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GENRE ANALYSIS OF MISSION STATEMENTS OF COLLEGES OF EDUCATION IN GHANA

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Abstract: This work investigates the generic pattern of mission statements of colleges of education in Ghana. Data for the research comprises 20 mission statements of colleges of education which were collected from the sites of the colleges. The data is analysed using both qualitative and quantitative methods. It is revealed from the analysis that three core moves namely declaration of aspiration, declaration of purpose and declaration of methods were used. The textual spaces of the data, measured in words, reveal a total of 500 words, out of which move one constitutes 27% of the total textual space, move 2 takes 63.4% of the total number of words, while move 3 has 9% of the total number of words. The data also reveals the use of lexico-grammatical features in the moves. Move 1 makes use of simple sentences (subject-predicate structures), having principally noun phrases as subjects. Move 2 makes use of sentences and complex phrases, while move 3 uses prepositional phrases.

Keywords: Colleges of Education; Genre; Vision; Ghana

ANALYSE DE GENRE DE L'ENONCE DE MISSION DES ECOLES NORMALES AU GHANA

Résumé : Ce travail étudie le modèle générique des énoncés de mission des écoles normales au Ghana. Les données utilisées pour la recherche comprennent 20 énoncés de mission d'établissements d'enseignement supérieur qui ont été recueillis

sur les sites des établissements. Les données sont analysées à l'aide de méthodes qualitatives et quantitatives. L'analyse révèle que trois thématiques fondamentales ont été utilisées, à savoir la déclaration d'aspiration, la déclaration d'objectif et la déclaration de méthodes. Les espaces textuels des données, mesurés en mots, révèlent un total de 500 mots, dont le premier thématique constitue 27 % de l'espace textuel total, le deuxième thématique occupe 63,4 % du nombre total de mots, tandis que le troisième thématique représente 9 % du nombre total de mots. Les données révèlent également l'utilisation des éléments lexico-grammaticales dans les thématiques. Le thématique 11 utilise des phrases simples (sujet-prédictat), ayant principalement des phrases nominales comme sujets. Le thématique 2 utilise des locutions et des phrases complexes, tandis que le thématique 3 utilise des groupes prépositionnels.

Mots-clés : Ecoles normales; Genre ; Ghana; Vision

Introduction

The colleges of education in Ghana may be categorised based on their specialisms as well as their administrative structures. Some of the courses of specialism are mathematics and science, languages, agriculture, Home Economics etc. The choice of programme run by the colleges is determined by the Ghana Tertiary Education Commission (GTEC).

From administrative perspective, colleges of education may also be classified into religious colleges and community colleges, both jointly managed by the government. The religious colleges have the church or leaders of the church as key stakeholders in the joint-running of the colleges. Such colleges are also named after the founding church or a patron saint of the church. Another characteristic of such colleges is that they place strong emphasis on religious practices such as prayer, church attendance and religious decency, evidence of which is the fact that they have temples as part of the infrastructure of the school. In religious colleges, the principals and key officers are often members of the church community who possess the necessary requirements to head the schools. Some examples of such colleges in Ghana are Saint Francis College of Education, Saint Theresa College of Education and Presbyterian College of Education.

The community colleges on the other hand, are named after the community in which the colleges are established. The stakeholders are often the chiefs, the politicians, the old students and other prominent members of the community. Though there are religious activities in such schools, such activities are not enshrined in the governing structure of the college. In other words, it is not compulsory to perform religious activities in such schools. The principals could be any person who qualifies to head the institutions. Examples of community colleges are Enchi College of Education and Bagabaga College of Education.

Practices differ or are common to these colleges depending on their administrative structures, internal arrangements and their visions for existence (Klinogo, 2022). It is also worth noting that all categories of colleges have a common mandate to educate and train teachers for the public sector. This involves production of teaching and learning resources, employing qualified teaching staff and creating conducive environment for teaching and learning activities among others. At the end of the academic year, all colleges are to produce qualified teachers of equal competence capable of teaching in the basic schools.

