

## School Effectiveness in Ghanaian Teacher Education Colleges: The Role of Internal Stakeholder Collaboration

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### ABSTRACT

*Collaboration in educational institutions has become a competent vehicle for accomplishing set objectives. Collaborations are therefore the styles educators use when they work with other people to achieve shared goals. Against this background, this study sought to explore internal stakeholders' collaborations in the school effectiveness of two teacher education colleges in the Upper East Region of Ghana. The path-goal leadership theory provided the theoretical framework for this study. The study employed the convergent parallel mixed-method design otherwise called concurrent mixed-method design. The population for the study comprised second and third-year students, tutors, and leadership of the colleges. A sample size of three hundred and eight (308) was used in this study. The simple random sampling technique was used to draw both second-year students and tutors, the cluster sampling technique was also used to cluster the population of the third-year students, and the simple random sampling technique was then subsequently used to draw students who were out in the field for their teaching practice. The intensity case sampling technique was also used in sampling the school leadership. The breakdown is two hundred and fifty-seven (257) students in all, forty-one (41) tutors, and ten (10) leaders of the colleges. Two instruments namely an in-depth interview guide and a questionnaire were used to elicit responses to address the two research questions that guided the study. The interview guide gathered responses from college leadership and the questionnaire was administered to both students and tutors. Respectively, data were analysed thematically, and the utilization of statistical tools such as means and standard deviations. The study revealed that various types of collaborations exist among the internal publics in the colleges in the promotion of school effectiveness. Regardless, the colleges also face some challenges such as inadequate infrastructure and funding, inadequate relevant curricular materials as well as poor internet connectivity among others. In conclusion, the study indicates that internal publics of both colleges have largely collaborated in the performance of their duties. This has resulted in the institutions achieving school effectiveness to an appreciable extent. The study thus recommends among others that, college authorities should expand the frontiers of the existing collaborations among internal publics of the colleges to include that of their external stakeholders. Second, college authorities should lobby for funding from the government and development partners to ease the financial burden of the colleges and to help them build more infrastructures for academic and residential purposes. Furthermore, the college management should liaise with the education ministry and the traditional public universities that these colleges are affiliated with for assistance regarding relevant textbooks and academic journals for the various disciplines.*

**Keywords:** Internal stakeholder, Collaborations, Promotion, Challenges, Teacher Education Colleges

### I. INTRODUCTION

Stakeholder collaboration is key in promoting organizational effectiveness. Internal publics within the school system, are required to collaborate by pulling their synergies to ensure school effectiveness. Accordingly, school effectiveness is a concept that educational authorities use to describe schools that can meet their set objectives, aims, and goals (Alagbela, 2024). The concept of "school effectiveness" can, however, mean different things because of the myriad of interpretations educational authorities give to it (Alagbela & Bayuo, 2024; Afram et al., 2024). Educational institutions like all other formal organisations are established to achieve specific purposes and to conduct their desired visions and missions. One sure way to achieve such is through the collaborative efforts of the stakeholders of the school, particularly students, teachers, and authorities. Therefore, it is worth emphasizing that the success of a school requires synergy from all internal public.

Admittedly, there is a positive impact of leadership on school effectiveness. However, it is also worthy to indicate that teachers, students, non-teaching staff, governments, and non-governmental organisations operating in the field of

education, as well as community members play crucial roles in adding to the efforts of school leaders to ensure the effectiveness of educational institutions. For instance, effective teaching conducted by teachers engenders school effectiveness. As a driver of school effectiveness, teacher quality is crucial for students' academic achievement (Minca, 2015).

In making a preliminary search on studies conducted on school effectiveness, I did not come across any scientific study done in Ghana relative to collaborations among internal publics of teacher education colleges in advancing school effectiveness. It is pertinent to indicate that following the transition of the education colleges to tertiary status, much is expected of the internal stakeholders in the various colleges in terms of their collaborations to achieve their new core mandate that reflects their current status.

### 1.1 Statement of the Problem

In all educational institutions, the quest to ensure that schools achieve their core mandate is a matter of concern to all stakeholders who are affiliated with such schools. Internal publics of the educational institutions such as school leadership, teachers, and students remain committed to promoting the effectiveness of their respective schools by playing their roles and responsibilities as expected of them. Agezo and Frimpong (2015) postulate that school effectiveness depends much on teachers and the way they perform their tasks.

There has been a strong advocacy for collaborations in educational institutions as a means of improving teachers' instructional practices and student outcomes (Sharma & Kaushik, 2022; Huang & Brown, 2019). Collaboration is an attribute of new reform efforts that places a greater concern on schools to account for student achievement (De Jong et al., 2022). This notwithstanding, there is a paucity of scientific studies highlighting the collaborations of internal educational stakeholders driven by the leadership in promoting the school effectiveness of teacher education colleges in Ghana. Most educational studies conducted at the basic, secondary, and tertiary levels include educational access and participation, gender, and equity (Alagbela, 2024). Considering the above, this study sought to explore the nature of collaborations by all internal publics in school effectiveness and the generic challenges that hinder some of teacher education colleges in the Upper East Region of Ghana.

### 1.2 Objectives of the Study

- (i) Identify the areas of collaboration and benefits between and among school leadership, tutors, and students in engendering school effectiveness in the colleges.
- (ii) Highlight the challenges that confront the quest to promote school effectiveness at the colleges level.

### 1.3 Research Questions

Based on the objectives stated above, the following research questions have been posed.

- (i) What are the areas of collaboration and benefits that exist between and among school leadership, tutors, and students in the promotion of school effectiveness in teacher education colleges?
- (ii) What challenges confront the promotion of school effectiveness in teacher education colleges?

## II. LITERATURE REVIEW

### 2.1 The Path-Goal Leadership Theory

This theory was developed by Robert House in the 1970s. The theory suggests that leaders should adapt their leadership styles based on employee needs and the work environment. By adopting this model, leaders modify their actions to increase team output (Nevarez et al., 2023). This calls for a flexible leadership style that can accommodate the unique demands of team members and help them achieve their weekly or daily objectives. The following leadership styles as presented below make up the components of the theory.

#### 2.1.1 Directive Leadership

Directive leadership style provides clear guidance, setting specific expectations and outlining precise goals. Leaders using this style focus on giving detailed instructions to ensure tasks are completed efficiently and effectively.

This approach is beneficial when tasks are complex or employees are uncertain. By establishing structure and clarity, directive leaders help team members stay focused and confident in their roles.

### **2.1.2 Supportive Leadership**

This leadership practice focuses on team members' well-being, fostering a positive and empathetic work environment. Leaders who adopt this style are approachable, understanding, and attentive to their team's needs.

By offering encouragement and assistance, supportive leaders help create an environment where team members feel valued and motivated, contributing to their personal and professional growth.

