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**The Contribution of Ghana's Development of Polytechnics to National Prosperity  
and Challenges to their Sustainability - Focusing on Staff Turnover**

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PhD

UNIVERSITY OF EDINBURGH

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## **Abstract**

This study examined the importance of polytechnics in Ghana's development; its management and constraints-especially faculty turnover and how it impacts on sustainable polytechnic education. The sample comprised a total of 65 respondents drawn from six stakeholder groups: former polytechnic rectors, current polytechnic administrators' current faculty; former polytechnic faculty, students, government officials as well as retired government officials.

The study adopted a qualitative method to elicit data. However, the main study was preceded by a pilot study focusing on faculty turnover. Questionnaire informed by instruments used in earlier studies by Klass (2007) and Samuel (2008) were adapted and modified to suit the pilot study. An electronic questionnaire comprising 41 questions with a four (4) point scale (agree, uncertain, disagree and strongly disagree) on turnover and its consequences was hosted at Survey Monkey web site for administration by current polytechnic faculty. The link was emailed to 14 randomly selected current faculty members of seven polytechnics for administration and submission. These provided lead-in themes for the main qualitative study. Data for the main study was collected via interviews involving all six groups. Results indicate that polytechnics are important and contribute significantly to the sustenance of Ghana's economy. Study further proved that polytechnics were mired in a number of constraints including turnover.

The second portion examined the constraints of polytechnics with a focus on faculty turnover, causes and consequences on polytechnic sustenance vis-a-vis Ghana's economy. This was supported by a semi structured interview schedules generated from the pilot study and administered on six case groups. The results showed a high rate of faculty turnover in polytechnics. Further, findings showed that turnover is caused by multiple factors (individual, institutional and environmental factors) which in turn interact with each other to influence turnover. Also, turnover was found to have impacted negatively on polytechnics, their clientele (students) and the national economy of Ghana.

Findings of this study have a number of implications for policy especially higher education policy (polytechnics) management and education as well as some suggested strategies to help incentivize the academic staff and smoothen the management of the polytechnics.

## **Dedication**

This work is dedicated to the ever loving memory of my father-the late Iddrisu Sa'kab -Naa whose wisdom and vision found me in the four walls of the classroom but did not live long enough to see his vision blossom into fruits; and also to my lovely mother-Hajia Mariama Alidu; who long ago did not only drill into me the glory and power of learning but worked tirelessly to sustain me in school.

## **Quote**

*People are always blaming their circumstances for what they are. I don't believe in circumstances. The people who get on in this world are the people who get up and look for the circumstances they want, and if they can't find them, they make them.*

*George Bernard Shaw*

## DECLARATION

In accordance with the Research Degree Regulation of the University of Edinburgh, I certify that this thesis is an independent and original piece of research work undertaken by me. I further declare that this thesis has not been presented in any form for any degree or professional qualification in another educational institution.

Signed.....

Dated.....

## **Acknowledgement**

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## **List of Abbreviations**

AB - Academic Board

ACAS - Advisory, Conciliation and Arbitration Services

ACCA - Association of Certified Chartered Accountants

ADP - Accelerated Development Plan

AICTE - All Indian Council for Technical Education.

APB - Appointments and Promotion Boards

AS - Ashanti Region

BAR - Brong Ahafo Region

BE - Basic Education

B&R - Book and Research Allowance

B-Tech - Bachelor of Technology

CAQDAS - Computer Assisted Qualitative Data Analysis Software

CBT - Competency Based Training

CEED - Centre for Entrepreneurship and Enterprise Development

CF - Conceptual Framework

CIM - Chartered Institute of Marketing

CIPD - Chartered Institute of Personnel Development

CoE - Colleges of Education

CoHS - College of Health Sciences

CoN - Colleges of Nursing

CoNAS - School of Nuclear and Allied Sciences

COTVET-Council for Technical and Vocational

CPP - Convention People's Party

CPS - Centre for Professional Services

CQI - Continuous Quality Improvement

CR - Central Region

CSD - Cross–Sectional Design

CSOs - Civil Society Organisations

CSPIP - Civil Services Performance Improvement Programme

CTO - Cumulative Turnover

CU - Catholic University

DBS - Diploma in Business Studies

DE - Distance Education

ECA - Economic Commission of Africa

EC - Executive Council

EG - Expert Group

EEM - Ekundayo Ekundayo Model

ER - Eastern Region

ERP - Economic Recovery Programme

FCUBE - Free Compulsory Universal Basic Education

FD's - Faculty Deans

FE - Foreign Exchange

FGN - Federal Government of Nigeria

FO - Finance Officer

FVTC - Fax Valley Technical College

GAR - Greater Accra Region

GC - Governing Council

GETFund - Ghana Education Trust Fund

GES - Ghana Education Services

GIJ - Ghana Institute of Journalism

GIMPA - Ghana Institute of Management and Public Administration

GJF - Golden Jubilee Field

GNUPS - Ghana National Union of Polytechnic Students



GSS - Ghana Statistical Services

GTV - Ghana Television

HC - Human Capital

HCF - Hagedorn's Conceptual Framework

HCT - Human Capital Theory

HE - Higher Education

HEIs - Higher Educational Institutions

HEQ - Higher Educational Qualification

HES - Higher Education System

HFC - Hagedorn Conceptual Framework

HND - Higher National Diploma

HQL - High Quality of Life

HRs - Human Resources

ICT - Information Communication Technology

IGA - Income Generating Activities

IGF - Internally Generated Fund

IMF - International Monetary Fund

IIMs - Indian Institute of Management

NII - National Institute of India

IIS - Indian Institute of Science

IITs - Indian Institute of Technology

IPS - Institute of Professional Studies

IT - Information Technology

JHS - Junior High School

JICA - Japan International Cooperation Agency

JS - Job Satisfaction

KAATC - Kumasi Advanced Teachers College

KNUST - Kwame Nkrumah University of Science and Technology

KOTECH - Koforidua Technical  
KTC - Kumasi College of Technology  
KUC - Kumasi University College  
LD - Longitudinal Design  
MBO - Management by Objectives  
MDGs - Millennium Development Goals  
MoE - Ministry of Education  
MP - Members of Parliament  
MPSR - Ministry of Public Sector Reforms  
MU - Makerere University  
NAB - National Accreditation Board  
NABPTEX - National Board for Professional and Technicians Examination  
NCHE - National Council for Higher Education  
NCTAF - National Commission on Teaching and America's Future  
NCTE - National Council for Tertiary Education  
NDC - National Democratic Congress  
NGO's - Non-Governmental Organizations  
NIRP - National Institutional Renewable Programme  
NLC - National Liberation Council  
NPM - New Public Management  
NPP - New Patriotic Party  
NR - Northern Region  
NSS - National Service Scheme  
NUC - Nigerian Universities Commission  
NUFFIC - Netherlands Organisation Fund for International Cooperation  
PA - Public Administration  
PAAG - Polytechnic Administrators Association  
PE - Polytechnic Education

PGSSDC - Postgraduate Scholarship and Staff Development Committee

PHC - Population and Housing Census

PI - Private Institute (ions)

PIs - Public Institutions

PNC - Peoples' National Convention

PNDC - Provisional National Defence Council

POs - Public Organisations

POLC - Planning, Organising, Leading and Coordinating

POTAG - Polytechnic Teachers Association

PP - Private Participation

PP - Progress Party

PPBS - Planning, Programming and Budgeting Systems

PR - Public Relations

PRS - Probability Sampling

PS - Public Sector

PSM - Public Sector Management

PSO - Public Sector Organisation

PSR - Public Sector Reforms

PTIs - Private Tertiary Institutions

PU - Public University

PUSERMOS - Public Sector Re-Invention and Modernization Strategy

RCC - Regional Coordinating Councils

RD - Research Design

R&D - Research and Development

RQ - Research Question

RTES - Reforms to Tertiary Education

SAP - Structural Adjustments Programme

SAS - School of Applied Science

SBMS - School of Business and Management Studies

SHS - Senior High School

SMEs - Small and Medium Enterprises

SSNIT - Social Security and National Insurance Trust

SoE - School of Engineering

SPSS - Statistical Package of the Social Sciences

SPT - Systematic Sampling Technique

SQ - Subsidiary Questions

SRC - Students Representative Council

SRS - Simple Random Sampling

SS - Systematic Sampling

SSCE - Senior Secondary Certificate Examinations

SSS - Single Spine Salary Structure

TALIF - Teaching and Learning Innovation Fund

TcE - Technical Education

TE - Tertiary Education

TEI's - Tertiary Educational Institutions

TEWU - Teachers and Educational Workers Union

TFHES - Task Force for Higher Education System

TQM - Total Quality Management

TTC - Teacher Training Colleges

TTI - Tamale Technical Institute

TUC - Trade Union Congress

TVET - Technical Vocation Education and Training

UCC - University of Cape Coast

UCE - University College of Education

UCEW - University College of Education, Winneba

UCGC - University College of Gold Coast

UDS - University for Development Studies  
UEBS - University of Edinburgh Business School  
UER - Upper East Region  
UG - University of Ghana  
UMAT - University of Mines and Technology  
UN - United Nations  
UoL - University of London  
URC - University Rationalization Committee  
UST - University of Science and Technology  
UTAG - University Teachers Association of Ghana  
UWR - Upper West Region  
VALCO - Volta Aluminium Company  
VR - Vice Rector  
VR - Volta Region  
VVU - Valley View University  
V2020 - Vision 2020  
WAEC - West African Examinations Council  
WASSE - West African Senior Secondary Examination  
WB - World Bank  
W&H - Welfare and Housing  
WGP - Workgroup Processes  
WP - White Paper  
WR - Western Region

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## **Chapter One: Introduction**

This chapter discusses the background and problem statement. This is followed by an overview of education and its importance; higher education (HE) and economic growth. It further discusses the conceptual framework of the study, aims and objectives, justification and importance, gaps in literature, outline of research methodology.

