

The Perceptions and Attitudes of Senior High School Students about Polytechnic Education: A Case Study of Twenty Selected Schools in the Eastern Region of Ghana.

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Abstract

The survey investigated the perceptions and attitudes of Senior High School (SHS) students to polytechnic education. This is to serve as the basis for understanding their mind-set, needs and wants better to enable the polytechnics in Ghana mount programmes that better position them as tertiary institutions of choice rather than of last resort. The main objective of the study was to attempt to understand the perception, beliefs, and attitudes of the average Senior High School students to Higher National Diploma (HND) concept. Literature on related works was reviewed to define the conceptual framework for the study. 27-item questions, including Close-ended, open-ended, Likert 5-points attitude measurement scale, and multiple choice questionnaires were purposively administered to a total of 1693, involving 818 female and 875 male 3rd and final year students from 20 selected schools in the Eastern Region of Ghana. SPSS was used to analyze and present data. The study revealed that SHS students have a lot of misconceptions about Polytechnic concept. The study suggests strategies for rebranding polytechnic education in order that SHS students' beliefs, perceptions, and attitudes to it will more positive.

Key words: Perception, Attitudes, Cognitive, Affective, Conative

Introduction

As a major source of admissions into HND and other programmes in the polytechnics, the study investigated the perceptions and attitudes of SHS students' to polytechnic education to provide the information needed for the polytechnics to re-evaluate existing practices, strategies and academic programmes as the bases for re-strategizing to make the polytechnics higher educational institutions of choice; not higher institutions of last resort and gaining a competitive edge to improve and sustain enrolment in the polytechnics.

Literature Review

(a) Perception

Hilgard *et al.* (1979) define perception as the process of becoming aware of objects, qualities, or relations by way of the sense organs. They explained that while sensory content (i.e. the five senses) is always present in perception, what is perceived is influenced by set and prior experience, so that perception is more than a passive registration of stimuli impinging on the sense organs. Similarly, Berelson and Steiner (1964) define perception as the process by which we select, organize, and interpret inputs to create a meaningful picture of the world. The two definitions imply that our perceptions about objects, persons, products, services, ideas, or institution such as the Polytechnics is influenced by... set and prior experience... and how we interpret inputs (i.e. stimuli) impinging on the sense organs to create a meaningful picture of these things (i.e. the polytechnics).

Kotler and Keller (2009) explained that in marketing, perceptions are more important than the reality, because it is perception that affects the consumer's actual behavior. They added that people's perception about any object or subject depends not only on the physical stimuli but also on the stimuli relationship to the surrounding field and conditions within each of us.

(b) Attitudes

According to Allport (1935) defines attitude further as a mental and neutral state of readiness organized through experience, which exert a directive or dynamic upon the individual's responses to all objects and situations.

Boone and Kurtz (2004) explained that, perception of incoming stimuli is greatly affected by attitude. In other words, a consumer's perception of a product or service is strongly influenced by his or her attitudes about the product quality, sales people, physical evidence, process, advertisement, distribution, customer service quality, etc. Boone and Kurtz (2004) explain further that attitude is a person's enduring favorable or unfavorable evaluation, emotions, or action tendencies toward some object or idea. They added that as attitudes form over time through individual experiences and group contacts, they become highly resistant to change. Similarly, McDaniel *et al.* (2006) agree that an attitude is a learned tendency to respond consistently towards a given object, such as a brand. They pointed out that attitudes rest on an individual's value system, which represents personal standards of good and bad, right and wrong, etc.; therefore, attitude tends to be enduring and complex. Because favorable attitudes likely affect brand preferences, marketers are interested in determining consumer attitudes toward their offerings.

(c) Three Components of Attitude

Batra *et al.* (1996) are of the opinion that the mostly held view of the structure of an attitude is that it is made up of three closely interrelated components:

- **Cognitive** (beliefs, awareness, comprehension, and knowledge about the object)
- **Affective** (feelings and emotions such as liking and preferences for the object)
- **Conative or behavioral** (action tendencies such as intentions, trial, or purchase of the object)

In summary, Kotler and Keller (2009) conclude that attitudes put us into a frame of mind: liking or disliking an object, moving toward or away from it. Attitudes lead us to behave in a fairly consistent way toward similar objects. They stress that because attitudes economize on energy and thoughts, they can be very difficult to change. It is therefore advised that a company tries to fit its product or service into existing attitudes rather than try to change attitudes. In the main work, the expectancy-value model, strategies for changing attitudes, strategies for modifying the components of attitude and the role of learning in changing attitudes, five attitudes about products, attitudes of others and learning will be reviewed.