### **2.1.3 Participative Leadership**

Participative leadership style involves actively engaging team members in decision-making processes, fostering collaboration and open communication. Leaders who use this style empower their teams to contribute ideas and solutions, promoting a sense of ownership and commitment.

By encouraging input from all members, participative leaders strengthen team dynamics and drive creative problem-solving. This often leads to a positive work environment, with improved performance and more innovative outcomes.

### **2.1.4 Achievement-Oriented Leadership**

Achievement-oriented leadership is characterised by setting ambitious goals and challenging team members to reach their full potential. Leaders who use this style establish high-performance standards and encourage a culture of excellence and perseverance. These leaders believe in their team's capabilities, pushing them to achieve remarkable outcomes. They foster a sense of accomplishment and pride as they overcome obstacles and psychological barriers.

This study is anchored on the above as its theoretical framework because it has some connectedness or nexus with the participative leadership component of the theory. Simply put, the study seeks to gauge the types or areas of collaborations that the leadership of the colleges, as well as tutors and students, are engaged in to clinch school effectiveness. This clearly resonates with the said component of the theory.

## **2.2 Empirical Review**

### **2.2.1 Collaborations of Internal Publics in Promoting School Effectiveness**

Collaboration deals with getting individuals, who have similar interests, to work together in an organised task to achieve desired results. Collaboration in education is valued as a vehicle for accomplishing purposes.

There has been a strong advocacy for collaborations in educational institutions as a means of improving teachers' instructional practices and student outcomes (Sharma & Kaushik, 2022; Huang & Brown, 2019; Ntim, 2017). Collaboration is an attribute of new reform efforts that places a greater concern on schools to account for student achievement (De Jong et al., 2022). According to Nyaaba et al. (2021), the growing number of students with disabilities in the education setting calls for general education teachers to work collaboratively with special education teachers.

According to researchers, internal collaborations in educational institutions facilitate the goals of education by fostering a sense of belonging, promoting democratic schooling, enhancing students' self-determination, and improving academic and social competence (Malazonia et al., 2023). Collaborative efforts among teachers allow them to leverage their specialized knowledge and skills to enhance instructional quality (Tornee & Sanrattana, 2023). Moreover, collaboration acts as a catalyst for instructional creativity and innovation, while its absence often leads to conservative and individualistic school cultures (Ostovar-Nameghi & Sheikahmadi, 2016).

Woods and Roberts (2018) assert that collaborative leadership is a deeper conception than the idea of distributed leadership. They further intimate that collaborative leadership involves school leaders, teachers, support staff, students, and others shaped by individual intentions that express meaning, purpose, and goals and the will to make a difference. The authors explained that collaborative leadership practices can be guided by co-development values, where progress is achieved with and by helping others as co-creators of the learning environment of the school. Collaborative leadership can motivate tutors, students, and school leaders to work together to achieve shared goals and create a sense of belonging. Therefore, the establishment of committee systems is crucial to the development of colleges where internal stakeholders have the opportunity of working together at various levels.

Moreover, evidence shows that collaboration has positive effects on teachers and this has been well-established (Balan & Jamaluddin, 2024; Xu et al., 2025; Muzakar et al., 2024; Shand & Goddard, 2024). However, a scarcity of data exists to identify the benefits that educator collaboration plays in improving the academic outcomes of students (Shand & Goddard, 2024).

Gillett-Swan et al. (2025) argue that collaboration with students means treating them as decision makers who can actively voice their opinions and make contributions to their educational surroundings. Karimli and Rzayeva (2025) further argue that students become more effective critical thinkers and creative problem solvers when they take

responsibility of their own learning. Moreover, Tran (2019) has stated that learning methods based on cooperation, including group work and feedback, greatly enhance motivation and accomplishment of pupils by creating a friendly environment. According to Fiore and Hall (2024), students are encouraged to support themselves and others and as a result, there is a climate of positive and negative behaviour modification where self-restraint, responsibility, discipline, and learning are promoted.

Nooruddin and Baig (2014) in a study, explored the perspectives and viewpoints of the teachers and students concerning the influence of the headteacher and senior leadership team on student collaboration and behaviour management in the form of policies, procedures, and support mechanisms. The authors surveyed teaching staff and a sample of students. Their findings revealed that teachers (97%) and students (83%) reported that school leadership collaboration influences student behaviour management through policies and procedures. Hence, Anrig (2013) posits that collaboration between teachers and administrators when not confrontational improves student outcomes. Additionally, highly collaborative practices in schools are associated with unusually strong student outcomes. It enables ordinary people to accomplish extraordinary things because working together generates commitment.

Another study by Rothman (2016) on school leadership and teacher collaboration revealed that when an effective teacher is in a collaborative team, students improve their scores. Additionally, the study also revealed that when an ineffective teacher joins the team, students' performances are not negatively affected. What that means is that teacher collaboration benefits all teachers and students. The authors suggest that school leaders should create a professional learning environment for teachers to collaborate to share instructional ideas and feedback.

Furthermore, academic achievement outcomes have been reported in research on peer tutoring, partner learning, reciprocal teaching, and cooperative group learning. Studies indicate that reciprocal peer tutoring significantly enhances students' academic performance, as students who alternate roles between tutor and tutee demonstrate better learning outcomes than those who only receive tutoring (Bakare & Orji, 2018). Educational researchers have identified one variation of student instructional collaboration thus cooperative group learning is one of the top educational practices correlated with increasing student achievement on standardized tests (Suryani & Mashuri, 2023). Additionally, when children serve in teaching roles, they increase their mastery of the content as well as learn valuable communication skills.

Relating Schilder et al. (2019), the principal aspects of collaboration in education are formulation of vision which is underpinned by support, teamwork, value for education, and goal setting. Collaboration also needs to pay attention to the outcomes and have a purposeful ongoing inquiry aimed at innovation and accountability (Falcione et al., 2019). These features are interconnected and essential for proper collaboration in educational contexts. Moreover, the educational administrator in schools has a major role in encouraging and maintaining collaboration by giving guidance, boosting confidence towards working with the educational stakeholders, and integration for better educational products (Wicaksono, 2024).

Research has shown that principals are most effective when they focus on instructional improvement, collaborate with teachers, and encourage teachers to actively work together toward instructional improvement (Mora-Ruano et al., 2021). Principal leadership plays an indirect role in supporting student achievement by mediating a collaborative school climate (Mora-Ruano et al., 2021); Stosich (2021) further emphasises the importance of this effect. Evidence suggests that not only do teachers need to work together around instruction and student learning, but administrators also need to be a part of the process (Rigby et al., 2021). School leadership should provide instructional leadership, which includes providing constructive feedback to improve teaching or implementing a school-wide system that provides such support (Huang et al., 2023). Principals also facilitate a collaborative culture by promoting shared leadership within their schools whereby teachers are allowed to exert influence on and participate in school-related decisions.

