured interview guide was used to collect data from participants. This is because qualitative research design demands the collection of non-numeric data in the form of facts (words and pictures) other than figures (Johnson & Christensen, 2012). The instrument was designed in sections A, B, C reflecting the 3 research questions and biographical data.

3.6 Pilot-testing of Instruments

The instrument was pilot-tested at St. Teresa College of Education, a mission college and Akatsi College of Education, a public college. Six tutors on postgraduate studies were selected in each college for the pilot-testing. It was done to validate the instrument before it could be administered on the selected Colleges of Education. The ambiguities in the construction of the items and the inadequacy of the content were all addressed. The data collected from the pilot-testing was analysed thematically using the research questions and the various items as codes. The contribution of the pilot-test results to the finalisation of the instruments for data collection on the problem cannot be over-emphasized. Indeed, the pilot-test conducted was useful in checking content and face validity of the instruments and removed constructional ambiguities, (Bell, 2008).

3.7 Data Collection Procedures

The research sites were visited with an introductory letter for consent seeking and permission from the college administrators to conduct the research. This was done with the participants too after the central administration's permission was achieved. Participants were briefed on the study and its purpose, and they were assured of confidentiality that would be accorded to their responses. The participants were taken through individual semi-structured interviews in which some questions were pre-set and others asked based on the responses given by the tutors during the interview sessions. Audio-taping and note taking were done to store the interview proceedings. Data collection took two weeks in total.

3.8 Data Processing and Analysis Plan

Kusi (2012) noted that qualitative data gathered in qualitative studies can be analysed manually (by hand with paper and pencil). Ward (2012) corroborated their views and pointed out that in analysing data, there are human coders (manual analysis) and computer assisted analysis as options.

3.8.1 Data Analysis Utilised in this Study

The steps suggested by Kusi (2012), Ward (2012), Zhang and Wildemuth (2009), and Williams and Mckinnon (2018) for the conduct of qualitative content analysis were combined as a guide in data preparation, presentation and analyses manually as follows:

- a. Transcription and organisation of data based on themes. The interview data collected was processed by listening carefully to the audio-tape records and transcribing the relevant responses of the interviewees in an exercise book. The responses to the items were written down under themes as collation. The research objectives/questions formed the central themes. This was followed by coding which was done in the form of a word or phrase symbolising a brief summary of the opinions expressed by participants.
- b. Validation of data. The discussions of the findings were made by referring to the findings from these instruments to ensure validation and detailed explanation. There was comparison and contrasting of findings with those of the reviewed literature.
- c. Drawing inferences. The opinions expressed on each major theme were collated and described in detail. Brief quotations from the respondents were noted down to add realism to the description of the themes. Thus, data was analysed from the perspectives of the respondents, and the research objectives based on thematic content analysis. Data was interpreted based on the exact opinions held by respondents at the time of collecting it.
- d. Presentation of results. Findings were made from data gathered and analysed considering the research questions. The findings were presented in chronology with the research questions.

4 Findings and Discussion

4.1 Introduction

The purpose of the study was to explore the College of Education tutors' experiences of status change process in tutor professionalism in selected Colleges of Education in the Volta Region following the declaration of the colleges as tertiary institutions in June, 2012.

The study sought to find answers to: 1. How tutors of Dambai and St. Francis Colleges of Education responded to the call for postgraduate degree upgrading by NCTE; 2. How the tutors of Dambai and St. Francis Colleges of Education with mismatched programmes in first and second degrees were addressing their predicament to avoid either being down-graded in rank or having their appointments terminated; 3. What kind of postgraduate degree programmes the tutors of Dambai and St. Francis Colleges of Education pursued. To present data for analysis, the responses of the participants were coded anonymously as follows:

- a. SIR1...CA: Semi-structured Interview Respondent One, etc. of College A – Public College
- b. SIR1...CB: Semi-structured Interview Respondent One, etc. of College B – Mission College
- c. FDT1...CA – First Degree Tutor One,..., etc. of College A - Public College
- d. FDT1...CB – First Degree Tutor One of College B – Mission College

4.2 Gender of Respondents (Participants)

The 17 tutors comprise 12 male tutors and 5 female tutors. This means that data was gathered from both sexes to reflect the experiences undergone by both in the pursuance of postgraduate degrees. The 7 first degree holding tutors were however males.

4.3 Section B: Response of Tutors to NCTE's Call for Postgraduate Degree Upgrading

Research Question 1: How have the tutors in the selected colleges of education responded to the call for postgraduate degree upgrading by government?