Statement of the Problem

Given the rate at which the non-polytechnic tertiary institutions such as public, foreign, private (foreign and local) universities and professional institutions (foreign and local) are consistently extending their programmes and campuses across Ghana, the image and future admissions into HND programmes in the polytechnics seem highly challenged. As a result, the polytechnics cannot be doing things the same way and expect to admit the expected number of Senior High School (SHS) applicants that will guarantee their long-term survival. They need relevant information to be more proactive to scale up their image among SHS students and the general public. In view of this, more periodic surveys need to be conducted among SHS students, who constitute more than 95% of polytechnic applicants to assess their current perceptions and attitudes to polytechnic education.

Research Objectives

The specific objectives the survey sets to achieve are:

- To assess students' cognitive component of attitude to polytechnic education
- To identify students' affective component attitude to polytechnic education
- To assess students' conative or behavioral component of attitude to polytechnic education
- To identify the expectations of students from polytechnic education.

Significance of the Study

The findings of the study will make timely and relevant information available to managements of the polytechnics, for strategic competitive re-branding and re-positioning. This way the polytechnics will be better able to match the non-polytechnic tertiary institutions in attracting adequate applicants for programmes in the polytechnics. The study will provide the empirical basis for developing relevant programmes and improving the image of the polytechnics in the minds of SHS students.

Methods

i. Target Population: About 5,000 3rd and 4th year students from 20 selected SHS schools in the Eastern Region in towns such as Koforidua, Tafo, Nkawkaw, Asamankese, Oda, Suhum, Kibi, Aburi, Nkwatia, Krobo-Odumasi and Nsawam was the population of the study.

ii. Sample Size, Sampling Procedure and Instruments: Literature on related works was reviewed to define the conceptual framework for the study. 27-item questions, including Close-ended, open-ended, Likert 5-points attitude measurement scale, and multiple choice questionnaires were purposively administered to a total of 1,693 comprising 818 female and 875 male 3rd and 4th year students conveniently selected from 20 schools in the Eastern Region. Some personal interviews were conducted between 1 to 5 minutes for word-of-mouth testimonies from some students.

iii. Data Presentation and Analysis: Data gathered were edited and coded. SPSS was used to analyse and present information in form of percentages, bar charts

iv. Limitations: For a study of this magnitude, a larger sample size should have been used; however, time and financial constraints limited the scope of the research to the Eastern Region with a sample size of 1,693 students selected from only 20 Senior High Schools. Also, convenient sampling, denied some students the chance of being selected for the study.

Findings and Discussions

Section 1: General Information

Table 1.1: Gender Distribution

	Frequency	Percent	Valid Percent	Cumulative Percent
Male	875	51.7	51.7	51.7
Female	818	48.3	48.3	100.0
Total	1693	100.0	100.0	

Source: Field Survey, 2012

From Table 1.1, 51.7% were male while 48.3% were female. The gender difference of 3.4% underscores the fact that there are usually more males in SHSs than there are females.

Table 1.2: Courses offered by Respondents

	Frequency	Percent	Valid Percent	Cumulative Percent
Business	306	18.1	18.1	18.1
Science	372	22.0	22.0	40.0
General Arts	401	23.7	23.7	63.7
Technical	219	12.9	12.9	76.7
Home Economics	232	13.7	13.7	90.4
Visual Arts	163	9.6	9.6	100.0
Total	1693	100.0	100.0	

Source: Field Survey, 2012

From Table 1.2, 18.1% study Business, 22% study Science, 23.7% study General Arts, 12.9% study Technical courses while 13.7% study Home Economics and 9.6% are Visual Arts students. This means that most of the respondents were Science, Business and General Art students (63.7%) and it is because these courses are run by most of the schools.

