

**Quality Assurance Management in Private Higher Education
Institutions in Ghana.**

A Case Study of All Nations University College, Koforidua.

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DEDICATION

I dedicate this thesis to my wonderful parents Mr. & Mrs. Tetteh, my siblings and my dear husband Emmanuel Ganidekam. They have really been there for me throughout the whole time.

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TABLE OF CONTENTS

Quality Assurance Management in Private Higher Education Institutions in Ghana.....	1
A Case Study of All Nations University College, Koforidua.	1
DEDICATION	i
ACKNOWLEDGEMENT	ii
LIST OF TABLES	vi
LIST OF ACRONYMS AND ABBREVIATIONS	vii
ABSTRACT	ix
CHAPTER ONE.....	1
INTRODUCTION	1
1.0 Introduction.....	1
1.2 Aim of the study	4
1.3 Problem Statement	4
1.4 Research questions	5
1.5 National Accreditation Board, Ghana.....	5
1.6 Public Universities and Private Universities.....	7
1.7 All Nations University College, Ghana	9
CHAPTER TWO.....	11
LITERATURE REVIEW AND ANALYTICAL FRAMEWORK	11
2.0 Conceptual Framework	11
2.1 External Quality Assurance in Ghana.....	11
2.2 National Accreditation Board in Ghana- External Quality Assurance Approach.....	12
2.3 Quality Management.....	12
2.4 Summary	23
CHAPTER THREE	24

METHODOLOGY	24
3.0 Introduction.....	24
3.1 Choice of Methodology	24
3.2 Sampling method	25
3.3 Research Instruments.....	25
3.3.1 Interviews.....	26
3.3.2 Interview guide.....	27
3.3.3 Document Analysis	27
3.4 Data Analysis	28
3.5 Validity and Reliability Issues.....	29
3.6 Potential Ethical Issues	30
CHAPTER FOUR.....	31
PRESENTATION OF EMPIRICAL RESULTS	31
4.0 Introduction.....	31
4.1 Identification of Formal Structures and Routines of Q.A with respect to Study Programmes.....	31
4.1.1 Specific Strategies or Ideas that Q.A processes are based on.	32
4.1.2 What are the most important features of the current procedures?	33
4.1.3 Standardization and routines of processes	34
4.2 Implementation of these Formal Routines and Structures in Practice.....	34
4.2.1 Definition of Quality Assurance with respect to Higher Education.....	34
4.2.2 Specific Measures Taken To Ensure Quality In The Institution	35
4.2.3 Is The System Fully Implemented In Practice?	40
4.2.4 Potential Problems of Implementation Process	41
4.2.5 Response of Students and Lecturers To The System	42
4.3 Linkage between the Q.A procedures with the Departments and Institution's Management Decision Making.....	42

4.3.1 Responsible for managing Q.A	42
4.3.2 Linkage between Q.A and Management	43
4.3.3 Linkage between Q.A and Resource Allocation	43
4.3.4 Spread of Resource Allocation from the Q.A system within the Institution	44
CHAPTER FIVE.....	45
DISCUSSION, RECOMMENDATIONS AND CONCLUDING REMARKS.....	45
5.0 Introduction.....	45
5.1 Discussion of findings	46
5.1.1 Identification of Formal Structures and Routines of Q.A with respect to Study Programmes....	46
5.1.2 Specific Measures taken to ensure Quality in the Institution	48
5.2 Implications and Reflections on findings and discussion	51
REFERENCES	54
APPENDIX	62
Interview guide.....	62

LIST OF TABLES

Table 1: Broad disciplinary groupings.....	16
Table 2: Brennan &Shah (2000) Quality Management Approaches.....	22

LIST OF ACRONYMS AND ABBREVIATIONS

ANFGC	All Nations Full Gospel Church
ANIDA	All Nations International Development Agency
ANUC	All Nations University College
CMS	Biometric Clock
EFQM	European Foundation for Quality Management
HE	Higher Education
HEI	Higher Education Institution
HEIs	Higher Education Institutions
HOD	Head of Department
ISO	International Standard Organization
KNUST	Kwame Nkrumah University of Science and Technology
MOE	Ministry of Education
NAB	National Accreditation Board
NPM	New Public Management
PNDC	Provisional National Defense Council
QA	Quality Assurance
TQA	Total Quality Assurance
TQM	Total Quality Management
TTCs	Teacher Training Colleges
UG	University of Ghana

URC University Rationalization Committee

UCC University of Cape Coast

ABSTRACT

The increasing rate of private higher education institutions in Ghana has called for the need to research into the quality management methods for their credibility. The government is giving out less funding and thus losing steering capacity. Public universities are unable to provide placements for all qualifying students in the institutions and therefore private universities have come to the aid of the public universities.

The aim of the research is to find out the quality management methods that private higher education institutions involve themselves with in steering their institutions. It will also look superficially at what the national systems put in place to manage them and what it has to do with the management methods of these institutions. The All Nations University College (ANUC) was chosen as the research sample out of all private universities in Ghana. The methodology used to pursue this objective was qualitative in nature and based on semi-structured interviews and documentary analysis. In all eight respondents were purposefully selected from specific units within the university for the study.

The study revealed that ANUC has quite a young Quality Assurance (QA) system. This system is doing its possible best to ensure quality in the institution. However, it depicts a control-oriented approach to its management system. The contents of the system seem to be more pedagogically focused but with few signs of routines that provide staff with feedback and much seems geared towards control. It also seems that the QA Department is operating in a quite autonomous way.

The study also revealed that private universities aim at satisfying external accreditation demands and that means that controlling quality "works" in the country for private sector. Also a recommendation that, 'private universities in general could also adopt the strategy of providing attractive courses like ANUC is doing, that will benefit students on the job market so that societal problems can be addressed in the country' was made. Research development was also seen as an area of concern where quality management should focus on in private universities.

The study also revealed that quality management should be dealt with in every aspect of managing the institutions, be it curriculum designing, employability skills and so forth. Lastly, the study revealed that in order to attain quality, a result-oriented approach instead of a control-oriented approach should be adopted as well as ensuring a reliable and quick feedback system.

CHAPTER ONE

INTRODUCTION

1.0 Introduction

This chapter addresses the thesis title, overall problem statement including research questions. It also introduces the aim and purpose for the research which is on quality assurance management methods in private higher education institutions in Ghana. It gives a background study about the National Accreditation Board in Ghana and the representative sample for the study which is All Nations University College.

Higher education in private institutions has become a growing and noticeable feature in several regions including Sub Saharan Africa. According to UNESCO (2006), the private sector plays a large role in three regions, namely Latin America, East Asia and Sub Saharan Africa. In Sub Saharan Africa, the development of a private sector in higher education has been seen as a solution to widening participation and is embedded in reform measures of the sector (Varghese, 2004).

Most of the time, the literature on private higher education institutions talk mainly on the benefits and strengths of these institutions while overlooking its weakness just to justify its existence. The interest of this research stemmed from the fact that universities as they are increasing, strive at quality in this 21st century. Public universities are receiving less and less funding from the state. The state is thus also losing steering capacity. The issue about whether systems are being put in place to check these institutions on quality management is at stake. More alarming is the fact that because state funding is reducing, public institutions are not able to provide access to all qualified students, thus private institutions are coming in to help solve the situation. They are also making available very attractive and marketable courses. After the quality assurance systems ensure that the institutions are eligible and accredited to become higher education institutions does it end there?

The research would like to find out the quality management methods that private higher education institutions involve themselves with in steering their institutions. It also will

also look superficially at what the national systems put in place to manage them and what it has to do with these management methods of these institutions.

There is a challenge of access to higher education institutions in the country; the government is unable to provide enough higher education institutions for students. There has therefore been an influx of private institutions into the country. Is the quality of these universities good enough or is it that the fact that the country's need in this area is being met so regulating these institutions appropriately is being overlooked?

Thus, there is a need to research on the quality assurance management methods that private institutions use. The study intends to find out if formal structures that have been put in place for quality assurance by All Nations University College (ANUC); a private university and how the institution organizes its management methods with respect to quality.

Ghana's Higher Education system began in 1948 where it was formerly known as the Gold Coast. It was adopted from the British' model of Higher Education who were then colonial masters of the nation. The first Higher education institution established in Ghana was the University College of Gold Coast in 1948 and later renamed the University of Ghana (UG) after independence in 1957. By the close of the 1980s, there were three public universities in Ghana (UG, the Kwame Nkrumah University of Science and Technology [KNUST], and the University of Cape Coast [UCC]) (Atuahene & Owusu-Ansah, 2013). The University of Ghana started with 100 students at its inaugural ceremony and by 1976 the number had grown to 9,000 students. The University Rationalization Committee (URC) undertook a comprehensive review of postsecondary education in the country and came out with detailed proposals designed to overhaul the education system (MOE, 2008). The recommendations of the URC provided the basis for innovation in higher education. The committee recommended among other things, strategies to expand access particularly for the poor and female students; the creation of a new University in the northern part of Ghana; upgrading of the existing polytechnics into tertiary education status under the Polytechnic Law (PNDC; Provisional National Defense Council Law 321 in 1992). Ever since then,

tertiary institutions have increased rapidly in Ghana. By 2012, there were more than 126 public and private tertiary institutions accredited by the National Accreditation Board (NAB) in Ghana. Of these, there are 6 public universities, 49 private universities—two of which are chartered and have been given presidential authority to award degrees, 38 Teacher Training Colleges (TTCs) that have been upgraded to university status, 18 Nursing Training Colleges, and 10 Polytechnics. In addition to these, there are several private universities that have not received accreditation, but running several postsecondary education programs in the country (Atuahene & Owusu-Ansah, 2013). There has been rapid increase in the number of students in the tertiary institution worldwide. Efforts to widen participation in higher education across the world have had considerable success. Student enrolment worldwide increased from 13 million in 1960 to 82 million in 1995 and to 137 million in 2005 (UNESCO, 1998, 2007). Even with this massive growth in tertiary education in the public universities, the enrollment growth rate has not reflected the proportionate expansion in academic facilities to ensure equity, and inclusion of all social groups. An example is during the period between 1990 and 2004, the average annual growth rate reached 18% for all tertiary institutions combined, and 16% for universities alone (World Bank, 2011). Also during the 2006-2007 academic years, the total enrollment in the tertiary sector was just more than 135,000. Even with this increment in number, universities and polytechnics are not fully equipped with the required infrastructure to admit the number of qualified students seeking participation. Every year, many qualified students are denied access to tertiary education due to limited institutional facilities (Atuahene & Owusu-Ansah, 2013).