Chester Barnard (1938:73), the father of organisation theory provided one of the earliest definitions of a formal organisation as “a system of consciously coordinated activities of two or more persons”. Another conceptualisation of organisations is that they are “planned units, deliberately structured for the purpose of attaining specific goals” (Etzioni, 1964:4). Similarly, Pugh (1971) cited in (Cole 1993:4) succinctly defined organisations as “systems of inter-dependent human beings”. As Schattschneider (1975:71) argues, “organisation is the mobilisation of bias”. For Argyris (1960) “organisations are intricate human strategies designed to achieve certain objectives” (in Cole 1993:4). While Brech (1957) simply described organisations as “the framework of the management process”. Broadbent (2007) for her part neatly describes an organisation as a coalition of groups with specific interest. Horton and Farnham (1999) conceptualisation of organisation is that “organisations are social constructs created by groups in society to achieve specific purposes by means of planned and coordinated activities of their technical systems and those working in them”. According to them, organisations use human resources (HR) in association with other inanimate resources to achieve their aims. Boddy (2002) also identified the functions of organisation as: generators of wealth; articulators and implementers of ideals; providers of careers and protectors against sectional interest.

Etzioni (1975) identified three types of formal organisations, namely- normative, coercive and utilitarian. Normative organisations have voluntary membership in which members pursue ends that are considered ethically worthy and are exemplified by bodies such as churches, political parties and/or social clubs. Coercive organisations on the other hand enrol their members’ involuntarily and enlist their cooperation through coercion, punishments, threats and intimidation; for instance, prisons and mental hospitals. The inmates dislike their confinement and will escape at the least opportunity. Utilitarian organisations reflect large business entities such as banks that use incentives such as salaries, bonuses and other perks to enlist the cooperation of lower level participants for the achievement of organisational goals

(Ekong, 2001). Polytechnics epitomises a mixed organisation i.e. it incorporates features of all three types in pursuit of its objectives.

Like all formal organisations, educational institutions of which polytechnics are part have a number of characteristics: goals, technology, and division of labour; power centre and environment (Okumbe 1998). Oshagbemi (2000) argues that the achievement of organisational goals is dependent on the availability of a satisfied and content work force. This view is reinforced by an Expert Group (EG 1998) when they assert that: ‘a highly skilled and motivated work force is essential to remaining globally competitive’.

The core objective of Ghanaian polytechnics is to provide quality technical education i.e. producing a technologically literate generation of middle level technologist and scholars to function in our global society. The ability of polytechnics to perform these lofty functions and stay as centres of excellence is dependent on the quantity and quality of its workforce, especially the faculty (Tarpeh 1998). Similarly, Keller (1983) observed that the vigour and quality of a HEIs faculty is key to its competitiveness. Bowen and Schuster (1986) succinctly remarked that the excellence of HE is a function of the people it is able to enlist and retain in its faculties. Similarly, Adenike (2011) argues that, the success of HEIs as ivory towers hinges on their ability to attract, retain and keep hold of dexterous staff in its fold. Corroborating, Adeyemi and Aviomoh (2004) have noted that a well couched and crafted educational policy; backed by adequate sustainable stable funding will count for nothing without an effective and efficient faculty in their desired numbers. A 1973 UNESCO study noted the indispensability of the technical teacher in contemporary times. The study noted that “the technical and vocational teacher occupies a most important place in modern society: he/she is the link between industrial society, the ‘real’ world and the educational system. He is uniquely placed for binding humanism and technology” (UNESCO 1973:14). Nonetheless, the Vocational Educational Teacher (VET) teacher is entangled in a quagmire of identity crisis (status), this problem needs to be fixed if we want to magnetise more qualified people into the professional ambit of TVET (UNESCO, 1973). Additionally, the World Bank (WB, 2000) underscored the importance of technical and technological education to sustainable development when they noted: the future of our planet will very much depend on highly qualified specialist and increasingly flexible generalist.

Unsurprisingly, the University Rationalisation Committee (URC) from whose recommendations Ghanaian polytechnics evolved firmly believed that polytechnic education

will result in the provision of a pool of highly skilled middle-level manpower (technocrats) that can propel Ghana to achieve its Vision 2020 programme.

Polytechnics are part of the HE institutional network responsible for training in the applied scientific and modern technological literacy (subjects) for the advancement of the national development across varied sectors of the economy. Polytechnics in Ghana could be classified on the basis of their phases of evolution or ages as: first, second and third generation polytechnics. The first generation polytechnic represent the first six established in Accra, Kumasi, Takoradi, Tamale, Ho and Cape Coast following the promulgation of Provisional National Defence Council (PNDC) Law 321 in 1992. The second represent those established in 1996-97 academic year at Sunyani and Koforidua; while the third were established in between 1999 and 2003 at Bolgatanga and Wa respectively. As per their mandate, polytechnics are to provide training in middle-level manpower in the scientific and technological areas needed for the national development of Ghana. Polytechnics have since 1996 supplied Ghana's labour market with the requisite manpower across over 25 programme/areas at the Higher National Diploma (HND), other Diploma, technician and craft courses and recently a few Bachelor of Technology (B-Tech). The revised Act 745 (2007) mandates polytechnics to award other certificate and higher degrees such as masters in Technology (M-Tech) and Doctorate in Technology (D-Tech).

### *1.0 Motivation for the Study*

Motivation is a drive that is aimed at a goal or incentives (Luthans 1989). Bless and Higson-Smith (1995) stated that, researchers require strong/ huge doses of motivation to see them through the difficult and long journey of research, as the quality emanating thereof hinges on interest. Flowing from this, the researcher needed a high dose of interest, as the worth of the study was likely to be driven by interest. As argued by Grinnell (1997), researchers' motives for undertaking a study start with anticipation that there are lots more to learn about the problem.

Researcher's motivation for the study flows from the fact that polytechnics in Ghana where the researcher has been working since November 2000 has difficulty in attracting and keeping their staff especially the academic staff. They are thus always engaged in the ritual of recruitment and training of fresh hands which brings in its wake some financial implications as well as disruption to scheduled plans. Therefore, as a member of staff in one of the

polytechnics, the researcher has observed that the frequency of staff departures at short notices and its consequences on the efficacy of the teaching and learning process has the tendency of threatening the sustainability of polytechnics in Ghana if the trend remains unchecked.

Interestingly, in most cases, it is when staffs' marketability are enhanced through investments in training by the polytechnics that they turn to quit to other public, private and non-governmental organisations (NGO's). Though vacancies are readily filled up by novices – who in the end hardly stay. Conclusively, polytechnics are going to benefit from the study through the findings and recommendations.

### *1.1 Problem Statement*

Following the reforms of 1987, demand for tertiary education (TE) rose astronomically. For instance, enrolments into universities rose from 11,857 in 1992-1993 academic years to 31,460 in 1998/9 (Effah 2003). By 2008-2009, enrolment in public universities (PUs) reached 139,158; it witnessed another increase in 2009-2010 academic to 162,460 students (NCTE 2011). Polytechnics were established as part of Ghana's tertiary network, first and foremost to provide an alternate route of TE and secondly to make TE more accessible to the high numbers of qualified youth waiting to be educated at the door-steps of the then few tertiary institutions. The PNDC government established six regional polytechnics in 1993 to train high-quality, multi-skilled units of human capacity relevant to the national needs of Ghana. There are currently ten regional polytechnics and each region is provided with its own polytechnic. Between 1993 and 2011, polytechnics have since expanded in both their scope and numbers. For instance, enrolments have risen from 1,385 in 1992-1993 to 45,934 in the 2009-2010 academic years representing an increase of 3,316% and projected to increase at 7.6% per annum between 2000-2020 (NCTE 2011; and Effah and Hoffman 2010; JICA 2001). Currently, polytechnics are the second most sought tertiary option (28.3%) after universities (66.2%) in the tertiary network (NCTE 2011). Ghanaian polytechnics have created a niche in the HE subsector by providing career focused programmes with emphasis on hands on experience.

However, from its inception, no empirical study has been done to examine their roles to national development. Also, polytechnics are plagued with a myriad of problems such as underfunding; poor service conditions; negative public perception; incessant strikes by

various stakeholders; under representation at national level; high staff turnover; lack of physical and infrastructural facilities; academic progression of HND graduates; poor institutional management, job placements of HND graduates to encroachment in its mandate by analogous institutions. These 'push and pull' factors have culminated in the mass migration of disillusioned faculty to universities, the public and private sectors as well as NGOs in search of greener pastures. Therefore, the attraction and retention of a satisfied workforce becomes crucial if polytechnics expect to be successful.

Turnover determines the wellness or otherwise of an organisation. Turnover is explained as the replacement of an employee each time a vacancy is created. Beach, Brereton and Cliff (2003) describe turnover to mean employee movement that results in the creation of vacancies within an organisation. For Allen (2002), labour turnover mirrors the rate at which an employer gains or losses employees. Put simply, turnover describes "how long employees tend to stay" or "the rate of traffic through the revolving door" (Encyclopaedia Wikipedia 2009 accessed on 24-09-12). Maertz and Campion (1998:50) defined voluntary turnover as "instances wherein management agree that the employee had a physical opportunity to continue employment with the company at the time of termination". Turnovers affects output, profitability product and service quality. The cost associated with getting a suitable replacement is not only financially sapping but time consuming. John (2001) classifies the cost associated with turnover as: search of the labour market for a possible replacement/substitute, selection between competing substitutes; induction of the chosen substitute, and formal and informal training of the substitute until she/ he attain performance level equivalent to the individual who quitted. Also getting suitable replacements with requisite skills can be difficult to find while investment in training is less secured.

Staff turnover come in various forms: first, are those who quit after their first day(s) at work within days, weeks or months; second, 'they never show up' after accepting the job offer; and the third category are those who use polytechnics as spring boards to other jobs i.e. they join, acquire a greater breath of experience that enhances their marketability and thereafter quit. Yet, some others turnover to seek variety (Allen, 2002); indeed, the ability of polytechnics to perform their lofty functions and stay as centres of excellence is dependent on the quantity and quality of its workforce, especially the academic staff (Keller 1983; and Tarpeh 1998). Shattock (2011), in turn argues that as HEI's are engaged in a labour concentrated business, their might as institutions lie in the quality of staff they employ.