Section 2: Cognitive Component of Attitude, i.e. SHS Students' Beliefs, Information and Knowledge About Polytechnic Education

Table 2.1 : Students' awareness of polytechnic Institution/Education

	Frequency	Percent	Valid Percent	Cumulative Percent
Yes	1640	96.9	97.7	97.7
No	38	2.2	2.3	100.0
Total	1678	99.1	100.0	
None Response	15	.9		
Total	1693	100.0		

Source: Field Survey, 2012

Table 2.1 shows that 97.9% of them have heard or are aware of polytechnic institution, 2.3% of them have not heard about the polytechnic; 0.9% did not respond. This means about 3.1% of SHS Students in the Eastern Region have never heard of the polytechnic.

Table 2.2: What level of education is the polytechnic?

	Frequency	Percent	Valid Percent	Cumulative Percent
Non-tertiary	45	2.7	2.7	2.7
Tertiary	1533	90.5	91.8	94.5
Not sure	92	5.4	5.5	100.0
Total	1670	98.6	100.0	
None Response	23	1.4		
Total	1693	100.0		

Source: Field Survey, 2012

From table 2.2, 91.8% of the students are aware that the polytechnic as a tertiary institution, 5.5% are not sure, 2.7% think that it is a non-tertiary institution, while 1.4% did not respond. From the above analysis it can be deduced that 9.5% of the respondents do not know that the polytechnic is a tertiary institution.

Table 2.3: Number of Polytechnics In Ghana

	Frequency	Percent	Valid Percent	Cumulative Percent
6	170	10.0	10.0	10.7
7	52	3.1	3.1	13.9
8	88	5.2	5.2	19.4
9	54	3.2	3.2	22.8
10	767	45.3	45.3	70.9
Not sure	562	33.2	33.2	100.0
Total	1693	100.0	100.0	

Source: Field Survey, 2012

Table 2.3 shows that 54.7% were not aware of the number of polytechnics in Ghana, while 45.3% were aware that there are ten (10) polytechnics in Ghana.

Table 2.4: Four Programmes Studied In The Polytechnic

	Frequency	Percent	Valid Percent	Cumulative Percent
No response	301	17.9	17.9	17.9
wrong response	326	19.4	19.4	37.2
1 correct	360	21.4	21.4	58.6
2 correct	329	19.5	19.5	78.1
3 correct	235	14.0	14.0	92.1
4 correct	133	7.9	7.9	100.0
Total	1684	100.0	100.0	

Source: Field Survey, 2012

From Table 2.4, 37.2% could not name one programme studied at the polytechnic, 21.4% were able name one correct programme, 19.5% were able name two, 14.0% were able name three and only 7.9% were able to name four.

Table 2.5: Minimum Entry Requirement (WASSCE Aggregate)

	Frequency	Percent	Valid Percent	Cumulative Percent
24	986	58.2	58.2	66.3
26	83	4.9	4.9	71.8
28	81	4.8	4.8	77.3
30	108	6.4	6.4	84.5
32	31	1.8	1.8	86.6
34	27	1.6	1.6	88.4
36	136	8.0	8.0	97.6
38	36	2.1	2.1	100.0
Not Sure	205	12.1	12.1	
Total	1693	100.0		

Source: Field Survey, 2012

Table 2.5 shows that 92% do not know or are not sure of the minimum entry (WASSCE aggregate 36) into the polytechnic. Only 8 % provided the correct answer.

Table 2.6: The Main Certificates Awarded By The Polytechnic

	Frequency	Percent	Valid Percent	Cumulative Percent
NVTI	115	6.8	6.8	6.8
HND	1022	60.4	60.4	67.2
DBS	135	8.0	8.0	75.2
PGD	212	12.5	12.5	87.7
Not sure	209	12.3	12.3	100
Total	1693	100.0	100	

Source: Field Survey, 2012

Table 2.6 indicates that 6.8% think the polytechnic award NVTI, 60.4% think it is HND, 8% think it is DBS, 12.5% think it is PGD, 12.3% are not sure. This mean 39.6% of the respondents do not know the correct certificates awarded by the polytechnic after successful completion of programme.

Table 2.7: Duration (in years) of an HND Programme

Years	Frequency	Percent	Valid Percent	Cumulative Percent
1	8	.5	.5	.5
2	104	6.1	6.1	6.6
3	874	51.6	51.6	58.2
4	621	36.7	36.7	94.9
Not Sure	86	5.1	5.1	100
Total	1693	100.0	100.0	

Source: Field Survey, 2012

From table 2.7, 0.5% think the number of years for completing HND is a year, 6.1% think it is two years, 51.6% say it is three years, 36.7% think it is four years while 5.1% are not sure of the duration. This means that 48.4% of respondents do not know the correct duration of an HND programme.