Again, good school leadership works towards developing institutional trust. Principals' respect and personal regard for teachers, competence in one's core responsibilities, and personal integrity have all been shown to support relational trust within schools (Meyer et al., 2022). Finally, principals and school administrators provide teachers with the organisational structures and time that is necessary to engage in collaborative inquiry. This includes regularly scheduled meeting times that are embedded within the school day (Gibbons et al., 2019).

In conclusion, the collaboration of internal stakeholders in the school system positively impacts school effectiveness. Research suggests that schools become more efficient and effective as such collaborations influence school climate, culture, and shared leadership (Hammad et al., 2024). Again, teachers constantly learn and develop themselves professionally. They generate knowledge through discussions and also develop professional relations based on mutual respect (Firdaus et al., 2022).

### 2.2.2 Challenges that Hinder School Effectiveness

Educational stakeholders such as school authorities, teachers, students, community members, and a host of others, strive to ensure the effectiveness of educational institutions within their respective jurisdictions. However, these efforts demonstrated by the players in the quest to promote school effectiveness are sometimes negatively affected because of some challenging factors.

For instance, in their study conducted in Spain, it was revealed that the causes of school failures can be put under categories such as those relating to the educational system, the school system, and the teacher (Martínez-Valdivia & Burgos-Garcia, 2020). Accordingly, the efficiency of utilising instructional time for teachers to improve their practice, how the teaching staff is recruited and deployed to the various schools, the diminishing effect of allocating resources to the institutions, as well as the seeming lack of respect and authority of the teachers, relative to the educational system of the country have dire consequences for the success of the schools. Again, the school itself sometimes is to blame for its failures. Thus, the time spent on teaching, the number of sessions per subject, and the curriculum of the school itself about whether or not, the respective needs of the societies are adequately addressed negatively affect effectiveness.

Teacher's mode of delivery and competency skills, the level of demand from their students, how they motivate learners in the teaching and learning situation, and how they become too authoritative towards students and assignments given to students can negatively affect performance. Studies suggest that low teachers' morale affects the entire educational system (Pelington et al., 2024). Accordingly, teachers are one of the largest and most important elements in the educational enterprise. They greatly influence the quality of education that is delivered in the country.

Again, Students tend to suffer from poor teaching when unqualified teachers are recruited for the job. Such teachers lower productivity and create ineffectiveness. It is therefore imperative that school administrators critically evaluate potential teachers to ascertain their professional competence before hiring them. Effective teachers are thus those who have the mastery of their subject matter, display adequate preparation, manage instruction and promote learning in a way that helps students become independent learners (Jan & Bashir, 2017).

Similarly, issues of inadequate finances of educational institutions have led to such schools not being able to perform optimally. Funding affects the programmes in schools, technology, and the professional development of teachers. Therefore, poor teaching in schools because of inadequate funding affects the quest to achieve success (Iliya, 2017).

Additionally, school facilities and infrastructure are the capital resources that promote effective teaching and learning. The presence of school infrastructure such as lecture halls, libraries, workshops and technology centres enables a skillful teacher to achieve a certain level of instructional effectiveness. However, the lack of or inadequacy of such material resources makes the same teacher perform below expectations (Okello et al., 2021; Iliya, 2017).

Poor supervision of teachers and what happens in educational institutions hurt an educational system. The supervision of schools and their staff is done by two categories of personnel. The internal supervisors are part and parcel of the very schools and the external supervisors come from the education ministries. Both categories of supervisors ought to discharge their functions above board. In contrast, the ineffectiveness in the discharge of their duties, particularly in the case of school principals and the respective heads of the academic departments will negatively affect the schools and the entire educational system (Zega & Sitanggang, 2024).

Students' poor attendance at school and other indiscipline behaviours also account for school ineffectiveness. The extent to which students continue to miss classes would harm the effectiveness of teaching as well as their potential to learn and comprehend what has been taught previously. Additionally, dealing with students with indiscipline issues is a fact of life for teachers and school authorities. Such matters tend to disrupt the flow of instruction and therefore, take away essential instructional time from the school.

Furthermore, students' (especially those at the lower levels of education) backgrounds hinder school effectiveness. Some pupils whose parents are not educated and are poor economically, do not perform in their academics as expected owing to the lack of parental motivation, support, and ignorance (Mekgwe, 2022).

School climates that do not provide a congenial atmosphere, a situation whereby school authorities, teachers, students, and other internal players are constantly at loggerheads with one another, will run counter to school effectiveness. Accordingly, a sustained positive school climate has good effects on child and youth development. It can also prevent risks and eventually promote authorities' efforts in health matters of the school (Zhao et al., 2023). In schools where no bridges exist between the various stakeholders, the climate is usually healthy for teaching and learning.

### III. METHODOLOGY

#### 3.1 Study Area

The study encompassed the only two CoE located in the region.

##### 3.1.1 St John Bosco's College of Education

This college is co-education teacher education institution located in Navrongo in the Kassena-Nankana East Municipality of the Upper East Region of Ghana. The Catholic Mission established the college in January 1946 in honour of a patron saint in the person of John Bosco who was referred to as a friend to the youth. Ten (10) male students were initially enrolled to pursue a 2-year post middle Teacher's Certificate 'B' course.

However, following changes in teacher education policies in Ghana, the college was upgraded to run a 3-year programme and award a Teacher's Certificate 'A' to teachers upon completion of their study. Before the 2018/2019 academic year, the college did run a 3-year Basic Education Programme in the areas of General Arts, Mathematics and Technical Education. However, because of the recent upgrade of education colleges in the country to university colleges, the institution has secured accreditation to run a 4-year Bachelor of Education Programmes in Mathematics and Science, Mathematics and Information, Communication and Technology (ICT), Home Economics, Agricultural Science and General Arts.

The college is envisioned to be a centre of excellence in the training of teachers in Ghana and beyond. In line with its Catholic principles and doctrines, it has the mission of seeking to create a conducive environment for quality training of teacher trainees in relevant skills, adequate knowledge and positive attitudes to promote the moral, spiritual and social values for teaching at the basic level of education.

##### 3.1.2 Gbewaa College of Education

This college is also a co-educational teacher training institution located in Pusiga, in the Pusiga District of the Upper East Region of Ghana. The then Government of Gold Coast founded the college in 1953. It opened with fourteen (14) male students and seven (7) teachers, including the principal. Its mandate was to train people to become professional teachers who would upon completion be awarded a 2-year Post Middle Teacher's Certificate 'B' and were to be posted to teach in elementary schools.