Table 8: Number of tutors who had gone for further studies since 2012 when NCTE's postgraduate degree upgrading call was made

College	No. staff	Tutors on Further Studies
1. College of Education A (Public)	42	20
2. College of Education B (Mission)	38	25
Total	80	45

From Table 8, 45 tutors went for further studies in the two colleges from June 2012 to March 2018 out of 63 affected by the policy among the 80 tutor employees. Thus, 20 tutors from the Public College of Education and 25 tutors from the Mission College of Education had pursued further studies. This indicates that tutors from both the public and the mission colleges of education responded well to the government's call for postgraduate degree upgrading.

This further reveals a significant response to the call for postgraduate upgrading by NCTE. This means 6 years after the migration, 56.3% of the tutors had gone for further studies. It is quite consistent with the response of polytechnic authorities and lecturers when the polytechnics in Ghana were migrated to tertiary. Nyarko (2011) presented an address on polytechnic education in Ghana: prospects and challenges, and noted that the polytechnics faced serious staffing problems when they were upgraded from second cycle institutions to tertiary institutions in the 1993/1994 academic year. He said inadequate qualified and professional staffing created problems for teaching, learning and research. The polytechnic authorities responded to this challenge by adopting pragmatic staff development programmes. Due to this, the Polytechnics were able to upgrade the qualifications of most of their staff. They achieved this by sending several staff members on study leave in institutions both home and abroad. He concluded that at the beginning of the polytechnic upgrading exercise in the 1993/94 academic year, only 2% of the academic staff had postgraduate qualifications but by 2002, the number had risen to 28% and by the 2006/2007 academic year, the number rose to 41.7% (National Council for Tertiary Education, 2007).

Ministry of Education (2014) in explaining said in the 1989/1990 academic year, just before the upgrading exercise, only 21% possessed first degrees. It concluded that as at the 2014/2015 academic year, more than two-thirds of the polytechnic teachers possessed post-graduate qualifications including PhDs. By 2013, the polytechnics in Ghana could boast of 75 PhD holders and 1,366 Master's degree holders from the low state of postgraduate qualification at the beginning.

4.3.1 Tutors who went for further studies since 2012 and have obtained their certificates

There were 15 tutors in College A (public) and 13 in College B (mission) who graduated and obtained their certificates. This implies that out of the 45 tutors who went for further studies in 2012, 28 had graduated leaving 17 who were still on their programmes for one reason or the other. Thus, those who graduated were 62.2% whilst 37.8% were on their programmes. The researcher upon realising this focussed his interview data collection on the 17 whose experiences were fresh. The data reveals that there is a very little difference in the completion rate of tutors who went for further studies from the public and mission colleges of education.

4.3.2 Number of tutors who were still on their programmes at time of data collection

The interview revealed 12 in College A (Public) and 5 in College B (Mission). Data was therefore collected from them to reflect the experiences of the time.

4.3.3 Number of affected tutors who were still first-degree holders without any move for postgraduate studies

The data revealed 6 in College A (public) and one (1) in College B (mission). This presupposes that there were 7 tutors out of the 80 in the two colleges who did not see their need for postgraduate degree upgrading even though they were first degree holders who faced the threat of being removed when the grace period of 5 years given

them elapses. This finding shows that mission first degree tutors responded better to the call for postgraduate degree upgrading better than the first-degree holders from the public college of education. This is because 6 tutors from the public college of education had not taken any step to upgrade themselves 6 years after migration whilst in the mission college, there was only one tutor with a first-degree status.

4.3.4 Reasons why the first-degree tutors are adamant towards postgraduate upgrading

The first-degree holding tutors gave the following reasons for not responding to the demand for postgraduate upgrading:

1. Nearness to retirement. Two of them said they had few years to retire and did not see the need for pursuing master's degrees. Some said they had one or two years to retire. From the responses given by the first-degree holding tutors in the selected colleges of education, it is evident that nearness to retirement is a reason for the tutors being adamant to postgraduate degree upgrading. The labour policy of retiring at age 60 posed as a threat to the tutors' postgraduate studies and made them to meet their age self-actualization needs considered by Maslow (1987) as self-fulfillment needs.
2. Financial constraints. Some of the tutors said they would have loved to pursue postgraduate studies if they had not been looking after many children in school. They noted that they had family commitments that would not allow them to get additional financial resources to spend on their education. The need to achieve social needs – having a family and ensuring the wellbeing of the members (Maslow, 1987) – became a restraining factor in the postgraduate degree upgrading decisions of these tutors. It is clear from the assertion here that some first degree holding tutors did not want to pursue postgraduate studies for personal reasons such as financial constraints in looking after large family sizes and this buttresses their inability to achieve economic security needs.
3. It has no financial value. Some of the tutors argued that they had not seen the financial benefit that would accrue to them when they graduate from their studies. This was because since the colleges of education went tertiary, they tutors had not been given their conditions of service and they are just living on the basic salary which is lower than what they used to take before the migration when they were on the Ghana Education Service (GES) payroll. They said this was the main reason why they went on strike in November, 2018 to demand better conditions of service. Another personal reason the first-degree holding tutors gave for not pursuing postgraduate degrees is poor conditions of service. The first-degree tutors' stand is consistent with the theory of instrumental/operant conditioning which contends that behaviour is a function of its consequences (Sinha, 2015). Thus, a behaviour is likely to be repeated if the consequences are favourable. A behaviour is not likely to be repeated if the consequences are unfavourable. First degree tutors would not be motivated to pursue postgraduate studies if they know their efforts would not yield any economic benefit, and hence their standpoint.
4. Personal decision to go back to GES. The tutors who held the opinion that postgraduate degree upgrading had no commensurate economic value to them decided to come back to GES when forced out. They felt that it would be better for them to invest their postgraduate expenditure in a business venture other than to spend it on master's degrees. They believe that this would enable them get the money they desired. The opinion held by the tutors is in line with what Maslow (1943, 1954) discovered when stated that people are motivated to achieve certain needs and that some needs take precedence over others.
5. Decision to move back to GES and take up leadership appointments. There were 2 tutors in College 'A' who left for GES and I had to call on the phone to know their reasons for leaving. They told me that they left to assume GES leadership positions because they were not getting the benefits of their migration to tertiary and felt it would be better to retreat to GES. They disclosed that the threat of termination of appointment for not pursuing master's degrees coupled with the insecurity of being referred to as 'First degree holders' made them go back to GES. One said he left and became a Higher Institution Coordinator for senior high schools in his district whilst the other said he became a Coordinator for Ghanaian Languages in his district. The tutors therefore left for not achieving their self-esteem needs which are regarded by Maslow (1987) as the need for respect, confidence, status, achievement, promotion, prestige, dignity and gaining recognition from others.

4.3.5 Tutor's feelings when NCTE demanded that they should go for postgraduate upgrading

The tutors interviewed expressed mixed feelings about NCTE's demand on them for postgraduate studies. Some saw it as a refreshing news since it was to equip them with the necessary skills and knowledge to work efficiently. It was viewed by them as a requirement for lecturing in tertiary institutions and once the colleges of education are tertiary, it is mandatory to pursue it. For them, it was a step in the right direction as it was to qualify them properly for teaching in tertiary institutions. Their feelings are just in line with what was expressed

by Perry Ofori in the *Business and Financial Times* (2015) when he said there were difficulties in recruiting MPhil holders into the Ghana Institute of Journalism because NCTE does not allow them to lecture. He noted that when such MPhil holders are recruited, within three years they need to start their doctoral degrees. He added that all the public university lecturers have been instructed to upgrade their qualifications to a minimum of doctorate degree within the next five years.

The tutors were of the view that it was necessary for them to have higher qualifications than the students being lectured who were pursuing first degrees. These tutors who were aware of the tertiary requirements, expressed their feeling of understanding in this way:

I felt it was a demand which was in place since one needs to qualify properly before teaching in tertiary institutions. (SIR2CB).

I felt it was a refreshing news since I felt that the step will equip me with the necessary skills and knowledge to do my work efficiently. (SIR11CA).

It was a step in the right direction. In my opinion, tutors need a higher certificate than the students they teach. (SIR12CA).

A cross-section of the tutors held the view that the call would raise their income, social status and image in the society. This is because they believed that when a person undergoes higher education, society greatly respects that individual. Their belief is corroborated by Master's Programme Guide (2018) which emphasized that obtaining a master's degree will not only garner an individual more respect and credibility in his/her professional life, but also his/her personal life. It says when people find out that you have a master's degree, they really view you in a different light - a more positive light. This is because people respond really well to the fact that someone achieved a great accomplishment and did something wonderful and challenging to better their quality of life and to become a more well-rounded individual. Thus, obtaining a master's degree is more than just earning a degree, and goes above and beyond what is expected of the average person in the pursuit of knowledge and career advancement, and this is viewed by many as a very respectable pursuit and they respond as such. It concluded that a master's degree says a lot about a person's character and dedication. Employers will have much more respect for someone that has a master's degree than they will for someone who does not have.