Table 2.8: Awareness Of Autonomy And The Legal Backing To Award Bachelor Of Technology Degree By The Polytechnics

	Frequency	Percent	Valid Percent	Cumulative Percent
Yes	754	44.5	47.0	47.0
No	849	50.1	53.0	100.0
Total	1603	94.7	100.0	
None Response	90	5.3		
Total	1693	100.0		

Source: Field Survey, 2012

Table 2.8 shows that 47% are aware that the polytechnics have the autonomy to mount and award Bachelor of Technology degree; 53% are not aware; 5.3% of them did not respond. This implies that as much as 63.3% are not aware that the polytechnics have the autonomy to mount and award Bachelor of Technology degrees.

Table 2.9: Students Suitable For Polytechnic Education

	Frequency	Percent	Valid Percent	Cumulative Percent
Very brilliant	109	6.4	6.7	6.7
Above average	289	17.1	17.8	24.5
Average	622	36.7	38.2	62.7
Below average	49	2.9	3.0	65.7
All of the above	558	33.0	34.3	100.0
Total	1627	96.1	100.0	
None Response	66	3.9		
Total	1693	100.0		

Source: Field Survey, 2012

When asked which category of students are suitable for polytechnic education, Table 2.9 shows that 6.7% respondents think very brilliant students, 17.8% think above average students, 38.2% average students, while 3.0% think below average, 34.3% think above. 3.9% of them did not respond. Some of the reasons given for these responses were the general notion in Ghana that polytechnic education is for average students.

Table 2.10: SHS Programmes Suitable For Polytechnic Education

	Frequency	Percent	Valid Percent	Cumulative Percent
Science	43	2.5	2.5	2.5
Technical	708	41.8	41.8	44.3
Business	213	12.6	12.6	56.9
General/Visual Arts	79	4.7	4.7	61.6
Home Economics	116	6.9	6.9	68.5
Not Sure	239	14.1	14.1	82.6
All the 5 programmes listed	295	17.4	17.4	100.0
Total	1693	100.0		

Source: Field Survey, 2012

Table 18 shows that, 2.5% of respondent think Science is the suitable programme for polytechnic education, 41.8% think is Technical, 12.6% think is Business, 4.7% think is General Arts, 6.9% Home Economics and 14.1% are not sure. 17.4% think all the programmes listed are suitable. Some of the reasons given for the above responses were as follows: Courses are of more practical nature in the polytechnics.

Section 3: Affective Component of Attitude: (SHS Students' Feelings and emotions about Polytechnic education)

Table 3.1: The NHD Certificate is A Tertiary Qualification

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly agree	433	25.6	26.2	26.2
Agree	666	39.3	40.3	66.5
Not sure	381	22.5	23.1	89.6
Disagree	128	7.6	7.7	97.3
Strongly disagree	44	2.6	2.7	100.0
Total	1652	97.6	100.0	
Non Respondents	41	2.4		
Total	1693	100.0		

Source: Field Survey, 2012

Table 3.1 above 66.5% agree that HND certificates are well recognised, 23.1% are not sure; 10.4% disagree. 2.1% did not respond. This indicates that a significant percentage of 33.5% of the students are not sure of the recognition of HND certificates in the country.