The national attrition rate in 2004 was an average of 20 per polytechnic while that of Accra polytechnic alone was 25 for the same period. Because of the intensity of faculty turnover, between 2001-2006 academic years, the marketing department of Kumasi polytechnic was operated by only one fulltime lecturer while the other compliment were part-timers. From 1993-2011, a total of 111 academic staff representing an average of six staffs per annum left Kumasi polytechnic; 21 for Wa polytechnic. Tamale recorded over 90 resignations since its inception. For instance, 43 senior members left the polytechnic between 2008-2011(Planning Unit 2011). The frequencies of the departures are threatening the sustainability of the polytechnics as replacements are done with novices who take time to pick up on the job and in turn do not stay. The impact of turnover is strongly expressed by Porter, Lawler and Hackman (1975:143) in Guin (2004) as follows:

‘Attracting qualified people who do not stay on the job is dysfunctional from the organisation’s point of view because this kind of turnover uses up money, time and resources. Attracting unqualified people is costly because they have to be processed and ultimately rejected frequently resulting in their forming a negative impression of the organisation.’

A noticeable worrying trend is the fact that polytechnics invest training resources on employees only to lose them to other employers. Lochhead and Stephens (2004) assert that when a business loses employees, it is not only robbed of skills and experiences but essentially its ‘corporate memory’. They further argue that, the scale and nature of staff loses is a critical management issue since its effect does not only affect productivity and profitability but extends to product and service quality. Replacing experienced workers as they depart with a high dose of novice workers affects productivity in polytechnics. However, due to high faculty turnover coupled with a high replacement drive by novice workers, the sustainability of polytechnics is threatened.

These questions and others will be answered with an examination of the central research questions. To what degree does turnover of academic staff in the sampled polytechnics provide a model for sustainable polytechnic education? Sustainability has been defined differently by various groups and thus viewed from many perspectives. The word ‘sustainability’ is derived from the Latin word *sustinere*. Dictionaries provide more than ten meanings for sustain, the main ones being to ‘maintain’, ‘support’ or ‘endure’. However, since the 1980s sustainability has being used more in the sense of human sustainability on planet earth and this has resulted in the most widely quoted definition of ‘sustainability’ as a part of the concept of sustainable development. In the context of this thesis, ‘sustainability’ is defined as the inherent systemic strengths that guarantee the continued existence of

polytechnics to both present and future generations of Ghana without compromising on the quality of its service delivery and competitiveness. As perpetual corporate entities, Ghanaian polytechnics should have the capacity to thrive on and deliver on its mandate to the present and future generation of Ghana without failing because of one constraint or another.

Sustainable polytechnic education is positioned as a function of many variables including turnover. The thesis identifies the various constraints that threaten sustainability of polytechnics but focuses on how cumulative turnover (CTO) of polytechnic faculty in Ghanaian polytechnics threaten their sustainability and competitiveness. Yet, for polytechnics to accomplish their mandate of training high quality manpower, they require sufficient numbers of suitably high calibre faculty, physical infrastructure, material and financial resources among others to flourish (Dzimbiri 2006). Given that sustainable polytechnic education is a function of many variables, the sustainability of Ghanaian polytechnics is threatened with many factors including high CTO of its faculty.

### *1.2 Education and Economic Development*

The view that education is central to national development is not in doubt (Ugwuonah and Omeje, 1998; Stevens and Weale 2003; and Rena, 2007). For Bloom, Canning and Chan, (2005), education is increasingly being acknowledged as the key to the sustenance of economic growth. Early economists such as Adam Smith and Alfred Marshall of the 18<sup>th</sup> and 19<sup>th</sup> centuries respectively underscored the need for nations to invest in education. For instance, Alfred Marshall cited in Harbison and Myers (1964:3) view education as a national investment and in his view “the most valuable of all capital that is invested in human beings” and urged nations to invest in education. Generally speaking, education has been the backbone of societal development through the construction of knowledge based economy. Nations all over the world depend on it for progress (World Bank (WB) 1999; Saint, Hartnett and Strassner, 2003; Ekundayo and Ekundayo, 2009). An educated and skilled population that is amenable to change is the key elements required for a rapid socio-economic transformation of a country.

Apart from raising the social and political awareness of the citizenry, education also increases the stock of a nation’s human capital of the citizenry. Education plays a key role in the socio-economic development agenda of nations and will remain an important investment in the foreseeable future (Bloom, Hartley and Rosovsky, 2006). According to Bloom et al. (2006), a

nation that fails in its duty to provide sound and relevant education to its citizenry risks drawing back its clock of progress as it will by that act plunge the citizenry into mass illiteracy, obscurantism, superstition, poverty, squalor, disease, de-industrialisation and above all low productivity. Similarly, Psacharopoulos (1981; 1985; and 1994) argues that education contributes to economic growth by increasing the productivity of labour. It also facilitates the development of technologies which then feeds into economic activities and improves the wellbeing of the individual which is reflected in improved health and reduced infant mortality.

Empirical studies conducted around the globe attest to the fact that education and economic development are intertwined. For instance, Gyimah-Brempong (2010) investigated the effects of education on political stability and gender in Africa and found a positive correlation between education, income growth, health outcomes, political stability and the participation of women in national politics. Findings in earlier studies; Romer (1990), Barro (1999), Paddison and Mitiku (2006) and Baldwin and Borrell (2008) are in congruence with Gyimah-Brempong's (2010) conclusions. Similarly, Silles (2008), Gilleskie and Harrison (1999) as well as Gyimah- Brempong and Wilson (2004) investigated the impact of education on health outcomes and reported a positive correlation between the two. This, they argue, is perhaps, partially attributable to the fact that educated people are better equipped in terms of health information or they make more informed health decisions given the available options at their disposal.

### *1.2.1 Pyramid of the Educational Sector and its Contributions to Economic Development*

Though the contribution of education to national development is not in doubt, there are however debates as to which of the three sectors or pyramid of education (primary, secondary and HE) have the greatest potential of contributing to economic growth than the other.

Post World War II economists such as Shultz (1961), Friedman (1980), Becker (1964) and Mincer (1962, 1974) launched an onslaught against HE and its benefits to the individual and the society when they proposed the 'human capital' theory to examine the benefits of HE. Originally, the findings of Friedman and Friedman (1980) indicated that HE yielded more benefits to the individual than it did for the society. They went further to premise that HE may bring about "social unrest and political instability". Similarly, Psacharopoulos and Patrinos (2002) in a review study of 98 States between 1960-1997 found a higher rate of



return of 18.9% and 10.8% for primary and HE respectively. This view was thus upheld for decades and thus bolstered the emphasis on primary and secondary education to the neglect of HE by the international community and governments (Bloom et al 2004). Around the 1980s and early 1990s TE in Africa witnessed a decline as donor agencies shifted their focus from TE to primary and secondary education on the grounds that mass education was more attuned to the needs of Africa than HE. For instance, the World Bank's global expenditure on HE was 17% between 1985 and 1989. The figure however dropped by 10% between 1995 and 1999 indicating a shift in emphasis for TE. The trend has since the year 2000 changed in favour of HE by donor agencies that have come to the consciousness of HE's contribution to economic growth.

In the past decades, scholars such as Shultz (1961); Friedman (1980); Becker; (1964) and Mincer (1962; 1974); Psacharopoulos and Patrinos (2002) influenced the notion that primary and secondary education in Africa were more attuned to improving its economic growth. On the basis of their arguments backed by empirical data, HE suffered a major setback because of the lack of empirical evidence to establish that HE affects economic growth and poverty reduction (Tilak 2003).

### *1.2.2 Higher Education in Perspective*

HE occupies a central position in the social, political, economic and cultural development of all nations. It has played and continues to play a key role in the national agenda of all nations. HE continues to provide the needed human capital for the various sectors of the national economies of all states. The WB (1994) emphasised the need for investment in HE since it is linked to the economic growth of nations. Similarly, Ndulu (2004) underscored the important role played by HE by pointing to the fact that its compromise will have a knock down effect on the other elements of human development. Ndulu's (2004) view is in tandem with Harbison and Myers (1964) when they accentuated the need for investments in HRs. They further argued that a nation that fails in its bid to develop the requisite HRs is doomed to fail in any other endeavour i.e. politics, national unity or economic prosperity. Reinforcing the centrality of TE, Jozef Ritzen (2002) noted:

Good quality TE is an important avenue towards nurturing the teachers needed for universal primary education, the experienced doctors, nurses and community workers for better water and health facilities, the accountants, economists and journalist required for better private business and better governance.

Tettey (2006) emphasized Ndulu's (2004) argument that a well-developed human capacity is not only an asset that enables countries to promote forward looking ideas, initiate and guide action, and build on success; it also makes those countries attractive destinations for investments and intellectual collaboration, both of which, if managed appropriately, will lead to positive returns. A solid HE base is crucial for such transformation to take place. As Bloom, Canning and Chan (2002:3) point out:

... HE can be an instrument for speeding that process. Learning how to access ideas and technologies developed elsewhere and put them into practice-skills that HE is uniquely well suited to build-can enable developing countries to garner the benefits of globalisation without the laborious and costly process of discovery (Bloom et al 2002:3).

The purposes of HE system as argued by UNESCO are to produce learners having the ability to “learn to know, learn to do, and learn to live in harmony with other people”. This is supported by Katarina Tomasevki (2003) when she noted ‘education should prepare learners for parenthood and political participation; it should enhance social cohesion and more than anything it should teach the young that all human beings, themselves included, have rights’.

### *1.2.3 Importance of HE to National Development*

HEIs refer to the aggregate of post-secondary institutions such as universities, colleges and institutes of technology among others where training involving a significant dose of theoretical and abstract elements. For Arora, Experton and Johnson (1998) HE has and continues to occupy an important priority in the public agenda. Arguing further, Arora et al. (1998) observed that, TE is the repository and defender of culture, an agent of change in this culture, and engage for national economic growth, and an instrument for the realisation of collective aspiration’. The role of HEIs as McCaferry (2004) brilliantly puts it includes: providing access to knowledge; creating knowledge and fostering learning in students in order to enable them to use knowledge. In recognition of its roles, Lord Bowen (1977) (cited in Effah and Hoffman 2010:7) observed, “No modern country can long endure or prosper if it does not possess a university of its own”. Lord Bowen’s assertion extends to all HEIs as they all perform identical roles.

