UNIVERSITY OF CAPE COAST

EFFECTIVENESS OF THE COMMITTEE SYSTEM IN THE

MANAGEMENT OF COLLEGES OF EDUCATION IN THE CENTRAL

REGION OF GHANA

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BY

NANA ARABA ESSIEN-BAIDOO

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Administration in Higher Education

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DECLARATION

Candidate's Declaration

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

Candidate's Signature…………………… Date……………………

Name: Nana Araba Essien-Baidoo

Supervisors' Declaration

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

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

Name: …………………………………………………………………..

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

Name: …………………………………….…………………………

ABSTRACT

The purpose of the study was to examine the effectiveness of the committee system in the management of Colleges of Education in the Central Region of Ghana. Descriptive survey design was adopted for the study. A sample of 220 tutors and 43 students was used for the study. The sample was selected through purposive, census and proportional stratified sampling. Data was collected through the use of a researcher-designed questionnaire for both tutors and students. Data was analysed descriptively using frequencies and percentages and means and standard deviations. The study revealed that the committees in the sampled colleges were functional. Specifically, the committees were willing to seek the progress of the Colleges, engaged in decision making concerning students, planning and review of academic calendar and assessment and evaluation of staff and students. In addition, the study found that most of the committees were perceived as necessary in the management of the colleges. Finally, the study showed that Committee Systems encountered several challenges such as the presence of too many bureaucracies resulting in delays in decision making, authorities not carrying out recommendations of committees, nature and frequency of meetings, inadequate financial and administrative support. It was concluded that the Committee Systems in the Colleges of Education in the Central Region were effective in the performance of their roles. It was recommended therefore that authorities of Colleges of Education should implement the recommendations of committees as and when necessary.

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I am also grateful to my family for all their encouragement and support.

DEDICATION

To my husband, children, siblings and my entire family

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CHAPTER ONE

INTRODUCTION

Background to the Study

Tertiary educational institutions provide a platform for students and faculty members to respectfully study for higher academic qualifications (degrees and diplomas) and engage in research to advance the frontiers of knowledge. Ogbogu (2011) asserted that tertiary educational institutions are veritable tools for the realisation of national development, the development of cultured citizens and the promotion of research. Ogbogu added that tertiary education serves as progenitor of social change through the generation and dissemination of knowledge and new ideas. The World Bank (2002) added that tertiary education provides not only high level skills necessary for every market but also the training essential for teachers, doctors, nurses, civil servants, engineers, humanists, entrepreneurs, scientists and a myriad of personnel. One of the tertiary educational institutions that provides training of teachers in Ghana is the College of Education (CoE).

According to Newman (2013), Colleges of Education (CoEs) play important roles in a nation's development effort by preparing their students to teach in basic schools. This implies that a CoE in Ghana is mandated to build up the professional capacity of teachers and promote the teaching of the humanities, science and information communication and technology. The CoEs previously referred to as Teacher Training Colleges, have passed through various stages of development. Prior to 2008, Teacher Training Colleges were operating as post-secondary institutions, categorized under Level 4 (post-secondary non-tertiary) of International Standard Classification.

In 2012, the CoE Act (2012), Act 847 was passed and this has upgraded the Teacher Training Colleges to tertiary education status, and also changed its name to "College of Education".

For the CoE in Ghana to carry out its functions and to adequately fulfil the needs of the society, it needs efficient and effective management systems which would merge the traditional academic culture with the demands of a high technology driven knowledge economy. This means that the goals of CoEs in Ghana can be optimally achieved when the college administrators (Principals of the colleges) effectively organise the human resources in the colleges for effective and efficient management strategies. This view is expressed in a description of management by Pearce and Robinson (as cited in Hannagan, 2005) as the process of optimising human, material and financial contributions for the achievement of organisational goals. Management aims at getting things done by other people. The above emphasises the fact that managers achieve organisational objectives by arranging for other people to perform whatever tasks are required, and do not necessarily carry out these tasks themselves. According to Hannagan, this is obviously essential in a football team where even a player-manager must have other people to help the team to win. In industry one-person business can succeed by specialising in one aspect of the process, but major products and services are supplied by larger organisations because one-person business cannot produce enough goods and services to meet consumer demand.

In Ghana, Teacher Training Colleges (now Colleges of Education) are educational institutions charged with the responsibility for training and preparing teachers academically and professionally for instructional work as

well as non-instructional supportive functions at the basic school level. According to Farrant (1985) the teacher training colleges have the responsibility of inculcating or re-enforcing discipline in teacher trainees to enable them to do likewise to their pupils as well as maintaining high level of discipline in the schools they will be teaching later in their professional career.

The Longman Dictionary of Contemporary English defines committee as a group of people chosen to represent a larger group in order to do a particular job and make decision. Nwachukwu (1988) defines committee as a device for achieving coordination of activities and sharing information among various departments and divisions of an organisation. The growing popularity of the needs for collective efforts in most organisations nowadays has made the argument for the use of committees more plausible.

Obayan (2002) posited that committee system is a vital ingredient for effective administration of educational institutions and maintained that collaborative effort gives administrators, educators and other stakeholders the opportunity to deal with complex educational issues as a group. Cotton (2005) equally stressed that a democratic method of school management that allows employees, particularly teachers, adequate participation in any decisions that affect them through committee system, contributes significantly to principals' administrative effectiveness. Scholars, right from the medieval periods, were reported to have practised consultative system of decision making, now referred to as the committee system (Adebayo, 2004). In those periods, they were allowed to study, write and consult one another on various issues and thus develop a participatory form of government in their various institutions of learning. The extent to which school administration is based on committee

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system was also pointed out by Bunza (1999) that virtually all issues, no matter how big or small is considered by a committee, which either takes final decision or sends its recommendations to an approving authority. Alabi (2000) submitted as key advantages of participatory decision making broadened support and acceptance, easier coordination and communication, culminating in improved decisions. Ijaiya (2000) also noted that the visible sign of delegation, especially in Nigerian secondary schools, is the increasing use of committees.

Though the use of committees is not new in schools, what is however novel is their increasing popularity. Within the school system, committees in existence vary in their types, status and procedures of their constitutions. Adebayo (2004) maintained that a committee may either be a line or staff committee depending on its authority. If the authority involves decisions affecting subordinates responsible to it, it is a line committee. If the authority's relationship to a superior is however advisory, it is a staff committee. Researchers on administrative effectiveness are often faced with problems of deciding which organisational aspects and what criteria should be used. Available literature shows that administrative effectiveness could be measured in terms of the relationship between the organisation and the external environment (Heck, Johnsrud, & Rosser, 2000). Effectiveness of school administrators is however dependent on personal qualities, interaction with subordinates and the situation as well as their ability to inspire all members of the school community to work together toward the goal of excellent education of all students (Brouten, 2005).

The need for effective human resource management strategies that incorporate Committee System in the administration of secondary school cannot be over emphasized. School management is focused on efficient management of human and material resources. The management of school organisation requires the adoption of Committee System because of the bureaucracy, collegial and political models that are applicable (Dauda, 2000). The tasks of school principals are enormous and the need to involve teachers and other administrative staff in the management process to ensure optimal production, efficiency, satisfaction, adaptiveness and development cannot be over-emphasized.

Many teachers crave for participation in the running of the school. They do not only want to be involved in decision making at staff meetings, but also want to take active role in the effective administration of the school, which could possibly be satisfied through the use of school communities. It should be noted that the internal processes within the school organisations are very essential for the determination of effectiveness and ineffectiveness of the school system. These internal processes include the school climate, staff involvement in decision making, leadership behaviour and communication process. The setting up of committee is a strong force in these internal processes that could bring about school effectiveness. There is also the growing assumption that committee works in schools and colleges affect negatively the academic work of teachers. Thus, instead of the involvement in the running of the school being a morale booster to the teacher and affecting his teaching tasks positively, it is now a situation in which the primary duties of teaching the students are relegated for ad hoc committee duties. Thus, there

is the problem of effective utilisation of the committee system in the schools. This assumption has prompted the quest to examine the use of committee system and its impact on principals' administrative effectiveness.

Organisations, whether they are companies, educational institutions, hospitals or football teams, will all have objectives. They will all have a purpose for being in existence and for continuing their work. In the educational setting, the objectives may be expressed in terms of educational achievements. Managers are the people responsible for helping organisations to achieve their objectives and for creating and implementing their plans. According to Hannagan (2005), managers are responsible for "the process of planning, organising, leading and controlling the efforts of organisation members and of using all organisational resources to achieve stated organisational goals" (p. 5). At first glance a manager's role is to organise, supervise and control people so that there is productive outcome to work.

The concept of management in education deals with the co-ordination and utilisation of resources both human and material for the accomplishment of educational objectives. In Ijomah's (2001) view, management of tertiary education institutions such as the CoE will definitely require participation through the committee system. This implies that for the sake of meaningful decision and achievement of special and technical tasks at the CoE, certain committees need to be created. These committees create opportunities for the CoE to maximise the potentials of the students, the educational aims, and the efficient running of colleges.

Ayodele and Ekundayo (2005) describe a committee as a device for achieving co-ordination of activities and sharing information among various

departments and divisions of an organisation. The CoE, as a tertiary educational system, requires well-resourced committee systems for effective administration in order to achieve their numerous objectives. This view is also expressed by Obayan (2002) and Dauda (2000). Cotton (2005) added that committee system is a democratic method of school management. The use of the committee system in the management of tertiary education is of great importance and requires that the right persons be used. This system was entrenched in the act establishing CoEs in Ghana as indicated in the CoE Act of 2012 (Act 847). This Act disperses responsibilities to reflect the democratic nature of colleges' decisions which must reflect the opinion of a cross section of the staff and students if such decisions are to be acceptable to all concerned. This explains why many institutions in the country have established many committees to assist management in arriving at useful and meaningful decisions that could facilitate the proper management and growth of the tertiary education system.

Arriving at useful and meaningful decisions that could facilitate the proper management and growth of CoEs requires the choice and use of the right persons in the various committees. The choice of the right persons should depend on their skill, ability and positions in the organisation. Also, the selection of the right person(s) allows for the greater participation of more competent staff and students. This is desirable, valuable and of paramount importance for the smooth running of the system, as it makes the process of democratisation very easy and gives room for consultation, joint decision-making and for the concept of dispersed responsibility. This system leads to a

decentralised administration thus encouraging individual and collective participation.

In the view of Dauda (2000), the management of college organisation requires the adoption of committee system because of the bureaucracy, collegial, and political models that are applicable. The tasks of college principals are therefore enormous and the need to involve teachers and other administrative staff in the management process to ensure optimal production, efficiency, satisfaction and development cannot be over-emphasised. Obayan (2002) opined that the committee system is a vital ingredient to achieving effective tertiary education administration. Similarly, Cotton (2005) asserted that the committee system is a democratic method of college management that must be utilised no matter the cost.

However, the activities of the committee system in the CoEs affect the academic work of teachers at the colleges. Thus, instead of the involvement in the running of the college being a morale booster to the teacher and affecting his/her teaching tasks positively, it is now a situation in which the primary duties of teaching the students are relegated to the background in order to engage in ad hoc or standing committee duties. Thus, there is a problem of effective utilisation of the committee system in the colleges. This assumption has prompted the quest to examine the nature of the committee system of management adopted by the CoEs in Ghana in terms of its effectiveness and how it is being utilised to achieve set institutional goals. The need to critically examine the committee system with the view to diagnosing the challenges confronting it in order to take the appropriate actions to address them becomes apparent.

Statement of the Problem

Managing a higher educational institution like CoE is becoming increasingly complex in terms of curricula, expansion in student enrolment as well as the correspondingly expanded administrative roles. The ensuing expansion has made delegation of authority and responsibility by college principals inevitable. There are criticisms from some staff of CoEs in Central Region that the committee system is not necessarily the best method for effective administration of a higher educational system.

What seems to be the problems associated with the committee system of management include the cost of the many resources used in terms of human, material and time; and the possibility of indecision and compromises. Corroborating this view, Alabi, Mustapha and Abdul-Karrem (2012) asserted that the responsibility for a committee's decision is too fluid with no single specific person bearing it. Unfortunately, it appears not much has been done in terms of scientific research to examine the effectiveness of the committee systems put in place in the CoEs in Ghana. It is to fill the void in research in this area that the study seeks to examine the effectiveness of committee system in the management in CoEs in Central Region in Ghana.

Purpose of the Study

The purpose of the study was to examine the effectiveness of committee system in the management of CoEs in the Central Region of Ghana. Specifically, the study seeks to:

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1. Examine the roles the committees play in the management of CoEs in the Central Region.

2. Examine staff perception of the committee system in the management of CoEs in the Central Region.

3. Examine the challenges associated with the use of the committee system in CoEs in the Central Region.

Research Questions

The following research questions were posed to guide the study:

1. What roles do the committees play in the management of the CoEs in the Central Region?

2. How do staff perceive the committee system in the management of CoEs in the Central Region?

3. What are the challenges associated with the use of the committee system in CoEs in the Central Region?

Significance of the Study

The outcome of the study will help CoEs authorities set up, develop and utilise appropriate committees to efficiently run their institutions. The results will help administrators to eliminate the bottlenecks that prevent the efficient utilisation of the committee system in the administration of the CoEs. It will serve as a source of reference for future research work in the use of committees in educational institutions. It will further serve as a reference material for stakeholders at the different levels of the educational system who want to update their knowledge and skills in the running of schools.

Delimitation of the Study

The study was delimited to the Principals, tutors and students in CoEs in Central Region of Ghana. It was also restricted to the functions of the committee system as mandated by the policy document (statutes) for implementation and take nose-dive into the challenges associated with the use of the committee system.

Limitations of the Study

The study sought to examine the committee systems in the management of Colleges of Education in the Central Region of Ghana soliciting the views of staff and students through the use of questionnaires. The findings of the study were limited by the fact that the principals of the various colleges were not readily available which affected the findings.

Definition of Terms/Acronyms

CoE: College of Education.

CoEs: Colleges of Education

Tertiary Education: This is a more advanced and specialised education taken after secondary education. Such institutions include polytechnics, CoEs, universities, diploma awarding nursing training colleges and diploma awarding agricultural colleges.

Organisation of the rest of the Study

The rest of the study has been organised in four chapters. Chapter Two reviews related literature. Topics dealt with include committee system, roles played by the committees, and challenges faced by committees in the discharge of their duties in CoEs. Chapter Three focuses on the methodology of the study. Specifically, research design, population, sample and sampling procedure, instrument, and data collection and analysis procedures were

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covered. Chapter Four looks at the results of the study and discusses the findings, while the last chapter provides a summary, draws conclusions and makes recommendations. Suggestions for further research are also included.

CHAPTER TWO

LITERATURE REVIEW

The purpose of the study was to examine the committee system in the management of CoEs in the Central Region of Ghana. This chapter draws attention to relevant works conducted around the subject matter by other authors. Specifically, literature was reviewed on;

1. Concept and Nature of Committee System and Governance

2. Role of Committee System in Colleges of Education

3. Theoretical Framework of the Concept of Management and Committee System

4. Challenges Associated with Managing the Committee System in CoE

Concept and Nature of Committee System and Governance

Definition of Committees

Puplampu (1998) defines committees as structural arrangements within an organisation which pull together into a group, persons of varied opinions, expertise and background to deal with a presenting issue or an on-going aspect of organisational life. Among the cardinal responsibilities of committees are to investigate and make judgments about issues and take decisions based on available information, to formulate policy, interpret policy, and in some cases, implement or monitor policy implementation. Committees perform administrative functions and facilitate or give opportunity to participate in the affairs of an organisation. Committees are characterized by consensus seeking behaviour. They always function under the leadership of a chairperson who acts as group linker and focal point for deliberations (Puplampu, 1998).

In many organisations and at all organisational levels, the larger the organisation, the greater the probability that committee will be used within the organisation on a regular basis. Weihrich and Koontz (1994) assert that committees are in wide use in all types of organisation.