The tutors also felt that their higher education would earn them higher salaries. This supports the view point of Master's Programme Guide (2018) which declared that on the average, individuals with a master's degree make \$17,000 more annually than a person with a bachelor's degree. It said this serves the most obvious reason for obtaining a master's degree. It stressed that a higher earning potential is one of the main reasons most students pursue a master's degree in the first place and that with a higher earning potential, an individual's quality of life can be greatly enhanced. The writer echoed that money makes the world turn, and that those that have the ability to earn more generally have a more positive outlook on life. Such individuals do not struggle to pay their bills and live from paycheck to paycheck, which is a liberating feeling and it is something everyone deserves to feel. It is for this reason that most professionals agree that obtaining a master's degree is one of the single most important things you can do to achieve a higher quality and more positive life. The fact is that being financially stable will allow you to do and have so much more in your life than you would otherwise have and be able to do as you pursue higher degree.

Furthermore, you will be able to achieve a higher rate of pay and a more desirable position with a master's degree because it shows employers that you are an employee of low-risk and high-yield. This implies that you have proven you are a capable professional equipped with all the knowledge and skills needed to be successful in your field and, you are more likely to be able to provide a company with positive results. The implication to them is that they do not have to spend much time training you because you will be a capable employee. With this opinion, the employers are much more likely to place you in a higher position which will attract an increase in pay. To suffice it, you will also have higher earning potential due to the fact that you will be able to advance further in your career than you would otherwise be able to do without a master's degree. This is further buttressed by Education Corner (2015) which pointed out that college graduates usually earn more money during their working lives than people with only high school diplomas. It said the U.S. Census Bureau had reported that those with bachelor's degrees earn nearly 2 million dollars, associate degrees nearly 1.5 million dollars, and high school diplomas nearly 1.2 million dollars during their careers. This means the higher your level of education, the higher you earn. One of such tutors who held the higher education with higher respect and salary philosophy blurted out:

I feel meeting this demand was going to enhance or raise my status as higher qualification gives higher societal image with accompanying higher salary. (SIR1CB).

For some, it was a matter of policy for institutional autonomy status and qualification. They were of the opinion that the main reason for the call for postgraduate studies was to make the tutors qualify for tertiary education

teaching and to enable the colleges of education gain autonomous status (being independent and having the power to make decisions for themselves). These institutions would be regarded as autonomous (having the freedom to govern themselves or control their own affairs) if the tutors as lecturers are duly qualified. One of such tutors remarked:

Since it is a requirement and policy to make Colleges of Education autonomous, I see it a good call (SIR1CA).

A number of tutors felt that it was just a matter of policy requirement and not because of lack of expertise to teach. For such tutors, they were duly competent to teach students offering diploma in the colleges of education and do not need further education to qualify. With this notion, one noted that the call for upgrading was not necessary. However, with the policy demands that the colleges of education should offer B. Ed. degrees with effect from the 2018/2019 academic year, such tutors' notions do not hold water any more. It is not ideal for first degree holding tutors to lecture first degree pursuing students. A tutor retorted as follow:

I felt it was just a matter of requirement because per our qualifications, skills and experience, we do not need a second degree to be able to teach in diploma awarding institutions. (SIR8CA).

There were many tutors who held two views on the call for upgrading by NCTE. They regarded the call as an opportunity to update their stock of knowledge but considered it mournful since it had brought financial and time constraints on them. They would have to reserve part of their scarce money and time for the programme which would be additional burdens on them. Thus, their feelings were both positive and negative. They said:

I saw it as an opportunity for updating my stock of knowledge, and as a moment of sadness because it imposes time and financial constraints on me. (SIR3CA).

Conversely, some tutors felt traumatized about the call because of the time, financial, stress in learning, detachment from family, risks of movement, etc. demands it had brought on them. Such tutors said they were already saddled with big family responsibilities and could hardly get additional resources to foot the cost of education. Two of them retorted:

I felt very disturbed and down-spirited because of the additional cost demands the postgraduate call has imposed on me. I am saddled with a lot of family and social responsibilities. (SIR5CA).

5.3.6 How the tutors reacted to the call for postgraduate upgrading

There were mixed reactions from the tutors. Whilst others planned to upgrade quickly, accepted it, took advantage of the demand to acquire a master's degree, and went for further studies without delays, others were taken aback since by their skills and pedagogical content knowledge, it is not very critical to pursue a second degree in order to be competent enough to teach students pursuing diploma. It appears such tutors did not really know the kind of certificates the colleges of education would be awarding and the qualifications needed by the tutors for lecturing students studying for the award of such certificates. They did not know that with the passage of time, their university colleges of education would be awarding first degrees, master's degrees and doctoral degrees which would demand that they hold higher degrees than those being pursued by their students. Besides, the tutors also saw the call as a challenge because it imposed an additional responsibility of schooling besides their college work. This meant they needed to attend lectures and at the same time do their college work as expected. Some of the direct positive reactions from them are:

I immediately took advantage of the demand to acquire a master's degree. (SIR1CB).