HE occupies a central position in the social, political, economic and cultural development of all nations. It has played and continues to play a key role in the national agenda of all nations including Ghana. HE continues to provide the needed human capital for the various sectors of the national economies of all states. The WB (1994) emphasised the need for investment in HE since it is linked to the economic growth of nations.

Similarly, Ndulu (2004) underscores the importance of HE by pointing to the fact that a compromise of HE will have a negative effect on the other elements of human development. Ndulus's (2004) view is in tandem with Harbison and Myers (1964) when they accentuated the need for investments in HR. They argued further that, a nation that fails to develop the requisite HR is likely to fail in any other endeavour i.e. politics, national unity or economic prosperity. Jozef Ritzen (2002) acknowledged that HE provides nurseries from which the critical manpower of a country is produced.

There is evidence in existing empirical studies around the globe that support the link between investments in HE and economic growth. For instance, Gyimah-Brempong (2010) argues that HE unlocks the long held traditional obstacles (stereotyping) of women and therefore makes increased participation of women in national politics possible.

Lin (2004) examined the role of HE in economic development in a case study of Taiwan. His study specifically examined effects of concentration in different disciplines and established that, the study of the natural sciences and engineering contributed greatly to output. The study found that a one (1%) increase in HE stock led to a 0.35% increase in industrial output. He further reports that a one (1%) increase in the number of graduates from engineering or natural sciences led to a 0.15% increase in agricultural output, thus empirically establishing the role of HE plays in the national economy of Taiwan.

In a related study, Bloom et al (2006) examined the impact of HE and economic growth. Their analysis "suggests that increasing TE may be important in promoting technological catch-up and improving a country's ability to maximise its economic output". In the case of Africa, they argued, an increase in the HE by one year will bring in its wake a 0.63% growth in income in the first year and a further increase to around three (3%) in over five years. Estimates put forth by Barro and Sala-i-Martin (1995) and Jerkins (1995) in their analysis puts the income growth emanating from changes in years of HE. On the strength of this bright picture, Bloom (2005/6) argues that, for Africa, investments in HE will catalyse the technological dissemination, which tend to the increase the knowledge base and thus decrease poverty.

The importance of HE for all countries has been succinctly expressed by Newman (1852) cited in Collini (2012:46):

A university [HE] training is the greater ordinary means to a great but ordinary end; it aims at raising the intellectual tone of society, at cultivating the public mind, at purifying the national

taste, at supplying true principles to popular enthusiasm and fixed aims to popular aspiration, at giving enlargement and sobriety to the ideas of the age, at facilitating the exercise of political power, and refining the intercourse of private life. It is the education, which gives a man a clear conscious view of his own opinions and judgements, a truth in developing them, an eloquence in expressing them, and a force in urging them. It teaches him to things as they are, to go right to the point, to disentangle a skein of thought, to detect what is sophisticated, and to discard what is irrelevant. It prepares him to fill any post with credit, and to master any subject with facility.

Although polytechnics and other HEI's are not explicitly mentioned in the quotation, it is palpable that their roles are similar to those of the universities.

#### *1.2.4 Importance of HE to Ghana's Economy*

At independence, Ghana like most African states looked to HE as the panacea to the anticipated economic growth in the new states by investing hugely in its HE system from the public purse (Sawyer 2002). Indeed, the huge investments reaped handsome dividends as the new HEIs lived up to the challenge by producing the requisite HRs needed to take over the civil service which hitherto was manned by expatriates. HEIs were thus tasked to educate and train the indigenous Africans to take over the mantle of administration from the colonial elite and professionals. The fulfilment of this initial role of training to take over from the colonial officials and professionals by African universities has been duly acknowledged to have gone beyond expectations (Ajayi, Goma and Johnson 1996).

Ghana's HEIs continue to play the roles expected of it by ensuring an ample supply of its manpower needs: teachers, lawyers, engineers, politicians, doctors, nurses, pharmacists, health workers, community workers, administrators, bankers, accountants, economists, journalists and technicians among others to power the national economy. HE has not only ensured the training of quality professionals but also enhanced present and future earnings of its trainees, which in turn contribute to government's revenue (Barr 2000; Bloom 2005; and Cunningham 2006; and Baum 2010).

#### *1.3 Conceptual Framework*

This section discussed the theoretical model adapted for the study. According to LoBiondo-Wood and Harber (2002:82) a conceptual framework represents "the context for studying the problem and can be viewed as a map for understanding the relationship between and among variables". Put simply, it is a complete presentation of the variables to be observed in a study, which in this case integrates the endogenous model of education, which emphasizes investment

in human capital including polytechnic education. It recognises the central role of knowledge in driving economic growth.

Muchinsky and Murrow (1980) model of employee turnover discusses turnover process, determinants and consequences on the management of Ghanaian polytechnics. Thirdly, Ekundayo and Ekundayo (2009) framework on constraints in African HEIs was also consulted. Essentially, frameworks do not only provide a guide to a study but also keeps the researcher focus. The researcher chose this method to try and provide a solution to the management problems of polytechnics especially the turnover of academic staffs in Ghanaian polytechnics.

Muchinsky and Murrow (1980) conceptualised employee turnover as consisting of three classes of determinants: employee characteristics, work related factors, and state of the economy. The model proposes that economic factors serve to mediate the degree to which individual and work related factors can explain variation in turnover. Even though many other studies of turnover have been examined (Pritchard, 1969; Porters and Steers 1973; and Mobley, 1977), this study adapts Muchinsky and Murrow's (1980) three determinants of turnover. The model hypothesised that these determinants exist in a dynamic relationship, with the economic determinants serving to control the degree of predictability accorded to the individual and work related factors. The model further proposes four consequences of turnover: individual, organisational-social, organisational-economic and societal. The availability of alternate employment is considered as constituting the initial consideration in the turnover process. The economic opportunity thus acts as a contextual structural effect in defining individual employee behaviour aspect. This is because; an employee's relationship with the organisation can reflect varying degrees of all three dimensions (Turner and Chelladurai 2005). Since most of the studies using the Muchinsky and Murrow (1980) model have been tested on Western samples, this study will extend the construct to the Ghanaian context.

#### *1.4 Research Question*

This research pursues three research questions: RQ1, RQ2 and RQ3

- 1) What is the impact of Ghana's polytechnic network to its socio-economic development?
- 2) What are the managerial challenges confronting Ghana's polytechnic network?

- 3) What are the factors influencing turnover of academics in Ghana's polytechnic network?

Further two subsidiary questions are formulated:

- 1) To what extent does demographic variables such as age, gender and qualifications influence turnover in the polytechnic network of Ghana?
- 2) What are the consequences of turnover on the productivity of polytechnics?

### *1.5 Aims and Objectives*

This study aims to examine the importance of Ghana's polytechnics. Another aim of this study is to assess how these challenges impact on the management of polytechnics and proffer strategies that can help to deal with them. Thirdly, the study evaluated the applicability of western-based conceptualisation of turnover with a view to providing an accurate and detailed picture of turnover; understanding its process as it applies to Ghana and its implications. In so doing, the study pulled together evidence on faculty turnover and its determinants in the context of a developing country and how it impacts the sustainability of Ghana's polytechnics as well as the national economy.

#### *1.5.1 Objective of Study*

The following specific objectives are drawn from the aims of study:

1. To determine the contribution of polytechnics to the national development agenda of Ghana.
2. To identify and highlight the factors that contributes to turnover intentions and eventual turnover of polytechnic faculty in Ghana.
3. To understand the dynamics of turnover among faculty in the context of Ghana.
4. To determine the consequences of turnover on the productivity of polytechnics.
5. Make appropriate recommendations to stakeholders' especially polytechnic management on how to navigate round the constraints of polytechnic-especially, attracting and retaining of polytechnic faculty.

### *1.6 Significance of the Study*

This study is considered important as it adds to the discourse on the development of knowledge on the relationship between polytechnic education and economic prosperity of

Ghana. Having been established two decades ago, polytechnics have trained and continue to train middle-level manpower to support the economy of Ghana. However, no empirical study relating to their contribution to national development has been undertaken.

The education sector of which polytechnics are a part is the biggest employer in Ghana's public sector (PS). However, their sustainability is being threatened by a myriad of factors including funding, poor staffing, inadequate facilities and equipment, high staff turnover, negative public perception, negative government attitudes. Each of these factors impacts on the sustainability of polytechnics. Particularly worrying is the state of faculty turnover. Also, findings of this study will stimulate discussion on HE and polytechnics in particular on the abating standards in HE. For instance, training offered in most HEIs is seen as incongruent with stakeholder needs which has resulted in the phenomenon of graduate unemployment, yet no study has systematically evaluated this setback.

All employers including the educational sector are concerned at the time spent by the management in handling management related issues at the work place and its impact on productivity. Also, polytechnics management are concerned about faculty turnover for many reasons. One, the costs related to high labour turnover in terms of recruitment and training as well as the loss of productivity that can result from discontinuity of the level of performance while new people are being trained. Two, turnover can lead to chronic shortages of skilled and experience employee. This loss of tacit knowledge hampers the polytechnics' ability to deliver as centres of excellence.

Three, the morale of academic staff on the ground with increased workload is also a concern while the work environment contains factors that might push employees down the slippery slope towards leaving; as the 'push factors' normally open the door to the 'pull' of opportunities out there. Also, on-going high turnover can threaten the operations of polytechnics and make it uneasy for the network to contribute positively towards the development of social and human capital envisaged in the law that established them.

Polytechnic management need to start focusing on management issues within its environment, which if addressed will help attract and retain quality faculty. Making polytechnics attractive will help repair the damage caused to its image in the employment sector as high turnover institutions to employers of choice. It is thus hoped that this study will add to the existing body of knowledge in the management of Ghanaian polytechnics and also

enhance manpower planning in the educational sector by coming forth with strategies that can both attract and retain staff, especially academic faculty.

