

## *Editorial*

Five papers from studies on Higher Education in Ghana are presented in this eighth volume of the *Ghana Journal of Higher Education*.

In the first paper, Isaac Mepenedo and Francis Ansah examine the main differences in professional effectiveness of teachers trained through distance education and teachers trained through the regular mode from the standpoint of frontline supervisors. Using a descriptive mixed method the study finds out that supervisors perceive that teachers trained by distance education mode are different from those trained by the regular mode. Although the participants' perceptions do not suggest that teachers trained by distance mode are not professionally effective, the supervisors still think that teachers trained through the regular mode are perceived as better options for deployment in the classroom. However, the authors argue that a more systematic research will be needed to validate these perceptions through direct measurement of professional effectiveness of both categories of teachers taking into consideration all the other variables and factors which account for the competence of teachers.

Since the 1980s Ghana has established various bodies to oversee its university sector institutions. The roles of these bodies are varied and numerous but the main purpose is to ensure that their programmes are relevant to both national and global development, satisfy minimum professional and academic standards in terms of quality and are competitive internationally. In the second paper, Emmanuel Newman presents an analysis of the mandates and practices of institutions charged with the regulation of tertiary education in Ghana focusing on the challenges regarding the overlapping, duplicating and conflicting roles of these bodies, as well as the interrelationships between other education and professional regulatory bodies in the light of recent reforms and transformation policies introduced by the government. The author is, however happy that the recent law introduced by government, the Education Regulatory Bodies Act, 2020 (Act 1023) which has merged the two former major bodies, National Accreditation Board (NAB) and the National Council for Tertiary Education (NCTE) into one body, the Ghana Tertiary Education Commission (GTEC), will address most of the difficulties of the past and result in a more effective supervision and cooperation among the players in the tertiary education sector.

In the third study, Maame Afua Nkrumah investigates how gender biases in a university classroom environment influence student learning. She identifies some of the major factors associated with gender biases in the classroom and which impact academically, socially and psychologically on the quality of students' learning experiences. Although gender biases in the classroom can be either covert or overt the study focuses on overt biases. The study finds that in the classroom female students usually experience things from their teachers, and colleagues which they either do not like or feel uncomfortable about more than their male counterparts. These include subtle derogatory and unfair comments, sexual harassment, intimidation and coercion. The author recommends a more regular and intensive supervision and monitoring regime on the part of leaders together with stiffer sanctions for offenders.

It is generally believed that women are often left out when it comes to leadership positions in corporate organisations and where women are considered they are often under-represented and this is the focus of the fourth article. Using the situation of employees at the Tamale Technical University (TTU), Bawa Wumbie and Felix Mustapha Nantogma examine the leadership styles practiced by both male and female staff and how these promote efficient performance as well as enhance productivity. Considering the relationship between two leadership styles, transformational and transactional, the study revealed that TTU leadership style is largely male dominance as well as transactional. In this regard major decision making in terms of gender, seem to favour the males at the expense of the females. Quite intriguing is the observation that female employees in Tamale Technical University demonstrate more of transformational leadership behavioral traits than transactional leadership characteristics and that the female staff use more of consensus building through participation and sharing of power with subordinates than their male counterparts.

In the fifth and final article of this edition, Tebogo Mogashoa and Akua Tiwaa Ankomah examine the connection between teachers' teaching styles and pedagogical communicative practices on one hand, and the academic achievement of students on the other. The study was conducted in selected senior high schools in three regions in Ghana. The findings demonstrate the extent to which the selection of appropriate pedagogical communicative practices can impact on student learning experiences.

Although several factors contribute to student learning and academic success, the teacher's role is critical. As the direct implementers of the curriculum, teachers wield an invaluable influence in the education delivery process. As such pedagogical communication practices should form a great part of the education and training of teachers.