According to Atuahene & Owusu-Ansah (2013), presently, universities are filled beyond reasonable capacity, and many academically qualified students are denied admission. The lack of adequate academic and residential facilities means that universities have to embark on highly selective admission procedures. For instance, enrollment trend at the UG provides an exposé of the accessibility challenge facing public universities in Ghana. In 2001, the total number of applications received by the UG was 6,268, of which 2,659 (i.e., 42%) were qualified and 2,550 were admitted to

study in various programs (representing an acceptance rate of 96 %). However, this trend began to change as the number of applications increased in successive years. In 2011, for example, the total number of qualified applicants was 12,702 (i.e., 85% of total applications). Out of this, only 52% of the qualified applicants were admitted to study in various programs. The status of the 48% of students who were denied admission remains unknown. It is possible that some of the qualified students may have been accepted into other tertiary institutions in the country, because in practice, students usually apply to multiple institutions.

The quality of education is considered reasonably high, evidence that human resources are more significant than material resources. In an effort to attract international enrollment, all Ghanaian universities operate on a modular, semester system. The University of Ghana is committed to 10% international population and attracts significant numbers of American students, as well as students from Africa and Europe (Embassy of the United States, 2014).

The research population for the study includes all private Universities in Ghana. However, for the purpose of this study and the attractiveness of their courses (for example oil and gas) All Nations University College will be the focus of attention. The school would therefore be challenged to offer the best of quality services and soon want to detach itself from its mentoring institution and become a fully-fledged university.

1.2 Aim of the study

The aim of the study is to explore, analyse and examine quality assurance management methods in private higher education institutions in Ghana.

1.3 Problem Statement

How are institutional policies related to Quality Assurance implemented in private higher education institutions in Ghana?

1.4 Research questions

- What kind of formal structures and routines can be identified with respect to the Quality Assurance of study programmes in ANUC?
- How are these formal structures and routines implemented in practice?
- To what extent is the quality assurance procedure linked to institutional and departmental management decision making?

1.5 National Accreditation Board, Ghana

In 1987, the Government of Ghana constituted a University Rationalization Committee (URC) to develop proposals for reforming the management, academic structure and funding of tertiary education in Ghana. One of the reforms formulated was the significant expansion of the tertiary education system as a whole, to meet the demands of school leavers and the needs of employers who wanted to further their education, and to provide greater opportunity of access to those previously denied it. This policy has given rise to undergraduate as well as postgraduate education. There has also been a rise of private higher education institutions. These institutions are mostly funded by churches or are self-financed. The public state funded universities could not provide enough access for qualifying students and the government could not also fully fund the state universities like it used to do previously. On the average, only about forty nine percent of qualified applicants gain admission to the public universities creating a demand supply gap of about fifty one percent (Oduro & Senadza, 2004).

In Ghana, the quality assurance system is managed by the National Accreditation Board. It was established by the Government of Ghana in 1993 with the mandate to help resolve these problems and assist in enhancing quality education in Ghana. It has

the mandate to also ensure quality tertiary education and to ensure the maintenance of academic standards. This accreditation board also known as NAB performs both functions of ensuring quality and accrediting universities. The guiding principle for the development of the quality assurance system for Ghana's higher education system after 1993 was for the higher education institutions to demonstrate that their educational programmes met criteria as contained in registration institution and accreditation of programmes. NAB has strict legislation on the registration process for the establishment of private university colleges. NAB prepares a questionnaire which outlines the material that the institution is expected to provide for the panel of assessors prior to and during the panel visit to assist institutions to prepare for evaluation. A self-evaluation approach is taken, followed by peer review which is done through visiting committees.

There are guidelines and specifications which apply to the programme, facilities, teaching and non-teaching staff, admission requirements, governance of the institution and a few others.

The law requires that every higher education institution should be accredited by the Board to enable it to regulate the quality of its programmes. In carrying out assessment for the licensing of a private institution to operate, the institution as a whole is evaluated after which each programme is also assessed. In preparing its manual for use during the accreditation and assessment of the institutions and programmes, a set of questionnaires is developed by NAB.

The questionnaire is to guide and provide a structure both for the institution as it undertakes its self-assessment associated with assessment, and for the assessment panel as it undertakes its evaluation and review of the institution's processes and activities. Visits to specific areas of the institution might also take place if doing so is beneficial to the assessment.

NAB requires annual reports from the tertiary institutions. It does not provide specific guidelines for institutions to carry out in managing quality in their administration processes.

Another characteristic of the private tertiary institutions is that they have mentor institutions of which the private institutions fall under.

They are nurtured by these mentor institutions (mostly the publicly run universities).

Financing higher education is a challenge in underdeveloped countries of which Ghana is no exception. There is therefore the need for NAB to look into the sources of financial resources of these private universities and their budgets to make sure that there is enough funding for the budgets that the schools make. Their competences and faculty resources, academic staff and non-academic staff are also judged.

The problem here was that when the country used to have only public higher education institutions NAB looked redundant because the universities felt that they produced the graduates who later worked with the system. Therefore there was no right for NAB to tell the universities what to do. However the influx of private universities into the country brought about the issue of quality in these institutions and set NAB on their toes with respect to ensuring quality in higher education institutions especially private ones. Not long ago about 150 students were withdrawn from one of the private universities known as the Methodist University for not having the qualifying grades to enter a university. When the public universities select the best students the rest are left for the private ones to select from and their heavy reliance on tuition fees make them select more than the recommended numbers with respect to grades.

The most affected institutions are the private higher institutions, because in addition to meeting NAB requirements they have to budget to meet the affiliation fee and other requirements from their mentor institutions. This is the reason for selecting a private higher education institution as the representative sample for the study.

1.6 Public Universities and Private Universities

Public Universities in Ghana are institutions established by the government. Thus the government partly funds and is involved in the making of decisions in these institutions. Private Universities on the other hand are established by individuals, churches or organizations and are not funded by government neither does it get involved in the

decision making of the private universities. What is done is that, they screen these universities through the National Accreditation Board which give these institutions accreditation to operate when the particular requirements have been met.

Ghana has 6 national public universities, 64 private universities with 11 affiliated to Kwame Nkrumah University of Science and Technology, 22 affiliated to University of Ghana, 12 affiliated to University of Cape Coast and the rest affiliated to other universities outside the country. Ghanaian private institutions are mainly profit making institutions and they are either partnered or for individuals.

In Ghana, private universities begin as university colleges affiliated to public universities, which serve as mentors for a number of years. NAB's rationale is to guard against proliferation of freestanding private institutions that lack the ability or will to offer adequate quality. The application has the proposed name of the University College, academic resources available, and timetable—indicating how within the next three years the objectives of the institution are to be achieved. The premises of the new private university college are inspected, verified, and subsequently issued with a letter of interim authority. A private institution qualifies for institutional accreditation—only if among other things, it meets minimum admission requirements for certificate, diploma, and degree levels; minimum number of students enrolled; and minimum qualifications of faculty. Institutional charters are granted by the president of the country. A private institution qualifies for an institutional charter if it has been affiliated to a mentoring institution for at least 10 years and has fulfilled all necessary requirements. A private institution's program qualifies for accreditation; if, among other things, it states minimum student admission requirements, description of courses, and provides rules on student performance. In addition, educational programs have to align with national education policies to qualify for accreditation (Tsevi, 2014).

Affiliation defined by NAB is a relationship agreement between a newly-established tertiary institution/prospective tertiary institution (i.e. mentored institution) and a nationally-recognized chartered tertiary institution (i.e. mentoring institution). Prospective tertiary institutions should first seek affiliation with Chartered institution(s).

Chartered institutions are legally authorized in its home country to award its own degrees, diplomas and certificates. The objective of the affiliation is to ensure the attainment and maintenance of high standards for the promotion of academic quality. The relationship is for the mentoring institution to provide academic support and supervision to the mentored institution. Graduates of mentored institutions shall receive certificates of the mentoring institution until the mentored institution is granted a Presidential Charter (<http://www.nab.gov.gh>).

1.7 All Nations University College, Ghana

For the purpose of this research the All Nations University College would be the sample for the case study. This is because first of all, it is a private university established by the All Nations Full Gospel Church (ANFGC), Toronto, Canada through the All Nations International Development Agency (ANIDA). The Progenitor of the vision, Dr. Samuel Donkor challenged the African Diaspora in North America to support the development of Africa by investing in Human Resource Development through quality higher education. The mission is to develop a new breed of leaders for the continent with holistic education that emphasizes academic excellence, Christian values, discipline and ethical values in a Christ centered environment. All Nations University College is fully accredited by the National Accreditation Board, Ghana and affiliated to The Kwame Nkrumah University of Science & Technology, Kumasi-Ghana and in collaboration with SRM University, India (ANUC, 2013).

Also the university is situated in one of the upcoming regions of Ghana in economic development which is the Eastern Region. Lots of schools and industries are developing within the Region. This has made the Region an attractive spot for businessmen all over the world. Moreover, the institution offers hot cake courses like computer science, engineering and what one would call the hottest of them all, oil and gas since Ghana recently discovered oil. This is also a marketing strategy to bring about international students of which the university is succeeding in. However, there is a problem of staff retention in this institution and the reasons could be due to poor

management practice, which is why this institution is being chosen as the research sample. Both academic and non-academic staff would be interviewed for more insights on the issue. It is has also been realized that the most affected institutions are the private higher education institutions, because in addition to meeting NAB requirements they have to budget to meet the affiliation fee and other requirements from their mentor institutions.

CHAPTER TWO

LITERATURE REVIEW AND ANALYTICAL FRAMEWORK

2.0 Conceptual Framework

2.1 External Quality Assurance in Ghana

Chapter two gives a list of references of the relevant literature for the study. Higher Education has become more diverse and international in terms of greater staff and student mobility which is creating pressure for both harmonization and internationalization of curricula. A lot of countries have cut public funding in higher education institutions and this has brought in more private higher education institutions and also has led public higher education institutions to look elsewhere for funding. This has led to a change in the mechanisms through which governments steer higher education. Thus institutions are currently enjoying more autonomy, accountability and more competition (Brennan & Shah, 2000). Quality Management has therefore become one aspect that higher education institutions have paid much attention to.

Contextual differences between countries are not only in the history or culture of countries but also in the way the state steers higher education. While some matters such as staff appointment, curricula issues, awards and qualification has been decided by the state, in other countries individual higher education institutions take up such decisions (Brennan & Shah, 2000).

Goedegebuure et al (1993) states that the more government allows for self-regulation and steers these higher education institutions from a distance the more it seeks to promote the strengthening of managerial authority within H.E systems as well as improved systems of accountability. When the government steers higher education policies there is more homogeneity meaning that institutions tend to have the same characteristics but greater institutional steering brings about heterogeneity whereby

institutions are able to bring out unique qualities so that what is good is learnt by other institutions.

As part of the trends towards deregulation, many countries have established systems of external quality assurance to replace the state's direct control over institutions. These national quality agencies have been key factors in the changing national context of higher education in many countries over recent years (Brennan & Shah, 2000).