According to Oshagbemi (1988), the main vehicle of administration in the universities is the committee system. The committee, as a management system is used for administering the university on democratic principles. Weihrich and Koontz (1994) observe that, although the committee is sometimes regarded as having democratic origins and as being characteristic of democratic society, the reasons for its existence go beyond mere desire for group participation. Committees are widely used even in authoritarian organisations, such as the People Republic of China.

Puplampu (1998) defines committees as structural arrangements within an organisation which pull together into a group, persons of varied opinions, expertise and background to deal with a presenting issue or an on-going aspect of organisational life. Puplampu states that committees could be permanent or transitory. The cardinal responsibilities of committees are to investigate and make judgments about issues and take decisions based on available information, to formulate policy, interpret policy, and in some cases, implement or monitor policy implementation. Committees perform administrative functions and facilitate or give opportunity to participate in the affairs of an organisation. Committees are characterised by consensus seeking behaviour. They always function under the leadership of a chairperson who acts as group coordinator and directs the affairs of the group.

Nature of the Committee System

Many organisations and institutions including institutions of higher education depend much on committee system for their daily decision-making. Certo (2002) indicates that committees usually exist within all organisations and at all organisational levels. The larger the organisation, the greater the probability that committee will be used within the organisation on a regular basis. Committees are used widely in all types of organisation.

The committee, as a management system, is used for administering the CoE on democratic principles. It is a technique for achieving joint participation and for ensuring proper delegation. Weihrich and Koontz (1994) observed that although the committee is sometimes regarded as possessing democratic instincts and as being characteristic of democratic a society, the reasons for its existence go beyond mere desire for group participation. Perhaps the most important reason for the use of committees is the advantage of gaining group deliberation and judgment in conformity with the adage that two heads are better than one.

The size of committees is very crucial for organisations or institutional decision-making. The size of committees differs from organisation to organisation and mostly depending on the task to be performed. Buami (2001) asserts that as a general rule, a committee should be large enough to promote deliberation and include the breath of expertise required for the job but not as large as to waste time or foster indecision.

Formation of Committees

In all cases, committee members are appointed or elected or both. For instance, a committee set up to deal with staff welfare will include

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management staff appointed on account of their expertise and rank or position as well as union executives, who may have been elected by the workforce. The source of membership of a committee is so vital and significant that such a committee includes people who have the required expertise, technical know-how and disposition to provide the needed services. In CoEs for example, membership of committees that deal with academic issues is limited to academic staff.

Size of Committee

The size of committees is very crucial for organisations or institutional decision-making. The size of committees differs from organisation to organisation and mostly depending on the task to be performed. Buami (2001) asserts that as a general rule, a committee should be large enough to promote deliberation and include the breath of expertise required for the job but not as large as to waste time or foster indecision.

Weihrich and Koontz (1994) stated that due to differences in the authority assigned to committee, much misunderstanding has ensued as to their nature. Some committees mandated with the authority to make recommendations to a manager who may not accept them, while others are formed to receive information without making recommendations or decisions.

1.   The power they exercise, i.e.

   i. Those having the power to bind the parent body.

   ii. Those without any power to bind the parent body; or

2.   The function and/or duration of the committee, is

   i. Executive committee possessing wide power of authority.

ii.Standing committees, which are relatively permanent and appointed to do a routine task.

Committee Structure

Committees occupy a prominent place in the life of the CoE. Both the academic and the administrative areas within the CoE are governed through a committee system. All committees report either to the Council or to the Senior Management Team.

The purpose of the system is to allow for a wide representation of interest and involvement, in an open decision-making process, with far-ranging and equitable consultation. It includes external involvement in the shape of lay members of council. This, in turn, reflects the CoE's conscious need to be accountable to the public and responsible to the local community. A committee system provides checks and balances and is a traditional aspect of current CoE-sector management.

Types of Committees

According to Hall (1976), committees may be classified according to; the power they exercise (that is those having the power to bind the parent body, and those without any power to bind the parent body), and the function and/or duration of the committee (that is the executive committee possessing wide power of authority, and standing committees which are relatively permanent and appointed to do a routine task).

Buami (2001) indicates that as some committees undertake managerial functions others do not. Some make decisions while others normally deliberate on problems without authority to decide. Some committees are mandated with the authority to make recommendations to a manager who may or may not

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accept them, while others are formed to receive information without making recommendations or decisions.

In Ghana, the CoE Act (2012) Act 847 states that "for the purposes of achieving the aims of a CoE, the Council may establish standing or ad hoc committees made up of members or non-members of the Council and assign them functions that the council considers appropriate" (p. 8). The CoE committees are therefore ad hoc or standing created to meet some specific and critical needs of the system in the daily search for knowledge and truth. These committees are either responsible to the Council or Academic Board.

Ogunruku (2012) opined that in Nigeria, each public tertiary educational institution has not less than 40 standing committees with which they make decisions that facilitate the proper management and growth of the tertiary educational system. Ibukun (1997) identified the basic committees in tertiary educational institutions in Nigeria to include; Finance and General Purpose Committee, Development and Promotion Committee, Admissions Committee, Academic Planning Committee, Committee of Deans, Research Grants Committee, and Ceremony Committee. Other committees are Consultative Committee on Community Development, Students' Welfare Board, Library Committee, Sports Council, Students Disciplinary Committee, Staff Disciplinary Committee, Development and Physical Planning Committee, Staff Housing Committee/Lodging Bureau, Tender Board, and Alumni Relations Committee.

CoE (2012), Act 847, stressed that CoEs in the country shall establish standing committees of council and committees of academic board to perform certain functions as assigned by the Council. These are; Standing Committees

of Council (Finance Committee, Development Committee, College Tender Committee, Audit Report Implementation Committee, and Appointment and Promotions Committee) and Committees of Academic Board (Executive Committee, Staff Development and Research Committee, Academic Planning and Quality Assurance Committee, Works and Physical Development Committee, Residence and Housing Committee, Library Committee, Academic Affairs Committee, and Professional Development Committee).

Status of Colleges of Education in Ghana

Colleges of Education in Ghana are governed by bodies known as the College Councils. The councils are made up of members from varying backgrounds in education who work together (as in committees) to promote the agenda of their colleges. NCTE (2013, p.4) stipulates that "the governing body of the College shall be the College Council which shall consist of:

1. A Chairperson;

2. The Principal of the College;

3. One person elected by convocation of academic staff;

4. The President of the Student's Representative Council;

5. One representative of the Ghana Education Service of the rank of Regional Director or not below the rank of Deputy Director;

6. One representative of the National Teaching Council;

7. One representative of the National Council Teaching Council;

8. One person elected by Non-teaching staff of the College; the diploma or other certificate of the College of Education;

9. One representative of the affiliate institution that awards the diploma or other certificate of the College of Education;

10. At least four other persons two of whom are women and one alumni representative.

In addition, the College Vice Principal, the College Secretary and the College Finance Officer shall be in attendance at Council meetings. The Chairperson and members of the Council shall be appointed by the President in accordance with article 70 of the 1992 Constitution of the country. NCTE (2013, p.5) further provides the powers and functions of the College Council as:

1. The provision of strategic direction to College programmes and activities to ensure the achievement of its vision and mission;

2. Approve the educational programmes developed by the academic board having regard to the mandate of the College;

3. Appoint the Principal of the College, Vice Principal of the College, tutors and other persons to academic and administrative position in the college;

4. To sell, buy, exchange and lease and accept leases of property;

5. To borrow money on behalf of the college on security of the property of the College or otherwise;

6. Generally, to enter into, carry out, vary and cancel contracts;

7. To control the fiancés of the College and to finally determine any questions on finance arising out of the administration of the College or the execution of its policy or in the execution of any trust by the college;

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8. To submit to the minister for education through the National Council for Tertiary Education an annual report on the activities of the College during that year;

9. To be responsible for all measures necessary or desirable for the conservation or augmentation of the resources of the College and may, for this purpose, specify any matter respect of which the consent of Council shall be obtained before action is taken or liability incurred.

In furtherance of the above, council shall:

1. Determine the allocation of all recurrent funds at the disposal of the College;

2. Determine annually the expenditure necessary for the development of the College;

3. Prescribe the manner and form in which units of the College shall submit accounts or estimates of income and expenditure;

4. Ensure that the Planning Unit works closely with the National Council for Tertiary Education (NCTE) on policies relating to norms covering student and staff numbers and funding levels" (NCTE, 2013, p.6).

The status gives the Council power to establish committees that it considers necessary and assign to a committee functions that it considers appropriate. Council also seeks the views of Academic Board on issues Council considers to have academic implication.

In the light of committees, NCTE (2013, p.8) spells out that "Council shall establish the following Committees as Standing Committees of Council;

1. Finance Committee

2. Development Committee

3. Entity Tender Committee

4. Audit Report Implementation Committee

5. Appointment and Promotions Committee

A committee of Council is to be chaired by a member of the Council of which the composition, meeting procedures and functions of the Committees shall be in accordance with the Statutes. The Academic Board which is under the provisions of the Colleges Act is also composed of:

1. The Principal of the College, who shall be the Chairperson.

2. The Vice Principal of the College.

3. College Librarian.

4. Heads of Department.

5. One representative of each Academic Department who shall be a Senior Staff A.

6. The Students Affairs Office.

7. Any other person co – opted by the Board, to attend any meeting of the Board as a non – voting member.

8. The Secretary of the College shall be Secretary to the Board.

The powers and functions of the Academic Board without prejudice as in NCTE (2013, p.15) is to:

1. To formulate and carry out the academic policy of the College and generally regulate and approve the programmes of instructions and examinations in the college.

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2. To promote quality assurance in teaching, research and community service within the College and request, at the end of every academic year, reports from the Departments on their activities.

3. To approve Internal and External Examiners on the recommendations of Departmental Boards concerned, and to determine the terms and conditions of their appointment.

4. To remove or suspend examiners for negligence or inefficiency or other justifiable cause during the examiners term of office and in the case of suspension or removal, appoint a replacement.

5. To make regulations on the admission of students and arrangements for the conduct of examinations.

6. To determine and where necessary admit continuing students of other College to programmes of equal or similar category to the College.

7. To make regulations upon receiving reports or proposals from Departmental Boards relating to programmes of study, diplomas and other academic awards.

8. To awards diplomas, certificates and other academic distinctions to persons who have pursued programmes of study or research approved by the Academic Board and have passed the prescribed examinations and or satisfied the Examiners.

9. To make recommendation to Council on the establishment of new Departments, the abolition, change of the scope of any Departments, into two or more Departments or the abolition of any existing Departments.

10. To determine, subject to any conditions made by donors which are accepted by Council, after reports or proposals from the Departmental Board concerned, the mode and conditions of competition for fellowships, scholarships, bursaries, medals and other prizes.

11. To make, subject to the formal approval of Council, rules and regulations guiding appointments, re–appointments, acting appointments and promotions of Senior Staff A of the College, to posts other than those reserved for Council by the Act and these Statutes.

12. To make regulations for the discipline of students of the College and to take steps as it deems proper for controlling organisations, associations, unions and groups o of the student body.

13. To consider, for the approval of Council, an annual statement of the estimates and accounts of the College as submitted by the Budgetary Committee.

14. To regulate the relationship between the College and associated institutions.

15. To refer proposals on any matter to Convocation for consideration.

16. To review the decisions of any of the Statutory Committees of the Academic Board, to reflect the collective wisdom of the Board and the best interest of the College.

17. Report back to the Council of a College of Education on matters referred to the Board by the Council.

18. To determine any other academic matters in the interest of the College.
The Academic Board also works through statutory committees' subject to the approval of the Council. Their composition, meeting procedures and

functions are in accordance to the Status of the College. These statutory committees are:

1. Executive Committee

2. Staff Development and Research Committee

3. Academic Planning and Quality Assurance Committee

4. Works and Physical Development Committee

5. Residence and Housing Committee

6. Library Committee

7. Academic Affairs Committee

8. Professional Development Committee

In addition to the statutory committees, Colleges of Education in Ghana should have standing committees who support management in their activities. NCTE (2013, p.36) itemises them as follows:

Finance Committee

The membership as stipulated in NCTE (2013, p.36) is:

1. Membership of the Finance Committee shall comprise:

2. Chairperson of Council   -   Chairperson

3. Principal of the College

4. Vice Principal of the College

5. Secretary of the College

6. College Finance Officer

7. (vi) College Internal Auditor

8. Two Members of Council not staff of the College

9. Three Heads of Department elected by Academic Committee

The term of office of all elected or appointed members of the Finance Committee (other than ex-officio members) is two years' subject to re-appointment or re-election. The Finance Committee meets at least two times in a semester. In the absence of the Chairperson, a member of Council presides over meetings. The quorum for meeting shall be fifty per cent (50%) including the Chairperson and Principal.

The Finance Committee according to NCTE (2013) has power to:

1. Invest and otherwise manage College funds.

2. Incur or authorize persons or bodies to incur expenditure from college Funds, including any income accruing to any section of the College.

3. Control and regulate such expenditure by means of annual or other budgeting, by making allocations subject to any conditions it may determine, and by such means as it may deem fit.

4. Approve annual estimates for transmission to the National Council for Tertiary Education (NCTE) on behalf of Council.

5. Prepare the annual accounts of the College for approval by Council.

6. Perform all functions assigned to it by the College's Financial and Stores Regulations.

7. Carry out any other functions delegated by Council.

Development Committee

Membership of the Development Committee comprises:

1. Principal of the College-Chairperson

2. Vice Principal of the College

3. Two (2) members of Council not in the employment of the College

4. Heads of Department elected by Academic Board

In attendance are Secretary of the College, College Finance Officer, Works and Development Officer and Estate Officer. The term of office of all elected or appointed members of the Development Committee (Other than ex-officio members) shall be two years' subject to re-appointment or re-election.

The Development Committee meets at least two times in a semester. In the absence of the Principal of the College, the Vice Principal of the College chairs over such meetings. The quorum for meeting shall be fifty per cent (50%) including the Principal of the College and Vice Principal of the College.

The Development Committee according to NCTE (2013) shall:

1. Be responsible for all matters concerning the acquisition, development, maintenance and use of land, buildings and property that fall within the function of Council;

2. Without prejudice to the generality of these powers, the Committee shall within the Financial resource made available to it by the Finance Committee, have power to:

    1. Determine building programmers and approve plans for the physical development of the College.

    2. Appoint such consultants and other professional persons as, in its view, are required for the best implementation of the plans,

    3. Control all design matters,

    4. Take all such steps as it deems fit for the development, care and maintenance of the property of the College.

Entity Tender Committee

Membership of the College Tender Committee comprises:

1. Chairperson of Council - Chairperson

2. Secretary of the College

3. College Finance Officer

4. A Lawyer appointed by Council

5. One Member nominated by the Development Committee

6. One Member appointed by the Ministry of Education.

7. One Member appointed by the National Council for Tertiary Education

8. One Representative of the Students' Representative Council (SRC)

9. One Representative of the Association of College Teachers (NCTE, 2013, p.25)

In attendance are Principal, Works and Development Officer and Procurement Officer. The term of office of all elected or appointed members of the Tender Committee (Other than ex-officio members) shall be two years' subject to re-appointment or re-election.

The Tender Committee meets as and when the need arises. In the absence of the Chairperson, a member outside the College presides over such meetings. The quorum for meeting shall be fifty per cent (50%) including the Chairperson and Principal.