I went for further studies without delay. (SIR12CA).

My reaction was positive because it was a chance for sharpening both my content and pedagogical competence. (SIR5CA).

Some tutors however, hesitated in deciding what to do since the call was impromptu and inconveniencing. They had not made any advance preparation for it in terms of savings, emotional and intellectual readiness. Thus, such tutors foresaw a lot of challenges with pursuing their postgraduate degrees but had to embark on it to secure their stay in the colleges of education. They had these to say:

I had to go for further studies 2 years after the directives since I was not prepared immediately. (SIR3CB).

I finally had to pursue it to secure my stay in the College of Education despite all the inconveniences accompanying it. (SIR8CA).

There was some kind of mixed feelings coupled with anticipated problems and outcomes. (SIR11CA).

Some tutors were surprised at the call for postgraduate upgrading since they viewed their level of knowledge and skills as adequate for lecturing students pursuing Diploma in Basic Education certificates. In this regard, they considered the call as unnecessary. This further attests to the earlier on assertion that some of the tutors were not aware of the kind of certificates the colleges of education would be awarding and thought the colleges would

only be teaching students for the award of diplomas. They least knew that the colleges would be teaching students for the award of first degrees, second degrees and doctoral degrees. A tutor who held this belief retorted:

I was taken aback since by my skills and pedagogical content knowledge, it is not very critical to pursue a second degree in order to be competent enough to teach. (SIR8CA).

There were tutors who only reflected on the negative effects of the call. They saw it as something going to create additional responsibilities for them aside those that they were obliged to take up at the colleges of education. The direct comment of one of them is:

I saw it as a challenge because it was an additional responsibility coupled with my college work. This means I need to attend lectures and at the same time do college work as expected. (SIR10CA).

Such tutors were unhappy and considered the call for upgrading as a bother and disruption of their routine college responsibilities. They anticipated much stress in the process of the upgrading.

5.4 How tutors availed themselves of the further studies opportunity

The tutors said they bought the application forms, completed them, applied for desired programmes and got enrolled. This means the tutors from both the public and mission colleges saw it as an opportunity to take advantage of in order to meet tertiary requirements and increase their stock of knowledge and skills. They had this to say:

I readily applied to go to school. (SIR5CA).

I got enrolled on a postgraduate programme to be upgraded. (SIR5CA).

To satisfy the requirement, I pursued the 2nd degree. (SIR8CA).

Thus, these tutors readily responded to the upgrading call and got admitted in the universities for postgraduate studies.

5.5 Section C: How the tutors with mismatched programmes in first and second degrees are addressing their predicaments to avoid down grading or termination of appointment

Research Question 2: How are the tutors with mismatched programmes in first and second degrees addressing their predicament to avoid either being down-graded in rank or having their appointments terminated?

Table 8 revealed the number of respondents in the selected colleges with mismatched programmes in first and second degrees.

Table 8: Number of tutors with mismatched programmes in first and second degrees

College	Number
A (Public)	6
B (Mission)	20
Total	26

In the 2 colleges of education, there were 26 tutors with mismatched first and second degrees. It is observed from the table that the tutors with mismatched degree programmes are more in the mission college than in the public college. All these tutors were expected to address their situations to avoid down grading and possible termination of appointments by NCTE.

5.5.1 Some examples of the first and 2nd degrees that the tutors had

Data collected from respondents indicated the mismatched qualification programmes of the tutors such as:

1. B.A. Sociology and M. Phil Guidance and Counselling
2. M.Ed. Administration and B.Ed. Psychology
3. B.Ed. Ewe and M.A. English as a 2nd Language
4. B.Ed. Home Economics and M.Ed. Health and Recreation
5. B.Ed. Psychology and M.A. Human Resource Development
6. B.Ed. Basic Education and M.Ed. Teacher Education
7. B.Ed. Psychology and M.A. ICT
8. B.Ed. Music and M.Ed. ICT
9. B.Ed. Religion and M.Ed. in Administration
10. B.Ed. Guidance and Counselling and M.Ed. in Supervision
11. B.Ed. Primary Education and M.Ed. in Teacher Education
12. B.Ed. Religion and M.Ed. Administration and Management