Figure 3.1: Opinion On Whether The HND Certificate Is Tertiary Qualification

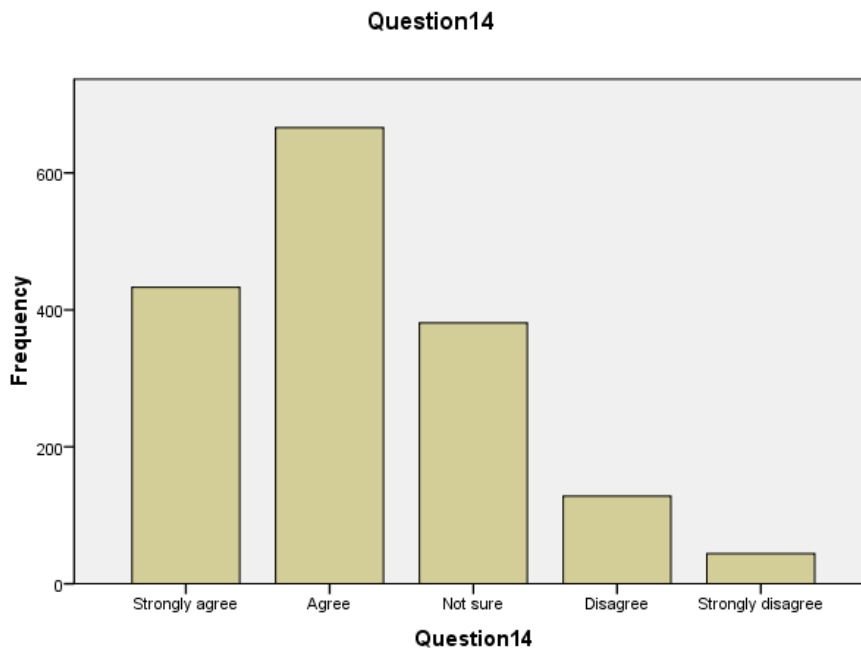


Table 3.2: Job Prospects For HND Graduates Are High

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly agree	277	16.4	16.6	16.6
Agree	542	32.0	32.4	49.0
Not sure	369	21.8	22.1	71.1
Disagree	370	21.9	22.1	93.2
Strongly disagree	113	6.7	6.8	100.0
Total	1671	98.7	100.0	
None Response	22	1.3		
Total	1693	100.0		

Source: Field Survey, 2012

Table 3.2 above shows that 49% agree that HND graduates get employment after school, 22.1% are not sure and 28.9% disagree. 1.3% did not respond. About 51% of the students do not agree that job prospect for HND holders is high.

Figure 3.2: Opinion On Whether Job Prospects for HND Graduates are High

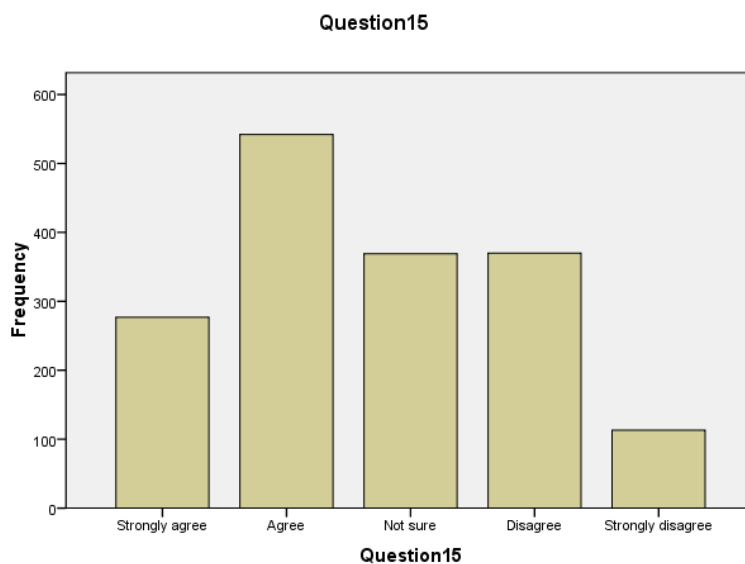


Table 3.3 shows that 85.3% respondents agree that HND graduates can further their educations after school, 10.1% of them are not sure and 4.6% disagree. 1.5% did not respond. This indicates that most of them are aware of academic progression for HND graduates.

Table 3.3: Polytechnic Graduates Can Further Their Education

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly agree	773	45.7	46.4	46.4
Agree	649	38.3	38.9	85.3
Not sure	169	10.0	10.1	95.4
Disagree	55	3.2	3.3	98.7
Strongly disagree	21	1.2	1.3	100.0
Total	1667	98.5	100.0	
None Response	26	1.5		
Total	1693	100.0		

Source: Field Survey, 2012

Table 3.4: Management Positions HND Graduates Are Trained for

Levels	Frequency	Percent	Valid Percent	Cumulative Percent
Top Management	5347	31.5	31.5	31.5
Middle Management	6041	35.6	35.6	67.2
Lower management	5561	32.8	32.8	100.0
Total	16949	100.0	100.0	

Source: Field Survey, 2012

From Table 3.4, 31.5% think that they are trained for top management, 35.6% think it is middle management; 32.8% think it is lower management.