Among the practices that are common to all colleges of education is the presentation of a written Mission Statement of the colleges of education. These Mission statements reveal among other things, the purpose of the institution (Swales and Rogers, 1995) as well as their strategic plans (Bart, 2001). The mission statement is also noted for marketing the institution persuasively to the public (Klinogo, 2022). In Ghana, where the current research is situated, the Mission statement genre appears in variety of textual forms under different labels, such as "Vision and Mission", "Our Vision", "Our Mission", "Strategic Plan", and mostly, "Mission Statement and Vision Statement". From the generic perspective, these texts possess enough similarities to be characterised as a single genre. Though labelled in various forms, Mission statement is the true label of this genre as it is used most often (Naveed and Farzana, 2020).

Even though several works have been done in the area of organizational rhetoric, no work is yet done on the generic structure of mission statement of colleges of education in Ghana. It is therefore the task of this current research to investigate the generic structure of the Mission Statement texts of colleges of education in Ghana and to uncover the lexico-grammatical resources exploited in such texts. The importance of this work is in three folds namely, adding to the growing literature on organizational genres by emphasising the importance of the mission statement in organisational communication, contributing to the scholarship in organizational/ institutional writing by adding to the growing body of literature available on the topic. Finally, the findings of this work will have pedagogical implication for colleges of education and affiliate organizations serving as a reference material for those who may wish to do further research on the subject as the study provides impetus for further research in the area.

Conceptual Framework

General overview of the Genre theory

Since our analysis will adopt the genre-based approach, we find it prudent to outline the three key theories underpinning this approach in order to find a theoretical grounding for our study. The first one is the English for Specific Purposes (ESP) theory which focuses on pedagogical implication of the theory and explores non-native English context. In application, this theory, after applying the genre theory to communicative event will establish a rhetorical structure as well as study the linguistic resources embedded in each communicative event (Swales, 1990; Bathia, 1993). The New Rhetoric School (NRS) or the North American School (NAS), though, also has a pedagogical implication, is less concerned with teaching texts. It is more focused on the role of the text in the community as it appreciates the role, the functions and the context in which the genre is used, (Bazerman, 1988). Finally, the school of Systemic Functional Grammar which perceive language as a social process and develop an analytical methodology to describe some social functions such as argument, reports, and narratives etc. which are all included in the social process. The main aim of this approach is to make the genre student understand the genre as a social action.

Discussions on the various schools of genre reveal that they are more complementary than contradictory. However, the ESP theory, according to Bhatia (2002), reveals both the utilisable 'form-function' relationship and also contribute significantly to the understanding of the cognitive structure of information in specific areas of the language. This may help the ESP practitioner devise activities to achieve desired communicative outcomes. This current study will therefore adopt the ESP approach, seeing that the current study has its aim of describing the linguistic behaviour of the mission statements from a non-native speaker perspective.

Mission Statements as genres?

In an attempt to define genre, Swales (1990. p. 9) states that "A genre comprises a class of communicative events, the members of which share some set of communicative purposes. These purposes are recognised by the expert members of the parent discourse community and thereby constitute the rationale for the genre. This rationale shapes the schematic structure of the discourse and influences and constrains choice of content and style." We can infer from Swales that, communicative events become genres when they share communicative purposes. There are therefore notable characteristics of these events that identify them as belonging to a particular community. Thus, genres have peculiar schematic structures and feature as accepted by the community to which they belong. Hayland also posited a view similar to that of Swales in saying that

genres are “abstract, socially recognized ways of using a language”. Thus, Hayland also acknowledge the peculiar structure and social context of genres. In Miller (1984), the term “conventional category” and “rhetorical action” indicate the social acceptance and structural identity of genres. Afful and Tekpetey (2011, p.1) sum up the idea of genre as “ a genre is highly structured and conventionalised, allowing constraints in terms of the intentions that members of a discourse community would like to give vent to as well as the form in which it occurs and the lexico-grammatical resources that are exploited to give it a discursual value.”