The Tender Committee has the power to perform the following functions in accordance with the Public Procurement Act, (Act 663, 2003) to:

1. Review procurement plans to ensure that they support the objectives and operations of the College;

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2. Confirm the range of acceptable costs of items to be procured and match them with available funds in the approved budget;

3. Review the schedules of procurement and specifications and also ensure that the procurement procedures are in strict conformity with the provisions of Act 663;

4. Ensure that the necessary concurrent approval is secured from the relevant Tender Review Board, in terms of the applicable threshold in schedule 3 of Act 663, prior to the award of the contract;

5. Facilitate contract administration and ensure compliance with all reporting requirements under Act 663: and

6. Ensure that stores and equipment are disposed of in accordance with Act 663.

Audit Report Implementation Committee

Membership of the Audit Report Implementation Committee (ARIC) shall comprise:

1. Members of Council who acts as chairperson

2. Principal of the College

3. Procurement Officer or Senior Accountant

4. One Representative – Internal Audit Agency

5. One Representative – Institute of Professional Auditors

6. In attendance are the Vice Principal of the College, Secretary of the College and College Internal Auditor;

The term of office of all elected or appointed members of the Audit Report Implementation Committee (other than ex-officio members) shall be two years' subject to re-appointment or re-election (NCTE, 2013).

The ARIC Committee shall meet at least twice a semester. In the absence of the Chairperson, a member outside the College shall chair / preside over such meetings. The quorum for meeting shall be fifty per cent (50%) including the Chairperson and Principal.

The Audit Report Implementation Committee shall have the power to perform the following functions in accordance with the Audit Service Act (Act 584, 2000);

1. To ensure that the Principal of the College

    i. Ensure the implementation of the recommendations in all audit reports of the College;

    ii. Follow-up Auditor-General and Public Accounts Committee's recommendations as well as recommendations in internal audit reports;

    iii. provide advice to management on risk management, internal control compliance with laws, regulations and ethical standards;

    iv. ensure that the Principal of the College pursue the review and implementation of matters in all audit reports as well as financial matters in raised in the reports of Internal Monitoring Units in the College;

    v. Ensure that the Principal of the College annually prepares a statement showing the status of implementation of recommendations made in all audit reports as well as the Auditor-General's reports which have been accepted by Parliament and any other related directives of Parliament.

2. The statement shall show remedial actions taken or proposed to be

taken to avoid or minimize the recurrence of undesirable features in the accounts and operations of the College and the time frame for action to be completed.

3. The statement referred to above shall be endorsed by the Chairperson of Council and forwarded to Parliament, office of the President, the Director-General of the Internal Audit Agency (IAA) and the Auditor-General through the sector Minister within six months after Parliamentary decisions on the Auditor -General's reports.

    i.   Review and advise on the strategic annual internal audit plans.

    ii.   With regard to Internal Audit, the ARIC shall; Monitor the Performance of Internal Audit Unit against its annual internal audit plans and strategic plans.

    iii.   Monitor the implementation of agreed audit recommendations.

    iv.   Review the activities, resources and organisations structure of the Internal Audit Unit and ensure that no unjustified restrictions or limitations are placed on the Internal Auditor.

    v.   Review the effectiveness of t\he Internal Audit Unit and ensure that it has appropriate standing within the institution.

    vi.   Meet separately with the Head of Internal Audit to discuss any matters that the ARIC or Internal Auditors believe should be discussed privately.

    vii.   Ensure that significant findings and recommendations made by the Internal Audit and Management's responses are received, discussed and appropriately acted on.

4. In respect of compliance with laws and financial regulations, ARIC shall:

    i.   Review the effectiveness of the system for monitoring compliance with laws and regulations and the results of management's investigation and follow-up (including disciplinary action) of any fraudulent acts or non-compliance.

    ii.   Obtain regular updates from management regarding compliance matters that may have a material impact on the College accounting record or compliance regulations.

    iii.   Be satisfied that all regulatory compliance matters, related to the operations of the College have been considered in the preparation of the accounting records.

Appointment and Promotions Committee

There shall be an Appointment and Promotions Committee for the engagement of the services of Senior Staff of the College (NCTE, 2013, p.30).

i. Membership of the Appointment and Promotions Committee shall comprise:

1. Principal of the College-Chairperson;

2. Vice Principal of the College;

3. Two Members not below the rank of principal tutors elected by the Academic Board one to represent Science and Technology and the other to represent the Social Sciences and Liberal Arts;

4. Head of Department / Unit in which the appointment is being made;

5. One External Assessor in the candidate's area of specialisation.

i. The Secretary of the College shall be in attendance and act as secretary.

ii. The term of office of all members of the Committee (other than ex-officio members) shall be two years' subject to re-appointment or re-election (NCTE, 2013).

The Appointment and Promotions Committee meets as and when necessary. The quorum for meeting is five members including the Principal. NCTE (2013) provides the functions of the appointment and promotions Committee as:

1. Recommend to Council for the appointment of Senior Staff A (teaching and non – teaching e.g. Assistant Tutor, Tutor, Senior Tutor and above and equivalent grades).

2. Recommend to Council for appointment / promotions to Principal tutors and above and equivalent grads.

3. Recommend the appointment and promotion of senior and junior staff.

4. Engage and promote other senior staff A on behalf of Council.

5. Approve an appointment for a period of up to one year in urgent cases, pending the regularization of the appointment.

6. To recommend to Council the appointment of Academic and Administrative staff where appropriate.

7. Draw up and review the criteria for appointment / promotions from time to time.

The rules and procedures as below:

1. No business shall be conducted in the absence of the Principal of the College or the Vice Principal of the College.

2. The Principal shall be present for appointments or promotions to Principal/ Chief Tutor and equivalent grades.

3. The Committee shall review applications received in the light of the following:

    (i) Applicant's formal qualifications, experience and age;

    (ii) Status of contract (short-term, long-term, post-retirement, etc.);

    (iii) Recommendations of the Departments/ Units where applicable.

    (iv) Report(s) of External Assessors where applicable.

4. Appointment / promotion shall be made to a named department or departments. Unit.

5. Proceedings of the Appointment and Promotions Committee shall be kept in the form of Minutes on general policy matters and Minutes of individual appointments.

6. Minutes on general policy matter shall be sent to all heads of department / Units.

7. Relevant extracts from the Minutes in respect of individual appointments shall be made available only by the Principal to competent authorities if required.

8. All documents in the appointment process and all discussions at the Appointment and Promotions Committee shall be confidential.

9. The Secretary of the College shall communicate the decision of the Appointment and Promotions Committee to the applicant within three

weeks, and in the case of appointments requiring prior approval by the College Council, within two weeks after such approval.

10. The Appointment and Promotions Committee may, on application, review its own decisions affecting appointment / promotion. For this purpose, the full membership of the Appointment and Promotions Committee shall be present.

11. Appeals shall lie form the Appointment and Promotions Committee to the College Council. In considering such appeals, Council may be assisted by an expert appointed by Council.

12. Any member who disagrees with the decisions of the Appointment and Promotions Committee may petition Council within the 7 days on receipt of the communication from the Secretary of the College. Council's decision on any appeal is final.

Committees of Academic Board

Executive committee

The NCTE (2013, p.35) indicates that the membership of the committee should be:

4. Principal of the College – Chairperson

5. Vice Principal of the College

6. Heads of Department

5. Two Members who are not Heads of Department elected by Academic Board one representing Liberal Arts and Social Sciences

6. Students' Affairs Officer

7. Secretary of the College – Secretary

Meetings and quorum shall be fifty percent (50%) including the Principal of the College or Vice Principal of the College. The functions will be:

1. To serve as an advisory body to the Principal of the College and provide oversight and coordination of the development and implementation of strategic initiatives as well as other efforts and projects designed to advance the goals of the College;

2. To monitor progress in achieving and realizing strategic objectives of the College;

3. To consider and develop appropriate processes and methods for actively engaging the departments and units in a comprehensive and integrated strategic planning;

4. To identify the principles for resource allocation of department and units;

5. To consider any matter that it may deem fit from time to time on behalf of the Academic Board.

Staff development and research committee

Membership of the staff development and research committee shall be:

1. Principal of the College - Chairperson

2. Vice Principal of the College

3. Heads of Department

4. College Finance Officer

5. One Member elected from Academic Board

6. Librarian

7. Secretary of the College

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Meetings and quorum shall be fifty percent (50%) of the membership. Their functions according to NCTE (2013, p. 37) shall be:

1. To examine and take appropriate action on grants for research, conferences and scholarships as may be approved by the Academic Board.

2. To consider research proposals, approve and disburse funds allocated for the purpose.

3. To receive and study applications, and recommend the granting of scholarships to appropriate persons.

4. To support funding for in-service training, research and conferences.

5. To formulate policy on the College's publications.

6. To find assessors in consultation with departments to evaluate documents for publication.

7. To consider and recommend for approval specific works for sponsorship or publication by the College

8. To administer funds provided for editing of the Principal's Annual Report and any other official publications of the College.

9. To formulate a Staff Development Policy for the College.

Academic planning and quality assurance committee

Membership of this committee shall be:

1. Vice – Principal of the College – Chairperson

2. Heads of Department

3. Works and Development Officer

4. ICT Officer

5. Quality Assurance Officer

6. Students Affairs Officer

7. College Internal Auditor

8. College Finance Officer or College Finance Officer's representative

The meeting and quorum shall be fifty percent (50%) of the membership.

Their functions shall be:

1. To develop policy any standards for planning, quality assurance and assessment.

2. To maintain guidelines and standards for ensuring best practices in departments and units.

3. To review and recommend new academic plans and new assessment system.

4. To develop policy and standards for planning quality assurance and needs assessment.

5. Oversee the organisation and development of ICT as a vital tool in service delivery in all departments and units.

6. To plan new academic programmes and to direct them to the appropriate body for accreditation.

Works and physical development committee

The membership of the committee includes:

1. Vice – Principal of the College – Chairperson

2. Students' Affairs Officer

3. Works and Development Officer

4. Officer in charge of Health and Sanitation

5. Two Members elected from the Academic Board – one representative of teaching staff and from non – teaching staff.

6. Once Student's Representative

7. Secretary of the College or Representative

8. Officer in charge of security

Meetings and quorum shall be fifty Percent (50%) of the membership. Their functions shall be:

1. To oversee the running of the College Estate (buildings and grounds) and carry out other functions assigned to it.

2. To carry out needs assessment.

3. To recommend security and safety measures to the Academic Board.

4. To be responsible for all security and safety matters of the College.

5. To advise the College on matters relating to the health of staff, students and all service providers.

6. To recommend appropriate measures on sanitation, security and safety on all College premises.

7. To ensure implementation of safety decisions on maintenance, health, security and sanitation matters at the College.

Residence and housing committee

Membership of the residence and housing committee shall be:

1. Vice Principal of the College - Chairperson

2. Head of Students' Affairs Unit

3. Students' Representative Council

4. Heads of Hall of residence

5. One Representative of the teaching and non – teaching staff

6. Hall Presidents

7. Maintenance and Housing Unit Officer (Estate Officer)

Members and quorum of the committee shall be fifty per cent (50%) of the entire membership including the Chairperson. Their functions shall be:

1. To carry out needs assessment

2. to identify and allocated house to staff

3. To review the housing / accommodation policy and procedures of the college.

4. To monitor and ensure the effective operation of the Hall Management system of the College.

5. To ensure adequate supervision and welfare of students

6. To advise Academic Board on matters relating to the conduct of Students in the Halls of residence.

7. To formulate policy on students' accommodation both in and outside the College.

Library committee

The membership of the library committee according to NCTE, (2013, p.38) shall be:

1. Vice Principal of the College – Chairperson

2. College Librarian

3. One Representative of Departmental Board

4. One Representative of Students' Representative Council

5. A Representative of Secretary of the College

Meeting and quorum of the committee shall be fifty per cent (50%) of the entire membership including the Chairperson. The functions shall be to formulate, direct and supervise library policy subject to the approval of the Academic Board.

Academic Affairs Committee

Membership of the academic affairs committee (NCTE, 2013, p.30) shall be:

1. Vice Principal of the College - Chairperson

2.   Quality Assurance Officer

3.   Heads of Department

4. Academic Affairs Officer

5. Internship Coordinator (Under Academic Affairs Unit)

Meetings and quorum of the committee shall be fifty per cent (50%) of the

entire membership including the Chairperson. Their functions shall be:

1. To make recommendations to Academic Board on admissions policy.

2. To review from time to time the admissions policy.

3. To approve departmental admissions.

4. To draw up a composite time – table for teaching and examination in

    consultation with Heads of Department and to allocate lecture rooms

    for teaching, learning and examinations.

5. To advise on the organisation of internships for students.

6. To formulate policies that will improve or enhance partnership

    between the Colleges and schools.

Professional Development Committee

NCTE (2013, p. 32) cites that membership of the committee shall be:

1. Vice Principal of the College – Chairperson

2.   Students Affairs Officer

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3. Secretary of the College or Representative

4. School Internship Coordinator

5. One Representative from each Department

6. Two SRC Representatives (One male, one female where applicable)

Meetings and quorum of the committee shall be fifty per cent (50%) of the entire membership including the Chairperson. The functions of the committee shall be:

1. To advise the Academic Board on some of the best practices to be adopted for professional teacher development, education and training.

2. To be responsible for the organisation of internship for students.

3. To formulate polices that will improve or enhance partnership between the Colleges and schools within and outside Ghana.

4. To make arrangements for the placement of students in the education industry and advice on placement issues.

5. To formulate policies to Academic Board regarding internship

Disciplinary Committee (Senior Staff B and Junior Staff)

Membership of this committee shall be:

1. Chairperson to be appointed by Principal of the College.

2. Head of Department of the affected staff.

3. Senior Staff A with legal background.

4. Representative of the affected staff's Union.

5. Assistant Secretary (Human Resource – Secretary.

The membership and quorum shall be fifty per cent (50%) of the entire membership including the Chairperson. In the event of an objection being raised against the Chairperson or any individual member of the Committee,

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the Principal shall appoint a replacement – and the most Senior Head of Department shall be appointed to replace the Chairperson whilst the Principal of the College may appoint any other persons that Principal of the College deems fit to replace individuals against whom objections may be raised by an aggrieved staff.

The functions of the committee shall be:

1. To charge the member concerned with the cases of misconduct or breaches levelled against him / her.

2. To provide the member concerned with an opportunity to defend himself/ herself against the charges of misconduct or breaches of disciplinary rules and regulations.

3. To make recommendations for the necessary sanctions to be imposed to the Principal of the College for the consideration of Council.

Disciplinary Committee (Junior Staff)

The junior staff discipline committee is a committee is scheduled to resolve issues of discipline among junior staff of Colleges of Education. Its membership according to NCTE (2013, p.33) is:

1. Chairperson – to be appointed by Principal of the College.

2. Hall Master / Warden of the affected student

3. Hall Counsellor

4. One representative nominated by the Students Representative

    a. Council.

5. Senior Staff appointed by the Principal of the College taking into account the subject matter of offence under consideration.

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Fifty per cent (50%) of the entire membership including the Chairperson shall form a quorum. In the event of an objection being raised against the Chairperson or any individual member of the Committee, the Principal of the College shall appoint a replacement – and the most Senior Staff A shall be appointed to replace the Chairperson whilst the Principal of the College may appoint any other person that Principal of the College deems fit to replace individuals against whom objections may be raised by an aggrieved student. The functions of the committee shall be:

1. To charge the student concerned with the cases of misconduct or breaches levelled against that student.

2. To provide the student with an opportunity to defend himself/ herself against the charges of misconduct or breaches of disciplinary rules and regulations.

3. To make recommendations to the Principal for the necessary sanctions to be imposed for the consideration of Council.

Roles of Committees in CoEs Governance

Committees are normally made up of between 3-12 people, and should meet regularly to make decisions about the direction of the organisation or group (Cohen, Manion & Morison, 2002). It is possible to have more than 12 people on a committee, but the more people you have round the table, the more difficult it can become to reach agreement on decisions. Barrett (2003) indicates that as committees have overall responsibility for the management of an institution's affairs, committee members can face personal liability should things go wrong. That is why it is important to meet regularly and make sure

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that the correct information comes to meetings so that committee members can make informed decisions.