Section 4: Conative or Behavioural Component of Attitude:(SHS Students' Action Tendencies About The Polytechnics)

Table 4.1: Respondents' Order Of Preference Of Tertiary Institutions

	CHOICE								
	First			Second			Third		
	Frequency	Percent	Valid Percent	Frequency	Percent	Valid Percent	Frequency	Percent	Valid Percent
Public University	1299	76.7	78.1	286	16.9	17.2	72	4.3	4.4
Polytechnic	146	8.6	8.8	578	34.1	34.8	936	55.3	56.6
Private University	218	12.9	13.1	796	47.0	48.0	646	38.2	39.1
Total	1663	98.2	100.0	1660	98.1	100.0	1654	97.7	100.0
None Response	30	1.8		33	1.9		39	2.3	
Total	1693	100.0		1693	100.0		1693	100.0	

Table 4.1 shows that, for first choice, public university came first with 78.1% followed by private university with 13.1% and polytechnic 8.8%. For second choice, private university came first with 48% followed by polytechnic with 34.8% and public university 17.2%. For third choice, the polytechnic came first with 56.6% followed by private university with 39.1% and public university 4.4%. This indicates that the most preferred tertiary education among SHS students is public university followed by private university, then the polytechnic.

Table 4.2: One Important Reason That Will Make An SHS Student Choose Polytechnic Over Other Tertiary Institutions.

	Frequency	Percent	Valid Percent	Cumulative Percent
No reason	406	24.1	24.1	24.1
Financial	286	17.0	17.0	41.1
Practical oriented	337	20.0	20.0	61.1
Job prospect	123	7.3	7.3	68.4
Last resort	101	6.0	6.0	74.4
Other	431	25.6	25.6	100.0
Total	1684	100.0	100.0	

Source: Field Survey, 2012

Table 4.2 shows that 24.1% gave no reason(s), 17% cited financial, 20% cited they are practically oriented, 7.3% cited job prospect, 6% will choose it as the last resort; while 25% will choose polytechnic over other tertiary institutions for other reasons.

SHS Students' Overall Attitude And Feelings About Polytechnic Education

Table 4.3: SHS Students Attitude And Feelings About Polytechnic Education

	Frequency	Percent	Valid Percent	Cumulative Percent
Enthusiastic	218	12.9	14.2	14.2
Positive	712	42.1	46.4	60.6
Indifferent	332	19.6	21.6	82.3
Negative	99	5.8	6.5	88.7
Hostile	173	10.2	11.3	100.0
Total	1534	90.6	100.0	
None Response	159	9.4		
Total	1693	100.0		

Source: Field Survey, 2012

Table 4.3 shows that 14.2% are enthusiastic about polytechnic education, 46.4% are positive, 21.6% indifferent, 6.5% feel negative and 11.3% feel hostile about it. 9.4% did not respond.

Section 5: What the Polytechnics Should Do Differently To Attract More SHS Graduates.

Table 5.1: What Polytechnics Should Do Differently To Attract More SHS Graduates

	Frequency	Percent	Valid Percent	Cumulative Percent
No idea	263	15.6	15.6	15.6
Educate SHS on their courses	255	15.1	15.1	30.8
Run degree programs	343	20.4	20.4	51.1
More courses	281	16.7	16.7	67.8
Improve infrastructure	124	7.4	7.4	75.2
Others	418	24.8	24.8	100.0
Total	1684	100.0	100.0	

Source: Field Survey, 2012

Table 5.1 shows that 15.1% of the respondents want SHS students to be educated on courses offered by polytechnics, 20.4% want degree programme, 16.7% want more courses, 7.4% want improved infrastructure, 15.6% have no idea and 24.8% provided different answers.