From the above views on genres, we can agree that mission statements of colleges of education in Ghana constitute genres in their own right because these texts have specific communicative events that use language to achieve a particular communicative purpose as determined by the colleges. Since these texts provide vital pieces of information about the colleges, their culture, modes of operation and aspirations. This work will bring out the rhetorical structure of the mission statements as well as the linguistic resources embedded in these structures.

Literature Review

Studies on Mission Statements of academic institutions

Kotler and Murphy (1981) started the project of Mission Statement (MS) and Vision Statements (VS) studies in 1980. Scholars like Cochran and David (1986), Morphew and Hartley (2006), Firmin and Gilson (2010), and Seeber et al. (2019) continued by working on MS and VS focusing on the content, goal, their relationship with institutional status (private or public), and external factors. Most of the researches done on MS and VS are limited to the strategic plan of academic institutions whereas the content, structure and method of the MS and VS are key in communicating institutional intentions to the public. Also, all the works done so far focused on universities whereas colleges of education share equal burden in training and educating the human resources in the country. Last but not least, no work on the subject of MS and VS is found on colleges of education in Ghana. The current work therefore is aimed at analysing the generic structure of MS and VS of the colleges of education in Ghana using the genre theory to explore the communicative purpose and the rhetorical structure of the MS and VS of colleges of education in Ghana.

Previous studies

Naveed and Farzana (2020) have investigated the generic pattern of mission and vision statements of four universities of which two are in a native English context and two from a non-native context. The purpose of this study was to find out the rhetoric patterns in the mission statements and to uncover the structures used to establish the universities' global outreach and the competitiveness in research and teaching. Using the genre-based approach of move analysis by Swales (2004), the authors analysed the data collected from the universities' websites. It was discovered that the texts comprised three moves, each realised through further steps. It was also revealed that texts provided information such as values, aims, obligations, and strategic plans of the university, which aim at attracting potential candidates.

Khaled and Kamran (2021) undertook a research on mission statements of the universities in Saudi Arabia. Collecting the text from the universities' official websites, the researchers analysed the mission statements using content analysis. It was observed that the mission statements of the universities are not at a par with the current national transformations noted in the country. The researchers recommended that the mission texts of the universities be updated to reflect the realities of the country in order to achieve the needed marketability of the graduates of the universities.

From the African continent, Asiru and Adedoye (2015) also investigated the vision and mission statements of universities located at the North-West geopolitical zone of Nigeria. The aim of the research was to find out the implication of the rhetorical and stylistic features characterising such texts. The analysis revealed that compounding, semantic nominalisation, foregrounding, backgrounding and phraseological combinations were used rhetorically to market the institutions.

It is obvious from the above review that even though the authors investigated the mission statements of higher institutions, their focus was limited to universities and not colleges of education. It is also noted that none of the research was done using the mission statement of a college of education from Ghana. In what follows, we present the method.

Method

The research design adopted for this study is a mixed one in that it includes both qualitative and quantitative research designs. The data for this research consists of the mission statements of the 46 colleges of education in Ghana which were collected by the help of colleague tutors in the various colleges. The data were also verified from the colleges' sites. To reduce the volume of the work to the required number of pages, 20 out of the 46 mission

statements were randomly sampled for the current study. For its easy citation in the work, the data was coded using the initials of the colleges' names. For example, Mount Mary College of Education is labelled MMCE while Enchi College of Education is labelled ECE.

Data analysis and Discussion

Schematic structure of mission statements of the colleges of education in Ghana.

Vision statements of colleges are important textual elements of the colleges. The texts reveal their communicative purposes through clear moves. The analysis revealed three (3) core moves namely, "declaration of aspiration or state", "declaration of purpose" and "declaration of method". The following are some examples:

Extract 1(WECOE)

Move 1: declaration of aspiration/ state

The College shall become a reputable College of Education
Wesley College of Education is a college of excellence

Move 2: declaration of purpose

... preparing graduates

Move 3: declaration of methods

.... through inclusive and equitable education imbued with integrity, Christian values, professionalism and ethics

Extract 2 (AKCOE)

Move 1: Declaration of aspiration

To be a National and International Model

Move 2: declaration of purpose

...churning out professionally qualified effective and committed teachers for basic schools

Move 3: declaration of method

...through competency-based training.