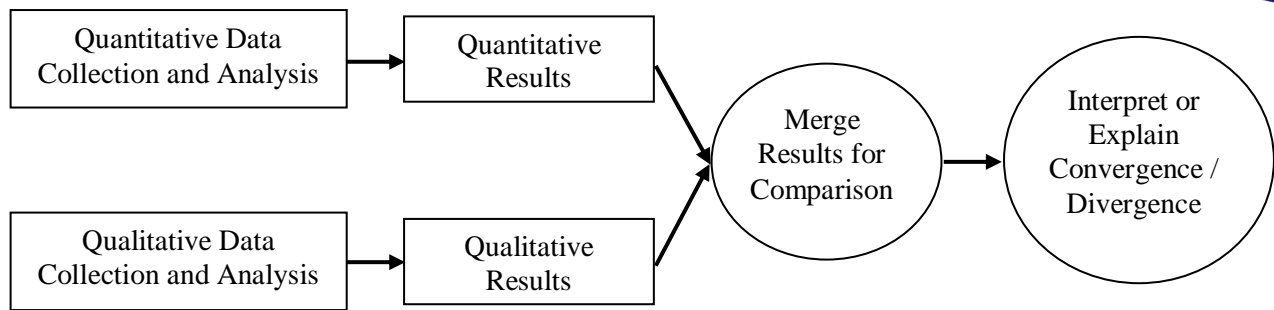
The institution has gone through different names. It was first named as Pusiga Training College, then changed to Pusiga Government Training College, Gbewaa Training College and now Gbewaa College of Education. Before the 2018/2019 school year, the colleges did run programmes in a 3-year Diploma in Basic Education (General) as well as Diploma in French. However, following the transition of colleges to university colleges with the core mandate of producing first-degree graduates, the college is now mandated to run a 4-year Bachelor of Education Programmes in General Arts, Home Economics and French Education among others.

The college has the vision to provide excellence in research and training of pre-tertiary education teachers in the country. As a corollary, its mission is to serve as a centre of excellence, producing morally sound, professionally and academically competent teachers for the basic education level. The college has produced professionals who have served as teachers, politicians, academics, sports men and women for the country.

##### 3.1.3 Research Approach and Design

The study adopted the mixed-methods approach. This tradition of research involves combining both quantitative and qualitative research and data in response to research questions or hypotheses in a single study. The rationale for the choice of the mixed-methods tradition is because of its strength to draw on the two data types and also its capability to deal with the limitations of both approaches.

The convergent parallel design which was employed to support the research approach enables the researcher to collect both data sets concurrently from respondents or participants, analyse the data separately, and compare the results to ascertain whether the findings confirm or disconfirm each other. Morse (1991), cited in Creswell (2014), indicates that the notation of this design is "QUAN + QUAL" as presented below.



**Figure 1**  
*Convergent Parallel Design*

**3.2 The Population of the Study**

The targeted population for the study comprised tutors, second and third-year students of the two education colleges in the region. The first-year students were excluded from the study because they had just reported to the college and were yet to settle down, experience, and appreciate college life, administration, and governance.

Additionally, school leadership made up of the principals, college secretaries, college librarians, college accountants as well as college matrons formed the qualitative component of the study. The total population of school leadership for both colleges stood at ten (10) and that of tutors stood at eighty-one (81), with males forming a larger majority. Together, the two colleges produced a student population of one thousand three hundred students (1300) for levels 200 and 300. The total population of the study stood at one thousand three hundred and ninety-one (1391) participants and respondents. The breakdown of the population is depicted in Table 1.

**Table 1**  
*Population of the Study*

Institutions	Students			Tutors	School Leadership
	Level 200	Level 300	Total		
<b>St. John Boscos’ College of Education</b>	351	340	691	43	5
<b>Gbewaa College of Education</b>	310	299	609	38	5
<b>Total</b>	<b>661</b>	<b>639</b>	<b>1300</b>	<b>81</b>	<b>10</b>

**3.3 Sampling Techniques and Sample Size**

First, the simple random sampling technique was employed to select students in the second year as well as tutors in the colleges. This technique allows assigning objects to respondents in such a way that every member of the population has an equal chance of being chosen (Sarantakos, 2005; Osuala, 2007). It also produces a representative sample (Fraenkel & Wallen, 2006). Sixty-five (65) second-year students' and twenty (20) tutors were to be drawn via this technique from each college. However, twenty-one (21) tutors were inadvertently selected in one of the colleges.

In the case of the third-year students who were already out in the field for their teaching practice, the cluster sampling technique was used to draw the sample. According to Kreuger and Neuman (2016), a cluster is a unit that contains sampling elements.

In cluster sampling, the researcher first samples clusters, each of which contains elements, then draws the second sample within the clusters selected in the first stage of sampling. The rationale for the choice of cluster sampling was based on the fact that the third-year students had been posted to basic schools in some district and municipal capitals in the Upper East Region of Ghana. These towns are far apart from one another; hence, accessing the students as respondents without resorting to the cluster sampling technique had the potential to create an undue delay in the completion of the data collection exercise. Four (4) clusters, thus two from each college were created. The researcher, therefore, had to make do with this sampling technique. A simple random sampling technique was then used to select the various schools and finally thirty-two (32) or thirty-three (33) respondents from each cluster were drawn. The total number of questionnaires retrieved from the field stood at two hundred and fifty-seven (257), a little below the anticipated figure of two hundred and sixty (260) and forty-one (41) questionnaires inadvertently retrieved from tutors.

Regarding obtaining qualitative data, the study employed the intensity-sampling technique of purposeful sampling to draw participants. They included the principal, college secretary, college librarian, college finance officer, and the college matron. Ten (10) participants, therefore, formed the sample size that provided qualitative data for the study.

All in all, the total sample size of the study was three hundred and eight (308). The researcher was of the considered view that two hundred and fifty-seven (257) college students who returned their answered questionnaires, made up of males and females, the second and third years and forty-one (41) tutors that provided quantitative data for the study and the ten (10) participants who provided the qualitative data during the interviews were ideal and representative enough for the entire study. To buttress this position, Sarantakos (2005) intimates that if a population is homogenous regarding a study object, a small sample would suffice. If it is also the case that the population is heterogeneous, a larger sample is required.

### **3.4 Data Collection Instruments**

The instrument for the qualitative data was the in-depth interview guide, which largely spotlighted collaborations that exist among the internal publics in creating and promoting effective schools and challenges regarding promoting school effectiveness. Charmaz (2006) posits that in-depth interviews make it possible for an in-depth exploration of a particular topic or experience.

The instrument for the quantitative data was a questionnaire for tutors and students. The questionnaire also consisted of items about the collaborations that exist among school leadership, tutors, and students in promoting school effectiveness. It also dwelt on challenges that confront the promotion of school effectiveness in the colleges. The instrument largely contained open-ended items. Using a questionnaire as a data-gathering tool has become widely accepted in research arenas because of its easy administration.