2.2 National Accreditation Board in Ghana- External Quality Assurance Approach

NAB is a semi-autonomous body charged with the responsibility for accrediting both private and public universities. As at now Ghana has only one national QA agency that has the legal mandate to assess institutions and programs, approve programs and approve or deny the establishment of new institutions of new ones. It also has the authority to set minimum academic standards for Higher Education systems in Ghana. It also has authority to monitor the annual performance of institutions and validate awards of tertiary institutions. NAB also gives special advice to the President of the country concerning chartering of institutions (accreditation). NAB conducts its processes through a process of institutional self-assessment, peer review , visits to HEIs and writing of reports.

2.3 Quality Management

It is a concept that encompasses policies, concepts, approaches, ideas, systems and processes designed for ensuring the systematic maintenance and enhancement of quality within an institution, which would be a higher education institution in this case (Csizmadia, 2006).

It could also be seen as both techniques and instruments used to improve the quality directly and also as establishing operating mechanisms through making the activities of institutions more accountable, transparent and efficient (Pratasavitskaya & Stensaker,

2010). Concepts of quality in higher education has also been considered in regard to academic achievement attained by graduates who intend maintain or improve it (Dill, 2007).

Brookes & Becket (2007), points out that the introduction of quality management concept in higher education is mainly an externally driven process related to increased demands for accountability and efficiency in the sector. They also found that much attention has been given to quality management models, and that there is a concern that such models may add little to the improvement of teaching and learning, although they might have advantages for improving accountability.

This situation is unfortunate especially since quality management, at least theoretically can have potential academic benefits; for example with respect to identifying available options which higher education institutions may choose from in order to respond to increasing external pressures for demonstrating academic output, and that quality assurance also needs to demonstrate its ability to develop as a field of knowledge (Westerheijden, 1999). Hence Harvey (1995), argues that it is necessary to move beyond debates about whether quality management is relevant for higher education, by having less focus on the label and by paying more attention to the content and substance of such concepts.

With reference to the prior statement, managing quality would require forms of quality assessment. Total quality management happens to be one of and frequently used systematic, theory-based approach to quality assessment that is used by institutions. Kanji et al (2010) discusses total quality management (TQM) as being a management process that has made its way into higher education institutions (HEIs) in many developed countries. For example, in the US, HEIs have been influenced due to the success of many large corporations. They were influenced by the critical state of education in the 1980s in terms of student grades, funding, and complaints from employers and parents. Many institutions began to implement it in the early 1990s and have been successful. In UK higher education, the progress of TQM is rather slow, with examples represented by only a few new universities. However, these institutions have

benefited from a TQM process similar to their counterparts in the US, such as improved student performance, better services, reduced costs and customer satisfaction. Kanji et al (2010), reports on the results of a recent survey on TQM in UK HEIs. The authors examine how TQM principles and core concepts can be measured to provide a means of assessing the quality of institutions on various aspects of their internal processes. It is found that the measurements of TQM principles and core concepts, which are critical success factors, reflect performance of institutions. Any change in the performance of the critical success factors affects the institution's business excellence. It also provides information to the institution's top management on its performance over time and in comparison with other institutions. The measurement method could be used by the quality assurers in the UK to assess education quality of HEIs.

Total Quality Management can be considered as a first quality management model in higher education that caused a lot of discussions about potential relevance for the sector as well as its educational and social implications (Stensaker, 2007). Total quality management is not a favorite or best quality management method that a higher education institution would go for because of its rigidity in process and suits preferably an organization or firm. There have also been remarks of the application of tools of this approach being difficult to higher education institution environments (Kanji et al, 2010). Although there have been some studies showing certain positive changes in several areas of institutional activities such as improved enrollment, retention and internal institutional environment (Freed & Klugman, 1997), other authors argue that TQM failed with respect to higher education. For example, a survey of 469 institutions in the USA by Birnbaum & Deshotels (1999) concluded that the adoption of TQM in higher education was both a myth and an illusion. However, as Birnbaum (2000, p.104) later pointed out: "TQM was sound; it was the implementation that was at fault". Among the reasons for unsuccessful implementation of TQM in HEIs, Seymour (1991) mentioned the resistance to change; an insufficient administrative commitment; a high time investment due to personal training; the difficulty of application of TQM tools to the HEIs environment; inexperienced team leaders and staff in working as a team; and the concern of the institutions about the result being insufficient. The International Standard Organization (ISO) 9001:2000 and the excellence models (EFQM) are also among the

well-liked industry-originated models that have been applied to higher education (Seymour, 1991). Still Csizmadia (2006, p.61) argued that the ISO approach entails too general a view of the 'production process' of higher education. Hence after the first wave of attempt to copy private-sector models in HE, more attention has been focused on developing quality management models that would take into consideration the specific characteristics of HEIs (Harvey, 1995).

However, Brennan & Shah (2000) have provided a framework as to how one could categorize quality management models. In their opinion quality management depends on quality values and ideas about what comprises high quality in higher education. They have differentiated between four main types of quality values accentuating different focal points in approaches to quality management. These four approaches to quality management from the Brennan and Shah (2000) model would be used as points of departure for the analysis of the study;

2.3.1 Academic approach

A discipline is regarded as the central organising vehicle within higher education and belonging to a 'disciplinary community involves a sense of identity and personal commitment' (Becher & Trowler 2001, p.47). It is the central context within which 'academics construct their identities, their values, the knowledge base of their work, their modes of working and their self-esteem' (Henkel 2000, p.22).

This approach has disciplines at its heartbeat; it is subject focus, dwells on knowledge, course content and curricula. A curriculum can be defined as an educational program's mission, purpose of what is important for students to learn. It can also be explained as a set of experiences that authorities believe students are supposed to have or a set of courses offered to students or better still the content of a specific discipline. A curriculum is viewed as a sign post in academia. It is seen as the relation between teaching and learning; relationship between teaching, learning and assessment;

relationship between the teacher and the student; and lastly between the institution and the society. Barnett et al (2001) talks about how the scanty reviews curriculum receives is about to change especially in the UK. Quality assurance mechanisms, such as Subject Review (formerly TQA) and benchmarking, are encouraging transparency and accountability in curriculum design and delivery (Barnett et al, 2001).

It is arguable that disciplines are the life-blood of higher education: alongside academic institutions, they provide its main organizing base (Clark, 1983) and its main social framework. The table below shows Biglan and Kolb's classification of disciplines into groups:

TABLE I. Broad disciplinary groupings

Biglan	Kolb	Disciplinary areas
Hard pure	Abstract reflective	Natural sciences
Soft pure sciences	Concrete reflective	Humanities and social
Hard applied professions	Abstract active	Science-based
Soft applied	Concrete active	Social professions

It is possible to discern with Biglan (1973) and Kolb's (1981), four main intellectual clusters, which Biglan labels hard pure, soft pure, hard applied and soft applied, and Kolb describes as abstract reflective, concrete reflective, abstract active and concrete active. In each case these divisions are identified respectively with the natural sciences, the humanities and social sciences, the science-based professions and the social professions (see Table 1).

Becher (1987) distinguishes between these four main intellectual clusters using their 'nature of knowledge' and 'nature of discipline culture'. He explains that with the hard pure disciplines like physics their nature of knowledge is cumulative meaning that it

gradually builds up; involves simplification; concerned with universals and quantities resulting in discovery/ explanation while their nature of discipline culture is more of competition; building clusters; politically- well organized; high publication rates and task-oriented. With the soft pure disciplines like history, he believes their nature of knowledge is more holistic; reiterative, concerned with particulars, qualities and complications and resulting in understanding and interpretation while their nature of discipline culture is individualistic, pluralistic; loosely structured; has low publication rate and is person-oriented. Hard applied disciplines like mechanical engineering are purposive; pragmatic; concerned with mastery of physical environment; resulting in products/techniques when it comes to their nature of knowledge they are entrepreneurial; dominated by professional values; patents substitutable for publications and role-oriented when it comes to their nature of discipline cultures. Lastly with the soft applied disciplines like education, their nature of knowledge is more of utilitarian, functional; concerned with enhancement of semiprofessional practice and resulting in protocols/procedures while their nature of discipline cultures would involve being outward-looking; uncertain in status; dominated by intellectual fashions; publication rates reduced by consultancies and being power-oriented.

Faculty development programmes, for instance, tend to lose credibility with their potential clients because of their discipline-independent approach. It is of course useful to put across to all academic teachers the basic principles of good lecturing--though even here, there is a world of difference between the techniques needed in, say, an anatomy course and one in literature. But beyond the limited area of common ground, there is a wide variety of different needs: seminar teaching and colloquiums in the humanities, overseeing field-work exercises in geography or biology, planning laboratory-based teaching in physics and chemistry, organizing and supervising work placements in engineering, developing project-based activities in architecture and so on. It is difficult to see how faculty development can go beyond the most elementary level without a clear recognition that disciplinary cultures impose their own particular pattern in teaching as in other activities yet neither practice nor the evaluation of practice commonly takes account of such variations. With the curriculum variations

understood by academe and management, management would know how best to develop an institution's curriculum to suit teaching.

The implementation process involves improvement of curricula and modifying the curricula periodically according to each discipline. Here management is concerned with whether the curriculum for each course is up to standard. With the academic approach, quality management is with respect to a particular discipline therefore each department has a way in which it will handle quality issues.

Concepts of quality are based on subject affiliation while there would be non-flexible socialization and induction processes when it comes to academic hierarchy because members of the institution are loosely coupled. (Brennan & Shah, 2000).

Conceptions of quality vary from institution to institution which makes the assessment and definition of quality very limited. Also conceptions of quality will vary across disciplines when it comes to a particular institution. Therefore one department may be doing excellently well while the other might be lagging behind.

2.3.2 Pedagogic approach

This focuses on teachers, their teaching methods and skills, program design, effective design of curricula competencies and classroom practice to produce learning outcomes for students. The implementation process includes staff training to new pedagogical methods, staff development, a centre for teaching and learning development ,professional development activities (*e.g.* in-service training for faculty) ,teaching excellence awards and competitions for remarkable improvements ,teaching innovation funds ,teaching recruitment criteria, support to innovative pedagogy, communities of teaching and learning practices, learning environments (libraries, computing facilities...), organisation and management of teaching and learning, support to foster student achievement (*e.g.* counselling, career advice, mentoring...), students' evaluation (*i.e.* programme ratings, evaluating learning experiences), self-evaluation of experimentations, peer-reviewing, benchmarking of practices, community service and work-based programmes, development-based programmes, competence-based

assessments (Henard et al, 2012). To better enhance teaching activities which constitute one of the most important pillars of the modern university, John Biggs' constructive alignment is a pedagogical approach that is embedded in the constructivist theory of learning, emphasizing the alignment between the intended learning outcomes, teaching learning assessment and assessment tasks. Again Biggs & Tang (2007), stated that instructors adopting the constructive alignment approach should clearly specify the intended learning outcomes, design the learning activities appropriate for the intended learning outcomes, and establish assessment criteria and provide feedback for student continuous improvement. It also reflects the shift of the paradigm from a teacher-centered teaching and learning to a student-centered one which emphasizes encouraging and supporting student construction of their own knowledge inside and outside the classroom instead of teachers' transmission of the knowledge in class (Tran, Nguyen, & Nguyen, 2010). It was claimed that constructively aligned courses would encourage students to engage in a deep approach and discourage students from surface learning approaches (Biggs & Tang 2007), which was echoed by Walsh (2007), who asserted that such an approach would be particularly useful for the work based learning.