A number of institutional goals are accomplished through the use of committee system. Organisations including institutions of higher education use committees to achieve their targets. Committees formulate policies and advise management as to what to do to achieve success. The committee is responsible for making sure that the organisation sticks to its aims and objectives as detailed in the statute.

Barrett (2003) reiterated that being on a committee involves; having a shared sense of purpose (following aims & objectives), providing direction and leadership, taking collective responsibility, dealing with compliance issues, and being accountable to stakeholders (e.g. the wider community, management).

Buami (2001) reports that during a focus group discussion on committee servicing held at the University of Cape Coast on January 18th 2000 as part of data collection methodology for his study, it was agreed that even though the committee system has attracted a lot of criticisms, it cannot be eliminated. This was because of the many advantages that are derived from a properly organised committee. He cited that these advantages constitute the reasons for using committees, and enumerated some of the benefits which include bringing in a variety of opinions to solve problems; co-ordination; inclusion of special interest groups; pooling of the expertise of different people; expression of honest opinions; and information exchange. All these advantages lead to enhancement of committee decision-making.

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The growing popularity of the needs for collective efforts in most organisations nowadays has made the argument for the use of committees more plausible. Obayan (2002) posited that the committee system is a vital ingredient for effective administration of educational institutions and maintained that collaborative effort gives administrators, educators and other stakeholders the opportunity to deal with complex educational issues as a group. Cotton (2005) equally stressed that a democratic method of school management that allows employees, particularly staff (teachers), adequate participation in any decisions that affect them through committee system, contributes significantly to principals' administrative effectiveness.

Scholars, right from the medieval periods, were reported to have practised consultative system of decision making, now referred to as the committee system (Adebayo, 2004). In those periods, they were allowed to study, write and consult one another on various issues and thus develop a participatory form of government in their various institutions of learning. The extent to which college administration is based on committee system was also pointed out by Bunza (1999) that virtually all issues, no matter how big or small are considered by a committee, which either takes final decision or sends its recommendations to an approving authority. Fundamentally, committees assist the College Management Team in arriving at useful and meaningful decisions that can promote the growth and development of college education. Therefore, the use of committee systems in CoEs acts as catalysts that fast track the physical and intellectual growth of the system in a competitive term with other ivory towers in the world.

Tertiary educational institutions are complex organisations with sub groupings. They are loosely joined federations of organisations with multiple goals. The expansion and increased numbers of tertiary educational institutions has led to the introduction of committees in the decision-making process. This process has been prevalent since the establishment or advent of CoEs. In Ghana, the use of committees is entrenched in the Laws and Statutes that established the tertiary educational system which are vital instruments in the decision-making process (National Council for Tertiary Education, 2013).

The importance of appropriate decision-making process in the governance of institutions has been stressed in the literature of higher education leadership and management. One of such text reported by Nwachukwu (1988), revealed that tertiary educational institutions utilise committees in the decision making process under the collegial arrangement with the University/College Governing Council and Academic Board/Senate at the summit. It is from these two bodies that all other committees derive their raison d'être.

The committees in their totality are responsible for the internal decision-making process subject to the ratification of either the Governing Council or Academic Board as appropriate. Adegbite (2004) submitted that the changing nature of the society as well as its complex nature requires the institution of experienced, responsible and enlightened Higher education leadership, governance and management. This has led to most of universities across the globe embracing the concept of shared governance which encourages the use of committees in taking decisions (Duderstadt, 2000). To this end, Ogunruku (2012) has affirmed that committee system remains the

only viable and acceptable system for the administration of higher educational institutions. Since Higher education institutions need to develop a more strategic context for decision making in a period of rapid change, the use of committees are viable instruments for meeting the demands of such changes.

Universities and other higher education institutions elsewhere have over the years developed the committee system as a unique strategy for responding to the challenges evolving from radical transformations (Ede, 2000). According to Ede, the use of committees is specifically important and justifiable in tertiary educational institutions because the instrument by which the small 't'ertiary educational institutions were established prescribed specific committees as part of the governmental structure.

Committees are important in the tertiary educational system because they make the decision-making process open and assist management in arriving at useful and meaningful decisions. Ogunbamerun (2004) affirmed that members who participate actively in making decisions feel a sense of belonging to the system. This implies that when administration is decentralised in a committee system, it encourages individual and collective participation. It equally fosters a sense of belonging and motivates individuals' total commitment to the aspirations and goals of the college.

On the other hand, the security challenge in the college campuses has made the committee on security very vital and relevant to the safety of lives and property in Ghanaian Colleges. The incidence of violence against students by faceless individuals and incessant kidnapping and abduction of both academic and non-academic staff have been reduced through the collaborative efforts of both the school internal security apparatus, government security

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agencies and the efforts of the committee members on security in providing an enduring peace and tranquility that promotes intellectualism.

Kinard (1988) asserts that committees plan and formulate policies, provide advice and review operations as well as rules, regulations, procedures and systems. Committees are normally made up of between three and 12 people, and should meet regularly to make decisions about the direction of the organisation or group (Cohen, Manion & Morison, 2002). It is possible to have more than twelve people on a committee, but the more people you have round the table, the more difficult it can become to reach agreement on decisions.

The committee is responsible for making sure that the organisation sticks to its aims and objectives as detailed in the satute. Barrett (2003) summarises that, being on a committee involves: Having a shared sense of purpose (following aims & objectives), Providing direction and leadership, taking collective responsibility, dealing with compliance issues, being accountable to stakeholders (e.g. This was because of the many advantages that derive from a properly organised committee.

Weaknesses and Challenges of the Committee System in the Management of CoEs

In spite of the relevance of committees in higher education administration, decision-making and leadership, it is sometimes hampered and challenged by lack of adequate funds to facilitate their activities. Bureaucratic policies, procedures and practices along with the anarchy of committee impact on the smooth functioning of the committees. Members of the committees sometimes feel constrained by the administration, bureaucracy and colleagues.

In view of this, Tierney , Farmer and Graen (1999) confirmed that bureaucracy sometimes erodes the implementation of committee decisions. Ede (2000) posited that public universities and other tertiary educational institutions are mostly affected because they function in an intensely political environment such that decisions made by committees that might threaten these constituencies are frequently resisted.

Nchor (1999) indicates that the nature, number and frequency of committee meetings in organisation have given to a lot of criticisms. This specific weaknesses or disadvantages of committee system include waste of time and money; dominance of a few; lack of accountability or responsibility; group think and compromise decisions among others. Puplampu (1998) argues that the committee approach is plagued by delays. He indicates that the process of committee decision making can take so long that of itself, it becomes a de-motivator.

Another major challenge to committee system of governance in universities and other tertiary education institutions is the issue of delay in the decision making process. Some committee members are not committed to the vision and mission of the tertiary education system. Therefore, they hardly attend meetings while some perpetually go late to such meetings where vital decisions that will move the institution forward are taken. The process of committee decision-making can take so long that of itself, it becomes a demotivating factor. The voices of dissension among committee members at meetings also affect the efficiency of college administrative decisions. Alabi, Mustapha and Abdu-Kareem (2012) hinted that the responsibility of a committee's decision is too fluid with no single specific person bearing it.

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This has implications for the assignment of special or specific schedules to all members of each committee in the administration of CoEs.

Another barrier of the committee system in the management of CoE is the problem of non-implementation of the decisions or recommendations of the various committees. Some college authorities flagrantly reject the decisions of some committees, not minding their importance, especially when such decisions/recommendations do not promote the Council or Principal's interest. This opinion was shared by Streetdirectory (2011) that even though the university community in Nigeria believes that committees are vital tools for university governance, the university administration will rarely implement the recommendations of committees. This is because the committees do not provide effective advisory services to university management and that recommendations do not influence opinions of the university Council and Senate. This to an extent renders the existence of committees indespensable Such committees may automatically fold up or become defunct. Conversely, poor implementation of committee's recommendation does not motivate active participation of all in institutional administration.

Besides, the appointment of personal friends by the authorities to serve on committees robs off the genuineness and sincerity of activities of the committee system in the growth and development of CoEs. Standards, quality of work and high expectations are compromised whenever people who do not possess both technical and special skills and genuine love for the aspiration of an organisation are appointed to serve in critical committees like finance and appropriation, security, disciplinary, sports, and tender board.

The committee system is usually threatened by cost in terms of the huge human and material resources used. Time availability for committee members to attend crucial meetings is an added problem. In some colleges, committee members decry poor provision of logistics by the college authorities in order for them to effectively carry out their responsibilities.

Unscrupulous members of committees usually reveal highly confidential information to the public including the students before they are deliberated upon. This act often renders the activities of such committees ineffective and counter-productive. If cases of examination malpractices and insecurity challenges on campuses must be effectively tackled, the activities of committee members on discipline and security should be conducted in secrecy and strict confidentiality.

Conditions for Committee Effectiveness

Procedural steps and people-oriented conditions can be put in place and followed to make committees successful and effective management tools.

People-oriented conditions

Committees can be either effective or not depending on the quality and commitment of personnel who serve on it. Managers of organisations and institutions are obliged to make committees efficient and effective by providing the needed support to members to perform their assigned responsibilities.

Committees are set up for successful execution of specific tasks and for this to be ensured, members of the various committees should possess the character, personality, investigative and analytical minds, and the required power to determine and exercise the role assigned to it. Members should also

have the capacity for reaching group decisions by integrating group thinking rather than by compromise or by conclusions forced by position or political innuendos.

Committees are likely to arrive at agreement without weak compromise or power if the members are friendly, known to one another and/or are mutually respectful of one another's position and interests. For this to happen, members or participants should generally be on approximately the same organisational level and independent enough of another not to fear reprisal or act of vengeance (Buami, 2001).

Procedural steps

Certo (2002) outlined the procedural steps to committee effectiveness as follows;

a. The committee's goals and functions should be clearly defined preferably in writing. This focuses the committee's activities and reduces the chances of dealing with irrelevant issues.

b. The committee's power and authority should be specified. For example, can the committee merely investigate, advice, and recommend, or is it authorised to implement decisions?

c. The optimum size of the committee should be determined. With more than 10-15 members, the committee may be unwieldy. Size varies with circumstance, but the ideal number of committee members for many tasks seems to range from 5-10.

d. A chairperson should be selected on the basis of the ability to run an efficient meeting; the ability to keep the participation of committee

members from getting bogged doom in irrelevancies and to see that the necessary paper work gets done.

e. It is useful to appoint a permanent secretary to service a committee. Frequent reposting adversely affects the efficiency and effectiveness of committee servicing.

f. The agenda and all supporting materials for the meeting should be distributed before the meeting. When members have a chance to study each item beforehand, they are likely to stick to the point and be ready with informed opinions. This, therefore, leads to the efficiency and effectiveness of members.

g. Meetings should be started on time and it is helpful to announce the time at which they will end.

In ensuring effective conduct of committees' meetings, Nyan (1997) indicates that the chairman must preserve order in the meeting, for without it no meeting can take place. Nyan emphasizes that the chairman must be thoroughly familiar with and enforce the rules of procedure appropriate to the meeting. He or she must rule on disputed matters, concerning procedure which arises during the meeting. He or she must also maintain the policy of the organization and draw members' attention to the fact, if they are about to take a decision which conflicts with established policy. Nyan argues lastly that the chairman must permit relevant discussions and keep the meeting to the agenda and finally, he or she should ensure that the meeting starts early and ends on time.

Reasons for Use of Committees in CoEs

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There are a number of reasons for organisations and educational institutions to set up committees in their establishments. Weihrich and Koontz (1994) argue that university faculties, concerned about academic freedom and distrustful of administrative power, traditionally circumscribe the authority of presidents and deans with a myriad of committees. Buami (2001) indicates that in one large university, more than 300 standing committees share in administration or advice on policy.

Educational institutions scarcely run without the committee system. Committees in CoEs are both imperative decision-making agencies and administrative tools. The unanimity of opinion is that it is impossible to run an organisational context such as CoE, without the inclusion of all sections of its operating core, the academic senior members. Academic senior members combine operational, professional decision-making, managerial, and administrative functions in addition to their duties.

One of the factors which accounts for the extensive use of committees in CoEs administration is the reluctance of academics to leave decision-making to professional administrators. This behoves on the fact that practically every decision has immediate academic implications. As such, it is best that decision should be taken with all the full involvement of the academic staff.

Buami (2001) reports that during a focus group discussion by Senior University Administrators at the University of Cape Coast, some factors which necessitate the extensive use of committees in universities were identified. These include the need for the practice of openness by the Chief Executive (Vice Chancellor; to elicit the views of others on sensitive matters, call for the

recommendations of a neutral body, and to encourage sharing of ideas and information. The above have implications for the vital nature of the committee system in CoEs' administration

Theoretical Framework of the Concept of Management and Committee System

In order to examine the committee system in the management of CoEs, there is the need to better understand educational management and its theories. The various theories of educational management reflect very different ways of understanding and interpreting events and behaviour in schools and colleges. In this sense, they demonstrate the different origins and epistemologies of the discipline. They also represent what are often ideologically based, and divergent views about how educational institutions ought to be managed.

Theories of Management

Management, according to the Cambridge Advanced Learner's Dictionary (2003) is control and organisation of something. In reality it is the group of people responsible for controlling and organising a company. Management is a core function of any organisation, but its aims and methodologies differ depending on the nature, functions and spirit of the company. Depending also on whether the organisation is private, governmental or not-for-profit, management and the characteristics of managers will differ significantly. Management styles differ depending on the organisation structure, hierarchy and culture. Managers, face enormous challenges in the global market environment and one in which conflicting visions and values converge in one organisation (Miller, 2005).

Management theory is important because it is the study of how to make all the people in an organisation more productive. Jackson (2001) enumerated the benefits to knowing management theory. It teaches managers how to live up to expectation and inspire employees to be more productive. It is key for them to know how to deal with issues that happen in the workplace. Knowledge of management theory also helps managers to deal efficiently with issues and simultaneously maintain a stable or improved level of productivity.

From the 1930's, differing models of management theories, some broad, some narrow in scope, competed for precedence in organisational theory. There are many theories and approaches to management and each has some utility and some limitations (McNamara, 2008). Among these were the classical theory, human relations theory, systems theory and contingency theory. Firstly, people are at the helm of affairs and people are of prime importance in all thinking about management. There have been different views about the nature of people's impacts on organisations. In addition, there were some historical settings in which certain ideas and approaches developed but similar conditions may or may not be present today.

Classical Management Theory

Classical approaches to organisational management and early organisational theories were designed to predict and control behaviour in an organisation. These theories emerged in the early part of the 20th century. Henri Fayol and Frederick Winslow Taylor have been described as the forefathers of the classical management theory (McNamara, 2008).

Classical theory consists of three dimensions to management. Frederick Taylor (1856-1915) developed the scientific management theory

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which espoused careful specification and measurement of all organisational tasks. Tasks were standardised as much as possible. Workers were rewarded and punished. This approach appeared to work well for organisations with assembly lines and other mechanistic routinized activities. Henri Fayol (1841-1925) developed the administrative theory with stress on management. He concentrated on upper level administration and the scalar chains of command of the organisational hierarchy. The administrative theory posits that management have responsibilities other than managing and overseeing work practices. Max Weber brought the bureaucracy theory with emphasis on organisational structure. He embellished the scientific management theory with his bureaucratic theory. Weber focused on dividing organisations into hierarchies, and establishing lines of authority and control. He suggested that organisations develop comprehensive and detailed standard operating procedures for all routine tasks (McNamara, 2008).

All three theories attempt to enhance management ability to predict and control the behaviour of their workers. They only considered the task function of communication and ignored relational and maintenance functions of communication. In addition, organisations were viewed as if they were machines. The classical theorist emphasised coercion, control and punishment with focus on task or production. They maintain predictability and control that decision-making power should be at the top of the hierarchy, minimal input from lower level employees and management should rely on rules to guide behaviour (Jackson, 2001).