Explanation of moves

The first move "declaration of aspiration or state" indicates the drive of the colleges to attain higher status of excellence, moral standard, professional status and national and international acclaim. While some colleges indicate their

aspiration in this move by putting their targets in the future by using expressions such as “shall become... (SLCOE), ...with a vision to be... (ADACOE), The College is to be...SFCOE) etc., others declare emphatically that they have already attained their height by using the present perfect tense. For example: Wesley College of Education is a college of excellence (WCE).

The second move “declaration of purpose” is the stage where the colleges provide details of exactly what they do. This stage is indicated by the use of infinitive introducers, coordinating conjunction (for), prepositional phrase “...in the production of...” as in the following examples: ...providing quality character training in teacher education (MMCOE) ... for innovative teaching and learning and production of graduate teachers who are competent and effective in the Education of Learners at the Pre-tertiary in Ghana (GOVCOE) etc.

The third move “declaration of methods” is the stage where the texts indicate exactly how Move 2 is achieved. Examples are: “...through innovative and quality teacher education” (EPCOE), ... through the pursuance of a comprehensive and effective use of technology, development of leadership and implementation of education policies (AGPWCOE) etc.

Table 1 below presents the colleges, the moves and their presence or absence in specific textual presentation. The symbol ‘-’ is used to indicate the absence of a particular move in colleges’ mission statement.

Table one:

Serial no.	Colleges	Move 1: Declaration of aspiration/ state	Move 2: declaration of purpose	Move 3: declaration of method
1	SLCOE	St Louis College of Education shall become the best college of education in Ghana	...producing morally, academically and professionally competent teachers capable of operating worldwide.	-
2	ADACOE	Ada College of Education was founded with a vision to be a center of excellence	...in the production of disciplined, resourceful and self-motivated teachers always ready to offer services anywhere in Ghana.	-

3	WESCOE	Wesley College of Education is a college of excellence	...preparing graduates through inclusive and equitable education imbued with integrity, christian values, professionalism and ethics to serve Ghana and beyond	-
4	SFCOE	The college is to be a College of Education	...for training world class Science, Mathematics, Information and Communication Technology, Social Studies, Religious and Moral Education, Music, English Language and Ghanaian Language (Ewe) Teachers to teach in Basic Schools in Ghana and beyond	-
5	AKCOE	To be a National and International Model	...churning out professionally qualified effective and committed teachers for basic schools	through competency-based training
6	STCOE	To develop the college into a world - class female teacher education center,	...dedicated to the provision of excellent basic education in Ghana	-
7	GBCOE	The College shall become a reputable College of Education	...for training basic teachers in Ghana, one of the best in Africa and recognised world-wide.	

8	BACOE	The College has the vision to become the best College of Education in the Northern sector, and one of the in the West African Sub-region	-	-
9	GOVCOE	To become the centre of Excellence	...for Innovative Teaching and Learning and the Production of Graduate teachers ...	-
10	MMCOE	To be a leading Tertiary Institution	...producing high quality teachers of French and other subject areas capable of functioning effectively at the basic level of education in Ghana and abroad	-
12	DACOE	-	To produce competent teachers	-...through quality teaching and learning, research, and service to the Ghanaians and global society
13	EPCOE	- The college shall be a cradle of excellence and professionalism in Teacher Education.	-	-
14	ATBCOE	-	- The college shall train teachers who are academically	-

			competent to teach in the basic schools in Ghana	
15	TACOE	Tamale College of Education shall become a leading institution	for the professional training of well disciplined, dedicated and academically qualified teachers for Ghana, the West Africa Sub-region	-
16	AMECOE	-	- The college shall produce competent, committed, and highly dedicated professional teachers for basic schools in Ghana and beyond	...through innovative and quality teacher education.
17	APWCOE	-	- Our mission is to produce high caliber of discipline, innovative, dedicated, competent, committed and selfless teachers to man the various levels of education in Ghana	through the pursuance of a comprehensive and effective use of technology and development of leadership and implementation of education policies
18	SACOE	-	Our college will develop students to be very well educated, discipline, compassionate and empowered young men who strive for excellence and justice	-