### *1.7 Justification of the Study*

As mentioned above, the polytechnic sub sector of the tertiary system in Ghana has witnessed unprecedented growth and expansion from the 1990s when they were established to date. For instance, polytechnic enrolments have risen from 1,385 in 1993 to 45,934 in 2009-2010 academic years while faculty turnover is also on the ascendancy i.e. threatening the sustainability of Ghana's polytechnic network. Present and past governments have continued to support polytechnics through Ghana Education Trust Fund (GETFund) i.e. by providing infrastructure, logistics and most of all staff development through its faculty development window. Through this window, GETFund has sponsored faculty members of polytechnics and other HEI's to undertake further studies both within and outside Ghana in a bid to beef up the strength and quality of staffing. This is against the backdrop that, the vigour and quality of polytechnic faculty is crucial to its survival and competitiveness (Keller 1983).

Unfortunately, it is when the staff are developed that they leave. Ghana's HE systems have been afflicted with a myriad of problems which have affected their ability to function as centres of excellence. Consequently, morale and commitment is low leading to high turnover among the various staff groups especially the faculty due to a variety of push and pull factors including inadequate and non-competitive salaries and other non-monetary factors. There is an epidemic of turnover in polytechnics to which polytechnic management as well as stakeholders should pay attention. With the constant and consistent turnover of faculty, polytechnics lose immeasurable depth of knowledge to other competing sectors of the economy. Additionally, the total costs of turnover can be exacting. This study explores the contribution of polytechnics to national development, their challenges with a focus on turnover and its impact on polytechnics.

The findings of this study are expected to broaden our knowledge and understanding of polytechnic management as well as HR practices and other work related practices used in Ghanaian polytechnics. Understanding the constraints and their relationship and how they influence turnover intention and turnover will enable polytechnics to evolve best management practices especially HR that will improve performance and thus incentivise staff to stay. Findings of the study will also increase the theoretical understanding and knowledge especially in the African context and also form the basis for further research and teaching. As



such, the findings of this study will show the best HR management practices and other work related practices, which can be useful to both public and private institutions of higher learning in Ghana.

### *1.8 Importance of the Study*

The high patronage for polytechnics in Ghana makes it imperative for government to provide an enabling environment of their sustainability. For instance, adequate and stable financing see polytechnics being able to attract the best talents i.e. look after them so well so that they will be induced to stay with the network in the long term. The outcome of this study will inform polytechnic management on the best strategies to evolve so as to maintain a stable and satisfied workforce whose collective efforts will lead to the strengthening of the competitive advantage of polytechnics in the retention of its top talent (Nagadevara, Srinivasan and Valk, 2008).

According to Hackman and Oldham (1975) a satisfied workforce correlates positively with increased productivity, lower absenteeism and turnover. Similarly, Griffeth, Hom and Gartner (2000) also reported a negative association between job satisfaction (JS) and staff turnover. As argued by Braham (2005) a dissatisfied workforce is typically uncommitted, exhibit high rate of absenteeism and in very extreme situations work against the interests of their employers. Employee dissatisfaction opens the door to quitting (Tseane 2008). Consequently, it is important for organisations to hone up the satisfaction levels of its workforce so as to increase their level of commitments as commitment levels are directly linked to employee satisfaction. Employees who are highly committed tend to perform better, expend higher levels of effort on their assigned jobs resulting in increased job performance, exhibit high retention and punctual to work attendance (Angle and Perry 1981; Meyer and Allen, 1997). Retaining a highly satisfied workforce will propel polytechnics to achieving sustained growth.

This study will therefore inform policy makers of the polytechnics contribution to national development as well as their challenges. Further, it will also inform management of polytechnics on the type of retention strategies that should be implemented in order to incentivise staff that in turn will stay to propel polytechnics to greater heights.

### *1.9 Gaps in Literature*

Turnover has received a lot of attention from various groups in the last five decades and beyond. Since then, a large number of studies have been carried out, which in turn has spawned a whole host of theories. The economic importance of HEIs in turning out trained personnel of various grades to service national economies is globally acclaimed. However, understanding the turnover process and its consequences on HEIs networks in the realisation of their goals, especially in sub-Saharan Africa has remained unexplored by researchers. This is despite the central roles played by HEIs in the development of high-quality, multi-skilled units of human capacities, competences, and knowledge base required for national development. In the same vein, studies dissecting the challenges of HEIs have either been general or specific to universities (Teferra and Altbach 2004; Ekundayo and Ekundayo 2009). Studies delineating these constraints in Ghanaian polytechnics are sparse or lacking.

Studies have shown that most theories of turnover focus on the process of turnover (Sheridan and Abelson 1983; March and Simon's 1958; Mobley 1977) and not the causes and consequences of turnover. Additionally, most turnover models have been developed and tested in such context as US, Europe, and Australia and other emerging economies i.e. Singapore, China and Korea. It is thus crucial to investigate the extent to which these models or constructs hold in different contexts and cultures such as Africa.

However, very few studies have used samples from sub-Saharan Africa and Ghana in particular, thus challenging the extent to which these studies can be generalised to a non-western context. This is particularly true perhaps due to dissimilarities between developed and developing countries in terms of social and cultural contexts, social stratification, and social perception about work as well as aspirations. Specifically, culture impacts on the behaviour of individuals' set of attitudes, values and norms. Even within the context of developing countries, many differences abound in terms of political system, economy, culture and religion, and individual aspirations. While some are economically developed, others are less developed. Another justification for this study is to fill gaps in the literature on polytechnics and Ghana's economy.

There is a need for more systematic research to determine whether these models apply elsewhere. Further, since western cultures emphasises individualism as compared to the collectivism among African cultures, generalising the outcome of these 'western' studies to include Africa may be complicated to say the least. Yacoub (cited in Kipkebut, 2010:12)

supports this view by stating “no finding [sic] can be accepted universally, unless they have been tested and proven in another culture or environment”.

### *1.10 Research Methodology*

The research methodology and design of the study are discussed. A cross sectional design was adopted for this. According to Babbie (2010), the cross-sectional design involves observation of a sample, or a cross-section, of a population or a phenomenon that are made at one point in time. The option of using the cross-sectional design was tempered by four main considerations as put forth by Blaikie (2006): the purpose of the study; the time span over which data was to be collected; the form of data analysis and resource availability. In this study, data was collected from a large sample of six different respondents' category across seven polytechnics and other government officials representing the major stakeholders in the tertiary sub sector of Ghana. The data was collected within a period of seven months from December 2010 when researcher began negotiating access to various establishments to July 2011 when the data collection phase was completed.

This study was cross sectional/ exploratory in approach and used interviews and questionnaires employing qualitative methods. The study piloted an on-line questionnaire to elicit the data from the academic staff respondent category only. Questionnaires informed by instruments used in earlier studies were adapted and used in a pilot study. Data was statistically analysed by the secured web base package. The summarised data were then exported to MS Excel for analysis and imported into MS Word and analysed using the Statistical Package for the Social Sciences (SPSS). Results of the pilot study provided lead-in themes that facilitated the couching of questions for the main qualitative interviews.

Additionally, semi-structured interviews were conducted among the 65 respondents including, but not limited to the academic staff. It also covered other respondent groups such as polytechnic administrators, former rectors, students, government officials, resigned staff and current staff. The interviews were manually transcribed and analysed for themes. Excerpts and quotes of the interviews are presented in chapter seven. Chapter eight interprets the analysed data while chapter nine concludes the study.

### *1.11 Overview of the Thesis*

This study is organised around nine chapters as follows:

**Chapter one:** This current chapter sets out the organisation of the remaining parts of the study by outlining the key thesis of the study. In this chapter, the background and rationale of the study are discussed. A succinct discussion of the themes of the study; the objectives and aims of the study, justification, importance of study, and lastly an outline of the research methodology follow this.

**Chapter two** discusses the context of the study. It highlights geo-political, economic, social and cultural settings of Ghana. It further discusses the development of Ghana's tertiary education landscape, the polytechnics in particular and their management challenges; as well as the regulatory bodies in Ghana's education sector.

**Chapter three:** reviewed empirical literature on turnover from the perspective of developed and developing countries.

**Chapter four:** Chapter four dealt with the second segment of the literature reviews i.e. HE management across the globe.

**Chapter five:** discusses the research methodology employed in the accomplishment of this study as well as the justifications for each method.

**Chapter six:** presents the descriptive statistics analysis of the pilot study using pie charts, bar charts and tables.

**Chapter seven:** presents the qualitative data of the study

**Chapter eight:** discusses the study's findings.

**Chapter nine:** this is the final chapter and presents the summary, conclusions and recommendations of the study along with the limitations of the study.

The next chapter presents the profile of Ghana with highlights on education; HE and its importance as well as the management challenges of polytechnic.

## **Chapter Two: Ghana's Profile**

This chapter presents the profile of Ghana; respectively focusing on the following: an overview of Ghana's educational development; the tertiary landscape; background of polytechnics; their objectives; importance; management, challenges and contribution; legal framework; government policy as well as appraisal of supervisory bodies in Ghana's education sector. The overall purpose is to provide context and historical perspective that are essential to scope, underpin and aid analysis in the research.

### *2.0 Overview of Ghana*

Laying between latitude four degrees, 45 minutes and 11 degrees north, Ghana became the first country in Sub-Saharan Africa to end colonial domination. It extends from longitude one degrees 14 minutes east to three degrees 17 minutes west. Occupying a landmass of 239,000 square kilometres, Ghana shares borders with Togo in the East, Burkina Faso in the North, Cote d'Ivoire in the West and the Atlantic Ocean in the South.

It has a population of 24,658,823 (PHC 2010) of which 12,024,845(48.8%) are males and 12,633,978 (51.2%) females. Ghana has a predominantly younger population and low mortality rate with an average life expectancy being 58 years (GSS 2010). Overall, Ghana's population has increased by 30.4% from the year 2000 with Greater Accra Region (GAR) and Central Region (CR) recording the largest increase of 38.1%; Northern Region (NR) 36.2%; and Ashanti Region (AR) 32.3%. Of the population (2010), the three northern regions comprising NR 10.1%, Upper East Region 4.2 % (UER) and Upper West Regions 2.8% (UWR) had a total of 17.1%, however, they occupy one third of the land mass. Brong Ahafo Region (BAR) adds up to half of the land mass and recorded a population share of 9.4%. The northern zone comprising NR, UER, UWR and BAR accounts for 26.5% of the population; while the other half comprising AR 19.4%; GAR 16.3%; CR 8.9%; Western Region (WR) 9.6%; Eastern Region 10.7% (ER) and the Volta Region 8.6% (VR) recorded a total of 73.5% with GAR and AR having a share of 35.7%. However, the annual inter censal rate of 2.7% in the year 2000 declined to 2.5% in 2010, albeit, the population density increased from 79 in the year 2000 to 103 in 2010 (PHC 2010).

