

## **Leadership Capacity Building And Gender Responsiveness Of College Leadership: A Case Of Methodist College Of Education**

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### **ABSTRACT**

This study investigated the effect of leadership capacity building on gender responsiveness. This was a case study of Methodist College of Education in Ghana. The purpose of the study was to determine whether the gender responsive capacity building programmes for the college leadership had positive influence on gender responsive practices of college leadership. The quantitative method was used for the study. A population of 40 staff were drawn from the college via purposive sampling technique. The structured questionnaire was used to collect the data. The questionnaire data were analysed quantitatively with descriptive statistics such as mean, percentages and t-test. One research questions was formulated to guide the study. The major finding of the study was that the gender responsive and inclusion capacity building programmes for the college leadership had significant positive influence on gender responsive practices of college leadership. The MOE and NCTE should consider leadership capacity building programmes a better strategy for implementing effective policies in the CoEs. Also, all organisations with dwindled growth should build the capacity of their organisational leadership for improvement.

**Key Words: Leadership, Capacity Building, Gender Responsiveness, College.**

## Introduction

Leadership is one of the key driving forces for improving organizational performance. Leaders, as the key decision-makers, determine the acquisition, development, and deployment of organizational resources, the conversion of these resources into valuable products and services, and the delivery of value to organizational stakeholders (Karamat, 2013). Therefore enhancing the capacity of the leadership in an organization will improve the behaviour of the leadership and hence affect the entire organizational behaviour. Adding to this, Fenwick and Gayle (2008) posit that leadership behaviour impacts greatly on organizational behaviour since major decisions in the organization/institution are taken by the leadership. These decisions may mal or propel the growth of the institution. If they are well informed their decisions/actions will be an important factor to influence the organizational success. Vaughan (2017) also posits that improving the skills of leadership in educational institutions affect the institutional performance positively.

Similarly, Karamat (2013) studied the impact of leadership on organizational performance and indicated that leadership behaviour is quite essential in organizational behaviour. In his study he examined how a firm grows towards success and how it achieves its goals and targets. He concluded that leadership behaviours impacts greatly on every aspect of the organizational goals and targets. Hence, Sakiru and his co-researchers confirm that the role of government in improving organizational productivity is to build the human capacity building and practical leadership of the organisation.

Again, strengthening the leadership and management skills according to Seims, Alegre, Murei, Bragar, Thatte, Kibunga, and Cheburet (2012), through capacity building approaches focused on selected challenges, contributes to improved performance outcomes. However, the analysis of Obiwuru, Okwu, Akpa, and Nwankwere (2011) has shown a contrast report that the behaviour of leadership in every organisation exerts insignificant effect on organizational performance.

Gender irresponsiveness in schools has received considerable attention worldwide and many developing countries, including Ghana have been struggling with the issues of achieving gender responsiveness for several decades. The 1992 Constitution of Ghana prohibits discrimination on the basis of gender. However, socio-cultural beliefs and practices, inadequate educational facilities, hostile school environments, unequal gender relations, lack of education on the practice of gender responsiveness in schools particularly in the Colleges of Education has compounded the problem. As a result, Ghana's commitment to achieve the Millennium Development Goals (MDGs) appears to be out of reach within the time frame set. It is only when leaders, parents, teachers and all stakeholders in our society as a whole realize the importance of being gender responsive in all aspect of life and particularly in education, will the UN Millennium Development Goals of universal education for all and gender equality in education come closer to being achieved. Therefore, building the capacity of the college leadership in gender responsive strategies/approaches has become a necessity to improve the entire behaviour of the college membership since the decisions and activities of the leaders will be gender

responsive. Fortunately, Transforming Teacher Education and Learning (T-TEL) in collaboration with National Council for Tertiary Education (NCTE) organised leadership training programmes to strengthen the capacity of the leadership in the six newly absorbed Colleges of Education in Ghana in which Methodist College of Education (METCOE) was part. This study therefore want to use Methodist college of education as a case study to find out if the if the institutional strengthening leadership capacity building trainings have had any effect on the behaviour of the management and teaching staff of METCOE.

### **Problem Statement**

The college leadership had not received training on gender responsive and inclusive management before the institutional strengthening training (from May, 2018-May 2019) for the leadership of the college as such there was gender imbalance in every decision making in the college. Issues affecting both female staff and students became gender compromised. For example, the Methodist College of Education had only 25% of the female staff (both teaching and non-teaching) and only one female (the College Secretary) was part of the six member management team since 2012. Thus, most decisions taking in the college did not favour the females and the female students lacked female role models. For example meetings were scheduled after instructional hours which did not favour most of the female tutors notwithstanding several appeals from female staff to change meeting times. More so, there was no allocation of fund for gender programmes, such as gender training for staff and students. Again, the college did not have special criteria for recruiting female staff and making gender responsive appointments.

The study therefore intends to investigate whether the gender responsive and inclusion capacity building of the college leadership has caused positive change on gender responsive practices of college management.