Quality assurance management and the management is about controlling these pedagogical processes through assessment.

2.3.3 Employment focus approach

This focuses on output which is graduate standards and learning outcomes. Here Quality Assurance is about number of graduates who have been employed after school; whether there is improvement of employed graduates yearly. This approach tends to take into account of customer requirements where the customers are frequently employers of graduates. Here both subject specific and core characteristics of high quality are the focus.

Implementation process involves in school training by working place, employment places, organizations, job fairs, in schools and job seminars as well as giving out high quality education. Introducing and teaching marketable courses is also not left out here.

Management is concerned about how many students are recruited in these job fairs and seminars performance rates of students and customer required courses. Thus characteristics of quality are invariant in the institutions on some features and vary when it comes to a particular subject. Universities take external influences into place like professional associations in order to adapt to their needs to make their graduates more employable. Generic attributes, project or work based learning to make learning more practical and experiential. Mode 2 transdisciplinary should be the focus because more problems are in the society so people from different disciplines can come together to give a better solution to the problem (Gibbons, 1994). Mode 2 knowledge here being a fusion of both theoretical and components embedded together to contribute to knowledge, not necessarily disciplinary knowledge but distinct in the sense that the theoretical cannot be separated from the empirical. Though it has emerged from a particular context of application, trans disciplinary knowledge develops its own distinct theoretical structures, research methods and modes of practice, though they may not be located on the prevailing disciplinary map (Gibbons 1994, p.6). For Lyotard, the main criterion of academic knowledge is no longer 'is it true?' but 'what use is it?' (Lyotard 1984, p.51). However, the performative shift, associated with an increased emphasis on 'efficiency', 'outputs' and 'use-value', has played out differently across the subject areas (Barnett et al, 2001). The society is changing and universities need to adapt accordingly, this implies a shift from the traditional curriculum to an emerging one (Barnett et al, 2001). Notwithstanding the knowledge economy has impacted on the way policy makers and institutional leaders behave or act. The curriculum is being adjusted to suit the needs of just the locality or region but the global economy. This makes the graduate more fit for any environment because the curriculum is adjusted to the internationalized knowledge economy.

Employment approach would have a focus on competency-based higher education where employability according to the knowledge society we live in, is in need of education through research (Simons & Elen, 2007) . This is so because research competencies are useful for professionals in a knowledge society, and also because higher education is only able to deliver these competencies if its education is related to

research (Simons & Elen, 2007). It is argued that "*When taking a close look at the type of core competencies that appear central to employability (critical thinking, analyzing, arguing, independent working, learning to learn, problem-solving, decision-making, planning, coordinating and managing, co-operative working, etc.), it appears quite clearly that the old Humboldtian emphasis on the virtues of research-teaching cross-fertilization remain surprisingly relevant in the current context. It is very striking that the list of 'employability' competencies overlaps quite largely with the competencies involved in the exercise of the modern research activity. (Commission of the European Communities 2002, p.40)*"

2.3.4 Managerial approach

Over the past years higher education has constituted a change where management has been geared towards a more managerial direction and one could associate this with the fact that stakeholders want more transparency and also the fact that government has less authority in the matters of a university due to less funding from them. This changing nature can be associated to the new public management which was introduced into the universities' management. The "New Public Management" (NPM) is a public sector management theory that sought to make government more efficient and responsive by employing private sector techniques and creating market conditions for the delivery of public services (Savoie, 2003). With this theory producing excellent results to organizations which were using it, the higher education institutions decided to adopt it. NPM sought to inject efficiency and effectiveness in HEIs. HE see students as customers so at the end of the day, they need to satisfy the needs and wants of their customers. To make judicious use of scarce resources, there needs to be measurable and realistic objectives and policies which drive innovation, distinctiveness and attractiveness by both stakeholders and students. To ensure transparency and accountability, QA mechanisms have been put in place. The growing emphasis on prestige has made management more proactive and strategic in positioning their university and this is reflected in mission statements and strategic plans. With the growing pressure from other sectors of the society, there is reduction of funds in the

education sector thus giving HEI more autonomy to be entrepreneurial which gives university leeway to brand themselves, attract donors and to forecast without any interference. Another point to note is the ranking system of universities. With the managerial approach, the quest is to remain in competition and survive among competitors. This has made management adopt strategic management which used to be in the business field. Issues like prestige, quality and reputation serve as policy guidelines for management. With the recent ranking system, management has been able to adopt benchmarking strategies to achieve 'world class' status. The managerial approach is centered on institutional policies and procedures as well as managerial authority. It also has an institutional focus where policies, structures and procedures are of particular interest. There is the assumption that quality can be produced by good management. Quality Assurance includes laid down procedures by Q.A management, ensuring that they are being followed precisely and that yearly checks of whether yearly plans and policies are being applied.

RESEARCH QUESTIONS	ACADEMIC APPROACH	PEDAGOGIC APPROACH	MANAGERIAL APPROACH	EMPLOYMENT APPROACH
FORMAL STRUCTURES AND ROUTINES OF Q.A WRT STUDY PROGRAMMES.	<ul style="list-style-type: none"> DISCIPLINARY FOCUS AND EMPHASIS ON THE COURSE CONTENT. 	<ul style="list-style-type: none"> PROGRAM DESIGNING, TEACHING METHODS/SKILLS AND CLASSROOM PRACTICE. 	<ul style="list-style-type: none"> GOVERNANCE OF THE STUDY PROGRAM PORTFOLIO. ECONOMIC FOCUS EMPHASISING DROP-OUTS, ETC. 	<ul style="list-style-type: none"> RELEVANCE, PROFESSIONAL STANDARDS AND EMPLOYABILITY.
IMPLEMENTATION OF THESE FORMAL ROUTINES AND STRUCTURES IN PRACTICE.	<ul style="list-style-type: none"> IMPROVEMENT AND MODIFICATION OF CURRICULA PERIODICALLY. KEEPING THE COURSE CONTENT UP TO STANDARD. 	<ul style="list-style-type: none"> STAFF DEVELOPMENT AND STAFF TRAINING TO NEW TEACHING METHODS. 	<ul style="list-style-type: none"> INDICATORS, REPORTS, COMPATIBLE STANDARDS AND ROUTINES. 	<ul style="list-style-type: none"> IN SCHOOL TRAINING FROM FUTURE EMPLOYMENT AREAS, JOB FAIRS, JOB SEMINARS, GIVING OUT HIGH QUALITY EDUCATION, OFFERING AND TEACHING MARKETABLE COURSES.

LINKAGE BETWEEN Q.A. PROCEDURE AND INSTITUTIONAL & DEPARTMENTAL MANAGEMENT DECISION MAKING.	<ul style="list-style-type: none"> FEW OR NO MANAGEMENT LINKS, DE-COUPLING BETWEEN QA AND MANAGEMENT. 	<ul style="list-style-type: none"> MANAGEMENT CONTROLLING PEDAGOGICAL PROCESSES THROUGH ASSESSMENT. 	<ul style="list-style-type: none"> ELABORATED MANAGEMENT SYSTEM WITH TIGHT FOLLOW UP OF KEY OBJECTIVES AND TARGETS THROUGH INDICATORS. 	<ul style="list-style-type: none"> MANAGEMENT IS CONCERNED ABOUT GRADUATE OUTPUT IN EMPLOYMENT AREAS AFTER SCHOOL, PERFORMANCE RATE OF STUDENTS AND EMPLOYER ATTRACTIVE COURSES.
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TABLE 2 BRENNAN & SHAH (2000) QUALITY MANAGEMENT APPROACHES AS INDICATORS FOR Q.A MANAGEMENT IN HEIs.

2.4 Summary

The table above is inspired by Brennan & Shah (2000) quality management approaches. It is a summary of the four approaches to quality management, which is the basis for the conceptual framework and has been adopted to help answer the research questions in the study. The answers have been operationally defined to suit the study as well as to identify key questions for gathering the data. The operational definitions are to help understand the linkage between the research questions and quality management approaches for the study.

CHAPTER THREE

METHODOLOGY

3.0 Introduction

Included in this chapter is the research design and methods that were carried out during the field work. Under this chapter is an idea about how the conceptual framework would look like. This section also deals with the methodology employed in this research. Research methodology is a way to systematically solve a research problem. Here the researcher lays down the steps he or she employs in conducting a research and in studying his research problem along with the logic behind it (Kothari, 2004). The research design and methods for the study will be discussed here.

3.1 Choice of Methodology

A research strategy (a general orientation of how a research is conducted) can be grouped in two ways; either a qualitative research or a quantitative research. Quantitative research has to deal with numbers, involves numbers and analyzing data using figures. Its emphasis is on quantification in the collection and analyses of data. On the other hand a qualitative research study is more subjective, involves theory building, deals with words, is context specific and deals with meaning.

For the purpose of this research a qualitative study would be employed. Qualitative methods are being applied because the research questions are related to interpretative issues. This is because it involved finding out the meaning of quality management methods using approaches and concepts.

Qualitative research designs include case studies, narrative research, phenomenological research, ethnographic research and grounded theories. The research carried out was an interpretative case study. It is interpretative because it sought to describe the issue of quality management methods used in private universities and analyzing these using approaches of these methods. It is a case study because ANUC is being used as a representative sample which applies to all other

private universities in Ghana. The case study design was chosen because an in-depth understanding of the quality management methods was needed.

3.2 Sampling method

Sampling is the process of selecting units from a population of interest so that by studying the units' one may find results intended to get from the population. Quantitative methods go with probability methods of sampling while qualitative methods go with non-probability sampling methods. Probability sampling methods utilize some form of random selection while probability sampling methods do not fall on random selection. Some examples of probability sampling methods are simple random sampling, stratified random sampling methods and cluster random sampling method. Other examples of non-probability sampling methods are purposive sampling method, convenience sampling method and snowball sampling methods.