#### **3.4.1 Testing the In-Depth Interview Guide to Determine Rigour and Trustworthiness**

First, the researcher used the member-checking approach. In this regard, the researcher took back parts of the transcribed data obtained from the instrument to the research participants for confirmation of what they said and meant. Second, the researcher engaged in an audit trail and spent some good time in the field during the data collection period so that I would develop an in-depth understanding of the phenomenon under study and have more experience with participants' settings for more valid and accurate findings. Finally, the researcher also triangulated the different data from participants by examining evidence from other sources.

#### **3.4.2 Testing the Questionnaire to Ascertain Validity and Reliability**

The instrument was pre-tested at Tamale College of Education in the Northern Region of Ghana. The said college shares similar characteristics with the study areas in terms of student numbers, staff population, academic programmes, governance, and school infrastructure among others. Thirty (30) respondents comprising tutors and students were used. Relying on the experiences of senior colleagues in the subject area, the researcher contacted them to have a look at the questionnaire before the pre-testing activity. They offered some insightful suggestions which subsequently resulted in the amendment of the questionnaire to cater to the suggestions made. The questionnaire was then subjected to a reliability analysis test using the test-retest method, where an interval of two weeks was allowed for the retest. The consistency of the responses showed that the instrument was reliable and could be used for the main study.

### **3.5 Data Collection Procedure**

#### **3.5.1 Data Collection using In-Depth Interview Guide**

During the interview sessions, the researcher attentively listened to the submissions of the participants, thought quickly, and distilled the points that they made. Additionally, the researcher made mental notes of the issues raised and returned to them for further clarification and elaboration. Verbal and non-verbal gestures were employed to urge participants to provide detailed information. Both content-mapping and content-mining questions were used. Alongside, notes were made of the interviews to buttress the recordings.

The interview schedules lasted about one hour per participant in most cases. However, there were a few occasions when the interviews lasted less than an hour because the participants concerned had other engagements and therefore had to quicken the pace of the interviews to catch up with the other assignments.

#### **3.5.2 Data Collection using Questionnaires**

The researcher visited the two colleges and the basic schools that fell under the two clusters in each college and personally distributed the questionnaires to both tutors and students. At this stage, I established the necessary rapport with the respondents and assured them of their confidentiality. Sample frames of those that were selected to respond to the questionnaires were checked and identification numbers were assigned to every respondent, hence enabling the



distribution of the questionnaires to be easy and faster. A period of an hour was allowed for respondents to respond to the items after which questionnaires were collected.

The rationale for the above approach was to ensure that all targeted respondents were captured and all questionnaires retrieved. It was also to ensure that the issue of non-response to some items in the questionnaires was reduced or eliminated.

### 3.6 Ethical Considerations

I visited the two colleges and briefed the principals about the purpose of the study. During the data collection stage, a discussion of the purpose of the study was made and how data will be used for school leadership, tutors, and students alike. In the analysis stage, there was a disclosure of the exact findings of the study to respondents/participants. To ensure that both respondents' and participants' identities were concealed so that anonymity was guaranteed, the researcher coded the quantitative data of students and tutors using identification numbers beginning with 001 to the last questionnaire. The researcher also used P1 to P10 as pseudonyms for the school leadership and that boosted their confidence to respond to the issues without reservations.

## IV. FINDINGS & DISCUSSION

### 4.1 Quantitative Results

The quantitative results were obtained from a total of two hundred and ninety-eight (298) respondents from the two Colleges of Education. The number of student respondents stood at two hundred and fifty-seven (257) and that of tutors was forty-one (41). Descriptive statistics such as means, standard deviations, and percentages were utilised in the analysis process and results were then presented on simple descriptive statistical tables.

#### 4.1.1 Areas and benefits of collaborations between and among school leadership, tutors, and students in the promotion of school effectiveness

This theme sought to explore the perspectives of respondents regarding the areas which school leadership, tutors, and students work together to promote school effectiveness. The simple frequency and percentage table below displays lucidly, the responses proffered by both students and tutors.

**Table 2**

*Areas of Collaboration between and among School Leadership, Tutors, and Students in the Promotion of School Effectiveness*

Statement	Student		Tutor		Students and Tutors	
	N	%	N	%	Grand Total	Total (%)
Academic and professional related activities	101	39	16	39	117	39.2
Sports and other co-curricular activities	91	35	12	29	103	34.5
Maintenance of law, order and discipline	16	7	2	5	18	6.0
Participation in decision making	15	6	5	12	20	7.7
Good care and proper maintenance of college properties	13	5	2	5	15	5
Provision of assistance to student leadership in the discharge of their duties	8	3	4	10	12	4.2
No Collaboration	13	5	-	-	13	4.3

As shown in Table 2, 101 (39%) of the students compared to 16 (39%) of the tutors indicated that academic and professional related activities were one area which school leadership, tutors, and students collaborated in the hope of promoting school effectiveness. Also, students, that is 91 (35%) and some tutors, 12 (29%) said there is collaboration in the area of sports and other co-curricular activities. Concerning the maintenance of law, order, and discipline, only a few students 16 (7%) and tutors 2 (5%) indicated that as another area of collaboration. Similarly, students 15 (6%) compared with tutors 5 (12%), asserted that participation in the decision-making process constituted an area of collaboration by all three groups (school leadership, tutors, and students). Furthermore, the students 13 (5%) and the tutors 2 (5%) equally intimated that there was collaboration in the area of care and proper maintenance of college properties. The provision of assistance to student leadership in the discharge of duties was another area mentioned. The table highlights 8 (3%) of the students and 4 (10%) of the tutors who professed that as an area of collaboration. Lastly, students numbering 13 (5%) indicated that there was no collaboration at all; however, no tutor responded in like manner.

Additionally, the composite responses of students and tutors showed that the dominant areas of collaboration amongst internal stakeholders were academic and professional activities. This recorded 117 (39.2%) respondents. Sports and other co-curricular activities followed with 103 (34.5%) respondents. The least area of collaboration was the provision of assistance or supporting student leadership in the discharge of their duties. It attracted 12 (4.2%) respondents. Also, notwithstanding the relatively many areas of collaboration that internal publics engaged in, some respondents (13, 4.3%) indicated that there were no collaborations between and among internal publics.

To throw more light on the theme and to probe further the responses given, a question was asked to elicit their responses regarding the benefits of the collaborations. The ensuing table thus captures benefits derived from collaborations among school leaders, tutors, and students.