### **Purpose of the Study**

The purpose of the study is to determine whether gender responsive and inclusion capacity building programmes of the college leadership has positive effect on gender responsive practices of college management.

### **Objectives of the Study**

This study is set out to achieve the following objectives. To

1. Determine whether the gender responsive and inclusion capacity building programmes for the college leadership had positive effect on gender responsive practices of college leadership.

### **Research Question**

1. What is the effect of the gender responsive and inclusion capacity building programmes on the gender responsive practices of college leadership?

### **Hypothesis**

$H_{01}$  There is no significant difference between the gender responsiveness of college leadership before and after the gender responsive and inclusion capacity building programmes.

$H_1$  There is significant difference between the gender responsiveness of college leadership before and after the gender responsive and inclusion capacity building programmes.

## Methodology

This study employed the case study research design which provides for the construction of an in-depth description of the features or attributes of a particular phenomenon (Hamel, Dufour & Fortin, 1993; Sarantakos, 2005). Since it is flexible, case studies introduce new and unexpected results during an empirical inquiry thus widening the scope of the study (Creswell, 2009). A case study is therefore contextualised, "a detailed investigation, often with data collected over a period of time, of one or more organizations or groups within organisations, with a view to providing an analysis of the context and processes involved in the phenomena under study" (Hartley, 2004). Case studies can blend numerical and qualitative data, and they are prototypical instance of mixed methods research (see Chapter 2); they can explain, describe, illustrate and enlighten (Yin, 2009, pp. 19–20). The result from the quantitative survey was analysed and interpreted using descriptive statistics such as means, percentages and t-test.

The research was conducted in the Methodist College of Education which is a public College of Education at Akyem Oda in the Eastern Region. The total population was 40 staff (20 tutors and 20 non-teaching) who were selected with purposive sampling to answer the structured questionnaire.

## Discussions and Findings

### Gender Responsiveness of College Leadership in the Decision Making in the College

The research question one sought to find out how the college leadership employ gender responsiveness strategies in their decision making in the college. The 40 staff (20 teaching and 20 non-teaching) were asked to indicate how they agree or otherwise to the items on how college leadership are practicing gender responsive strategies in the college. It was clear that the leadership of the college were employing some gender responsive practices in the college the capacity building programmes on gender responsive and inclusion practices and the result is presented in table 1 below. The data discussed in this section seeks to find answers to the research question one which states "What is the effect of the gender responsive and inclusion capacity building programmes on the gender responsive practices of college leadership?"

In examining whether College leadership employing gender responsiveness in their decision making in the college, before and after gender responsive and inclusion capacity building programmes, respondents shared their views on various activities that take place in the College. The respondents' views are represented in table 1 below. The analyses of table 1 indicate that before the capacity building programme only 17.5% of the respondents agreed that leadership allocates budget for gender trainings, however, 87.5% respondents agreed that college leadership were allocating budget for staff and student trainings on gender.

Also, the data indicates that there were improvement in the implementation of the following gender responsive strategies: allocating budget for gender sensitive policy development and dissemination; allocating budget for implementation of strategies to improve gender targets; allocating budget for College Gender Champion and Gender Committee work; training staff and students on gender responsive pedagogy, assessment and management; constituting College

Gender Committee which meets regularly and achieves its roles and responsibilities; involving female and male tutors/staff equally in discussions, meetings and contributing opinions, from 15.0%, 12.5.0%, 12.5%, 20.0%, 7.5% and 20.0% respectively before the programme to 95.0%, 82.5%, 90.0%, 97.5%, 92.5% and 70.0% respectively after the programme.

However, there was not much improvement in leadership allocating budget for scholarships for female students (7.5% agreement before programme and 15.0% agreement after the programme) and allocating budget for recruitment and promotion of female staff (10.0% agreement before programme and 15.0% agreement after the programme).

**Table 1 Gender Responsiveness of College Leadership Before and After the Capacity Building Programme**

Items	BEFORE		AFTER	
	NA/(%)	ND/(%)	NA/(%)	ND/(%)
1. Leadership allocates budget for gender training for College staff and students	7 (17.5%)	33 (82.5%)	35 (87.5%)	5 (12.5%)
2. Leadership allocates budget for scholarships for female students	3 (7.5%)	37 (92.5%)	6 (15.0%)	34 (85.0%)
3. Leadership allocates budget for recruitment and promotion of female staff	4 (10.0%)	36 (90.0%)	6 (15.0%)	34 (85.0%)
4. Leadership allocates budget for gender sensitive policy development and dissemination	6 (15.0%)	34 (85.0%)	38 (95.0)	2 (5.0%)
5. Leadership allocates budget for implementation of strategies to improve gender targets	5 (12.5%)	35 (87.5%)	33 (82.5%)	7 (17.5%)
6. Leadership allocates budget for College Gender Champion and Gender Committee work	5 (12.5%)	35 (87.5%)	36 (90.0)	4 (10.0%)
7. All staff and students have received training on gender responsive pedagogy, assessment and management	8 (20.0%)	32 (80.0%)	39 (97.5%)	1 (2.5%)
8. College Gender Committee is constituted, meets regularly and	3 (7.5%)	37 (32.5%)	37 (92.5%)	3 (7.5%)

achieves its roles and responsibilities

9. Female and male tutors/staff are equally included in discussions, meetings, contributing opinions, etc.

	8 (20.0%)	32 (80.0%)	28 (70.0%)	12 (30.0%)
Mean	5.4 (13.5%)	34.6 (86.5%)	28.7 (71.8%)	11.3 (28.2%)