Agriculture is the main economic activity of the people and accounts for about 51% of the country's GDP and about 54% of the total Ghanaian labour force (GSS 2010) with cocoa being the leading export crop. Cocoa of which Ghana is known for its quality - Ghana is

among leading producers in the world and currently second to Ivory Coast. Cocoa has long been and continues to be the main cash crop and primary export earner of Ghana. Total annual revenue accrued exceeds 60% of total annual export revenue. Ghana is blessed with natural resources such as gold, bauxite, manganese, diamond, iron ore, salt deposits and recently oil. Ghana struck oil in 2007, the Golden Jubilee year of its independence in commercial quantities on the shores of Cape Three Point in the WR; however, commercial production began in December 2010. The new discovery is christened the Golden Jubilee Field (GJF), thus adding a new dimension to Ghana's exports capacity. The GJF has an estimated potential of producing 120,000 barrels by 2011 and estimated to hit an accumulated value of US\$20 billion between 2012 and 2030 (Gary 2009). Ghana also has arable land suitable for crop and animal productions; plus a coastal terrain for forestry. The country has predominantly rural, traditional and informal family relations with diverse ethnic and cultural groupings. The official language for government business is English with Twi, Ewe, Ga and Dagbanli widely spoken and taught in schools.

Administratively, it is divided into ten regions and 216 districts. Ghana is a liberal state with enormous political freedom and association. The 1992 Constitution is the main source of legislation and has given citizens the right to form associations and participate in the development processes of the country. As a result, several Civil Society Organisations (CSOs) have mushroomed in the country in the last two decades.

Ghana has long been regarded as a leader in African educational systems (George 1974; WB 2004). She inherited a vibrant educational system from Britain that has since witnessed a series of reforms and government educational policies formulated from time to time in a bid to make the system more relevant to the needs of the country. These initiatives include: the Education Act of 1961; Kwapong Report 1967; Dzobo Committee (1973); new structure and content of Education 1974; Education Commission Report on Basic and Secondary Education 1987/88; Education Reform Programme 1987; University Rationalization Committee (URC) 1987; Free Compulsory Universal Basic Education (FCUBE) Programme 1996-2005; FCUBE Policy Document and Programme of Operations, 1996; GETFund Act 581 (2000); and the Education Sector Review Committee 2001).

Currently, there are 17,881 primary schools of which 13,510 are public and 4,371 private; 10,213 Junior High Schools (JHS) of which 7,656 are public and 2,557 private; 670 Senior High Schools (SHS) comprising 493 public and 177 private schools (ESPR 2009; MOE,

2008/09 Education Profiles) with total enrolment figures of 2,216,792 and 767, 303, with Gross Enrolment Rate of 78.6% for the primary and 60.9% for the JHS respectively (ESPR 2009; MOE, 2008/09 Education Profiles). It is worthy of note that there is active private participation in education across all levels. At the Basic level, 550,423 pupils are in private basic schools (MOE 2008/09, Education Profiles, EMIS). Presently, Ghana has 126 tertiary institutions categorised as public universities (PUs), private universities (PTUs), professional institutions, tutorial colleges, polytechnics, Colleges of Education (CoE), Colleges of Nursing (CoN) and Agriculture.

The demand for tertiary education (TE) has reached high levels. For instance, polytechnic enrolment increased from 1,385 in 1993/94 to 18,474/18,459 in 2000/01 and appreciated by 55% growth (28,695) in 2008/2009 (Daily Graphic 2005). While enrolments into the five PUs went up from 15,365 in 1993/94 to 40,673 in 2000/2001 and by 2006/2007 this figure soared up by 117% to 88,445 (Effah and Hoffman 2010). Total enrolments into TE increased from 159, 158 in the 2008/2009 to 162,460 in the 2009/2010 academic year. The distributions among the sub-groups within the tertiary brackets are Universities 107,640 (66.2%); Polytechnics 45,934 (28.3%); and professional institutions 8,886 (5.5%) (NCTE 2011).

### *2.1 Development of Education in Ghana from 1520 - 1951*

The Portuguese were the first to establish western European type school at Elmina in 1529. The primary aim was to provide schooling to sons of Europeans traders by African wives and to convert the indigenes to the Catholic Faith through reading, writing and religious teaching for African children (McWilliams 1962; Graham 1971). This was followed by the Dutch in 1637 who revamped the school in 1664. The aim of course, was not different from that of their predecessors. About a century later, the Danes established one at the Christianborg Castle in Accra. The last in the trail were the British who established theirs at the Cape Coast Castle in 1751 (McWilliams 1962). All this while, education was both sporadic, limited, and in the hands of the missionaries (Graham 1974; McWilliams 1962).

Before 1800, there was this window of opportunity for outstanding Africans to study in Europe. Notable beneficiaries of this scheme include William Awo of Axim (1707); and Jacobus Capitein (1728). They both distinguished themselves in their pursuit and returned home after their courses. There were many others who also studied in Europe and returned afterwards (McWilliams 1962; Graham 1971). The British after establishing their influence continued with the same gesture. Around 1788 for instance, there were 50 West African

children mainly from the Gold Coast and Sierra Leone studying in Britain. Rev. Thompson, Phillip Quaco, Thomas Caboro and William Cudjo are good examples of such beneficiaries. Phillip Quaque, the survivor of the trio continued his studies for 10 years and graduated from Oxford with a Master of Arts Degree. He was later ordained the first African Minister of a Church of England in 1765. Others include Acquah, Sackey, Nkwantabisa, Owusu Ansah, Akwasi Buakye and Kwamina Poku.

Throughout the 18<sup>th</sup> Century, the number of schools and enrolment were negligible. Indeed, enrolment hovered between zero and sixteen from 1766 through to 1789. For example, George (1974) recorded about 139 Government and Government-assisted schools with three run by missions along the coastal regions. These schools had total enrolment of 5,000 students; which later increased to 12,000 in 135 Government and Government-assisted schools and 120 unaided schools. However, the early 19<sup>th</sup> Century saw expansion largely due to combined efforts of government and Missionaries such as: The Basel Society, Wesleyan Methodist Missionary Society, and Bremen Missionary Society among others.

Enrolments in primary education increased from 5,000 in 1880 to 12,018 in 1901 and to 32,839 by 1925. In a similar fashion, enrolments in secondary education rose from 538 in 1931 to 2,776 by 1951. Also, the number of teacher trainees increased from 555 in 1931 to 1,831 by 1951; 3,873 by 1957 and 5,452 by 1960 (George 1974; McWilliams 1962).

### *2.1.1 1951 Accelerated Development Plan (ADP)*

The year 1951 represents an important watershed in Ghana's educational history. This was when the control of educational policy shifted from colonial hands into African hands before political independence in 1957. By 1951, Ghana then Gold Coast had achieved considerable measure of internal self-government. Around this time, the educational system though undeveloped had a total of 3,000 institutions with 31,200 pupils in attendance (George 1974).

When the 1951 constitution came into being; an ADP for education was laid before parliament. The main objective of this plan as provided for in the Act 1951 was:

To help develop a balanced system working towards universal primary education as rapidly as consideration of finances and teacher training allowed, but maintaining at the same time proportionate facilities for further education for those most fitted to receive it (Graham 1971:177).

The Act recognised that progress in education depended on the supply of quality trained and motivated teachers. To this end, government committed itself to providing the required facilities at all levels including teacher training, however, with a bias towards primary



education. One year on, January 1952, over 132,000 children began primary schooling, that is, more than double the 1951 figures. By 1957, there were over 450,000 children in primary schools representing about 10% of Ghana's population then being serviced by about 15,000 teachers. The most outstanding result of the ADP had been the provision of half a million primary school places. This ultimately called for expansion in secondary education. Government planned to increase the intake into secondary from 2,500 in 1958 to 6,000 in 1964 through the Ghana Educational Trust.

By extension, parents were to be fined up to ten pounds for noncompliance. No fee other than the payment for the provision of essential books or stationery or of material required by pupils for use in practical work was being charged in respect of tuition at a public primary school. Between 1951 & 1957, educational facilities expanded in every nook and corner of the country. By February 1958, there were 3,402 primary schools and 1,030 middle schools, - more than anticipated by ADP.

Between the planned periods of 1951 to 1958 the number of secondary schools rose sharply from 12 to 38 and by February 1958, there were 10,423 students in secondary schools throughout the country. Of this total, 9,860 were enrolled in the 38 assisted secondary schools. The plan also envisaged a total of 3,500 enrolments at the teachers training colleges (TTC) for both Certificates A and B. By 1958, enrolments at the TTC's had reached 4,055. The same year also witnessed a drop in the number of untrained teachers below 10,000 - the first time ever since 1952. Thus, the ADP exceeded the estimated target of 9,860 by 563 in terms of enrolments for the planned period.

## *2.2 The 1961 Education Act*

Another important event that also helped to give fillip to educational expansion in Ghana was the Education Act of 1961. The Act provided legislation on the right to education and a structure on which Ghana's education was to revolve. It further empowered the sector Minister to make regulation that had the force of law. This Act made BE 10 years comprising six years primary and four years of middle school. One outstanding feature of the Act is the aspect that gave legal effect to the government's decision to make BE compulsory.

Every child who has attained the school going age as determined by the Minister shall attend a course of instruction as laid down by the Minister in a school recognised for the purpose by the Minister (McWilliams 1962:109).

The Act that came into effect in 1961-62 made middle schooling free as was done for the primary in 1952. All parents were required to do was to provide for the uniform and books of their wards. However, in 1963, government embarked on its free textbooks distribution policy to both primary and middle school pupils, thus relieving parents of this hitherto onerous responsibility. The compulsion and free BE policy which also saw the untiring of admission to faith led to higher enrolments at all levels. This indirectly led to the demand for secondary education and HE as well. The 1961Act led to a massive expansion across all sectors of education. The exceedingly high demand led to the introduction of the shift system as demand stretched existing facilities. Table 3 below provides the summary of enrolment.