**Table 3***Benefits from Collaborations between School Leadership, Tutors and Students*

Statement	Student		Tutor		Students and Tutors	
	N	%	N	%	Grand Total	Total (%)
Excellent academic performance and professional competence	104	41	15	37	119	40
Promotion of the spirit of togetherness and active socialisation	95	37	10	24	105	35
Promotion of law, order, and discipline	25	10	7	17	32	11
Improvement in the sanitation situation on campus	14	5	7	17	21	7
No benefit	19	7	2	5	21	7

From Table 3, students 104 (41%) mentioned that excellent academic performance and professional competence are one benefits derived from such collaborations. Alternatively, tutors 15 (37%) also asserted that claim. Again, 95 (37%) and 10 (24%) of the students and tutors, respectively, said the collaborations brought about the promotion of a spirit of togetherness and active socialisation among them. The students 25 (10%) and tutors 7 (17%) further indicated that the collaborations have brought about the promotion of law, order, and discipline. About the improvement in the sanitation situation on campus 14 (5%) of the students and 2 (5%) of tutors intimated that as one area of benefit occasioned by the collaborations. However, 19 (7%) of the students and only 2 (5%) of the tutors said that there were no benefits derived from such collaborations.

In the composite responses of students and tutors, the table further revealed that the most rated benefit arising from the collaborations was excellent academic performance and professional competence with 119 (40%). The lowest was an improvement in the sanitation situation on campus with 21 (7%). Also, 21 (7%) claimed that there were no benefits associated with such collaborations.

#### 4.1.2 Challenges Confronting School Effectiveness

In respect of the above theme, the perspectives of both students and tutors were sought. The ensuing table elucidates the different responses given by the respondents.

**Table 4***Challenges that affect the Promotion of School Effectiveness*

Statement	Student		Tutor		Students and Tutors	
	N	%	N	%	Grand Total	Total (%)
Inadequate curricular materials and poor internet connectivity	49	19	8	20	57	19
Late attendance at college functions	7	3	3	7	10	3
Poor maintenance culture of college property	19	7	2	5	21	7
Inadequate social amenities	44	17	6	16	50	17
Poor communication mechanisms by college authorities	20	8	7	17	27	9
Bad leadership styles of college authorities	29	11	7	17	36	12
Inadequate college infrastructure and finances	64	25	6	15	70	23
Poor sanitary conditions	25	10	2	5	27	9

Inadequate curricular materials and poor internet connectivity as a challenge were identified by students 49 (19%) and also the most popular challenge identified by tutors 8 (20%). Late attendance to college functions as a challenge attracted students 7 (3%) and tutors 3 (7%). Students 19 (7%) and tutors 2 (5%) maintained that poor maintenance culture

of college property was also a challenge that adversely affected school effectiveness. Inadequate social amenities with 44 (17%) of students and 6 (16%) of tutors indicated that as a challenge that hindered the effectiveness of the institutions. Furthermore, poor communication mechanisms by authorities were identified as a challenge. In this regard, students 20 (8%) and tutors 7 (17%) assented to this challenge. Also, 29 (11%) of the students indicated that bad leadership styles of college authorities were a challenge compared with tutors 7 (17%). Additionally, inadequate school infrastructure and finances attracted 64 (25%) of the student population. Alternatively, tutors 6 (15%) endorsed it as a challenge. Finally, poor sanitary condition was also noted as a challenge. Therefore, 25 (10%) of students and 2 (5%) of tutors appreciated that challenge as has been ably captured in Table 4.

In conclusion, the composite result of respondents regarding the most identified challenge was inadequate infrastructure and financial constraints with 70 (23%) respondents asserting that. Inadequate curricular materials and poor internet had 57 (19%) respondents. Alternatively, the least challenging were late attendance to college functions, which attracted 10 (3%) respondents and the poor maintenance culture of college property also captured 21 (7%) of the total respondents.

## 4.2 Qualitative Results

This section presents qualitative results obtained from the school leadership of the two colleges. The interview guide was the sole data collection instrument that was used to elicit responses from participants. The responses were audiotaped and then transcribed verbatim to ensure that every single word from the audio was captured. The line-by-line coding method was used to analyze data and results were then presented following the thematic areas that conformed to the research objectives/questions of the study.

### 4.2.1 Areas of Collaborations Between and Among Internal Publics in School Effectiveness

Regarding this thematic area, the participants, during the interview sessions were first asked whether there are collaborations between and among tutors, students, and school leadership in the quest to ensure the effectiveness of the colleges. In response to this item, all participants answered in the affirmative as the transcribed recordings revealed.

First, five (5) participants asserted that there are instances whereby two or more tutors collaborate to do team teaching. The tutors come together to share areas or units in a particular course, compile lecture notes, gather teaching and learning materials, and finally undertake the teaching task. Again, the participants further indicated that the tutors within the various departments do collaborate by agreeing to hold the fort for one another when a colleague staff is undertaking further studies be it a regular or sandwich programme.

Regarding the collaboration between college leadership and the students, all the participants who were interviewed affirmed that to avoid disputes and suspicion, college authorities consult student leadership on issues, especially on finance. They both collaborate effectively to ensure that the general student body does not protest or attempt to resist the implementation of such decisions that normally relate to feeding and academic user fees. For the record, a participant in alluding to such collaborations said:

*"Student leadership is most often than not, consulted on issues especially, finance-related thus fostering a harmonious school environment" (P5).*

Similarly, all the participants further posited that college leadership and the executive or leadership of the student body collaborate in the formation of college committees. These committees are formed purposely to address matters that concern students and staff indiscipline in the college. Another equally important reason behind the formation of such committees is for both parties to work together and come up with modalities as to how SRC week celebrations of students should be conducted. Additionally, all work together to take good care of college properties. Tutors and college authorities also assist SRC in the discharge of their duties.

Further to the above, the themes from all participants suggested that there are good collaborations between tutors and students. Accordingly, such collaborations are demonstrated in the area of teaching and learning during instructional hours. Assessment of student project work and teaching practice supervision are also areas that the two parties collaborate on effectively. Additionally, in terms of sporting and religious activities, substantial amounts of collaborations are also noticed. Finally, both parties collaborate well during quizzes and end-of-semester examinations. A participant in response to the question said,

*"In most instances, administration involves the student body through their leadership in major decisions. Tutors also show some level of respect to students in the lecture halls. Students also hold meetings with their hall tutors, class tutors, and counsellors to find ways and means of addressing issues that affect them negatively" (P1).*

On the question of whether the collaborations between and among internal publics translate into fruitful results, all ten research participants answered in the positive. To this end, they gave reasons to buttress their stance. For instance,

the transcribed tapes showed that the improvements in the students' examinations and quality training over the years are attributable to such collaborations.