13. B. Ed. Guidance and Counselling and M. A. Human Resource Management
14. B. Ed. Mathematics and M. A. Human Resource Development
15. B. Ed. Psychology and M. Phil. Administration in Higher Education
16. B. Ed. Social Studies and M. Ed. Curriculum and Teaching
17. B. Ed. Foundations and M. Ed. Administration
18. B. Ed. Social Studies and M. Ed. Measurement and Evaluation
19. B. Ed. Mathematics and M. Ed. Information and Technology
20. B. Ed. Foundations and M. Sc. Procurement and Supply Chain Management
21. B. Ed. Psychology and M. Sc. Public Policy and Management
22. B. Ed. Basic Education and M. Ed. Physical Education
23. B. Ed. English and M. Ed. Special Education
24. B. Ed. Psychology and M. Sc. Project Management
25. B. Ed. Foundations and MBA Marketing Management
26. B. Ed. Ewe and M. Phil Guidance and Counselling

The data reveals that these tutors are not qualified to teach in the transited colleges of education because by the Joint NCTE/GES Transitional Committee (2011) policy, a tutor needs to have both the first and second degrees in the same subject field being taught in the colleges of education in order to be maintained. Having both the first and second degrees in the same subject field of study guarantees adequacy of knowledge and skills for effective teaching and learning. This will bring about quality teaching and learning, and good educational outcomes.

The examples of mismatched programmes given by respondents confirmed what Sarfo and Dowuona (2015) defined when they said mismatch in first and second degrees is the situation where teaching staff have postgraduate degrees which are not in the same area as their undergraduate degrees. For example, a tutor having B. Ed. Mathematics and M. Ed. Administration or B. Ed. Social Studies and MBA Banking and Finance (see Appendix F). The mismatched programmes of the tutors identified in the data was further corroborated by NCTE (2011) which came out that there were some tutors who had qualifications which were different from the subject areas they were teaching. Because the first and second degrees are not in the same subject field, the tutors are expected to pursue either undergraduate programmes or postgraduate programmes in a subject field taught in the colleges of education to resolve the conflict. The first thing to do was to find out whether the undergraduate or postgraduate programme to be pursued is being studied by students in the colleges of education. This informs the kind of further studies programme to undergo by the affected tutors.

5.5.2 Number of tutors who went for master's degrees to match their first degrees

Table 9 shows the number of tutors who went for master's degrees to match their first degrees.

Table 9: Number of tutors who went for master's degrees to match their first degrees

College	Number
A (Public)	4
B (Mission)	4
Total	8

Table 9 revealed 8 tutors from both the public and mission colleges who went for master's degrees to match their first-degree fields of study out of the 26 who were affected in Table 8. Meanwhile Table 10 shows only 1 tutor who went for a first degree to match his/her master's degree. The move of the 8 teachers is in line with the recommendation given by Sarfo and Dowuona (2015) who noted that to address the mismatch in first and second degrees, affected tutors should be encouraged to pursue appropriate master's degrees which must match their first degrees.

A look at the number of tutors who have gone for further studies suggests that 17 tutors (65.4%) out of the 26 had not enrolled on any programme to address their mismatched programmes. This means the tutor response rate for postgraduate mismatched degree upgrading has not been too good. The situation was worse in the mission college of education since only 4 went for master's degree and only one (1) out of the 20 affected went for first degree (Table 10) to resolve the mismatch. It is worth noting that Conan (2008) reported that by 2008, Kyambogo University had sent 154 lecturers for further studies as part of its plan for staff development. The university also responded to postgraduate upgrading of lecturers earlier in 2007 by sending 79 lecturers for PhD, master's and undergraduate courses at the cost of sh261m. Females constituted 32% of these lecturers. Again in 2006, 75 of the lecturers were sent by the same university for further studies abroad.

The response of lecturers in an established overseas university like Kyambogo University to postgraduate degree upgrading is better than the response of tutors of the colleges of education to postgraduate degree upgrading. It is important to know the reasons for this development. In the first place, the university itself was responsible for sending their lecturers abroad for further studies, but at the colleges of education, the tutors had to send themselves to a Ghanaian university for further studies. They must pre-finance their studies and later get reimbursed partly by NCTE. That means that NCTE would not be fully responsible for their total cost of education. At the university, the university itself is responsible for the full cost of further studies by the lecturers. This explains why only few tutors are responding to the upgrading call. It is only those who have the money to pre-finance their education that are attending and hence the hesitancy of some to pursue postgraduate degrees when the call came:

I had to go for further studies 2 years after the directives since I was not prepared immediately. (SIR3CB).