Bryman (2008) indicates that the goal of purposive sampling is to sample cases/participants in a strategic way, so that those sampled are relevant to the research questions that are being posed. Also, according to Patton (2002) in purposive sampling, cases are selected because they are information rich and illuminative, that is, they offer useful manifestations of the phenomenon of interest. For the purpose of this study purposive sampling method will be used because the purpose of the research is to find out about the quality management methods of All Nations University College and how it operates thus there is the need to seek for information from the administration and quality assurance department of the school.

Respondents were selected based on purposive sampling because the interviewees which are the administration and board of ANUC would have the appropriate answers to the questions in the interview guide.

3.3 Research Instruments

Semi-structured interviews complemented by document analysis were employed for the collection of data in this research study.

3.3.1 Interviews

A qualitative research interview seeks to describe the meanings of central themes in the life world of the subjects. The main task in interviewing is to understand the meaning of what the interviewees say (Kvale, 1996).

Interviews are particularly useful for getting the story behind a participant's experiences. The interviewer can pursue in-depth information around the topic. Interviews may be useful as follow-up to certain respondents to questionnaires, e.g., to further investigate their responses (McNamara, 1999).

A description is needed to know the background of respondents in order to give a better understanding of the study, therefore an interview session would be undertaken.

There are basically two main types of interviews; structured and semi structured interviews. With the structured interview, the interviewer sets specific questions for his interviewees and goes by them strictly when interviewing and the questions are mostly close or coded types of questions. They are mostly used in surveys. With the semi-structured interviews the interviewer sets a sequence of questions and asks the interviewees in no fixed order or routine. The interviewer can even ask follow up questions when interviewees make statements that need to be probed upon.

For this research semi-structured interviews were used. The interview sessions were done with the assistance of a tape recorder and an interview guide. Interview sessions were done with deans, heads of department, the director of quality assurance and his assistant. In all eight respondents were interviewed and the QA department gave the interviewer some documents to be analyzed. The tool used to collect the data was an interview guide. The interviews were recorded through an audio device and after the sessions transcribed. The interviewees were assured that all interviews would be held on a confidential level.

Interviews were done in the offices of the respondents. Interviews started by making them aware of the confidentiality status of interview sessions. The respondents were

comfortable with the recording aspect and their personal information was asked to prepare the way for the interview questions in itself. Respondents did not have a hard time answering the questions and one would say that some of them prepared themselves for the interview sessions. The administration was very helpful in arranging the interview sessions as well which made it a bit easier for the interviewer to move around. Respondents were also warm and welcoming throughout the interview session and made sure they answered the questions to the best of their knowledge. Those who had other additional comments beside the questions asked them, gave them willingly and freely. In general, the interview sessions went well because respondents made themselves available and were trustworthy.

3.3.2 Interview guide

An interview guide containing open-ended questions was used to gather data from respondents. These open-ended questions which were formed based on three specific themes (research questions) were used to design the interview guide. The questions were written out neatly on a sheet and respondents were interviewed based on these questions. The researcher did not follow a strict guideline in interviewing respondents but rather took a more general approach. This helped in asking follow up questions when the need arose; meanwhile all respondents were asked the same questions.

The reason for choosing All Nations University as the sample size for this study is because it is the only private university accredited to offer the oil and gas programme and thus has a lot of international students coming into the institution. The school would therefore be challenged to offer the best of quality services and soon want to detach itself from its mentoring institution and become a fully-fledged university.

3.3.3 Document Analysis

Document analysis is important here because it adds more information to what is already available for the study thus very important in a qualitative study. Some advantages of a document analysis is that it is naturally occurring, has rich data, can be

more transparent than an interview data, allows for detailed analysis and has less researcher influence. Here documents given to the researcher by the Q.A department were analyzed and interpreted. The documents were the mandate of the Q.A unit which was categorized in five sections namely the faculty, examinations, admissions and external moderators. The researcher was also given a copy of the first quarter and final quarter of self-assessment forms expected from every lecturer quarterly and then the final report to sum it up. Classroom observations are done by Heads of department or deans of a particular faculty and copies of the assessment forms for the observer (HOD or Dean) was given to the researcher as well as faculty assessment forms for students to evaluate faculty (lecturers). The Q.A unit has a faculty performance review form for each faculty (lecturers), the Head of department of that faculty and the Dean involved, where there is a discussion about the overall performance of the lecturer from the classroom observation to the professional development of the lecturer discussed with him or her by the dean or head of department. The faculty performance review was accompanied by a guide to explain the various sections of the faculty performance review form. Finally there is also a faculty evaluation form filled by students to assess the delivery, preparation and organization, punctuality, availability of their lecturers and the relationship with their lecturers.

3.4 Data Analysis

Data Analysis helps the researcher to convert raw data collected from the field into meaningful data. This therefore means that not using the right type of analysis to interpret ones data can have a negative effect on the study. With qualitative data analysis, the researcher makes judgment and interprets data in a particular context (Anderson, 1998).

According to Kvale (1996) there are five main approaches to qualitative data analysis. These are: meaning condensation, meaning categorization, structure of meaning through narratives, meaning interpretation and ad hoc methods for generating meaning. Meaning categorization means "to reduce long statements to simple categories. This here means that long statements are categorized into reduced form of simple categories

like symbols, numbers or scales" (Kvale, 1996). Meaning condensation, as defined by Kvale, means "an abridgement of the meaning expressed by the interviewees into shorter formulations". Kvale also defines meaning structure as focuses on drawing structure and plots of stories told by the interviewee, or creating a coherent story out of the many happenings reported throughout the interview" if no stories are told. Meaning interpretation means to go "beyond structuring of the manifested meanings of a text to deeper and more or less speculative interpretations of text. This approach requires a certain distance from what is said, which is achieved by methods or theoretical stance, re-contextualizing what is said in a specific conceptual context" (Kvale, 1996 p.201). The ad hoc approach is defined as "a variety of commonsense approaches to the text under analysis, as well as sophisticated textual or quantitative methods, can be used for generating meaning" (Kvale, 1996 p.193). There is no standard method used for analyzing a text material (Kvale, 1996).

Meaning interpretation method will be used in this study because the researcher tries to draw meaning from documents and interview transcripts using a particular quality management method concept.

3.5 Validity and Reliability Issues

Validity refers to the correctness of precision of a research finding. It concerns the integrity of the conclusions that are generated in a research. There are four types of validity namely; construct, ecological, internal and external validity. Construct or also known as measurement validity is basically for collecting quantitative data.

The researcher would use both external validity and internal validity in the research. Internal validity looks at the issue of causality and in the research questions the researcher seeks to find out about the existence of a quality assurance management system and then the approaches used in ensuring quality and then the linkage between the school's administration and quality management. In doing this the researcher does not make any assumptions but takes time to probe about the existence of structures of the Q.A department. External validity looks at whether the results of a particular study can be generated beyond the specific research context. Here the challenge is that

based on a small sample size due to time and cost, there is a likelihood that the study may not be generalized to other private universities in or outside Ghana.

Reliability according to Bryman (2012) refers to the consistency of a measure of a concept. A reliability challenge would be getting access to the required number of respondents as proposed in the study of research.

Bryman (2012) maintains that it is difficult to replicate case studies because they are often unique cases and they try to find problems and solutions to those particular cases.

3.6 Potential Ethical Issues

In conducting a research, there are some ethical issues that could occur which include getting attached to interviewees due to liking of personality. Here, the researcher made sure that all interviews were done on a professional level but had a welcoming environment.

Another ethical issue is forcing interviewees who are unwilling to take part in the interviews to do so. Fortunately for the researcher all respondents were eagerly waiting to respond to the appointments set for the interviews. This was possible with the help of the head of academics who set all the appointments for the researcher.

Also, some interviewees may not like to be recorded through an audio device thus the researcher would have to jot down points and he or she may miss some comments that this interviewee made. The researcher did not encounter any resistance with the use of the recorder more especially because they were assured of confidentiality.

CHAPTER FOUR

PRESENTATION OF EMPIRICAL RESULTS

4.0 Introduction

This study sought to investigate the quality assurance management methods and policies and how they are implemented in ANUC. For the purpose of the study, interviews were conducted with the administration of the All Nations University College. Five heads of department were interviewed from the engineering, humanities and business administration sectors. Others were the Dean from the engineering department and the Head and assistant of quality assurance in ANUC.

Interview guides were used as instruments for this study because the researcher wanted to explore, analyze and examine the quality assurance methods of the University (ANUC).

Another source of collecting data was document analysis. The researcher analyzed some documents produced by the QA department. These included samples of performance review criteria, faculty evaluation form by students, faculty performance review form and a quarterly self-assessment form as well as a final quarter report self-assessment form.

4.1 Identification of Formal Structures and Routines of Q.A with respect to Study Programmes.

In order to investigate and examine the policies and methods of the quality and assurance unit in ANUC, the researcher had to find out the kind of formal structures and routines that the Q.A unit used with respect to study programmes. In doing so, some sub questions were asked in the section.

When the researcher asked respondents about the existence of a quality assurance unit in the university they all gave affirmative answers that there was truly a quality assurance unit.

To find out the formal structures and routines used by the Q.A system, there was the need to know whether the higher education system had a quality assurance management policy or system, if the current QA processes were based on specific ideas or strategies, what were seen as most important features of the current procedures and whether the processes were standardized and routine. Here are the responses of the informants;

4.1.1 Specific Strategies or Ideas that Q.A processes are based on.

When respondents from the Quality Assurance department were asked about the specific strategies that Q.A was based on, they mentioned four responsibilities or units which they work with: exams, faculty, publications, admissions and external moderators being a sub unit which was looked at when the external moderators came around. This was supported by a document known as the "mandate of Q.A" which is the written down responsibilities of the Q.A department. To recap, the external moderators are examiners from their mentor institution who come around every semester to check if the school is following laid down rules set by the NAB. From the analyzed mandate of the Q.A, the study showed that the overall duty of the Quality Assurance department was to *"ensure and establish quality in every department of the University"*. Moreover under the Faculty unit, Q.A was to ensure that:

- Lecturers adhere to the time table and cover course contents.
- Lecturers follow course outlines and conduct all necessary tests.
- Class attendance and internal marks are entered into the CMS on a timely fashion. (the CMS is a biometric time clock which faculty encode upon arrival to school so that the exact time can be recorded. This is to prevent faculty from putting in wrong time slots to favor them even when they are late.)
- Lastly to report any missed lectures or classes to the VP (vice president) Academics or Registrar or President for restitution.

Secondly the mandate gave the duty of Q.A under the Examinations unit,

- To audit mid-semester questions for fairness and to ensure it covers course content.

- To audit end of year examination questions for fairness and to ensure that they cover the full scope of course content.
- To audit marking scheme to ensure equitable distribution of marks.
- To audit marked answer scripts to ensure quality and fairness in awarding marks.
- To establish that exams were held in a fair manner and proper manner.