The classicist based their theory on value judgment that expressed what they believed to be proper life styles, moral codes and attitudes towards

success. Their basic assumption is that workers are primarily motivated by money and that they work only for more money. They also assume that productivity is the best measure of how well a firm is performing. These assumptions fail to recognise that employees may have wants and needs unrelated to the work place. In their stress on formal relationships in the organisations, classical approaches tend to ignore informal relations as characterised by social interchange among workers. When such things are not considered, it is likely that important factors affecting satisfaction and performance such as letting employees participate in decision-making and task planning will never be explored or tried (Agyenim-Boateng et al., 2000).

Classical approach aims at achieving high productivity, at making behaviours predictable and at achieving fairness among workers and between manager and workers, yet they fail to recognise that several unintended consequences can occur in practice. For instance, a heavy emphasis on rules and regulations may cause people to obey rules blindly without remembering their original intent. Often times since rules establish a minimum level of performance expected of employees, a minimum level is all they achieve. Classical theories leave the impression that organisations are like machines and that workers are simply parts to be fitted into the machine and make it run efficiently. Thus, many of the principles are concerned first with making the organisation efficient, with the assumption that workers will conform to the work setting if the financial incentives are agreeable.

Classical management theory presents an image of an organisation that is not shaped by external influences. First, the workforce was not highly educated or trained to perform many of the jobs that existed at that time. It was

not common for workers to think in terms of what career they were going to pursue. Rather for many, the opportunity to obtain and secure a job and a level of wages to provide for their families was all they demanded from the work setting (Miner & Steiner, 1982).

For a long time, the conventional wisdom in business was that managers should do little but keep a close eye on what their subordinates were doing. Managers were expected to monitor, supervise and control. These old traditional ways of managing no longer work. In the new knowledge driven economy, human beings have become firms' most precious resource. Well coached and highly motivated people are critical to the development and execution of strategies, especially in the perplexing world where top management alone can no longer assure a firm's competitiveness. These new realities brought about a new management model (Jackson, 2001).

Human Relations Theory

Humanistic theories were developed to promote the concerns of the individual worker. It was characterised by a shift in emphasis from task to worker. The theory was created in the 1920's as a direct response to studies that were done by many proponents such as Mary Parker Follett and Elton Mayo.

Hawthorne studies were conducted in 1924 to discover aspects of task environment that maximised worker output and hence improved organisational efficiency. Four major phases marked the Hawthorne studies; the illumination studies where researchers varied lighting intensity. The second phase called relay assembly test room studies varied working conditions. The third phase called the interview programme involved interviewing 21,000 workers about

work conditions. The final phase called the bank wiring room studies tested the employee's ability to self-manage task (Miller, 2005). Conclusions on phases one and two of the Hawthorne studies revealed that employees changed behaviour when being observed, a notion now known as Hawthorne effect. Employees are capable of making their own decisions and desire making and regulating their own rules. Workers output was increased through informal social factors.

The human relations approach had emphasis on the fact that workers are motivated by needs other than money, that under right conditions, work could be enjoyable. They stressed on going beyond physical conditions to include creativity, cognitive and emotional aspects of workers. The theory is based on a more dyadic conceptualisation of communication and that effectiveness is contingent on the social well-being of workers. Thus, workers communicate opinions, complaints, suggestions and feelings to increase satisfaction and production (McNamara, 2008).

However, the human relations theory saw only human variables as critical and ignored other variables. Every organisation is made up of a number of diverse social groups with incompatible values and interest. These groups might co-operate in some spheres and compete and clash in others. It is practically impossible to satisfy everybody and turn the organisation into a big happy family.

Studying the various theories of management, one could realise that allowing employees and other stakeholders to participate effectively in decision-making of the organisation or institution could contribute to its success. Stressing on formal relationships in organisations, classical

approaches tend to ignore informal relations as characterised by social interchange among workers. When such things are not considered, it is likely that important factors affecting satisfaction and performance, such as letting employees participate in decision-making and task planning, will never be explored or tried (Agyenim-Boateng et al., 2000).

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Management in an effort to involve employees and other stakeholders to participate in decision-making established committees in their organisations and institutions and empowered these committees to assist in decision-making for management consideration. Committees are in wide use in all types of organisation and usually exist within all organisations and at all organisational levels. The larger an organisation, the greater the probability that a committee will be used on a regular basis.

Bush's (1986; 1995) models of educational leadership and management were in addition to the Control and Governance Models serve as theoretical framework to investigate the committee system in the CoEs. Bush classified the main theories of educational management into six major models:

formal, collegial, political, subjective, ambiguity and cultural. More recently, he has reviewed concepts of educational leadership, notably in work undertaken for the English National College for School Leadership (Bush & Glover, 2002). The literature on leadership has generated a number of alternative, and competing, models. Some writers have sought to cluster these various conceptions into a number of broad themes or types. The best known of these typologies is that by Leithwood, Jantzi and Steinbach (1999) who identified six models from their scrutiny of 121 articles in four international journals. Bush and Glover extended this typology to eight models.

However, Dauda (2000) asserts that the management of college organisation requires the adoption of the committee system because of the bureaucracy, collegial, and political models that are applicable. This triggered the adoption of Bush's (1986; 1995) models of educational leadership and management.

In the first place, Bush's (1986; 1995) formal model is an umbrella term used to embrace a number of similar but not identical approaches. The title formal is used because these theories emphasise the official and structural elements of organisations. Formal models assume that organisations are hierarchical systems in which managers use rational means to pursue agreed goals. "Heads possess authority legitimised by their formal positions within the organisation and are accountable to sponsoring bodies for the activities of their organisation" (Bush, 2003, p. 37). This model has seven major features thus:

1. They tend to treat organisations as systems. A system comprises elements that have clear organisational links with each other. Within

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schools, for example, departments and other sub-units are systemically related to each other and to the institution itself.

2. Formal models give prominence to the official structure of the organisation. Formal structures are often represented by organisation charts, which show the authorised pattern of relationships between members of the institution.

3. In formal models the official structures of the organisation tend to be hierarchical. Teachers are responsible to department chairs that, in turn, are answerable to principals for the activities of their departments. The hierarchy thus represents a means of control for leaders over their staff.

4. All formal approaches typify schools as goal-seeking organisations. The institution is thought to have official purposes, which are accepted and pursued by members of the organisation. Increasingly, goals are set within a broader vision of a preferred future for the school (Beare, Caldwell, & Millikan, 1992).

5. Formal models assume that managerial decisions are made through a rational process. Typically, all the options are considered and evaluated in terms of the goals of the organisation. The most suitable alternative is then selected to enable those objectives to be pursued.

6. Formal approaches present the authority of leaders as a product of their official positions within the organisation. Principals' power is positional and is sustained only while they continue to hold their posts.

7. In formal models there is an emphasis on the accountability of the organisation to its sponsoring body. Most schools remain responsible

to the school district. In many centralised systems, school principals are accountable to national or state governments. In decentralised systems, principals are answerable to their governing boards.

The above explanations are remarkably close to that given for "managerial leadership model" by Leithwood et al. (1999). Caldwell (1992) argues that managers and leaders of self-managing schools must be able to develop and implement a cyclical process involving seven managerial functions: goal setting; needs identification; priority-setting; planning; budgeting; implementing; and evaluating. It is significant to note that this type of leadership does not include the concept of vision, which is central to most leadership models. Managerial leadership is focused on managing existing activities successfully rather than visioning a better future for the school. This approach is very suitable for college and school leaders working in centralised systems as it prioritises the efficient implementation of external imperatives, notably those prescribed by higher levels within the bureaucratic hierarchy. Managerial leadership has certain advantages, notably for bureaucratic systems, but there are difficulties in applying it too enthusiastically to schools and colleges because of the professional role of teachers. If principals and educators do not own innovations but are simply required to implement externally imposed changes, they are likely to do so without enthusiasm, leading to possible failure (Bush, 2003).

Collegial models include all those theories that emphasise that power and decision-making should be shared among some or all members of the organisation (Bush, 2003). Collegial models assume that organisations determine policy and make decisions through a process of discussion leading

to consensus. Power is shared among some or all members of the organisation who are thought to have a shared understanding about the aims of the institution.

Collegial models have the following major features:

1. They are strongly normative in orientation. The advocacy of collegiality is made more on the basis of prescription than on research-based studies of school practice (Webb & Vulliamy, 1996).

2. Collegial models seem to be particularly appropriate for organisations such as schools and colleges that have significant numbers of professional staff. Teachers have an authority of expertise that contrasts with the positional authority associated with formal models. Teachers require a measure of autonomy in the classroom but also need to collaborate to ensure a coherent approach to teaching and learning (Brundrett, 1998). Collegial models assume that professionals also have a right to share in the wider decision-making process. Shared decisions are likely to be better informed and are also much more likely to be implemented effectively.

3. Collegial models assume a common set of values held by members of the organisation. These common values guide the managerial activities of the organisation and are thought to lead to shared educational objectives. The common values of professionals form part of the justification for the optimistic assumption that it is always possible to reach agreement about goals and policies. Brundrett (1998) hinted further that the importance of shared vision is a basis for collegial decision-making.

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4. The size of decision-making groups is an important element in collegial management. They have to be sufficiently small to enable everyone to be heard. This may mean that collegiality works better in elementary schools, or in sub-units, than at the institutional level in secondary schools. Meetings of the whole staff may operate collegially in small schools but may be suitable only for information exchange in larger institutions. The collegial model deals with this problem of scale by building-in the assumption that teachers have formal representation within the various decision-making bodies. The democratic element of formal representation rests on the allegiance owed by participants to their constituencies (Bush, 2003).

5. Collegial models assume that decisions are reached by consensus. The belief that there are common values and shared objectives leads to the view that it is both desirable and possible to resolve problems by agreement. The decision-making process may be elongated by the search for compromise but this is regarded as an acceptable price to pay to maintain the aura of shared values and beliefs. The case for consensual decision-making rests in part on the ethical dimension of collegiality. Imposing decisions on staff is considered morally repugnant, and inconsistent with the notion of consent (Bush, 2003).

Committee Procedure

Buami (2001) suggests that, a classic committee meeting procedure should take the following format; Chairman's opening address and an opening prayer if the committee is disposed to it; Reading of notice; Confirmation or adaption of minutes; Consideration of Matters Arising from the previous

Minutes; Consideration of New Business; Discussion of Any other Business; Closing or Adjournment. In general terms, meetings of organizations and institutions of higher learning follow the above procedure.

Theoretical Framework

Puplampu (1998) identifies two main models where committee system locates in terms of organisational structure in university governance. These two models which are Control and Governance Models serve as theoretical framework for this study.

Control model

The control model is the more traditional of the two. Puplampu (1998) identified the noted theorist in this area as Mintzberg. Mintzberg stated that there are five parts to an organisation; the strategic apex, the middle line management, the operating core, the techno structure and the support structure. These parts effect their work through five coordinating or organising mechanisms which are direct supervision, standardisation of work processes, mutual adjustment, standardisation of work outputs and standardisation of worker skills. Combinations of the five parts of the organisation with the five coordinating mechanisms yield five different types of organisational structures known as: the Simple Structure, the Machine Bureaucracy, the Professional Bureaucracy, the divisionalised form and the Adhocracy. This descriptive and analytical taxonomy has been called Mintzberg's $5 \times 5 \times 5$.

When an organisation uses simple structure, its dominant characteristic is simplicity and a lack of elaboration. Strategic decision-making power and supervisory responsibility often coincide and are lodged within the one-man hierarchy. The operating core, that is, those who carry out most of the

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productive functions tend to report directly to the manager or chief executive. New businesses, small organisations and some specialist consultancies operate this form of structure.

The machine bureaucracy is characterised by routine, simple, repetitive work that is carried out by a work force that is trained to do its work within very elaborate administrative procedures, rigid rules and regulations and very clear functional distinctions between staff and management. Government departments and large service sector organisations tend towards this structure.

The professional bureaucracy operates where those who constitute the operating core are a skilled and professional work force who must necessarily both execute and manage their work. In order to achieve efficiency and standardisation of their output, these professionals must work within specified rules that guide both theory professional practice and the workings of the organisations in which they work. Schools, hospitals, universities, and so on tend to operate along these lines.

The divisionalised form is a structural type that depicts the advanced managerial, administrative and operational structure of a typical large business. It is characterised by organisational units which are effectively semi-autonomous production or regional enterprises. These enterprises are linked with each other by two factors; they belong to one conglomerate and they report through a performance management and control system to headquarters. Multinational firms tend to operate along these lines.

The final structural configuration and the most important where this paper is concerned is the Adhocracy. Its essential characteristic is that it manages to fuse experts from different disciplines into ad hoc project teams.

The adhocracy structure depends on mutual adjustment and liaison as key coordinating mechanisms which fuse the work of the teams together. Authority arises from expert rather than executive power. Its principal advantage is in the fact that it lends itself to flexibility, adaptability and innovation. This requires that it must avoid bureaucratisation. It is important to mention here that bureaucracy as we know or have come to understand is not the bureaucracy that Weber proposed. Weber's bureaucracy is an efficient well-oiled machine that operates to time and function, not the conceptualizations that we have today of red-tapism, delays and buck passing. So when we say Adhocracies must avoid bureaucratization, we are paradoxically saying that they must avoid the positive structural concomitants of bureaucracy such as hierarchy, emphasis on control and inapt differentiation). The bureaucratic structure is designed to fit in with organisational goals of regularity, simplicity and repetitive worker functions, not innovation. Within the control model of organisations, Adhocracy is perhaps the most important or representative of the committee systems. This is so because of its focus on terms, experts, power and decentralisation of function.

The central focus of the Control Model of Organisations is one of seeing organisations as business units which require structure to control staff and achieve corporate goals. A common theme running through its various forms is hierarchical and or executive control.

Governance Model

The other approach to organisational configuration is the Governance Model which sees organisations more as regulated institutions where the prime

focus is not hierarchical control, but rather on regulated systems of dealing with uncertainty, controversy and multiple centres of ideological-professional-institutional concerns. This conceptualisation which is more appropriate in the study of committee systems has theorists such Hult and Walcolt (1990) as its advocates. They list 7 structural types which arise from this model. These are: hierarchical, adjudicative, adversarial, collegial competitive, collegial-consensual, collegial-meditative and market structures.

This approach is still very much in its infancy as a school of thought in organisational theory. Theorists, however, believe that the governance model must be seen as presenting administrative and decision mechanisms which supplement control systems of organisations. That is to say for example, that a machine bureaucracy may create ad hoc structures which may help it to deal with a crisis. Examples of such ad hoc structures are; quality circles, negotiating teams, Ombudspersons and so on.

These structures of the governance model tend to be based on the need to increase worker participation in organisational governance. This idea has come to remain and appears to run through all expressions of the governance model. Typology of the governance model is described as follow:

The Hierarchical type locates authority at the top, information flows up and orders flow down. In terms of governance, this is seen as the best way to deal with multiple organisational concerns and coalitions.

Adjudicative and adversarial structures help organisations to deal with recurrent disputes. Authority is therefore vested in the adjudicative and conflict resolution process which becomes a principal operating and decision mechanism of the organisation or institution.

Collegial Competitive structures use the basic decision mechanism of legitimacy based on inclusiveness of all in the decisions process. Essentially, however, there is a heavy leaning towards competitive rivalry for and of ideas, strategies and portions with a corresponding pressure to persuade others to feel that one's position or strategy is representative of the general good. In this instance, therefore, agreement exists because legitimacy is based on the fact that 'we were all at the meeting' and also from supposed potency or argument.

Collegial Consensus structures, however, create organisational parameters through which genuine agreement may be reached after thorough discussion. It thus allows for advisory boards, task forces, committees and an informational process that allows full or thorough comment on propositions. Elsewhere in Japan, the "ringi" system permits a policy document to pass from manager to manager for approval. If any manager disagrees with what is being proposed, they are free to comment, amend and recirculate the document. This is a direct process where key players discuss and comment.