Again, participants intimated that decisions taken at the committee level are easily implemented since both parties are involved in the decision-making. A participant categorically said,

*"..... decisions arrived at committee deliberations are used in administering the college and help ensure that the college is run smoothly" (P9).*

Similarly, all the participants alluded to the position that collaborations by the internal publics have engendered cordial and mutual co-existence among all players within the college setup and the various departments and units in particular. To cap it all, a participant asserted that,

*".....hahaha, the fruits of our collaborations have brought us shared glory, job satisfaction, great sense of fulfilment in pride, and the image of the college speaks good and voluminous everywhere we go" (P7).*

#### 4.2.2 Challenges Confronting the Promotion of School Effectiveness

In response to the question of what challenges your college encounter in the bid to ensure that there is the promotion of school effectiveness at all times, the interviewees revealed a myriad of challenges. For instance, eight (8) out of the total number interviewed submitted that funding for school infrastructure as well as transparent financial administration and management from college authorities are major challenges that confront the effectiveness of the two colleges. To this end, several building projects such as classroom infrastructure and residential accommodation among others have been stalled owing to inadequate funding or the lack of it. They further submitted that there is a lack of transparency from some college authorities when it comes to how the Internally Generated Funds (IGF) are expended and accounted for. Additionally, some statutory payments such as extra duty allowances and per diem are not promptly paid to staff and sometimes they are paid less than the amounts deserving of the staff. Accordingly, this act by the powers that be has tended to demotivate staff in the discharge of their duties. An interviewee (P5) talking on the theme, of lack of transparency and accountability in finances, thus surmised,

*"There is heavy suspicion among a section of staff who feel excluded that a lot of deals concerning financial issues are not transparent at all".*

Again, eight (8) out of the total number of participants admitted to the lack of or inadequate library and internet facilities in colleges for promoting academic work. Therefore, conducting research has become almost impossible even though, as tertiary institutions, research activities are supposed to be high on the agenda. In this respect, an interviewee (P5) said,

*"The colleges must have stock libraries and ultra-modern Information, Communication and Technology (ICT) centres functioning well and library resources linked to the classroom to support teaching, learning and research".*

Also, issues of insecurity on campus, poor road network and lightning systems, the need to recruit staff to replace retired ones, the need for better conditions of service, unclear channels of communication, and delays in the flow of information are challenges that all ten (10) participants alluded to as being inimical to promoting the effectiveness of the two colleges. To further expatiate his take on insecurity on campus, an interviewee (P1) said that,

*"Hmmm, security on campus leaves much to be desired. Bungalows are being broken into frequently and nothing seems to be done about it. No adequate security personnel to deal with such matters in the college".*

Furthermore, interviewees admitted that on a few occasions, pockets of indiscipline behaviour emanated from both students and staff. In the case of staff, some of them are not time on task. Others cut lectures for no clear reasons and no prior notifications. A participant thus said,

*"Some tutors constantly renege on discharging responsibilities assigned to them, a few too are unable to meet deadlines and accordingly they feel college authorities do not regard them hence their reluctance" (P1).*

In the case of the students, some do not take their academic work seriously and therefore leave the college for home at any time without recourse to college authorities. Finally, five participants raised the issue of inadequate sanitary conditions or the lack of it as a challenge affecting the effectiveness of both colleges. They stated that there are no modern toilet facilities for both staff and students. Staff and students still have to make do with the Kumasi Ventilated-Improved Pit (KVIP) toilets. These toilet facilities produce stench on individuals any time one attends to nature's call. They are not convenient to use and this has compelled some students to engage in open defecation on campus, especially during the night.

### 4.3 Discussion of Results

#### **Research Question 1. What are the areas and benefits of collaborations between and among school leadership, tutors, and students in the promotion of school effectiveness in teacher education colleges?**

The purpose of this research question was to bring to light the areas and benefits of collaborations that existed between and among internal stakeholders in the promotion of the effectiveness of their institutions. The following highlights were revealed.

First, according to the quantitative results as captured, both students (39%) and tutors (39%) contended that collaboration by stakeholders existed in the area of academic and professionally related activities in colleges. School authorities on the other hand also confirmed the same as the qualitative results pointed out. In brief, school leadership indicated that all internal players collaborate in the exercise of teaching and learning, supervision of teaching practice and supervision and the assessment of students' project works. Furthermore, tutors collaborate by engaging in team teaching and this ensures the benefit of both students and tutors. Accordingly, such collaborations serve as a means of improving teachers' professional and instructional practices as well as students' outcomes (Sharma & Kaushik, 2022; Tornee & Sanrattana, 2023). Furthermore, collaborative teaching practices foster a sense of belonging among students and promote their academic and social competence (Huang & Brown, 2019)

Second, the results also indicated that students (35%) and tutors (29%) asserted that sports and other co-curricular activities bring on board students, tutors, and college authorities together to achieve set goals and objectives. This finding confirms the qualitative results of college authorities. The submissions of authorities in the college indicated that collaborations are noticeably profound during sporting and religious activities organised by the college officialdom.

Third, the quantitative results captured the maintenance of law, order, and discipline as another area of collaboration. To this end, students' (7%) and tutors (5%) stance are in line with school authorities. The qualitative results of leadership also showed that collaborations occur during the formation of standing and ad hoc committees. In such committees, members work together to address matters of disputes and disciplinary issues that concern both staff and students. These knotty issues having been resolved amicably then create a congenial atmosphere for academic work and other parts of the college to succeed. This resonates with the study of Fiore and Hall (2024) which indicated that such collaborative approaches contribute to a positive school environment, ensuring a conducive atmosphere for academic and extracurricular activities.

Fourth, the quantitative results indicated that students (6%) and tutors (12%) stated that another area of collaboration is the participation of all and sundry relative to decision-making. The qualitative results affirmed this position to the extent that college authorities consult student leadership on decisions regarding students' academic user fees and feeding.

Again, students (5%) and tutors (5%) as found in the quantitative results acknowledged that good care and proper maintenance of college properties exist. Also, students (3%) and tutors (10%) indicated that student leadership assisted in discharging their functions. All ten participants' responses were in agreement with the quantitative results of the students and tutors.

Additionally, students (5%) stated that there are no collaborations between and among internal publics in the colleges. This position, however, conflicts with the popular view of tutors and school leadership on that score. As the qualitative results depicted, the types of collaborations present are student-student collaboration, student/teacher-school leadership collaboration, and teacher-teacher collaboration. According to Tornee and Sanrattana (2023), when teachers collaborate, they have an opportunity to capitalise upon the knowledge and skills of other colleagues. Research by Ostovar-Nameghi and Sheikahmadi (2016) also adds that collaboration serves as a mechanism for instructional creativity and innovation. According to the teachers and students collectively, the major areas of collaboration were academic and professional related activities 117 (39.2%) and co-curricular activities 103 (34.5%).

It is therefore not surprising that such collaborations, particularly in the case of academic and professional activities have brought about excellent academic performance and professional competence as the most benefit that inures to the colleges at large as the results indicate. Support for student leadership 12 (4.3%), the least area of collaboration should be a matter of concern as far as college governance and administration is concerned. Student leadership represents the general student body and therefore, they need to be supported to discharge their duty effectively. This can only be achieved through good and effective collaborations.

#### **Research Question 2. What challenges confront the promotion of school effectiveness in teacher education colleges?**

The rationale for this question was to elicit the responses of students, tutors, and college authorities on the challenges present in the colleges that negatively affected the promotion of school effectiveness. In this regard, the

questionnaire and interview guide were used to gather data for the quantitative and qualitative results, respectively. The following challenges were thus revealed.