This partly explains why more tutors in the mission college (CB) did not want to resolve their mismatched programmes

5.5.3 Number of tutors who went for first degrees to match their master's degrees

Table 10 depicts the respondents' opinions on the number of tutors who went for first degrees to match their master's degrees in their colleges.

Table 10: Number of tutors who went for first degrees to match their master's degrees

College	No.
A (Public)	0
B (Mission)	1
Total	1

Table 10 indicates that one tutor went for first degree to match his/her second degree out of the 26 who had the case of mismatched programmes. This presupposes that out of the 20 tutors affected in the mission college (B), 4 went for master's and one (1) went for first degree to resolve their mismatch whilst 15 were adamant. It can also be concluded that out of the 6 tutors affected with the mismatched situation in the public college (A), 4 pursued master's degrees while the remaining 2 were indifferent. There is therefore a better response in addressing the mismatched first- and second-degree challenge in the public college than in the mission college. Table 11 depicts the degree qualifications the interviewed tutors had at the time of migration.

Table 11: The degree qualifications the interviewed tutors had at the time of migration

Degree	Number of Tutors
First degree	16
Second degree	1
Total	17

It is disclosed on Table 11 that at the time of migration in 2012, the tutor respondents with first degrees were 16 whilst there was only one (1) second degree holder among them. This is consistent with the publication of NCTE (2011) that there were teaching staff who have only first degrees and had not yet got enrolled in any master's programmes.

5.6 Section D: Kind of degree programmes the affected tutors pursued

Research Question 3: What kind of postgraduate degree programmes have the tutors pursued?

Table 12 shows the degree programmes tutor respondents pursued after migration in 2012.

Table 12: Degree programmes tutor respondents pursued after migration in 2012

Programme	Number of Tutors
PhD.	0
M. Phil.	12
M. A.	1
M. Ed.	3
First degree	1
Total	17

Table 12 reveals that the programmes pursued by the tutors were quite promising since 12 out of the 17 have pursued M. Phil programmes which are required for lecturing in tertiary institutions. The M. Ed. and M. A. pursuers must go for top-ups in order to maintain their positions in the colleges since the colleges are now offering degree programmes which call for the lecturers having researched master's degrees. M. Ed. programmes of late go with term papers which have replaced the conduct of researches in some Ghanaian universities, for example, UCC.

The Table 13 shows the kind of postgraduate programmes tutors of the two colleges pursued since their migration in 2012.

Table 13: Kind of programmes tutors pursued since migration in 2012

Programme	No. of Tutors
PhD	2
M. Phil	22
M. Sc.	5
M. Ed.	13
M. I. T	1
M. A.	1
First degree	1
Total	45

As mentioned under Table 12, philosophy programmes are in most cases required for lecturing and supervision of project works, dissertations and theses. From the table, majority of the tutors (22) pursued M. Phil programmes mostly. This presents a picture of high prospects for the tutors. However, in another dimension, the picture presented by Table 13 further means that some of the tutors, 20, have to go for top-up programmes in order to be able to lecture and supervise the project works of their students who are pursuing degree programmes.

5.6.1 Tutors' reasons for not pursuing M. Phil programmes

The tutors provided the following as their reasons for not pursuing master of philosophy programmes which are required for lecturing:

1. Difficulties in combining campus-based programmes (M. Phil) with teaching in the colleges of education. The tutor who gave this reason specifically said:

I cannot combine the academic work with the teaching. (SIR4CB).

2. Unclear initial programme directives to tutors since they were just told to have master's degrees as qualifications. On this, a tutor retorted:

As at that time, the directives were not clear. The call was to go for master's degrees and I went for M. Ed. Instead. (SIRICA). The tutors therefore thought that any master's degree pursued qualified them to lecture at the colleges of education. They however found out in a later circular (Mohammed, 2018) to them that this was not the case, but rather anybody who did not pursue philosophy programme was to be placed Assistant Tutor instead of Tutor, and needed to resolve his/her mismatch to avoid punitive sanctions.

3. Difficulties in getting study leave for campus-based programmes.

4. Difficulties in commuting daily from college to university campus for lectures. To the 4th and 3rd reasons for not pursuing a philosophy programme, a tutor reacted:

Study leave challenges and problems with commuting from college to university campus all the time prevented me from going for such a programme. (SIR7CA).

Larbi (2008) mentioned that academic staff who embark on Master of Philosophy and Doctor of Philosophy programmes are supposed to study on full-time basis at the university campuses. He asked:

Whilst they are off their employed institutions, who should replace them for teaching and learning to continue? If nobody can replace them, how could such lecturers manage their graduate studies with lecturing at their employed institutions?