The Collegial-Meditative structure, however, allows for discussion and compromise through a mediator or mediatory processes. This must be distinguished from the competitive approach where there is a focus on persuasion and from the consensual approach where there is a focus on consensus through modifications.

These are the structures associated with the governance model. With the Control Model, the structural types tend to coincide with dominant organisational patterns and organisational types: for example, public sector government departments tend to be machine bureaucracies, while multinational enterprises tend to be divisionalised. The Governance Model,

however, allows a flexible conceptualisation of organisational patterns in that different structures can co- exist in the same organisation and structural typology does not necessarily coincide with organisational typology.

Administrative Procedure

Committees in Higher Education are more involved in administrative matters than in Parliament. Administrative procedure refers to the workings within an organization by which rules, regulations, modus operandi are used to ensure that the essential productive enterprise of an organization is carried out without interruption. Organizational structure specifies relationships, authority patterns, communication channels and so on: administrative procedure executes these specifications. In Higher Education, the Committees set the rules, query events and evaluate the actions of both academic and administrative officials. The Committees are themselves administrative mechanisms in that the Executive Committee of Academic Board for example deals with all aspects of the academic affairs of the University.

An essential feature of Committee involvement in administration however, is that they fulfil a policy making role. The administrative bureaucracy then executes the policies. The officials of the administrative bureaucracy always act as secretaries to Higher Education Committees. In the Higher Education situation, all the Committees are concerned with administrative matters. Their administrative remit involves making sure that house rules and regulations are not contravened.

Synthesis

The first model of structure was the Control tradition, with a focus on hierarchical control. It was noted that Adhocracy is perhaps the best

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expression the Control model has of Committee systems. There are problems with Adhocracy, however, Adhocracy is an organizational structure that emphasizes shared, decentralized decision making, few levels of management, few rules, policies and procedural mechanisms. Because of this, adhocracy is said to facilitate innovation and speed of dealing with change and threats. As far as Committees go, the commonality with Adhocracy lies only in the decentralization of decision making and the use of groups.

The theoretical problem for locating Committee systems within Adhocracy is as follows. In their operations in Parliament and Higher Education, the Committee structure is very elaborate, well lay out, highly formalized and operates on the basis of fairly rigid rules and regulations. It is therefore not Adhocracy. Indeed, from the Standing Orders of parliament and the University Calendar which incorporates the Schedule of Statutes, the number of committees is specified as are the number of times they meet in a year. This therefore presents another form of organisational structure which is different from Adhocracy of the hierarchical control tradition, but not fully captured by the governance model. In the governance model, three collegial structures were identified: the competitive, the consensual and the meditative.

In essence, the operation of committees in both Parliament and Higher Education incorporates all three models. It is more competitive in Higher Education, but the consensual aim remains. It is more meditative and consensual in Parliament, but there can also be strong competition between potions and views.

This leaves us with only one empirical position: to suggest that the Committee system of decision making and administrative procedure as used in

Ghana- in Higher Education and Parliament presents us with a unique organizational structure which is effectively a blend of Webern Bureaucracy, Adhocracy and the Collegial structures of the governance model.

Conceptual Framework of the Concept of Management and Committee System

A committee is a group of members appointed or elected to perform a particular task in connection with the work of the institution or body. It is the formation or constitution of a group of members who are specially named to address a specified mandate whose terms of reference and remit are spelt out (Commonwealth Parliamentary Association, 2002). Ojabohunmi (2006) avers that committee entails the sub-division of a body, the membership of which is usually appointed to perform some functions or carry out certain assignments for the parent body. Evident from the definitions is that a group of people is, or may be set aside, and assigned a specific responsibility under the rules of the institution without any other rights than those conferred by the statute that established such a committee. It therefore, behoves on the committee to operate according to the procedure of the whole institution.

In the committee system policies are shaped, interest groups are heard, and legislation or decision-making hammered out. In CoEs where decision-making possesses a measure of independence, policies may be shaped through members' initiatives. Also, amendments may be proposed to existing policies and statutory provisions or modification of executive initiated policies and programmes may be carried out. In all these, the place and role of the committees cannot be over-emphasised. Statutory committees interact with stakeholders so as to be better informed about certain developments.

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Interactions with stakeholders by committees may equally aim at gauging opinions or knowing what policies are acceptable to the CoEs or some targeted groups. The final content of resolution passed in the CoEs is the products of the ground work undertaken and perfected by the committees. A committee may be formed in the form of a standing committee or constituted as in when a certain development requiring some special arrangement or skills compelled the need for an ad hoc arrangement to proffer solution or respond to an emerging development.

Committees, by this, are task oriented bodies with a clearly defined purpose and direction, which act on behalf of the whole institution, who in fact conferred legitimacy on it to get some specific responsibilities sorted out in a more manageable and efficient manner. This, perhaps, prompted Ojabohunmi (2006) to argue that committees are usually composed of members, delegated to perform some work of the parent body more closely and in detailed manner, where the parent body would otherwise not have had enough time to carry out such responsibilities. The importance attached to the roles of the committee might have prompted Shane (2008) to observe that policy-making is committee centred. This position rightly lends credence to the view of Woodrow (as cited in Cohen et al., 2002).

The committee system is therefore, a filtering device and a legislative stethoscope by which policy proposal and other related activities are not only scrutinised, but also utilised to access the desirability, feasibility, sustainability, and healthiness of institutional policies. Thus, due to the importance of the committees to CoEs, the committees may be given different powers to meet current or contingency circumstances. By this, the committees

have become part and parcel of the internal operational mechanism devised by the colleges to enable them cope with their widening and demanding tasks of decision-making, oversight (Commonwealth Parliamentary Association, 2002).

The committee system may be utilised for exigency purpose, in which case it is appointed in response to a particular development at any given point in time under an ad-hoc arrangement. Some special committees are constituted to address issues of a specialised kind in most cases. There are regular or standing committees under which the whole body is divided into various units, with each unit having a responsibility of overseeing the corresponding administrative unit or department of the CoEs. The best way to make the committees realise the goals, therefore, is to avoid large numbers of people. The guiding principle of constituting committees must be predicated on its ability to add value to the decision-making processes and activities.

Uganda for instance, has standing, congressional, and select committees. In South Africa, the legislative process appears more democratic as it is open to the public so that informed contribution will be harvested and, thus, make the executive accountable (Commonwealth Parliamentary Association, 2002). The United States of America utilises the standing, special or select, ad hoc, and conference committees, who possess the congressional policy making power. The standing committees in Canada, New Zealand, and Jamaica perform legislative role as Bills go straight to them for review after the first reading. Commonwealth Parliamentary Association stressed that New Zealand, apart from the utility of standing committee for legislative purposes, has the subject committees, which perform such

responsibilities ranging from initiating enquiries, inviting persons, keeping records, and taking submissions from the public.

The central committee of the Supreme Soviet of the defunct Soviet Union played a preponderant legislative role, sometime in concert with the council of ministers before the demise of communism. The legislative committees in Nigeria take the form of standing, special, ad-hoc (or sub), and conference committees. Bills proceed straight to the appropriate committee of the house after second reading in the various Nigerian assemblies. In Nigeria, the committee of the whole house, chaired by a person other than the speaker of the plenary session, considers and debates a bill for the purpose of making necessary amendments after the third reading. The Italian experience in committee system appears more far reaching because of detailed activities that are assigned to specialized committees. Besides the standing committees, there are rules, elections, and library committees in the Italian Parliament (Adams & Barile, 1961; Schapiro, 1977; Price, 1981; Commonwealth Parliamentary Association, 2002).

The effectiveness of the committees largely depends on their composition. For instance, Gondin (n.d.) found a common front in accepting that a committee of small size performs better than where the size is relatively larger. This is because a number of small groups are less amenable to institutional control than a single large one. Also, a small size standing committee will not only encourage a more intimate atmosphere, but also particularly favourable to members who are able to air their views on issues at that stage of deliberation. Committees should however, be large enough to be reasonably representative of the primary assembly. When a committee is made

of small number of people and the body enjoys some degree of continuity over a relatively long period of time, a degree of specialisation results.

However, certain factors are considered indispensable, if committees will be strong enough to perform their functions. These conditions, which must necessarily exist include, where the composition is not representative, where committees are relatively small and specialised, where members serve together for a long period with a chairman who is independent. In the opinion of Cummings and Wise (1997), a number of factors may equally affect a committee's degree of independence, influence in management, and success in managing decisions and recommendations. These, according to them, include: (a) member goals which reflect the benefits desired by each committee member; (b) environmental constraints that relate to the outside influences that affect a committee, the executive branch, client groups, and other major stakeholders; (c) the strategy adopted in pursuing interest of members and of the committee, and (d) decision- making process are the internal rule for each committee.

The related literature that had been reviewed on this study indicated that there is some knowledge gap on how the role of the committee system influences management decisions. This knowledge gap among others has necessitated the need to study the role of committee system on management decisions at the CoEs.

CHAPTER THREE

RESEARCH METHODS

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The purpose of the study was to examine the committee system in the management of CoEs in the Central Region of Ghana. The methods and procedures of obtaining data for the study are described in this chapter. Specifically, the focus was on the research design, population, sample and the sampling procedure, instrument, and data collection and analysis procedures.

Research Design

The descriptive survey design was used. This involved soliciting the views of selected principals, tutors and students on the committee system in the management of Colleges of Education (CoEs) in the Central Region of Ghana. This design allows researchers to easily describe and provide an understanding of the phenomenon using simple descriptive statistics (Bell, 2003). Fraenkel and Wallen (2000) note the design creates a good platform for accurate picture of events where inferences could be made about perceptions, characteristics and attitudes on basis of data gathered at a particular point in time. This view of Fraenkel and Wallen influenced the choice of the design for the study. The descriptive survey design was considered appropriate because the study meant to examine the existing situation of the committee system in the management of CoEs and also use samples to make inferences about the CoEs in the Central Region of Ghana.

Population

The target population was made up of principals, tutors and SRC representatives in the CoEs in the Central Region. This was made up of five hundred and thirty-four (534) tutors and forty-three (43) SRC representatives yielding a total of five hundred and seventy-seven (577). The details are presented in Table 1.

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Table 1 - Population for the Study

College	Tutors	SRC representation	Total
Ola CoE	138	6	145
Foso CoE	233	29	263
Komenda COE	163	8	172
Total	534	43	577

Source: Statistics from Various Schools (2018)

The individuals (principals, tutors and students) were identified on the basis that they are involved in the committee system and day to day running of the administration of the CoEs in Central Region of Ghana.

Sample and Sampling Procedure

The sample size selected for this study was 266. This was made up of 3 principals, 220 tutors and 43 SRC representatives. The sample size for the tutors was based on Krejcie and Morgan's (1970) table for determining sample size. According to Krejcie and Morgan, a sample of 220 is suitable for a population of 534. However, for the principals and SRC representatives, their smaller numbers necessitated using all of them in the study.

Purposive, census and proportional stratified sampling techniques were used in the sampling. Purposive sampling was used in selecting principals, tutors and SRC representatives for the study. Using purposive sampling technique was based on the premise that purposive sampling helps collect data from respondents who meet specific criteria. In this study, the criterion was being a member of a committee. Thus, in purposive sampling, personnel who are deemed to possess in depth information regarding the subject of the study are involved in the study (Ogah, 2013).

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Further, to arrive at the sample for principals and the SRC representatives, the census sampling technique was used to include all the three principals from the CoE. This technique involves using all the subjects in a population. This technique is deemed suitable for smaller populations. For the tutors, proportional stratified sampling was used in selecting them. They were grouped into stratas of their school. To get the actual sample size of tutors for each college, the size of the college in the population was divided by the total population and multiplied by the expected sample size for the tutors. Thus, using the equation $\frac{n}{N} \times S$ with n (size of stratum), N (size of population) and S (Sample size for tutors). The sample distribution of the respondents is shown in Table 2.

Table 2 – Sample for the Study

College	Tutors	SRC representation	Total
Ola CoE	57	6	63
Foso CoE	96	29	125
Komenda COE	67	8	75
Total	220	43	263

Source: Field survey, Essien (2018)

Data Collection Instrument

Two sets of self-developed questionnaires (one for tutors and the other for students) were the main instruments used for the study. This was because of the diverse nature of the respondents. Amedeker (2000) stated that a questionnaire is widely used for collection of data in educational research when information is obtained from a large number of subjects in diverse locations; it is also very effective for securing factual information about practices, opinions and attitude of subjects.

The questionnaire for tutors was made up of six sections; A-F. Section A is made up of four alternate option and three completion type items which solicited background information of the respondents. Section B was made up of 13 items on the degree of effectiveness of each committee present. Section C comprised 11 four-point Likert-type scale items with responses "all the time, most of the time, sometimes and not at all". These items solicited information on the extent to which committee systems played certain roles in the management of colleges. Section D consists of 14 four-point Likert-type scale items on the effectiveness of the committees. Section E focuses on the perceptions of the tutors regarding the roles played by the committees. Fourteen such four-point Likert-type scale items with responses "very necessary, necessary, fairly necessary and not necessary" were listed. In Section F, respondents are required to enumerate three challenges faced by the committee(s) they served on. In all, a total of 62 items were formulated (see Appendix A).

The questionnaire for the students was in three sections, A-C. Section A elicits demographic characteristics of the respondents. This is made up of three alternate choice and two completion type items. Section B comprises six four-point Likert-type scale items with responses "very necessary, necessary, fairly necessary and not necessary" in reference to the opinions of students on the roles played by the committees they serve on. Section C concentrates on the ranking of the committee system in the CoEs. A four-point Likert-type scale items with responses "excellent, very good, good and fair" is used. In all, the questionnaire has a total of 15 items (see Appendix B).

Validation of Instruments

The instruments were validated by the supervisors after two research assistants from the Institute for Educational Planning and Administration (IEPA) of University of Cape Coast, Cape Coast, had scrutinised and effected the necessary corrections to make sure that the items were void of ambiguities. The main validity consideration for this study was on how to make the study findings statistically generalisable beyond the sample (external validity) and whether the instrument used really measured the key elements (committee system in the management of CoE) that it was intended to measure (construct validity). This was done through the collection and critical analysis of views from the respondents which ultimately revealed the findings.

In order to strengthen external validity, attention was paid to the sampling procedures and the extent to which the final sample was representative of the population in the participating institutions. In order to strengthen construct validity, attempts were made to give clear definitions of the key terms or concepts. For example, during the administration of the instrument, the term "committee system" and other concepts thought not to be obvious to some participants were further explained.

Pilot-Testing of Instrument

The instruments were then pilot-tested at Holy Child College of Education in the Western Region. Holy Child CoE was chosen for the pilot test because it is the closest to Central Region since the main study surveyed CoEs in the Central Region. The students and tutors also had characteristics similar to the population for the study since they all followed the same system in the management of CoEs. The pilot test was done in line with the contention by Bordens and Abbott (2002) that "… once you have organised

your instrument it should be administered to a pilot group of participants matching your main sample to ensure that the items are reliable and valid" (p. 225). The authors further posited that after establishing reliability and validity in the small sample, one then administers the instrument to the main sample. This pilot test enabled the review and efficient reconstruction and moderation of the questions to elicit the required responses for analysis.

A total of 30 tutors and 30 students were involved in pilot test. The pilot was carried out to test the suitability of the instrument for the study in line with Polit and Beck's (2004) exposition on biasness and offer of information. The Cronbach's alpha coefficient, a measure of internal consistency, was used to determine the reliability. An internal consistency reliability coefficient of .78 and .82 for staff and students respectively was realised. This coefficient was found to be consistent with Fraenkel and Wallen (2000) stipulated .70 to be the minimum acceptable figure for statistical analysis, hence the use of the instrument for the main study.

Data Collection Procedure

An introductory letter was collected from the Director, IEPA, to the Principals of the three CoEs in the Central Region for permission to carry out the study in their colleges. This was after an agreement regarding the information to be accessed had been reached with the supervisors. Personal contacts were made with the Principals and Administrators of the CoEs to explain the rationale behind the study and further expatiate on the requirements of the study.