Conclusions

From the results and discussions, the following conclusions were drawn:

Section 2: Cognitive Component of Attitude: (SHS students' beliefs, information, and knowledge about the Polytechnics)

- i. *Knowledge About Polytechnic Education:* 97.9% are aware. This means about 3.1% of SHS Students in the Eastern Region have never heard of the polytechnic. See Table 2.1
- ii. *What level of education is the polytechnic?* 91.8% are aware that the polytechnics are tertiary institutions. From this, it can be deduced that 8.2% of them are not aware. See Table 2.2

- iii. *Number of Polytechnics in Ghana:* 54.7% were not aware of the number of polytechnics in Ghana, while 45.3% are aware that there are ten of them. See Table 2.3
- iv. *Four Academic Programmes in The Polytechnics:* 7.9% were able to name four; the remaining 92.1% could not. See Table 2.4
- v. *Minimum Entry Requirement (WASSCE Aggregate 36):* 8 % provided the correct answer; 92% could not. See Table 2.5
- vi. *The Main Certificate Awarded by The Polytechnics:* 60.4% know it is HND. This means 39.6% of them do not know it. See Table 2.6
- vii. *Duration (in years) of an HND Programme:* 51.6% know it is three years; the remaining 48.4% of them do not know. See Table 2.7
- viii. *Awareness of Act 745 (Polytechnics Act, 2007)--Legalizing the Award of Bachelor of Technology and other Higher Degrees by The Polytechnics:* 47% are aware; 63.3% are not aware. See Table 2.8
- ix. *Students Suitable for Polytechnic Education:* 34.3% know that every student is suitable (whether above average, average, or below average); 65.7 do not know. The general notion in Ghana is that polytechnic education is for average students. See Table 2.9
- x. *SHS Programmes Suitable for Polytechnic Education:* 17.4% know that all programmes are suitable, 82.6 do not know. See Table 2.10

Section 3: Affective Component of Attitude: (SHS Students' Feelings and emotions about the Polytechnics)

- i. *Perceptions about Recognition of NHD Certificate as Tertiary Qualification:* 66.5% agree that HND certificates are well recognised, 33.5% disagree. See Table 3.1
- ii. *Job Prospects for HND Graduates are High:* 49% agree that HND graduates gain employment after school, 51% disagree. See Table 3.2
- iii. *There is Academic Progression for Polytechnic Graduates:* 85.3% agree that HND graduates can further their educations after school, 14.7% disagree. See Table 3.3
- iv. *Management Positions HND Graduates are Trained for:* 31.5% think that it is top management, 35.6% think it is middle management; 32.8% think it is lower management. See Table 3.4

Section 4: Conative or Behavioural Component of Attitude: (Action Tendencies of SHS Students to Polytechnic Education)

- i. *Respondents' Order of Preference of Tertiary Institutions:* For first choice, public university came first with 78.1%. For second choice, private university came first with 48%. For third choice, the polytechnic came first with 56.6%. This indicates that the most preferred tertiary education among SHS students is public university followed by private university, then the polytechnic. See Table 4.1
- ii. *One Important Reason That Will Make A Student Choose A Polytechnic Over Other Tertiary Institutions:* 24.1% indicated nothing will make them do that, 17% cited financial, 20% cited they are practically oriented, 7.3% cited job prospect, 6% will choose it as the last resort; while 25% will choose polytechnic over other tertiary institutions for other reasons. See Table 4.2
- iii. *SHS Students' Overall Attitude and Feelings about Polytechnic Education:* 14.2% are enthusiastic about polytechnic education, 46.4% are positive, 21.6% indifferent, 6.5% feel negative and 11.3% feel hostile about it. 9.4% did not respond. See Table 4.3

Recommendations:

- i. From the conclusions drawn the following actions are recommended:
- ii. Need for outreach programmes to reduce the level of ignorance and misconceptions among the students.
- iii. Budget for PR and Corporate Social Responsibility (CSR) on Senior High Schools campuses to increase the students' exposure to the Polytechnics.
- iv. Need for more carrier-centred HND and degree programmes to build their entrepreneurial capacity to start their own businesses confidently, since it is getting increasingly difficult to secure white colour jobs.
- v. Need for continuous improvement in staff development, ICT, and physical infrastructure to meet the rapidly changing requirement for effective and efficient modern teaching and learning.

- vi. To avoid playing second fiddle and being considered an appendage to the other Tertiary institutions, the Polytechnics should endeavor to carve a niche for themselves by developing practical-industry-relevant HND and degree programmes that will clearly distinguish them from the other tertiary institutions.
- vii. Once these recommendations are implemented the students' cognitive, affective, and conative attitude to polytechnic education will be more positive thereby improving their perceptions about the Polytechnics in Ghana.

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