With this if care is not taken, it would discourage the lecturers from pursuing such programmes and they would get concentrated on studying only master's degrees without philosophy. These lecturers who do not embark on researched master's degrees are not qualified to supervise college of education students' research works. This development would have ripples on quality research, teaching and learning and put undue pressure on the few qualified lecturers.

5. Financial constraints, locational problems, and to ensure the security of college job.

Thus, the amount of money required to pursue an M. Phil programme without study leave with pay is more than the amount required to go for distance and sandwich programmes. Furthermore, tutors whose colleges of education are near the universities (Accra College of Education – University of Ghana, OLA College of Education – University of Cape Coast, St. Louis College of Education – Kumasi Campus of University of Education, Winneba, etc.) can more easily sneak into the universities for lectures and come back to teach in the colleges even on the same day, but those far away cannot. There is a fear among the college of education tutors that if they go on campus-based programmes on study leave, they would lose the accommodations and the positions they have since work must continue in their absence. As a result, many tutors prefer to go on holiday and weekend programmes to save their accommodations and positions. One of such tutors from a public college of education said:

It is due to financial constraints, locational problems and to guarantee the security of my job. (SIR2CA).

The tutors therefore perceived cost of travelling, hours involved in travelling and threat of losing their jobs as barriers for pursuing not going for philosophy programmes. Principals needed tutors on regular basis to teach their students and would not tolerate any tutor who would there be absent from college for a year or more to pursue further studies. Anyone who ventured would be replaced immediately.

5.6.2 Kind of universities and departments tutors went for their postgraduate studies

The tutors interviewed mentioned the kind of universities and departments they were pursuing their programmes as follow:

UCC	Department of Education and Psychology
UCC	Department of Mathematics Education
UG	Department of Languages
UCC	Institute of Education
UCC	Institute for Development for Development Studies
UEW	Department of Social Studies
UEW	Department of Education
UEW	Department of Ewe
UEW	Department of English
UEW	Department of Mathematics
UEW	Department of Science
UEW	Department of Home Economics
KNUST	Department of Horticulture

5.7 Key Findings

Research Question (RQ) 1: How have the tutors responded to the call for postgraduate degree upgrading by NCTE?

1. Some tutors quickly went for further studies without any delay.
2. Some tutors hesitantly pursued further studies after a few years because they were not immediately ready economically and psychologically.
3. Some tutors were surprised to be asked to go for further studies so as to qualify to teach since they felt they had adequate knowledge and skills to teach students

The data collected revealed that:

- i. Forty-five tutors went for further studies in the two colleges from June 2012 to March 2018 out of 63 that were affected by the policy.
- ii. Fifteen tutors in College A (public) and 13 in College B (mission), and thus 28 out of the 45 who went on further studies from June 2012 to March 2018, had graduated and collected their certificates.
- iii. Seventeen tutors who form part of the 45 who went on further studies were yet to graduate at the time of this research and hence the interview was conducted on them.

RQ 2: How are the tutors with mismatched programmes in first and second degrees addressing their challenges to avoid being down-graded or having appointment terminated?

1. Eight got enrolled on master's degree programs out of the 26 who were affected in the two selected colleges, to match their first-degree programs.
2. One enrolled on a first-degree program to match the second-degree field.

RQ 3: What kind of postgraduate degree programmes have the tutors pursued?

Table 14 shows the kind degree programmes the tutors of the selected colleges pursued since 2012.

Table 14: Kind of programmes tutors pursued since migration in 2012

Programme	No. of Tutors
PhD	2
M. Phil	22
M. Sc.	5
M. Ed.	13
M. I. T	1
M. A.	1
First degree	1
Total	45

6 Conclusions

From the findings, it could be concluded that though NCTE's call for postgraduate degree upgrading was impromptu, it helped many tutors to enroll on further studies and become holders of at least research master's degrees. However, the ultimatum given to the affected staff was too short as many of them could not save easily to manage their studies comfortably and also the fact that study leave opportunities were not available to tutors and they had to combine work with their studies which negatively affected work and studies. Professional development policy was not available at the two colleges at the time of the study otherwise staff further studies issues would have been handled better at the time.

7 Recommendations

- a. Professional development policies should be put in place by the Governing Councils of all colleges to enable smooth professional development of tutors

- b. The 5-year grace period given to tutors to upgrade needed extension to enable more tutors upgrade and justify their inclusion in the lecturing staff.
- c. Steady leave with pay opportunities should be made available to tutors to pursue postgraduate studies.
- d. Further financial opportunities in addition to GETFund should be sought after to support all tutors on further studies to reduce the financial burden on such staff

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