For the admission unit Q.A is to;

- To audit admissions to ensure that entry requirements were adhered to.
- To verify entry qualifications and certificates .
- To conduct background check on all staff, faculty and adjunct to verify authenticity of qualifications.

Publications

- The Quality Assurance Team is responsible for publishing the Quality Assurance Report and Presidential Report for all graduation.

External Moderators

- The Quality Assurance Department is responsible for all internal quality assurance mechanism and to cooperate with our mentor institution's Quality Assurance team and all external audit teams.

From what was analyzed, the highlighted points were to make emphasis on what the quality assurance department was to do.

4.1.2 What are the most important features of the current procedures?

Three respondents when asked what they saw as the most important feature mentioned that ensuring that scripts are marked, rechecked and feedback given to students was most important to them. Others mentioned checking of course outlines by Q.A to ensure it tallies with what is being taught, quality delivery of lectures, time period and the feedback provided to students as to whether it encourages , advises or corrects them,

attendance to class, structure of the institution; ensuring that facilities are well equipped, assessment of lecturers and students, unannounced quizzes and assignments and feedback mechanism of Q.A which the respondent believes helps to develop oneself (lecturers).

From what the respondents mentioned the commonly found important features of the current procedures were ensuring that exams scripts were marked fairly and rechecked. Also on-time feedback given to students after the exam scripts had been marked and the feedback mechanism of Q.A to faculty also showed as a very important feature for the respondents.

4.1.3 Standardization and routines of processes

Respondents said that processes were both standardized and routine looking at how Q.A was young which is a year and a half. Moreover, what Q.A had to say was this *"Questionnaires which have been used over the past year are the same except for some modifications that have been added to it"*. Supporting what the other respondents had said as having standardized processes.

4.2 Implementation of these Formal Routines and Structures in Practice

In finding out how the formal structures and routines were implemented in practice, there was the need to find out the views of how informants defined quality assurance because the informants make up their mind on the implementation process based on their definitions of quality assurance. Secondly there was the need to find out how the system worked, the specific measures taken to ensure quality in the institution, if the system was being fully implemented in practice, the potential problems of the implementation process and lastly the response of lecturers and students to the system.

4.2.1 Definition of Quality Assurance with respect to Higher Education

When also asked about how they understood the term Quality Assurance with respect to higher education, one lecturer said and I quote *"processes involved in teaching are*

accorded guidelines where students are taught well and guidelines being followed. Examples include teaching and marking should be of a higher standard". Another narrowed it down to the faculty saying "that is how lecturers deliver their services to students, how assignments and tests are marked promptly and the attendance of lecturers. Quality looks at academia, up to standard setting of questions, exams conducting, preparation of lesson notes, lecturers delivery to students".

Some respondents viewed it as quality service to students and meeting the standard of their mentor institution and NAB. One informant said that *"Quality Assurance reflects the type of students a school has in terms of teaching, exams malpractice, final exams, exams results and so if students are not doing well, lecturers will be tempted to bring down the marking scheme because students are failing"*. Also quality assurance was viewed by a respondent as having teachers of good quality and in ensuring this there was a need to do a background check on lecturers, ensure that facilities including classrooms were up to standard, like availability of chairs, materials needed for teaching , availability of labs and fixing up poorly established labs.

Quality assurance was also defined as updating the course content while another viewed it as a control mechanism. Lastly it was also seen as a measure of output against set targets in that when outputs were not able to measure up to these set targets , the need arose to better the outputs.

4.2.2 Specific Measures Taken To Ensure Quality In The Institution

Respondents talked about attendance and how lecturers were made to check attendance. For instance, every mid-semester students attendance was checked and if students fell below 80% of attendance he or she was not eligible for exams. There was also the mention of training on weakness where training seminars were held to project lecturers on methodologies as well as those for students where they would be trained on how to assess lecturers. A respondent reiterated on the fact that students were made to assess lecturers on their performance as a specific measure QA had taken to ensure quality in the institution. Another specific measure a respondent mentioned was

the background checks of students and courses done in high school which was to have a linkage with what they wanted to do in the university. Students had the opportunity to go to Q.A for orientation and give complaints as well. Respondents also talked about the fact that Q.A is open to the students during orientation and at the beginning of every semester. The QA department mentioned that examination questions were being checked by mentor institutions before examinations took place and how prior to that, QA was to check first. The National Accreditation board had given the syllabus and standards for All Nations University to follow and that is what they followed. From what the interviews in this section provided, students' assessment of lecturers was the most discussed here.

Interviewing the members of the Q.A department, they also talked about their responsibilities which included as stated above, how every year publications of each graduating class were put together by them. With admissions, the department audits admissions to ensure that they met requirement and verify entry qualification and certification. Q.A also checked whether the graduating class were deemed to graduate and also did a background check on lecturers even though this had not been fully taken up by Q.A because they were aware of the recognized institutions that lecturers came from. They audited exam questions before and after they were marked and before their mentor institution came to audit as well. Q.A checked marking schemes and fairness of distribution of marks as well as checking the exam halls to make sure that facilities were in good shape before examinations proceeded. Faculty was checked in terms of bad attitude towards attendance and changing time slots for lecturing to suit them. They checked student attendance as well and this constituted 40% of their total marks at the end of each semester. Another part of their responsibilities was the evaluation, where there is a threefold evaluation consisting of peer review, students evaluating lecturers and a performance criteria review. To support this, documents were given to the interviewer to analyze.

For the peer review section, the researcher was given a copy of the first quarter and final quarter of self-assessment forms expected from every lecturer quarterly and then the final report to sum it up. A sample of a report of the first quarter self-assessment

form included four sections: personal data which constituted the lecturer's name and department; the second section constituted of administrative data where they were asked about receiving assigned courses and what these courses entailed, also Q.A checked whether assigned courses was on their system (CMS) and if there were any challenges concerning the use of the system (CMS), and last for this section was the check for lack of any teaching resources like projectors, markers etc. For the final report of the self-assessment, Q.A wanted to find out the general views on the semester with respect to how teaching went for that semester, challenges faced if any, response of students to the concepts of the course and whether lecturers keyed in class attendance and internal mid-semester/quizzes into the CMS. There were two main sections for the final report and the first is what has been mentioned above. The second section dealt with professional development of the lecturers (faculty). Here Q.A wanted to find out if lecturers had published any research papers or textbooks that semester and the details if they had. Also Q.A wanted to find out if lecturers had attended any workshops, seminars or conferences and the details if they had. Additional comments and recommendations from faculty were also welcomed by Q.A.

Another part of the review is the classroom observation. Classroom observations were done by Heads of department or Deans of a particular faculty and here the HOD visited a lecture room while a lecturer was teaching to do a class observation where he observed the performance of the lecturer. The purpose of the classroom observation was to provide information to highlight the faculty's teaching strengths and to improve faculty performance. The observer (HOD/ Dean) had to look out for three main examinations; organization of presentation, class delivery and ability to generate student interest in the course. Under the organization of presentation, the specifics were the clarity of objective of the lecture and how the lecturer manages his class time. For the observation of class delivery, the HOD had to scrutinize how the lecturer was able to clarify his mode of communication so that the students were able to understand the command of the lecturer over the subject matter he was lecturing, his response to student questions and comments and lastly his overall control of the class. For the final section which is generation of student interest in the course, the observer had to examine the relevance of the lesson to the students' area of study and find out whether

there was a platform for critical thinking and discussion. The observer also had to point out the major strengths demonstrated during the observation and state any suggestions for improvement.

The second fold of the evaluation process contains faculty evaluation form filled by students to assess the delivery, preparation and organization, punctuality, availability of their lecturers, the relationship with their lecturers and the overall impact of the course on students. Under the delivery section, Q.A wanted to know if lecturers were able to relate the course with real life situations, if lecturers welcomed students' contribution on the subject matter, if lecturers presented and explained the subject matter clearly, if lecturer did not contradict himself on the subject matter and if the lecturer presented the subject matter with interest and enthusiasm. For the preparation and organization section, Q.A looked for issuance of course outline to the students by lecturers, clarity of instruction of course outline stating what students were to do and what to be also expected of them, whether the lecturer was able to design quizzes/assignments/mid-semesters to test understanding of students on the course, whether lecturer discussed the assignments and quizzes with the students after marking, if lecturers gave these marked assignments and quizzes in a timely manner, whether the lecturer welcomed questions from students on subject matter and responded accordingly, whether lecturer was able to engage students in the lecture and if lecturers made effective use of class time. Q.A wanted to find out if lecturers attended classes on time, end classes on time and regularly when it came to the section under punctuality. Under the relationship section, Q,A asked students whether the lecturers had a good rapport with them (students), whether he/she created an atmosphere of fairness, honesty and mutual respect and finally if lecturers were inviting and not judgmental. Under availability, Q.A found the need to inquire from students whether lecturers were available for consultation outside of class, whether lecturers communicated times he was available to students and whether lecturers made their contacts or e-mails available to students for consultation. Here through observation, the interviewer noticed that most of the lecturers made time for consultation with their students because students kept interrupting the interview sessions to see the lecturers. After finding out all these, Q.A wanted to know the overall impact of the course on the student and the overall impact of the faculty on student.

The last fold for evaluation by the Q.A unit was the faculty performance review form for each faculty (lecturers), the Head of department of that faculty and the Dean involved, where there was a discussion about the overall performance of the lecturer from the classroom observation to the professional development of the lecturer discussed with him or her by the dean or head of department. The faculty performance review form is the overall for or the three folds of the evaluation put together. It could also be said to be the mother set which has the sub sets of peer review and student evaluation in it. The faculty performance review was accompanied by a guide to explain the various sections of the faculty performance review form. This guide sought to facilitate the discussions between the concerned faculty, the HOD and the Dean. The guide is sectioned into six parts; professional development and under this faculty was encouraged to publish and attend conferences, seminars and workshops and give detailed information if they did so. The second section is that of self-assessment where faculty was encouraged first to complete it because no one could tell their story better than themselves. The third section is that of the students' evaluation. Students' answers were measured using strongly agree, agree, neutral, disagree and strongly disagree in that order. Q.A explained that any remark from neutral to strongly disagree should be considered not satisfactory and the concerned faculty should be asked if he/she faced any challenges with the class. Students' evaluation forms were kept confidential (names withheld). The fourth section was about the classroom observation where HODs and Deans were advised to let faculty know what they measured anytime they came in to observe them using the classroom observation form as a guide and how the concerned faculty performed when they visited. They should also be able to let the concerned faculty come to terms with the strengths, weaknesses and professional growths identified and encourage him/her. The fifth section was about the additional comments by the HOD/Dean; about the lecturer's attitude towards students, colleagues and work. It also included lecturer's commitment to the vision of the institution, office hours, punctuality and involvement in extra curricula activities and QA reiterated that HOD and Deans should let faculty know what they measured and added to appreciate them also for the good work done by them. The last and sixth section was the lecturer's comment, here

faculty was to acknowledge having gone through discussions with the HOD/Dean by appending his/her signature on the performance review form and should be allowed to write comments on the review if he/she so desired. Following this, the performance review form consisted of all these six sections for the HODs, Deans and faculty to fill out.