19	SMCOE	St Monica's college of Education shall serve as a centre of excellence	for training of teachers for basic schools and inculcate in the products spiritual, academic and humanistic values which will make them effective role-models in the country	
20	SJCOE	-	The college shall exist for the development of academic, professional and occupational competencies necessary for the preparation of dedicated, disciplined, committed, resourceful, creative, and patriotic teachers capable of teaching in the basic schools in Ghana.	-
Total number of colleges = 20		Total number of move 1=13/20=65%	Total number of move 2 =17/20=85%	Total number of move 3= 4/20=20%

From table 1 above, we have three moves (1-3) generated from the total of 20 pieces of text of mission statements of the colleges of education in Ghana. The highest move "declaration of purpose" has the highest frequency, 85%, followed by the first move "declaration of aspiration or state" with the frequency of 65%. The move with the least frequency is the third move "declaration of method" with the frequency of 20%. In other words, most of the colleges wish the public

to know more about what they do (teaching, training, producing graduates, researching) than how they do what they do and who they aspire to be.

The table reveals that move 1 and 2 are obligatory as they appear in most of the text and also by taking 65% and 85% frequencies respectively. According to Alhuqbani (2013), a move is core or compulsory if its occurrence in the data set is not less than 60 percent. Move 3 which occurs 20% is therefore not considered obligatory in the college community.

Textual spaces of moves

Textual space is the amount of space occupied by a particular move. The frequency of occurrence and textual space allocated to a particular move determines its importance in the text (Afful, 2005). A move therefore would occur more and be allocated more space if it is of more rhetoric importance. In order to know the textual space of our moves, we calculate the entire number of words in the moves, since the word is the unit of our calculation. Table 2 below presents the textual space of each move.

Table 2: Textual space of moves

Moves	Number of words	Percentage
Move 1	138	$138/500 \times 100 = 27.6$
Move 2	317	$317/500 \times 100 = 63.4$
Move 3	45	$45/500 \times 100 = 9$
Total moves =3	Total no. of words = 500	Total percentage = 100%

Table 2 presents the quantitative representation of textual space occupied by the moves. From the table, move 2 (declaration of purpose) occupied the highest space with 63.4%, followed by move 1 (declaration of aspiration or state taking 27.6 %, finally, move 3 (declaration of method) taking 9%. The highest occurrence of move 2 indicates the importance the colleges place on their purpose, since that is the core mandate and that is the most persuasive aspect of the vision as rhetoric tool of the colleges (Klinogo, 2022). Again, the highest occurrence of move 2 came to us as no surprise because, every potential candidate or stakeholder would like to know what the institution does first before caring about how they do it.

Lexico-grammatical features

Linguistic patterns

This aspect of the work focuses on the language forms that are used in the moves. Specifically, we focused on sentences and phrases as well as their sub-elements which are the most frequent elements in the moves. Move 1 uses sentences, move 2 uses sentences and phrases while move 3 uses phrases.

Move 1- Declaring aspiration or state

Sentences in this move have the subject-predicate constructs. The predicates can further be divided into other elements as demonstrated in the following examples:

Extract 3

St Louis College of education shall become the best college of education in Ghana.

Extract 4

Ada College of Education was founded with a vision to be a center of excellence

Extract 5

Wesley College of Education is a college of excellence

Structures in extract 3-5 constitute sentences with the italicised parts being subjects while the remaining parts being predicates. The predicates are made up of the introductory verb “shall become”, “was founded” and “is” respectively. The verbs are in various tenses depending on the communicative intent of the writer. The verb “shall become” is in the future indicating the aspiration of the college, while “was founded” is in the past. Though in the past, the verb was actually used to convey the future of the past considering the entirety of the sentence. The verb in extract 3 is in the present perfect tense, declaring the current state of the college in question.