First, students (19%) and tutors (20%) indicated that inadequate curricular materials and poor internet connectivity were major challenges. Alternatively, eight out of the total number of ten participants agreed with students and tutors as far as this issue was concerned. Consistent with previous studies, Martínez-Valdivia and Burgos-García (2020) highlight that resource allocation significantly affects institutional effectiveness and overall student success.

Second, the quantitative results revealed that students (3%) and tutors (7%) indicated that internal stakeholders attended college functions late and this issue needed to be addressed. The qualitative results of college authorities confirmed this stance to the effect that all participants said that some tutors are not to some extent on time. Also, some students completely miss out on lectures and others attend lectures late. In connection with the studies, Zega and Sitanggang (2024) suggest that lax supervision and ineffective enforcement of punctuality policies contribute to poor institutional effectiveness.

Students (7%) and tutors (5%) asserted that the poor maintenance culture of college property by authorities posed a challenge to the promotion of effectiveness at that level. Leadership, on the other hand, did not mention this as a hindrance to school effectiveness. Okello and Kidega (2021) emphasize that inadequate infrastructure maintenance undermines the quality of education, reducing the effectiveness of both teaching and learning environments.

Furthermore, students (17%) and tutors (16%) said that the colleges experience inadequate infrastructure thus, residential accommodation for both staff and students and classroom blocks because of inadequate finances. This did affect the effort to promote the effectiveness of the colleges. The qualitative results of college authorities indicated that eight out of the total number of participants alluded to the issue of inadequate infrastructure. Iliya (2017) intimates that the lack of or the inadequacy of school infrastructure and facilities had dire consequences for school effectiveness. Participants further said that the colleges also experience challenges in financing to the extent that financial entitlements for staff concerning extra work done are not paid and that serves as a demotivating factor to the staff to continue to work hard to improve school outcomes. Pelingon et al. (2024) assert that low staff morale because of compensations and slow promotions has a consequence on the entire educational institution. Similarly, inadequate financing has led to schools not achieving optimal success (Iliya, 2017).

Poor communication mechanisms adopted by college authorities were also identified as a challenge. Here, students (8%) and tutors (17%) consented to that. All ten participants affirmed this position by indicating that the delay in the information flow resulting from unclear communication channels by students, tutors, and leadership hindered the effectiveness of the colleges as it brought about a lack of clarity regarding the execution of assigned tasks and other related matters. Accordingly, Zega and Sitanggang (2024) posit communication breakdowns between administrators and subordinates create inefficiencies in institutional management. Effective communication, therefore, requires effective planning and the need for the communicator to be clear about the objective of what is to be communicated.

Students (11%) and tutors (17%) acknowledged bad leadership styles exhibited by college authorities as a hindrance in promoting effectiveness. In contrast, this issue was not raised in the qualitative results of leadership. They had indicated in previous submissions that, their leadership styles and practices were democratic and transformational. Furthermore, they described their mode of administration as an open-door administration system.

Regarding inadequate social amenities as a challenge, students (25%) and tutors (15%) accepted the challenge as negatively affecting college administration and students' academics as the quantitative results revealed. The qualitative results corroborated that the colleges had poor road network infrastructure, poor lightning systems, and inadequate water supply or systems among others. This sad situation that colleges experienced negatively affected the congenial atmosphere for learning on the campuses.

Finally, poor sanitary condition was also identified as a challenge. In this regard, students' (10%) and tutors' (5%) responses as the quantitative results revealed were buttressed by five participants who intimated that no modern toilet facilities existed for both staff and students. As a corollary, some students and wards of staff resorted to open defecation.

In conclusion, the most challenges experienced in the colleges as stated by both students and tutors in their collective responses were inadequate infrastructure and financial constraints 70 (23%), inadequate curricular materials, and poor internet connectivity 57 (19%). These challenges should be attended to quickly as they can largely derail the effort to promote effectiveness in the colleges.

## V. CONCLUSION & RECOMMENDATIONS

### 5.1 Conclusion

This study explored the collaborations of internal stakeholders and the challenges that beset the quest to promote school effectiveness of Ghana's educational institutions in the Upper East Region that train teachers for basic schools.

Based on the quantitative and qualitative data that have been analysed, it can be concluded that tutors, students, and college authorities have collaborated in the performance of their duties. These collaborative efforts have boosted curriculum instruction as well as the overall management of the colleges. However, a myriad of challenges hinder the effort to promote school effectiveness. There is, therefore, the need for more collaborations and teamwork from internal stakeholders and beyond to ameliorate these negativities to an appreciable extent.

## 5.2 Recommendations

It is imperative to note that based on the findings of the study, the following recommendations have been proffered to college authorities and other educational stakeholders regarding the way forward.

First, college authorities should expand the frontiers of collaborations to include their external stakeholders. Collaborations with other sister institutions at home and abroad will provide a better opportunity for the collaborating institutions to grow. Through such collaborations and linkages, the institutions concerned would share ideas, technical skills, and research outputs that would ensure the benefit of both parties.

Second, college authorities should lobby with education stakeholders in the country, thus, the Ghana Education Trust Fund (GETFUND) secretariat and the MoE for the expansion of college infrastructure. Additionally, college management should approach the alumni of the colleges and the education-related NGOs for assistance to complete existing projects, put up good toilet facilities, and build and maintain the road networks on the campuses among others. These interventions to a large extent would ease the issue of infrastructural deficits.

Third, on financial constraints, college authorities should embark on fundraising activities by appealing to alumni associations for assistance. They should also devise ways of generating funds internally to augment subventions from the government.

Additionally, on the issue of inadequate curricular materials as a challenge relative to school effectiveness, the study recommends that college leaders should liaise with the MoE and the affiliated universities of the various colleges for support in the areas of relevant textbooks and academic journals in the various disciplines at the college level to augment the few available ones. Additionally, the study strongly proposes that the colleges should embark on an aggressive improvisation of teaching and learning materials using local resources rather than overly relying on the few exotic teaching aids in the colleges. This would address the situation of inadequate teaching and learning materials currently experienced.

Furthermore, concerning poor internet connectivity on various campuses, college management should enter into a Memorandum of Understanding (MoU) with the giant telecommunication companies in Ghana, to wit: MTN, Vodafone, and AirtelTigo for assistance. Before signing the MoU with the said companies, the colleges should upgrade their ICT infrastructural systems to ensure maximum benefits and efficiency.

Finally, the college council and management in conjunction with the GTEC and universities, to which the two teacher education colleges are affiliated, should regularly organise capacity-building training workshops and refresher courses in school management in Higher Education Institutions (HEIs) for college leadership. Through such a series of training, leadership would be elucidated on international best practices and procedures about school governance at the tertiary level.

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