On the appointed dates the colleges were visited and the student leaders and various committee members were assembled at the dining halls during the evening studies period between 7.00-9.00pm. This was the period suggested by the SRC to be convenient. After explaining the rationale of the study and determining the sample, the questionnaires were given to them to respond to. They were allowed 30 minutes to respond to the items after which the questionnaires were collected off-hand. This led to a 100% recovery of the questionnaires from the students.

Also, the names of all the committees and their members on the staff were collected from the administration. These persons were contacted individually during their free periods in their offices, staff common rooms, or assembly hall. The questionnaire was distributed to those who were readily available and willing to participate in the study up to the number of respondents needed from that institution. The tutors were also allowed 30 minutes to respond to the items after which the questionnaires were retrieved.

A minimum of two days was spent in each college to administer the instrument. A total of six weeks was used to collect the required data. After the administration of the questionnaire, the participants were asked to crosscheck their bio-data before the questionnaires were collected. This was to ensure that accurate information was obtained.

Ethical Considerations

In carrying out this study, the consent of the respondents was sought first. Consideration was also given for anonymity and confidentiality of the respondents. Anonymity involves hiding the identity of the participants. The identity of the respondents such as their names was not required. However,

information was required because they were needed to supplement the main data gathered. The demographic characteristics of the respondents were of relevance in the study because respondents' knowledge regarding committee systems in CoEs could be influenced by characteristics such as years of being in the college. In ensuring confidentiality, the information provided by the respondents were not shared with other people but were used solely by the researcher for the academic work for which it was intended. The assurance of confidentiality was given to the respondents before they responded to the questionnaires.

In ensuring autonomy, the respondents were made to sit at comfortable places with a good amount of personal space, so that they could respond to the questionnaire in the way they wanted. In doing this, the respondents were asked not sit in groups in responding to the questionnaire. In ensuring participant autonomy, however, caution was taken to avoid the respondents giving responses that were off tangent in relation to the objectives of the study. In doing this, the purpose of the study was explained to the respondents for them to understand the whole idea behind the study and giving them the chance to ask questions or seek clarifications before participating in the study. Because of this the autonomy of respondents was respected while at the same time, the objectives of the study were attained.

Data Analysis

The completed questionnaires were numbered serially and tallied item by item. The data wase analysed separately. The data collected was entered into the computer using Statistical Package for Social Sciences (SPSS) Windows Version 16.0 software and analysed

using descriptive statistics of frequency counts and percentage scores as well as means and standard deviations. Specifically, the different sets of data for research question 1 was analysed using frequency counts and percentages as well as means and standard deviations. Data obtained for research question 2 was analysed using means and standard deviations while data obtained for research question 3 was analysed thematically.

CHAPTER FOUR

RESULTS AND DISCUSSION

The purpose of the study was to examine the effectiveness of committee system in the management of CoEs in the Central Region of Ghana. This chapter presents the results and discussion of the study.

The results are presented in two parts. The first part covers the demographic characteristics of the respondents while the second part covers the results for the research questions. A sample of 220 tutors and 43 students was used for the study.

Demographic Characteristics of Respondents

Two categories of respondents were involved in the study. They were tutors and students. The demographic characteristics of the two groups of respondents are presented in Tables 3 to 9.

Table 3 - BioData of Tutors

Characteristic	Frequency (f)	Percentage
Gender		
Male	87	39.5
Female	133	60.5
Age		
25-30	25	11.4
31-35	17	7.7
36-40	53	24.1
41-45	67	30.4
Above 46	58	26.4

Source: Field Survey, Essien (2018)

Table 3 shows the gender and ages of the tutors who participated in the study. It can be seen that 133(60.5%) of the respondents were females while the remaining 87(39.5%) were males. In terms of age, it can be seen from the table that 67(30.4%) of the respondents were between the ages of 41 and 45.

Table 4 – Occupational Data of Tutors

Characteristic	Frequency (f)	Percentage (%)

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Number of Years in Teaching		
Less than 5 years	43	19.5
5-10 years	98	44.5
11 years and above	79	36.0
Highest Qualification		
B.Ed Degree	22	10.0
M.A/M.Ed. Degree	95	43.1
M. Phil	89	40.5
Ph.D.	14	6.4

Source: Field Survey, Essien (2018)

It is shown in Table 4 that majority of the respondents (98, 44.5%) had taught for 5 to 10 years while 79 (36%) had taught for 11 years and above. However, 43(19.5%) of the respondents had taught for less than 5 years. With regard to the highest qualification of the tutors, majority of them (43%) had M.A. or M.Ed. Degree while only a few (14, 6.4%) had Ph.D. Degree. The rest of the respondents had M.Phil. Degree (40.5%) and B.Ed. Degree (10%).

Table 5 – Administrative Data of Tutors

Characteristic	Frequency (f)	Percentage (%)
Number of Years in Administration		

Less than 5 years	107	48.6
5-10 years	69	31.4
11 years and above	44	20.0
Number of committees		
1-3	156	70.9
4 or more	64	27.1

Source: Field Survey, Essien (2018)

Table 5 shows clearly that majority of the respondents (107, 48.6%) had been involved in administrative roles for less than 5 years. The rest of the respondents had been involved in administrative duties for five to 10 years (31.4%) and 11 years and above (20%). In terms of the number of committees that the tutors had served on, it can be seen from Table 5 that, 156 (70.9%) of the respondents were on one to three committees while the remaining 64 (27.1%) were on four or more committees.

The types of committees of tutors are shown in Table 6.

Table 6 - Type of Committees of Tutors

Committee	Frequency	Percentage
Standing committee	122	55.5

Adhoc	70	31.8
Management	64	29.1

Source: Field Survey, Essien (2018)

The data on the type of committees of the tutors was a multiple response set data. Therefore, the respondents could indicate more than one committee. From Table 6, it can be seen that 122(55.5%) of the respondents were on Standing Committees. However, 70(31.8%) and 64(29.1%) were on adhoc and management committees respectively.

The biodata of the students in the study are shown in Table 7.

Table 7 – BioData of Students

Characteristic	Frequency (f)	Percentage %)
Gender		
Male	26	60.5
Female	17	39.5
Age		
Up to 20	10	23.3
21-25	18	41.8
26-30	8	18.6
31-35	2	4.7
Above 35	5	11.6

Source: Field Survey, Essien (2018)

Table 7 shows that majority of the student respondents (26, 60.5%) were males while 17(39.5%) were females. In terms of age, 18(41.8%) of the respondents were between the ages of 21 and 25 while 10(23.3%) were up to 20 years. The other respondents were aged from 26 and above.

The educational data of students in the study are shown in Table 8.

Table 8 – Educational Data of Students

Characteristic	Frequency (f)	Percentage (%)
Number of Years in College		
1 year	14	32.6
2 years	26	60.5
3 years	3	6.9
Number of committees		
1-3	33	76.7
4 or more	10	23.3

Source: Field Survey, Essien (2018)

Table 8 shows clearly that majority of the student respondents (26, 60.5) had spent 2 years in the college while 14(32.6%) had spent 1 year in the college. Thus, it can be inferred that most of the respondents were in level 200 while only a few were in level 300. With regard to the number of committees that the student respondents served on, it is clear that majority of the respondents were serving on one to three committees. The remaining 10 (23.3%) were serving on four or more committees.

Table 9 shows that most of the respondents were committee members (30, 69.8%) at the class level. Again, it is shown that 26(60.5%) of the respondents served as committee members of the SRC. The rest of the

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respondents served on school management, disciplinary, dining hall, chaplaincy, welfare, adhoc, house level, and sports and recreation committees.

Table 9 - Type of Committee of Students

Committee	Frequency (f)	Percentage
School management	9	20.9
Welfare	5	11.6
Chaplaincy	7	16.3
Sports and recreation	3	7.0
House level	5	11.6
SRC	26	60.5
Disciplinary	9	20.9
Ad hoc	5	11.6
Class level	30	69.8
Dining hall	8	18.6

Source: Field Survey, Essien (2018)

Answers to Research Questions

The results of the analysis in relation to the research questions of the study are presented in this section.

Research Question 1: What roles do the committees play in the management of the CoEs in the Central Region?

This research question sought to identify the roles that the various committees play in the management of colleges of education in the Central Region. The roles of the committees were evaluated on different measures.

In the first place, the respondents were asked to indicate the functionality of the various committees. The data for this research question was analysed using frequencies and percentages. The results are presented in Table 10.

Table 10 - Degree of functionality of Committees (Tutors)

Name of committee	Functional		Very Functional		Fairly Functional	
	F	%	f	%	f	%
College Council	145	65.9	75	34.1	-	-
College Management	154	70.0	66	30.0	-	-
Academic	145	65.9	70	31.8	5	2.3
Departmental	157	71.4	58	26.3	5	2.3
Quality Assurance	134	60.9	74	33.6	12	5.5
Assessment	138	62.7	61	27.7	21	9.6
Estate Management	140	63.7	19	8.6	61	27.7
House Staff	108	49.1	34	15.5	78	35.4
Security	90	40.9	36	16.4	94	42.7
Chaplaincy	133	60.5	72	32.7	15	6.8
Sports and recreation	153	69.4	50	22.7	17	7.7
Procurement	138	62.7	47	21.4	35	15.9
Welfare	162	73.6	41	18.7	17	7.7

Source: Field Survey, Essien (2018)

Table 10 shows the degree of functionality of the various committees as viewed by the tutors in the study. It is shown that majority of the respondents (73.6%) indicated that the welfare committee was functional. The

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table shows again that majority of the respondents (71.4%) viewed the Departmental committee as functional. Again, a majority of the respondents (70%) indicated that the College Management committee was functional. It is clear from the table that for all the committees, majority of the respondents viewed them as functional. No committee was viewed as very functional or fairly functional by majority of the respondents.

The respondents (tutors) were again asked to indicate the extent to which the committees play their roles. This was measured on a scale ranging from 'not at all=0', 'sometimes=1', 'most of the time=2' and 'all the time=3'. The data for this portion of the questionnaire was analysed using means and standard deviations. A higher mean indicates that majority of the respondents indicated that the specific role was performed most and all the time. The results are presented in Table 11.

Table 11 - Extent to which Committee Systems Play Roles

Roles played by committees	Mean	Std. Dev.
Willingness to seek the progress of the college	2.35	0.65
Decision making concerning students	2.25	0.56
Decision making concerning staff	1.97	0.82
Dissemination of information	1.96	0.65
Promoting staff welfare	1.68	0.77
Formulation and implementation of decisions internally	1.67	0.71

Table 11 continue

Implementation of external policies	1.90	0.72
Planning and review of academic calendar	2.03	0.63

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Procurement procedures	1.75	0.73
Project initiation and implementation	1.75	0.64
Assessment and evaluation of staff and students	2.01	0.57

Source: Field Survey, Essien (2018)

Table 11 shows the extent to which the various committees played specific roles. It can be seen that the statement 'willingness to seek the progress of the college' recorded the highest mean of 2.35 and a standard deviation of 0.65. The implication is that majority of the respondents indicated that the committee systems sought for the progress of the colleges most of the time. This was followed by the statements 'decision making concerning students (M=2.25, SD=0.56)', 'planning and review of academic calendar (M=2.03, SD=0.63)' and 'assessment and evaluation of staff and students (M=2.01, SD=0.57)'. Thus, in the colleges sampled, majority of the respondents indicated that these roles were played most of the time. The statement 'formulation and implementation of decisions internally' however recorded the lowest mean of 1.67 and a standard deviation of 0.75. This implies that this role was performed some of the time by the committee system in the colleges sampled.

In furtherance, the respondents (tutors) were asked to indicate how effective the various committees were. This portion of the questionnaire was on a scale of 'not effective=0', 'fairly effective=1', 'effective=2' and 'very effective=3'. The data obtained was analysed using means and standard deviations. A higher mean implies that majority of the respondents viewed the specific committee as effective or very effective. The results are presented in Table 12.

Table 12 - Effectiveness of Committee Systems

Name of Committee	Mean	Std. Dev.
College Council	2.03	1.05
College Management	2.33	0.62
Academic	2.26	0.69
Departmental	1.91	0.62
Quality assurance	1.94	0.69
Assessment	1.77	0.68
Estate management	1.21	0.90
House staff	1.30	0.81
Security	1.30	0.79
Chaplaincy	2.24	0.71
Sports and recreation	1.69	0.65
Procurement	1.70	0.67
Welfare	1.74	0.67
SRC	2.17	0.72

Source: Field Survey, Essien (2018)

Table 12 shows the effectiveness of the various committees as viewed by the tutors in the study. It can be seen from the table that college management committee recorded the highest mean of 2.33 and a standard deviation of 0.62. This implies that the college management committee was deemed as effective in the various colleges sampled. The other committees which were viewed as effective by the tutors in the study included the Academic (M=2.26, SD=0.69), Chaplaincy Committee (M=2.24, SD=0.71), SRC (M=2.17, SD=0.72) and the College Council (M=2.03, SD=1.05). The estate management committee system however recorded the lowest mean of

1.21 and a standard deviation of 0.90 implying that majority of the respondents viewed that committee as fairly effective.

The views of the student committee representatives were also sought concerning the extent to which the various committees performed. This section of the questionnaire was on a scale of 'Fair=1', 'Good=2', 'Very Good=3', and 'Excellent=4'. A higher mean implied that the majority of the respondents viewed the specific statement as performing excellently or very high.

Table 13 – Students' Views on Performance of Committee Systems N=43

Statement	Mean	Std. Dev.
Involvement of SRC	3.09	0.87
Decision making and dissemination	2.79	0.74
Team work by committee members	2.70	0.96
Control by college management	2.88	0.76

Source: Field Survey, Essien (2018)

Table 13 shows the views of the students on the performance of committee systems. It is shown that involvement of the SRC recorded the highest mean of 3.09 and a standard deviation of 0.87. This implies that majority of the respondents viewed the involvement of the SRC as very good. Aside this, the control by college management, decision making and dissemination as well as team work by committee members were all viewed as being performed in a good manner.

Research Question 2: How do staff and students perceive the committee system in the management of CoEs in the Central Region?

This research question was meant to identify the perception of staff and students about the committee system in the management of CoEs. This section of the questionnaire was on a scale of 'Not Necessary=1', 'Fairly Necessary=2', 'Necessary=3' and 'Very Necessary=4'. The data was analysed using means and standard deviations. A higher mean implies that most of the respondents deemed the specific committee as necessary or very necessary. The results are presented in Table 14 and 15.

Table 14 - Staff Perception about Committee System

Committee	Mean	Std. Dev.
College Council	3.67	0.59
College Management	3.75	0.46
Academic	3.70	0.49
Departmental	3.50	0.55
Quality assurance	3.50	0.55
Assessment	3.45	0.68
Estate management	3.24	0.74
House staff	3.15	0.91
Security	3.21	0.84
Chaplaincy	3.45	0.77
Sports and recreation	3.32	0.56
Procurement	2.34	0.61
Welfare	2.34	0.57
SRC	2.51	0.59

Source: Field Survey, Essien (2018)

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Table 14 depicts the perception of the tutors about the committee systems. It is shown in the table that most of the committees recorded means above 3.00 implying that most of the committees were perceived as necessary by the tutors. Specifically, College Management recorded the highest mean of 3.75 and a standard deviation of 0.46. College management was therefore deemed to be the most necessary among majority of the respondents. This confirmed the results in Table 12 where college management was deemed as the most effective committee system. It can be inferred that because it was effective, majority of the respondents saw it as necessary. The other committee systems perceived as effective by most of the committees were Academic (M=3.70, SD=0.49) and College Council (M=3.67, SD=0.59). The Committee systems that recorded the least of the means were Procurement (M=2.34, SD=0.61) and Welfare (2.34, SD=0.57). Therefore, these committees were deemed fairly necessary. Thus, they were not perceived to be as necessary compared to the other committees by the tutors.