In addition to the verbs, extract 3 added a subject complement “the best college of education” and an adjunct “in Ghana” to complete the sentence. Thus, the complete clausal structure of the sentence is S-Subject, V-Verb, C-Complement and A-Adjunct. In extract 4, we notice that the verb takes an adjunct and a complement namely; “with a vision” and “a center of excellence” respectively. Structurally, the adjunct is a prepositional phrase and the complement is noun phrase. Extract 5 takes one noun phrase “a college of excellence” which functions as a complement to the subject of the sentence “Wesley College of Education”. We also observed that the sentences in move 1 are mostly declaratives since this stage is the introductory stage and deals more with declaring the authors intention.

Move 2-declaration of purpose

This move indicates what the colleges do or what function they play in the public sector. This move makes use of sentences and complex phrases as the following examples reveal.

Extract 6

Our college will develop students to be very well educated, discipline, compassionate and empowered young men who strive for excellence and justice (SACOE).

Extract 7

The college shall exist for the development of academic, professional and occupational competencies necessary for the preparation of dedicated, disciplined, committed, resourceful, creative, and patriotic teachers capable of teaching in the basic schools in Ghana (SJCOE).

Extract 6 and 7 are sentences that have subjects and predicates. In extract 6, we have "Our College" as the subject, "will develop" being the first verb and "students" as the direct object. This is followed by another verb "to be" with its series of complements "well educated, disciplined, compassionate and empowered young men." This structure is followed by another clause "who strive for excellence..." This clause has "who" as the subject "strive" as the verb and prepositional phrase "for excellence and justice" as an adjunct. The entire clause "who strive for excellence" post modifies the noun phrase "young men".

Extract 7 is a complex structure that has complete sentence elements. The main subject is "The College", followed by the verb "shall exist", then, the adjunct/ prepositional phrase "for the development of academic, professional and occupational competencies". The ending prepositional phrase functions as adjunct of the sentence. The next part of the structure is an elliptic structure with the pronominal subject "that" and the verb "are", implied rather than stated. This is then followed by the adjective "necessary" functioning as the complement of the implied subject "that". The prepositional phrase "for the preparation of dedicated, disciplined, committed, resourceful, creative, and patriotic teachers" functions as an adjunct. Another elliptic structure "capable of teaching in the basic schools in Ghana" follows and has the subject and the verb "who are" implied and not stated. The elliptic structure post modifies the plural noun "teachers"

Move 3 (declaring method) presents the manner in which the core functions of the colleges are carried out. The move is often captured in prepositional phrases introduced by the preposition "through" as in the examples below.

Extract 8

...through innovative and quality teacher education.

Extract 9

...through quality teaching and learning, research, and service to the Ghanaians and global society

In extract 8, the preposition “through” is followed by a noun phrase “teacher education” pre-modified by two adjectives namely “innovative and quality”. In “teacher education” the gerund noun “teacher” qualifies the head noun “education”

In extract 9, we have a complex prepositional phrase introduced by the preposition “through” followed by series of nominal structures “quality teaching and learning” “research”, and “service. This is then followed by another prepositional phrase “to the Ghanaian and global society”.

Conclusion

The findings of the current research indicated that the mission statements of colleges of education have three moves, two core and one optional. The moves have no steps. The moves in all the data set are arranged in the sequential order of 1, 2, and 3. The study indicated that more textual space is allocated for moves 1 and 2 while move 3 has the least textual space.

The study revealed that linguistic resources are employed in the moves for communicative purposes. Move 1 made use of complete sentences in declarative forms while move two made use of both sentences and phrases, move 3 made use of purely prepositional phrases.

The study has both theoretical and organisational implications. Theoretically, the research shows that Swales move analysis is flexible enough to be applied to mission statements of colleges of education. Emerging organisations can also learn from the research that mission statements follow laid down pattern that must be followed.

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