<b>Category of institution</b>	<b>Base year (1951)</b>	<b>Current Years (1965-66)</b>
<b>Primary</b>	154,360	1,137,495
<b>Middle</b>	66,175	267,434
<b>Secondary</b>	2,937	42,111
<b>Technical</b>	622	4,956
<b>Teacher Training</b>	1,916	15,144
<b>University</b>	208	4,267
<b>TOTAL</b>	<b>226,218</b>	<b>1,471,407</b>

**Table 1: Summary of expansion in enrolment across educational levels between 1951 through to 1965-66; Source:** (George 1974:51).

### *2.3 Educational Developments from 1966 - 1986*

On February 24, 1966, the National Liberation Council (NLC) overthrew President Nkrumah and consequently scrapped his programmes and policies including education (George 1974). Following from this, the NLC on March 7, 1966 appointed an Education Review Committee under the chairmanship of Professor Kwapong to conduct a comprehensive overhaul of the entire educational system and of research in Ghana (George 1974; Antwi 1992; Government of Ghana 2004). The Committee presented its findings to Government on July 28, 1967. Government accepted it and consequently issued a White Paper (WP) embodying its comments and detailing its response to the recommendations and statements of its educational policy direction in 1968. This committee recommended that the energies of the nation should be directed towards the middle level of education covering secondary,

technical, commercial and vocational and teacher training. The Committee further recommended the introduction of the two-year Continuation School Policy as a stopgap measure to address the issue of majority of pupils being unable to gain access to the few places in secondary “grammar” schools (George 1974). This policy was later criticised as elitist as it did not address the problems but rather promoted inferior education and further skewed secondary education to the elites rather than the masses (MOEYS 2004).

The Dzobo Review committee of 1974 introduced the concept of comprehensive junior secondary school (JSS) that was geared at teaching both academic and practical skills to all pupils. The JSS concept was run on an experimental basis together with the middle school until the 1987 reforms converted all middle schools to JSS.

#### *2.4 The 1987 Educational Reforms*

The 1987 educational reforms were prosecuted by the PNDC to check the decline in access, infrastructure, expansion and quality of education through a radical overhaul of both the structure and content of education. The reforms introduced the 6-3-3-4 structure initiated by the Dzobo 1972 recommendations. The reforms also led to the adoption of Senior Secondary School Certificate (SSSC) now West African Senior Secondary Examination (WASSE) that replaced the Ordinary and Advanced Levels examination in 1993, thus reducing the school time by five years. The moving spirits behind the reforms are contained in a government WP paper in 1987.

It is the basic right of every Ghanaian to be able to read, write and function usefully in the society. The system as is organised now makes it difficult for this right to be enjoyed (MOE 1987).

The 1987 reforms, in the words of Effah (2003:40), were designed to increase access at all levels and provide for expansion and equity; improve institutional infrastructure, pedagogic efficiency and effectiveness; expand school curricula to provide for academic, cultural, technical and vocational subjects.

The most significant contribution of the 1987 reform was the reduction in time spent in pre-university education from 17 to 12 years. Another milestone achieved by the 1987 reforms was the increase in BE. BE schools increased from 12,997 in 1980 to 18,374 in 2000 (Akyeanpong 2010). Consequently, primary enrolments soared from 1,803,148 in 1991 up from 455,053 at independence (representing 82.5% of the age group). The new three year JSS also rose from 115,831 to 569,343 within the same period (up by 10% from 25% under the old structures (Dwomoh 1994:2480). The intent of the reforms was to revolutionise Ghana’s

educational downturn was not fully achieved as globalisation and Information Communication Technology (ICT) caught up with it.

### *2.5 President's Education Review Committee (2002)*

On assumption of office in January 2002, President J.A.Kuffour, set up a 29 member Committee on Education Review headed by Jophus Anamuah-Menash to wholly review the system with a view to making it responsive to the challenges of the 21<sup>st</sup> Century under the following terms of reference:

To review the entire educational system in the country with a view to making it more responsive to the current challenges. Specifically, the Committee was required to examine the structure of education and discuss issue affecting the development and delivery of education, the constrained access to different levels of the educational ladder, ICT and Distance Education (DE), professional development and the management and financing of education, in addition to other cross-cutting issue concerning the sector (WP: 2)

The committee completed its work in October 2002 and recommended a new education structure of 2-6-3-4 at the pre-tertiary levels and 4 years at the university. However, the Kuffour government did not muster the political courage to implement these recommendations before leaving office in December 2008.

The new Government under the leadership of the late President Mills implemented all but one recommendation-three years Senior High School (SHS). Also, for the first time, Kindergarten (KG) was integrated into the educational structure.

### *2.6 Development of Tertiary Landscape in Ghana*

Bloom, Canning and Chan (2005); Bening 2005; and McWilliams (1964) trace the origin of modern TE in Ghana to Achimota in 1927. Its first graduate received a BSc. Degree in Engineering in 1935 under the auspices of the University of London (UoL) (Bening 2005; and Graham 1974). Later in 1948, due to agitations of the nationalist, the University College of Gold Coast (UCGC) was established at Legon as Ghana's premier university. In October 1948, Governor, Alan Burns with Mr M.D. Balme as its first Principal, opened the UCGC. The UCGC started with 90 students, "as an autonomous institution under a Council with complete control of the general policy and property of the college" (McWilliams 1962:78). By an ordinance, the UCGC was established as an offshoot and branch of the UoL "for the purpose of providing and promoting university education, learning and research" (Graham 1971:176). The UCGC was renamed the University College of Ghana (UCG) after political independence. It attained full-fledged university status through Parliamentary Act (Act 79), and later in August 1961 it was renamed University of Ghana (UG). By 1950 there were 213

student enrolled, 80 of whom were in the Arts, Economics or Science faculties, 103 for Intermediate Examinations and 30 with the Institute of Education (Graham 1971); 300 at the beginning of the 1951-52 academic year (George 1974) and by 1959 more than 1,100 students had enrolled in the two universities (George 1974). By 1961, the student population had grown to 670, of whom 46 were women. In the same year 166 appeared for the degree examination out of which 148 completed successfully (McWilliams 1962).

After UG came the second of Ghana's HEIs; the Kumasi College of Technology (KCT) established in October 1951 as an affiliate of the UG in order to train a diversity of personnel required for the economic, technological, educational and social development of Ghana (Graham 1971). However, the college was officially opened on 22 January 1952 with 200 teacher trainees transferred from Achimota College to form the nub of KTC. In 1961, the Kumasi University College (KUC) was upgraded to a university and renamed the Kwame Nkrumah University of Science and Technology (KNUST) as a tribute to the first President of Ghana, Osagyefo Dr. Kwame Nkrumah. KNUST was changed to the University of Science and Technology (UST) after the 1966 coup but reversed to its earlier name KNUST by President Rawlings in 1996. In March 1962, KNUST had 533 students being serviced by 147 staff. While the three HEI's had a total enrolment of 4,301 (Eshun 1998: 241; cited by Opare et al 2008:17). The total number of students in the two institutions rose from 1,184 in 1960-61 to 4,267 in the 1965-66 academic years (George 1974). Until independence, the training of advanced and specialist teacher training was under the purview of KNUST and later moved to Winneba. To regulate the operations of the two universities, the National Council for Higher Education (NCHE) was set up in 1962. However, it was abolished after the 1966 coup; revived in 1969 by NLC Decree 401. It was again abolished in 1983 and re-established as the NCTE in 1993.

The University College of Education (UCE) was established in Cape Coast in 1964 under the UG and achieved full-fledge university status in 1971 as the University of Cape Coast (UCC). This was established with a mission to train graduate professional teachers especially in the sciences for the colleges, second cycle schools as well as the Ministry of Education (MoE) in a bid to meet the unprecedented demand that emanated from the expansion in school places (Antwi 1992; Benin 2005). These three institutions with a sizeable number of research institutions and professional associations represented Ghana's TE sector with total enrolments around 9,000 until the mid-1990's (Effah 2003). By 1986, there were three

universities, six non tertiary polytechnics, a few diploma awarding institutions and other post-secondary institution (Girdwood 1999). These three institutions of higher learning dominated the tertiary landscape and largely succeeded in setting the ethos of the educational system of Ghana from the 1960's until the reforms of the 1990s led to the establishment of the fourth public university, the College of Education at Winneba (UCEW). UCEW was established on 30<sup>th</sup> September 1992 to meet the increased demand for qualified teachers that was necessitated by the reforms of 1987. It took a unique form by amalgamating the former Specialist Training College, National Academy of Music, and Advanced Teachers College (all in Winneba), School of Ghana Languages, Ajumako, St. Andrews Agricultural Training College in Mampong, Ashanti and the Kumasi Advanced Technical Training College (KATTC). UCEW thus became the first multi-campus of higher learning (Bening, 2005). UCEW was affiliated to the UCC until 14<sup>th</sup> May 2004 when it attained a full fledge university status and renamed the University of Education, Winneba (UEW) (Opare et al 2008: 24).

The University for Development Studies (UDS) was established in 1993 as the second multi-campus with campuses in Tamale, Nyanakpala, Wa, Navrongo and Kintampo and specially mandated to engage in action oriented approach to education with a view to solving community problem using multi-disciplinary approaches. In the words of Girdwood (1999:22), UDS was established “in the interest of spatial equity”.

As part of URCs recommendations six non-tertiary polytechnics were elevated to tertiary polytechnics in 1993 in what Atakpa (2006) describes as a “jump start” in Accra, Tamale, Kumasi, Takoradi, Ho and Cape Coast with a mandate to run career focused professional courses geared at filling the middle-level manpower needs of the country. Four more were later established between 1997-2003 in Sunyani, Koforidua, Bolgatanga and Wa to complete the cycle of regional polytechnics. The CoEs and other specialised professional post-secondary institutions such as nursing and agriculture have all being upgraded to tertiary status. There are six tutorial colleges, which provide tuition to students to take external examination (Afeti 2003). The University of Mines and Technology (UMAT), the most recent public university (PU) was established in 2004/2005 at Tarkwa in the WR, bringing to six the number of PU's. Beside the six PUs, there are seven other degrees awarding professional institution all located in Accra (See Appendix M).