Table 15 - Students' Perception about Committee System

Name of committee	Mean	Std. Dev.
College Council	3.58	0.49
Sports and recreation	3.40	0.66
Food committee	3.49	0.83
Estate management	2.93	0.79
Welfare	3.19	0.88
Chaplaincy	3.86	0.35

Source: Field Survey, Essien (2018)

Table 15 depicts the perception of the students about the committee system. It is shown that with the exception of the Estate Management, all the other committees recorded means above 3.00 implying that they were deemed as necessary. Specifically, Chaplaincy recorded the highest mean of 3.86 and a standard deviation of 0.35. The other committees perceived to be necessary by majority of the respondents as necessary were College Council (M=3.58, SD=0.49) and food committee (M=3.49, SD=0.83). Estate management was however deemed as fairly necessary by majority of respondents (M=2.93, SD=0.79).

Research Question 3: What are the challenges associated with the use of the committee system in CoEs in the Central Region?

This research question sought to identify the challenges associated with the use of committee system in the colleges of education. The tutors were asked to indicate some of the challenges faced by the committees. The portion of the questionnaire in answering this research question was open-ended. The data obtained from the respondents was analysed thematically.

Most of the respondents indicated that the major challenges encountered by the committees included the presence of too many bureaucracies resulting in delays in decision making, authorities not carrying out recommendations of committees, nature and frequency of meetings, lack of financial and administrative support. These challenges were indicated by most of the respondents as encountered in the discharge of the duties of the committees. Since committees are usually made up of several people, arriving at decisions is usually difficult and takes a lot of time. Aside this, most of the time, authorities have difficulty implementing the decisions of the various

committees. As such, the respondents perceived this as a lack of support from the college authorities. The respondents complaining about the nature and frequency of meetings could be because the respondents are tutors who have their own tasks and as such the time spent on committee meetings could drain a lot from the respondents.

Some of the specific statements from some of the respondents are:

Committee work is difficult, we spend too much time in making decisions and so there are so many delays in the work of the committees.

Committees do not get the support of the college authorities most of the time. Sometimes, our decisions and recommendations are not implemented.

In terms of finances and support, committees rarely get the needed support. On some occasions, it takes a lot of time before the recommendations of committees are implemented.

Discussion

Roles performed by committees

The study revealed that the committees in the sampled colleges were functional. Specifically, the committees were willing to seek the progress of the college, engaged in decision making concerning students, planning and review of academic calendar and assessment and evaluation of staff and students. Most of the committees were deemed effective by the tutors especially the college management, academic, chaplaincy, SRC and the college council. In colleges of education, the management and general running of schools are mostly done by the committee systems. If every committee is

performing their duties as expected of them, the college can be run smoothly. Most of the decisions made concerning students and staff are handled at the committee levels. After the decisions are made, recommendations are made to higher authorities for the recommendations to be carried out. Therefore, if every committee is effective, decisions, plans and policies can be effectively implemented without many hurdles.

The findings confirmed the findings of Nwachukwu (1988) that tertiary educational institutions utilises committees in the decision making process under the collegial arrangement with the College Governing Council and Academic Board. Similarly, the findings supported the findings of Kinard (1988) that committees plan and formulate policies, provide advice and review operations as well as rules, regulations, procedures and systems. In the same vein, Buami (2001) indicated that some committees undertake managerial functions, others make decisions while others normally deliberate on problems. Buami continued that some committees are mandated with the authority to make recommendations while others are formed to receive information. All these imply that committees play crucial roles in the management of colleges and universities. It is in this regard that committees have become part and parcel of the internal operational mechanism devised by the colleges to enable them cope with their widening and demanding tasks of decision-making and oversight (Commonwealth Parliamentary Association, 2002). Colleges are therefore relying more and more on committees to effectively run their colleges.

Perceptions about committee systems

In terms of the perceptions about committee systems, the study found that the tutors perceived most of the committees as necessary in the management of the colleges. Some of the specific committee systems which were deemed necessary by most of the respondents included college management, academic and college council. The students in the study also perceived the committee systems as necessary in the management of the colleges. Specifically, the chaplaincy, college council, and food committee were perceived as necessary by the students. Since most of the committees were viewed as functional and effective, it appeared as no surprise when the respondents perceived the committees as necessary. Effective committee systems make the running of the college easier. In Colleges of Education in Ghana, the committees are perceived in positive light because most of them are able to perform their duties. College management committees, academic committees and college councils are needed for colleges of education to run smoothly. As a result, they are considered necessary. For students, however, the committees which they see functioning more are chaplaincy, food and the college council. Chaplaincies are always organising religious programmes for students while food committee ensures that students' dining activities are not hindered. This could explain why students viewed these committees effective and necessary.

The findings of the study are in line with the findings of Obayan (2002) that the committee system is a vital ingredient for effective administration of educational institutions and maintained that collaborative effort gives administrators, educators and other stakeholders the opportunity to deal with complex educational issues as a group. In a similar vein, the findings

are in consonance with the findings of Puplampu (1998) that there seems that there is a perception of action, activity attention to a pressing or important issue once a committee has been constituted. Thus, committees are perceived as the group responsible for taking action on important issues. In essence, most people perceive committee systems in colleges as necessary part of the management of the college system.

Challenges faced by committees

Committee systems encounter several challenges such as the presence of too many bureaucracies resulting in delays in decision making, authorities not carrying out recommendations of committees, nature and frequency of meetings, lack of financial and administrative support as well as the lack of financial support. These challenges make the work of committee systems difficult. The challenges could be because the existence of too many committees sometimes makes it difficult for authorities to give attention to all of these committees. Since most colleges have set up several committees, supporting all these committees sometimes becomes a challenge, particularly in terms of finances. Aside this, committees usually have to meet several times before arriving at decisions. This is made more difficult when members of committees are also members of other committees. Time factor becomes a hindrance and a challenge to the work of the committees. This can result in disinterest even on the part of the committee members. In the presence of such challenges, the work of committees can be derailed.

The findings supported the findings of Tierney, Farmer and Graen (1999) that bureaucracy sometimes erodes the implementation of committee decisions. The findings also confirmed the findings of Nchor (1999) that the

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nature, number and frequency of committee meetings in organisations have given to a lot of criticisms. These criticisms include waste of time and money; dominance of a few; lack of accountability or responsibility; group think and compromise decisions among others. Puplampu (1998) also argued that the committee approach is plagued by delays and that the process of committee decision making can take so long that of itself, it becomes a de-motivator. Further, the findings of the study were in line with the findings of Streetdirectory (2011) that even though the university community in Nigeria believed that committees are vital tools for university governance, the university administration rarely implemented the recommendations of committees. This is because the committees did not provide effective advisory services to university management and that recommendations did not influence opinions of the university Council and Senate. This to an extent rendered the existence of committees' indispensable. Such committees may automatically fold up or become defunct. Conversely, poor implementation of committee's recommendations did not motivate active participation of all in institutional administration.

Chapter Summary

This chapter presented the results and discussion of the study. A sample of 220 tutors and 43 students were involved in the study. The study showed that most of the respondents viewed committee systems as functional and effective. Again, committees were viewed as necessary by both teachers and students in the management of colleges of education. Finally, the study showed that committees encountered several challenges in the discharge of

their duties. The challenges included delays as well as lack of financial and administrative support from college authorities.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

This chapter presented the summary, conclusions and recommendations of the study. Suggestions for further research are also given in this chapter.

Summary

The purpose of the study was to examine the committee system in the management of CoEs in the Central Region of Ghana. Specifically, the study sought to answer three main research questions:

1. What roles do the committees play in the management of the CoEs in the Central Region?

2. How do staff perceive the committee system in the management of CoEs in the Central Region?

3. What are the challenges associated with the use of the committee system in CoEs in the Central Region?

Literature related to the study was reviewed. Descriptive survey design was adopted for the study. A sample of 220 tutors and 43 students was used for the study. The sample was selected through purposive, census and proportional stratified sampling. Data was collected through the use of a researcher-designed questionnaire for both tutors and students. Data was analysed descriptively using frequencies and percentages and means and standard deviations.

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Major Findings

The study revealed that the committees in the sampled colleges were functional. Specifically, the committees were willing to seek the progress of the college, engaged in decision making concerning students, planning and review of academic calendar and assessment and evaluation of staff and students. Most of the committees were deemed effective by the tutors especially the college management, academic, chaplaincy, SRC and the college council.

In addition, the study found that the tutors perceived most of the committees as necessary in the management of the colleges. Some of the specific committee systems which were deemed necessary by most of the respondents included college management, academic and college council. The students in the study also perceived the committee systems as necessary in the management of the colleges. Specifically, the chaplaincy, college council, and food committee were perceived as necessary by the students.

Finally, the study showed that committee systems encountered several challenges such as the presence of too many bureaucracies resulting in delays in decision making, authorities not carrying out recommendations of committees, nature and frequency of meetings, inadequate financial and administrative support as well as the lack of financial support.

Conclusions

It can be concluded generally that the committee systems in the Colleges of Education in the Central Region were effective in the performance of their roles. Specifically, it can be concluded that committee systems in CoEs in the Central Region are functional in seeking the progress of the

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college, engaging in decision making concerning students, planning and reviewing of academic calendar and assessing and evaluating staff and students. Committees such as college management, academic, chaplaincy, SRC and the college council are effective in the discharge of their duties.

Again, it is concluded that both tutors and students perceive most committees such as college management, academic, college council, chaplaincy, college council, and food committee as necessary in the management of CoEs in the Central Region. Finally, it can be concluded that committee systems encounter several challenges including the presence of too many bureaucracies resulting in delays in decision making, authorities not carrying out recommendations of committees, nature and frequency of meetings, lack of financial and administrative support. These challenges can derail the work of committees in the CoEs.

Recommendations

The following recommendations are made based on the findings of the study:

1. Authorities of Colleges of Education should implement the recommendations of committees as and when necessary. This would help encourage committee members to be at their best in the discharge of their duties.

2. Authorities of Colleges of Education should provide the required financial and administrative support to committees so that can continue playing their roles effectively.

3. Committee members should be encouraged by school authorities in every form to continue playing their roles in the management of Colleges of Education.

Suggestions for Further Research

It is suggested that further research consider adopting a mixed model approach. This will help get in-depth information concerning the roles of committees in the management of colleges of education.

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APPENDIX A

QUESTIONNAIRE FOR TUTORS

Topic: Examination of the effectiveness of committee system in the management of colleges of education in the Central Region in Ghana.

Dear Respondent,

This is a research study which seeks to examine the effectiveness of the committee system in the management of CoEs in the Central Region in Ghana. You are kindly requested to respond to each item of the questionnaire as candidly as you can by ticking ($\sqrt{}$) the appropriate answer or providing your suggestions in the spaces provided. Be assured that it is purely for academic purpose and your confidentiality is assured. Please do not disclose your identity anywhere on the questionnaire. Thank you for consenting to be part of this research.

SECTION A

Please tick ($\sqrt{}$) or write your responses appropriately

1. Age (years):

    ☐   ☐   ☐

a. less than 24   b. 25-30   c. 31-35

☐   ☐   ☐

d. 36-40   .   e. 41-45   f. Above 46

2. Sex: a. Male ☐   b. Female ☐

3. For how long have you been teaching at the CoE?   ....….........year(s)

4. What is your highest educational background?

a. B. Ed degree ☐   b. M. A/M. Ed degree ☐   c. M. Phil ☐

d. Ph. D. ☐   e. Any other (specify): ....

5. Number of years in college's administration: ....year(s)

6. Number of college committees you currently serve on ……………

7. Type of committee you serve on

a. Standing committee ☐   b. Ad Hoc ☐   c. Omnibus ☐

d. Representational ☐   e. Select ☐   f. Management ☐

g. Any other (specify): ....

SECTION B

Indicate by ticking **(√)** the degree of effectiveness of each of the following

committees in your college.

Name of committee	Degree of functionality			
	Excellent	Very Good	Good	Fairly good
8. College council				
9.College management				
10. Academic				
11. Departmental				
12. Quality assurance				
13. Assessment				

14.Estate management				
15. House staff				
16. Security				
17. Chaplaincy				
18. Sports and recreation				
19. Procurement				
20. Welfare				

SECTION C

Indicate by ticking (√) the extent to which committee systems play the following roles in the management of your college

Statement	All the time	Most of the time	Sometimes	Not at All
21. Willingness to seek the progress of the college				
22. Decision making concerning students				
23. Decision making concerning staff				
24. Dissemination of information				
25. Promoting staff welfare				
26.Formulation and implementation of decisions internally				
27.Implementation of external policies				
28. Planning and review of academic Calendar				

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29. Procurement procedures				
30. Project initiation and implementation				
31. Assessment and evaluation of staff and students				

SECTION D

Indicate by ticking (√) the effectiveness of each of the following committees in your college.

Name of committee	Very effective	Effective	Fairly effective	Not effective
32. College council				
33. College management				
34. Academic				
35. Departmental				
36. Quality assurance				
37. Assessment				
38. Estate management				
39. House staff				
40. Security				
41. Chaplaincy				

42. Sports and recreation				
43. Procurement				
44. Welfare				
45 SRC				

SECTION E

Indicate by ticking (√) your perception of the functions of each of the following committee systems in the management of your college

Name of committee	Very necessary	Necessary	Fairly necessary	Not necessary
46. College council				
47. College management				
48. Academic				
49. Departmental				
50. Quality assurance				
51. Assessment				
52. Estate management				
53. House staff				
54. Security				

55. Chaplaincy				
56. Sports and recreation				
57. Procurement				
58. Welfare				
59. SRC				

SECTION F

Write down some of the challenges faced by the committee(s) you serve on.

60. ....

....

....

61. ....

....

....

62. ....

....

....

APPENDIX B

UNIVERSITY OF CAPE COAST

QUESTIONNAIRE FOR STUDENTS

Topic: Examination of the effectiveness of committee system in the management of colleges of education in the Central Region in Ghana.

Dear Respondent,

This is a study which seeks to examine the effectiveness of the committee system in the management of CoEs in the Central Region in Ghana. You are kindly requested to respond to each item of the questionnaire as candidly as you can by ticking (√) the appropriate answer or providing your suggestions in the spaces provided and returning the questionnaire.

Be assured that it is purely for academic purpose and your confidentiality is assured. Please do not disclose your identity anywhere on the questionnaire. Thank you for consenting to be part of this research.

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SECTION A

Please tick (√) in the boxes or write your responses appropriately

1. Age (years):

   a. Up to 20 ☐   b. 21-25 ☐   c. 26-30 ☐

   ☐   ☐

   d. 31-35   .   e. Above 35

2. Sex: a. Male ☐   b. Female ☐

3. For how long have you been in the college?   ....…..........… year(s)

4. Number of college committees you currently serve on ……………

5. Which committee(s) do you serve on?

   a. School management ☐   b. Welfare ☐   c. Chaplaincy ☐

   d. Sports and recreation ☐   e. House level ☐   f. SRC ☐

   g. Disciplinary ☐   h. Ad hoc ☐   i. Class level ☐

   j. Dining hall ☐

   k. Any other (specify): ....

SECTION B

Show by ticking (√) your opinion of the roles played by the following committees

Name of committee	Very necessary	Necessary	Fairly necessary	Not necessary
6. College council				
7. Sports and recreation				
8. Food committee				

9. Estate management				
10. Welfare				
11. Chaplaincy				

SECTION C

Rate each of the items by ticking *(√)* as applicable to the committee systems in your college.

Item	Excellent	Very good	Good	Fair
12. Involvement of SRC				
13. Decision making and dissemination				
14. Team work by committee members				
15. Control by college management				

APPENDIX C

Reliability Statistics

Tutors' Questionnaire

Cronbach's Alpha	N of Items
.78	62

Students Questionnaire

Cronbach's Alpha	N of Items
.82	15