**Source: Field Data, 2019**                      **N = 40**

Key:

NA = Number of respondent Agreed to the items

ND = Number of respondent Disagreed to the items

N = Number or Respondent

% = Percentage

Drawing inference from the collated data displayed in table 1 above, one can conclude that how the College leadership employ gender responsiveness in their decision making in the college has improved. This can be seen from the increased in the mean score of those in agreement from 13.5% to 71.8%. This confirms the study of Seims et al. (2013) that capacity building approaches improve performance outcomes.

**Gender Responsiveness of College Leadership Before and After Capacity Building Programme**

The objective of this study is to establish the effect of capacity building on the gender responsiveness of leadership in Methodist College of Education. The data under this section seeks to discuss the hypothesis 1 which states that “There is no significant difference between the gender responsiveness of college leadership before and after capacity building training.

**Table 2 Group Statistics for Gender Responsiveness of College Leadership Before and After Capacity Building Programme**

Gender Responsiveness	N	Mean	Std. Deviation	Std. Error Mean
Before	40	5.444	1.944	.648
After	40	28.667	13.248	4.416

**N = 40**

**Source: Field Data, 2019**

The descriptive statistics in table 2 reveal that after the capacity building programmes college leadership became more gender responsive with mean score of 28.667 (sd=13.248) than before the programmes with mean score of 5.444 (sd= 1.944). It is therefore clear from the above results that 23.223 mean difference exist between the two groups on their respective scores on gender responsiveness in this study with 3.768 standard error on means as well.

**Table 3 Paired Samples Correlations Table for Gender Responsiveness of College Leadership Before and After Capacity Building Programme**

Gender Responsiveness	N	Correlation	Sig.
Before & After	9	.497	.000

The result of table 3 indicates that there is a significant moderate and positive correlation between gender responsiveness of college leadership before and after capacity building programme ( $r=0.497$ ,  $p<0.05$ ). This result therefore rejects the null hypothesis that “there is no significant difference between the gender responsiveness of college leadership before and after capacity building training” and accepts the alternate hypothesis that “there is significant difference between the gender responsiveness of college leadership before and after capacity building training”.

**Table 4. Paired Sample Descriptive Test of Gender Responsiveness of College Leadership Before and After Capacity Building Programme**

95% Confidence Interval of the Difference								
	Mean	Std. Deviation	Std. Error	Interval of the Difference		t	df	Sig. (2-tailed)
				Lower	Upper			
Before – After	23.222	12.397	4.132	32.752	13.693	5.619	8	.000

**Source: Field Data, 2019**                      **N = 40**

The results in table 4 indicates that on average, scores for gender responsiveness of college leadership after the programmes were 23.222 points higher than before the programmes. Additionally, the mean difference of 19.059 can be accounted for 95% of the time between 32.772 (lower) and 13.693 (upper). This result statistically implies that there was a significant average difference between gender responsiveness of college leadership before and after the capacity building programmes ( $t_8 = 5.619$ ,  $p < 0.05$ ).

It study noted from the study that capacity building programmes on gender responsive and inclusion practice have positive effect on gender responsive practices of college leadership. Thus strengthening the leadership skills through capacity building approaches focused on selected challenges, contributes to improved performance outcomes (Seims, et al., 2012; 2011 and Catholic Relief Services Report, 2011). The results showed there is statistical difference between the gender responsiveness of college leadership before and after the capacity building programmes and that the mean scores of gender responsiveness of college leadership after the capacity building programmes were higher than after the capacity building programmes. It is also, established from the study that the capacity building has great effect on gender responsiveness of college leadership. Higher percentage of the respondents agreed that the capacity building programmes caused the college leadership to be more gender responsiveness as college leadership started implementing most of the gender strategies they would not have implemented had it not been the gender and inclusion capacity building training they had (Hartley, 2004).

### **Conclusion**

It can be concluded from the analyses so far that the gender responsive and inclusion capacity building for the college leadership had positive significant influence on gender responsive practices of the leadership of the college. Thus, college leadership apply gender responsive strategies in their decision making after the capacity building programme.

### **Recommendations**

Following the research findings and conclusions, it is recommended that

1. the MOE and NCTE should consider capacity building programmes such as the T-TEL's institutional leadership strengthening as a means of implementing effective policies in Colleges of Education.
2. All organisations with dwindled growth should build the capacity of their organisational leadership for improvement.

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