It was revealed by one of the respondents that Q.A has a strategy or plan to be a chartered institution in the next 5 years (now affiliated to Kwame Nkrumah University of Science and Technology). Thus, the drive and passion of the Q.A department is based on this plan to meet standards so as to be an autonomous university in the next 5 years.

4.2.3 Is The System Fully Implemented In Practice?

Respondents talked about ANUC's Q.A system being quite young. As to the system being fully implemented, one response was a yes and no. *"I foresee a good future for the Q.A system but not all the policies set by them have been fully implemented. Still at the 1st phase of implemented even though they are doing very well"*. Respondents said there was not a 100% implementation because of delayed feedback from assessment done by these lecturers. He said *"to a large extent the system is effective and I will give between 80 to 85%"*. Respondents agreed to full implementation because marked scripts were checked thoroughly to ensure fairness before results were published. Other respondents commented that *"if there is no cooperation between the lecturers and Q.A then the system does not work properly but the implementation process has started"*. While another said *"yes not withstanding a few hitches here and there"*. The Q.A department agreed to full implementation except for the faculty check which has not been started by them even though NAB and their mentors came in to check randomly.

Therefore it can be deduced that Implementation of Q.A processes was in full force but because Q.A was not old enough, respondents could not guarantee a 100% implementation.

4.2.4 Potential Problems of Implementation Process

"The additional work given to lecturers by Q.A hinders lecturers from performing other duties and so there is a need to balance this by reducing lecturers' workload" was one of the comments a respondent gave. An informant also purported that because Q.A did not want its processes to seem inferior to faculty and also for faculty to understand its processes, it involved every member of the faculty in its dealings. On the other hand, this seemed to be causing problems for the lecturers by giving them extra workload.

A respondent said that *"nobody wants to be checked, people who are checked feel undermined. It is the same with lecturers, they are not comfortable, people are not conversant with them"*. Ironically, he went on to say that it has made him better and has put him on his toes in ensuring that he is not biased in marking because he will be checked.

Another problem was the time span for feedback. Strategies that Q.A uses to carry out exercises were not understood. Respondent believes that *"lecturers need to understand why they are being asked to do the following by Q.A since it is a system, so they can give off their best"*.

A respondent saw the need for the welfare of teachers to be looked at and he gave an example as the insufficient offices. The problem of communication between lecturers and Q.A was also mentioned. Another was the attitude of indifference put up by lecturers because they did not see the importance of the system.

Q.A's major problem was that of external moderators who used the platform of auditing as a means of extracting money from the institution. They realized that the auditing was not taken seriously but rather money was their priority. Q.A also mentioned the reluctance of staff to be involved in the processes, however they had started getting along .

Respondents mentioned a few suggested solutions which would be good to share. One respondent said that the solution for the challenge of friction between Q.A and the faculty was for HODs to go round to check up on lecturing which it is believed to be doing so. Also as mentioned earlier, it was said that Q.A wants to introduce Q.A

representatives in every department so that the staff would also get involved in their processes and reduce the tension and friction. Also Q.A was to introduce an internal audit system to check exam papers before they leave for the mentoring university, KNUST (Exam papers were sent to the mentor University for Examination before they were accepted for use). Q.A aimed to protect the integrity of the institution. Another problem was the feedback from students; some lecturers felt threatened by it because their assessment alone could cause them to be marked down or proven incompetent, they believed that it should not be a main basis of the assessment. Lastly, a respondent raised a point that *"the reason for lack of labs and poor structuring is due to the one man running of the institution and lack of financial aid and no government funding and the institution would gladly accept help from other sources as well as government aid"*.

4.2.5 Response of Students and Lecturers To The System

Most respondents believed both students and lecturers showed interest. A respondent's answer was that *"Q.A has power and thus it is difficult to say no to them"*. Two respondents also reiterated the problem of feedback from Q.A as the only thing that would cause disinterest from the students responding to another evaluation. Two other interviewees mentioned that initially lecturers saw it as a way of victimization but soon realized that the evidence of its importance as a mechanism where one could do better. One respondent said *"the time there is a problem or some friction between we and Q.A is when we have something to hide"*. While another respondent said that their cooperation was as a result of they aiming towards becoming a fully-fledged institution.

4.3 Linkage between the Q.A procedures with the Departments and Institution's Management Decision Making.

4.3.1 Responsible for managing Q.A

The Q.A department has a director and an assistant. It also has 3 representatives in every department making them thirteen in number.

4.3.2 Linkage between Q.A and Management

Most lecturers saw a close connection between Q.A and management. Some believed that management had given Q.A a lot of power because Q.A sits as the head of the academic board. *"It is the highest decision making body thus has a strong linkage with management because it has to deal with the integrity of the institution. Q.A only alerts management of issues beyond their control to prevent issues from looking huge so most of the work is done internally"* is what the QA department had to say. A respondent used the biometric time clock as an example of how close Q.A is to management, in that the suggestion of the CMS was brought about by Q.A and management quickly agreed to it. Another interesting statement a respondent made was that management mostly accepts whatever Q.A vies for and that is what is giving Q.A power unlike other institutions which only have the system but when it comes to implementation nothing is seen.

4.3.3 Linkage between Q.A and Resource Allocation

Some said there was a weak connection and some said no connection at all. Some respondents said Q.A makes suggestions of what is needed in the school but much focus is not there because it is quite young. *"Resource allocation is steered by deans, heads of department and administrators"* is what a respondent purported. Respondent believes there should be a strong linkage because QA does the auditing and has a thorough observation of the system than any administrator around. Another continued to say that one reason why Q.A did not ensure resource allocation was because they were understaffed.

One respondent had no idea while another said there was no linkage between them. Others said *"the registrar of academics is in charge of the resource allocation"* and that Q.A had narrowed down to academics to make sure they were alright in terms of books, markers etc. before they moved on to other processes for which they were labeled the "middlemen" for the lecturers.

This showed the linkage was a weak one and if Q.A had any ideas of strengthening this linkage it was yet to be in the pipeline and that there was no specific person for the responsibility of resource allocation.

4.3.4 Spread of Resource Allocation from the Q.A system within the Institution

Since there is no strong linkage between Q.A and resource allocation what Q.A did was to send questionnaires around to find out if they had everything they needed. Also the hallmark of education in ANUC is quality and so Q.A ensuring that faculty were on their toes was a good sign. Q.A had it in the pipeline to include resource allocation to their duties.

CHAPTER FIVE

DISCUSSION, RECOMMENDATIONS AND CONCLUDING REMARKS

5.0 Introduction

This chapter discusses the findings from the empirical study of ANUC's quality assurance management methods in Koforidua, Ghana, with the purpose of shedding light on the three research questions and the overall research problem posed in the introduction. It also provides a conclusion to the study, give some guidance to further research and outlines some policy recommendations. In doing so, the chapter begins by briefly revisiting the research problem and the research questions posed in the study. This is followed by the discussion in light of the related literature review (as presented in chapter two) and in light of the study context (presented in chapter four).

The purpose of this study was to investigate the following principal research question also known as the problem statement:

How are institutional policies related to Quality Assurance implemented in private higher education institutions in Ghana?

The rationale behind the chosen focal point stemmed from the fact that Ghana has had an influx of higher education institutions; private ones to be precise. The reason is that government cannot afford to establish more universities for the country and worse off is the fact that budget has been cut down by the government on funds which were provided for the public universities. Also the number of students eligible for university education increases yearly. Private universities have come to the aid of the students who are not able to get admission to the few universities available. However it is not clear as to whether these private universities provide quality education for personal and state development. There is the need to find out whether private universities provide quality education in their institutions. Besides, few empirical studies tend to focus specifically on how private higher education institutions in Sub-Saharan Africa are managing their institutions with respect to quality in the literature.

With these as the backdrop, the main objective of the study was to investigate; what kind of formal structures and routines could be identified with respect to the Quality Assurance of study programmes in ANUC?; how these formal structures and routines were implemented in practice?; and lastly to what extent is the quality assurance procedure linked to institutional and departmental management decision making? With these as the empirical focus, the study adopted the analytical framework of the Brennan and Shah (2000) model. As described in the literature review chapter, the underlying assumption of the framework is that quality management depends on quality values and ideas about what constitutes high quality in higher education. They have differentiated between four main types of quality values stressing different focuses in approaches to quality management. The academic approach which is subject focus, dwells on knowledge, course content and curricula; the pedagogic approach which focuses on teachers, their teaching methods and skills, program design, effective design of curricula competencies and classroom practice to produce learning outcomes for students; the employment approach which focuses on output which is graduate standards and learning outcomes and lastly the managerial approach which is centred on institutional policies and procedures as well as managerial authority and also has an institutional focus where policies, structures and procedures are of particular interest.

5.1 Discussion of findings

5.1.1 Identification of Formal Structures and Routines of Q.A with respect to Study Programmes.

From the empirical data it is shown that ANUC has a quality assurance department which includes a director and his assistant who are also teaching in the university. As the department was formed, the members were selected from the institution. It can be said that the department is understaffed and thus needs more members to keep it going. Also three lecturers from each of the institution's ten departments are representatives of the QA department. This is to increase the help that Q.A needs and also to involve the lecturers in the activities of what QA does so they do not feel left out

and so that they can also understand the activities that QA does. QA has four major responsibilities namely; examinations, publications, admissions, faculty and a sub responsibility which is the external moderators from their mentor institution. Under the faculty unit, it was also observed that QA is to ensure attendance of lecturers, students, report missed lectures, course contents and outlines and ensure that all necessary tests are taken. Also under the examination unit QA was to audit both mid-semester examinations and end of semester examinations to ensure that is covered course content, ensure fairness in exams conducted and audit both marking scheme and marked scripts. For admissions, QA is to audit admissions, verify entry qualifications and certificates, and lastly to conduct a background check on staff and check authenticity of their qualifications. With publications, QA was to ensure that they had published their report and that of the president's at every graduation ceremony. Furthermore, QA was to ensure that it also meet the needs of the external moderators when they came checking their regular routines.

From the responsibilities mentioned above, respondents mentioned the auditing of marked answered scripts under the examination unit as the most important to them as well as the feedback that QA was to bring to them after auditing as also very important to them. From the literature review using the Brennan & Shah (2000) model on approaches to quality management, it can be said that with respect to the formal structures, management focuses on the managerial approach and the pedagogic approach. The pedagogic approach because the QA department is to ensure lecturers are on point with their duties. They audit examination questions, marking schemes and marked answer scripts to ensure fairness on the part of lecturers. Teachers are the center of attention and this is done in a very administrative and controlled way here. Looking at the way punctuality is checked using the biometric clock shows how the QA system is in control of affairs. The system also proved to be routine and standardized except for a few modifications done each beginning of an academic year showing that the system was controlled and administrative. From the table 2 in the literature review drawn from the Brennan and Shah model, it is shown that the pedagogic approach under the research question; 'formal structures' points out program designing, teaching methods/skills and classroom practice. The QA system focuses on the linkage between

course content and exam questions, check attendance of both lecturers and students, ensure that lecturers follow course content and outline. The structure also looks at staff qualification, audit exam papers, marking schemes, ensuring fairness in marking and examinations and this tails towards a managerial approach. The table above, additionally shows the managerial approach focuses on the governance of the study program portfolio and the structure that it addresses. To add, the managerial approach depicts effective and efficient management and that is what the institution's structure addresses looking at how it emphasizes on auditing of exams, admissions, qualifications and punctuality.

5.1.2 Specific Measures taken to ensure Quality in the Institution

From the empirical data, informants gave their views on what they defined as quality assurance. Some saw it as a service to students and here students are seen as customers which depict the managerial approach whereby students are seen as customers who have needs to be provided by the institution. From the definitions that were given, including guidelines to teaching processes which include quality teaching methods, excellent lecture delivery, and quality teaching staff depicts a pedagogic approach. This is because the pedagogic approach focuses on staff training to new pedagogical methods, staff development, a centre for teaching and learning development, professional development activities, teaching excellence awards and competitions for remarkable improvements, teaching innovation funds ,teaching recruitment criteria, support to innovative pedagogy, communities of teaching and learning practices, learning environments, organisation and management of teaching and learning, support to foster student achievement, students' evaluation, self-evaluation of experimentations, peer-reviewing, benchmarking of practices, community service and work-based programmes, development-based programmes, competence-based assessments (Henard et al, 2012).

It is also defined by some of the respondents as a control mechanism which is the managerial approach, because a definition saying "a measure of output against set targets in that when outputs are not able to measure up to set targets the need arose to

better the outputs" . The definition depicts the new management where there is a need to satisfy customers (students). Thus, measurable and realistic objectives are set to ensure transparency, accountability and the best results.

The QA system ensures that all laid down policies and structures are implemented and this characterizes tight follow up of key objectives and targets through indicators of the managerial approach. The evaluation is the most important process of the QA system. From the three fold evaluation of the All Nations University College, it is realized that the content is mostly pedagogically focused. This is because QA seeks to check courses assigned to lecturers on the CMS and any challenges faced using the CMS, check for lack of school resources, teaching during semester and challenges faced, students' response to the course concept, professional development and attendance of workshops/seminars/conferences. All these direct towards the pedagogic approach.

Also during classroom observations focus is on lecturer's strengths and improvement on lecturer's performance, organization of presentation, class delivery and ability to generate student interest. This is also a pedagogic focus; QA focuses on pedagogic approaches but acts in a more controlled manner. From the table of the Brennan and Shah (2000) model of quality approaches to management under the pedagogic approach, linkage between QA procedures and institutional decision making , one would find that management would control pedagogical processes through assessment and this is a typical example in ANUC. QA probes to find out pedagogical processes using assessment.

QA's drive and passion to ensure quality was based on the institution's strategy to meet standards and become an autonomous university in the next five years. Implementation of these policies was not a 100% standard but most policies have been implemented for a young and upcoming QA department. The problem was the feedback the lecturers needed to get from QA was missing, deducing that QA did not involve the faculty that much in their processes and thus the feedback routine was very weak. It appeared that QA used faculty (lecturers) to deliver their needs but was not interested in how faculty understood the processes they were getting involved in. This exhibits a controlling QA system and that faculty followed policies and structures laid down by QA not because

they understood the system but because they had to. This behavior characterizes the managerial approach. From the reviewed literature, the new public management was adopted from the business industries because it was giving out excellent results. One of the disadvantages of adopting it into the educational environment is the blend of the organizational policies to fit that of educational policies. The system becomes rigid because an organization has a different orientation from an educational institution. This explains why ANUC is suffering from some of the disadvantages of a managerial approach.

From the empirical data it is shown that the QA system has a lot of authority because it is the head of the academic board hence the highest decision making body. QA thus, has a strong linkage with management because the integrity of the institution is held in high esteem. This denotes managerial authority in the managerial approach. The reviewed literature showed that the managerial approach is centered on institutional policies and procedures as well as managerial authority. Also management is concerned with elaborated management system with tight follow up of key objectives and targets through indicators. This can be seen in the ANUC QA system where policies and procedures are followed up with tight implementation processes. This shows how administrative and control oriented the QA system is.

Even though QA has a strong connection with management, it has a weaker connection with resource allocation. The only connection is that QA identifies the need for resources and the registrar of academics provides these needs in collaboration with the deans and the heads of departments. Resource allocation was not yet a policy of the QA system and if it would be, QA was yet to decide on that. For more effectiveness, QA has to move attention more towards the allocation of resource in order to ensure quality management of institutional resources.

In conclusion, the QA system looks like an administrative system which is very control oriented. The contents of the system seem to be more pedagogically focused but with few signs of routines that provide staff with feedback and much seems geared towards control. It also seems that the QA Department is operating in a quite autonomous way, and one could question whether there is an integrated approach to QA at this institution.

5.2 Implications and Reflections on findings and discussion

The All Nations University College was the only research sample in the study. This would make it very difficult to generalize the results to all other private universities in Ghana. On the other hand, some interesting results were found in the study which could be used to make some insightful recommendations for other private universities in Ghana.

From the study so far, one can say that the ANUC is very much geared towards becoming an autonomous university in the years to come. Due to this, effort is being made to comply with what the rules and policies of the external quality assurance system (NAB) in the country as well as additional efforts being put in by ANUC to reach independence. Thus All Nations is very much geared towards satisfying external accreditation demands and that means that quality control "works" in the country for private sector. All private universities in Ghana are affiliated to the public universities in the country so that the public universities can be the watchful eye or better be the watch dog over the private universities for the NAB. Private universities would on the other hand prefer to be free from these "strings" and run their institutions independently. This confirms what Brookes & Becket (2007), referred to in the literature review that the introduction of quality management concept in higher education is mainly an externally driven process related to increased demands for accountability and efficiency in the sector.

All Nations University College seems to be less focused on the employment approach in managing its institution. The institution is more focused on ensuring quality with the staff and educational processes and so attention has been diverted towards that area. Notwithstanding, the institution provides courses that are attractive on the job market. As mentioned earlier in the introduction chapter, ANUC is the only private university that has been accredited by NAB to offer oil and gas courses in the engineering programmes. As Ghana's oil and gas economy grows due to the recent discovery and drilling of oil, graduates from ANUC engineering department would have ready, young and growing oil and gas economy to work in which builds the nation's economy. The university also offers computer science and engineering courses which are attractive on

the job market and can be classified under the Mode 2 transdisciplinary perspective where knowledge is not just disciplinary but for the benefit of problem solving in the society. Therefore, even though the private sector focuses on accountability in order to gain autonomy, they also focus on courses that bring about employability to their graduates because that is what attracts students to the institution in the first place. Private universities in general could also adopt this strategy of providing attractive courses that will benefit students on the job market so that societal problems can be addressed and solved in the country. Ghana is a developing nation striving to become a developed country, if the working population is endowed with generic skills as well as skills that would help solve economic issues, and then the country would be on the right path to success.

At ANUC, there seems to be little interest in the academic approach. The QA department makes mention of academe involving itself in research and publications but it is not seen as to what QA does to enhance research development and publications. Publications are counted but not much emphasis is put on getting academics to write or to even develop research proposals. There are no forms of motivation either to ensure that the staff do research nor is there any motivation in ensuring publications. This poses a stance where research and research development is downplayed at All Nations University College. Bringing it down to private universities in general, research development should be a main focus of institutions because this develops the skills of teaching staff and opens doors of financial assistance.

Like all the other private universities in the country, autonomy is a main goal since private universities are affiliated to public universities and would want to loosen the clutches of external quality assurance systems although complete autonomy is out of the question. Also there is the issue of taking the license from the private universities if rules are not complied. Recently, there have been reports of NAB going on inspection in the private universities and checking their qualification for admissions. Forty-three private universities have been banned because they do not meet the board's requirements to operate as universities (Kokutse, 2013). Thus if autonomy is not an option for a particular private university, the accountability processes of NAB will be.

Quality management as defined by Pratasavitskaya & Stensaker (2010) could be seen as both techniques and instruments used to improve the quality directly and also as establishing operating mechanisms through making the activities of institutions more accountable, transparent and efficient. ANUC is doing very well with the pedagogical aspect of managing the institution. However there is a need for improvement in the other aspects like looking at the academic aspect in terms of research development and publications, graduate output for employability and curriculum designing and the need for a strong feedback process in the institution. Quality management therefore needs to improve seriously. However, looking at how young the QA system is at ANUC, and the many efforts put in place to ensure quality in the institution, there are indications that future development of quality in the institution can take place. Other private universities in the country can take a cue from this to ensure that managing quality in their institutions would not be focused on one aspect only. Quality management should be looked at in every sector of a higher education institution in terms of curriculum designing, teaching methods and skills, classroom practice as well as employability. This would bring about improvement in quality all round so that one sector does not benefit at the disadvantage of the other.

A very control-oriented approach to management in higher education institutions could lead to rebellion in the long run, because academics would soon find it difficult to obey rules since it is done unwillingly. The academics would seem to be obeying rules, but for a while, they would soon stop after sometime when they are not able to pretend anymore. Management should try as much as possible to avoid communication gaps in their relationship with staff so that there is reciprocity, in that as their needs are being met by the staff, the staff would also have their needs being met by management.

If a final advice should be given, management should rather seek for a result-oriented approach which includes traces of motivational tasks and ensuring that staff understand the processes of management as well as ensuring a reliable and quick feedback system; this would lead to the right path to ensure overall quality.

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APPENDIX

Interview guide

A i)What do you believe Q.A is with respect to Education as a matter of fact Higher Education?

ii)Is there a quality assurance management policy or system put in place in this institution?

iii)Are current Quality Assurance processes based on specific ideas or strategies?

iv)What are seen as the most important features of the current procedures?

v)Are the processes standardized and routine?

B i) What are the specific measures taken to ensure quality in the institution?

ii)Is the system fully implemented in practice?

iii)What are potential problems with respect implementation?

iv)How do lecturers and students respond to the system? Are they interested in it?

C i)What is the linkage between Quality Assurance and Management?

ii)Who have the responsibilities of managing Quality Assurance in the institution?

iii)What is the linkage between the Quality Assurance system and resource allocation?

iv)How is resource allocation from the Quality Assurance system spread within the institution?