The reforms of the 1990s also brought about the liberalization of the tertiary sub sector that necessitated private participation (PP) into it. In essence, PP in TE began in 1993 with the

establishment of NAB (Afeti 2003; Effah 2005). The UG, KNUST and UCC continued their dominance well into the 1990's with total enrolments of 10,000. By 2000/2001, Ghana had 12 universities comprising five public and seven private with enrolment around 43,242 with the PUs having the highest of 96% of enrolments (Sawyer 2004). Many more private institutions (PI's) began the accreditation process thereafter. Presently, there are three chartered PI's, namely Akrofi Christaller Institute of Theology, Mission and Culture, Trinity Theological Seminary and Valley View University (VVU). These institutions have been given the Presidential charter to award their own degrees. However, in 1997, VVU became the first private university to be accredited by the NAB. The number of PTI's stood at 25 by September 2008. To date, there are 36 PTI offering degree, HND and other Diploma programmes. PTIs has expanded the tertiary terrain of Ghana's education sub- sector and by the year 2000-2001 academic years a total of 16,670 were enrolled; appreciated by 96% in 2006-2007 to 18,278 and recorded the highest female participation ever of 39% in the HE sub sector (Daily Graphic 2008; Walenkamp and Gondwe 2011). The PTIs offer programmes mostly in religion and such specialized areas like Accounting, Business Administration, Banking, and HRM among others. So far, only VVU has ventured into the sciences. Though enrolments at the PTIs are small as compared to the PUs, their presence has injected some healthy competition, innovation and management efficiency into Ghana's tertiary landscape (Effah 2005). According to Effah (2003), PTIs have carved a niche for themselves in the tertiary sub sector market by offering programmes that are demand driven and flexibly tailored to the needs of employers and employees alike in terms of content and timing for classes. Unlike the traditional system where classes are held only once, the PIs have lectures for mornings, afternoons and evenings for their varied clientele. Because of the flexibility and demand driven nature of their courses, graduates of the PIs have a high degree of securing employment arising out of the congruence between PIs and the needs of the labour market. There has been an increase in PTIs which has helped to increase enrolments at the tertiary levels; by 2008, NAB had accredited 25 PTIs. In 2010, NAB accredited 32 programmes in 55 PTIs and vigorously monitoring the quality of TE provided by the PTIs (NCTE 2011). Overall, Ghana as of February 2011 has 126 tertiary institutions (See Appendix M).

The demand for TE in Ghana has grown exponentially due largely to growth in population and expansion in enrolments across both basic and secondary levels. According to Effah (2003:340), PUs enrolled 11,857 students in 1992 and by 1998/9 academic session,

enrolments increased by 165% (31,460). Amankwa (2007) cited in Opare et al (2008:25) reported increased enrolment in universities from 15,365 in 1993-94 to 40,673 in 2000-2001. Likewise, polytechnic enrolment soared from 1,385 in 1993-94 to 16,956 in 1999-2000; 18,474 in 2000-2001 and registered a further increase to 28,695 by 2007/2008 (of which 30% are females). On the whole, enrolments into the tertiary sub sector increased from 139,768 in 2006/07 academic year (of which 34% are females) to 139,158 in 2008/2009 to 162,460 in the 2010/2011 distributed as: universities 66.2%; polytechnics 28.3% and professional institutions 5.5% (NCTE 2011).

An important innovation in Ghana's tertiary landscape is the introduction of DE and sandwich programmes on their programme menu. The UCC and UEW set the pace in 2006/2007 when they enrolled 20,499 (98.67%) of 20,722 students. However, UG and KNUST had shares of 0.95 and 0.35% respectively. Enrolment as of the 2009/2010 academic year has increased to 37,589 distributed as: UEW (45%); UCC (36.1%); UG (12.8%); and KNUST (5.8%). Altogether, UEW and UCC have 81%; while UG and KNUST share 19%.

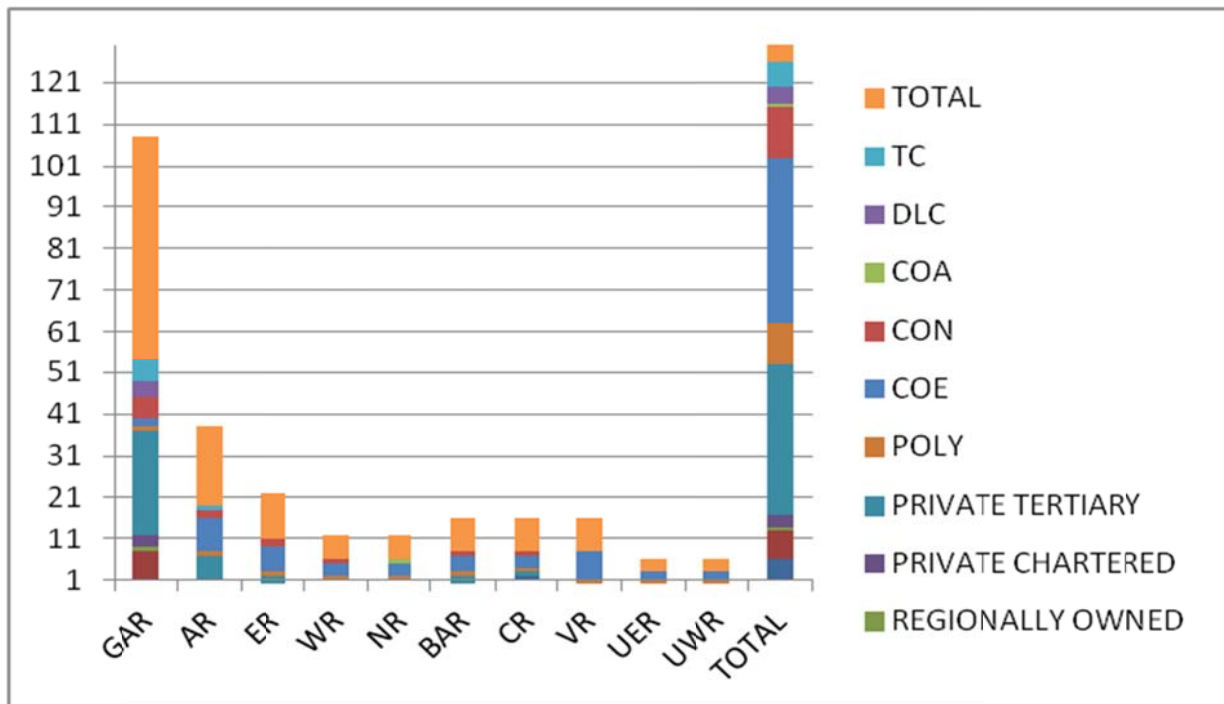


Fig. 1: Graphical Presentation of Tertiary Institutions and their locations in Ghana: (See Appendix M)



## *2.7 Evolution of Polytechnics*

The concept of Polytechnic take roots from the Greek word “Polyteknos”-‘skilled in many arts’. A polytechnic is therefore an institution that provides many skills to its trainees. The concept evolved from Germany in the 19<sup>th</sup> century to promote its industrial drive. For instance, Germany and France established technical universities with a well-developed educational system that had an appreciation for science and had direct linkage with industry in the early 1800 while little was done by England until the turn of the 20<sup>th</sup> century. The German education system collaborated closely with industry and appreciated the importance of the application of science to industry (Shadwell cited in Evans 2007). Germany with its Technische Hochschule had the richest stock of technical manpower in the world. Britain before the 18<sup>th</sup> Century was a pace setter in most discoveries, while Germany, France and the United States were mere followers. However, Britain’s industrial supremacy was short lived as France and Germany later dwarfed it in the late 19<sup>th</sup> and early 20<sup>th</sup> centuries. By comparison, the United States (US) in the late 19<sup>th</sup> and early 20<sup>th</sup> centuries also developed a robust educational system at the higher level that was not only responsive but equally attuned to the needs of businesses and conducive to innovation which saw it surge pass Britain (Gospel 1991).

According to Evans (2007), by the close of the 19<sup>th</sup> Century Britain had lost out it’s supremacy in the international market in a wide range of products due to its failure to develop and exploit newer technologies associated with chemical and industrial engineering. For instance, Oxford and Cambridge which wielded a lot of influence in setting the educational philosophy of British universities and continue to do so concentrated in classical and liberal education to the neglect of science and technology while their European counterparts in Germany and France placed emphasis in the technical education (TcE) by investing in people, machine and plant which paid off tremendously as there was synchronization between human resources and technology. For example, Evans (2007) argues that whilst in 1880 the United Kingdom (UK) accounted for 41.1% of the world’s manufactured products, Britain’s share of the world market plummeted to 29.9% by 1913 whilst the share of US and Germany appreciated to 34% and 24% respectively with British chemical clocking a mere 11%. One irrefutable reason for England’s decline after its thrilling lead in the early to mid-19<sup>th</sup> century was the long time it took for England to realize and evolve a national strategy for TcE and to establish an organised TcE system. Gowing (1977:7) on her part attributes the

main cause of Britain's decline squarely to its failure to develop a robust educational system essential for national efficiency. The approach adapted by the British in contrast to what pertained in Germany and France led Clarke and Winch (2007) cited in Education International (EI) to conclude that 'the British VET model is less one of state intervention and more of social injustice'.

The US around the late 19<sup>th</sup> century had a poor stock of labour especially engineers, though its growth rate was the highest in the Western world. To augment the shortfall, it was compelled to move into technology-intensive industries. This move stimulated technological innovation and made technology intensive more attractive than labour intensive. The growth in industries was further spurred by the development of a pool of technocrats emanating from expansion in its TcE at the universities after the civil war and the emigration of engineers. The US from the late 19<sup>th</sup> into the early 20<sup>th</sup> century dwarfed Britain in terms of technology and leadership as it planned and consolidated production, distribution and innovation culminating in the attainment of higher output per person (Lazonick 1990; Gospel 1991). Well into the 20<sup>th</sup> century US surpassed all industrial nations in terms of the supply of engineers (Evan 2007).

Japan, around this same time lacked managerial, technical, and skilled blue-collar workers for the implementation of the western science and technology. To this end, the Japanese government in collaboration with industry developed training and educational programmes in order to train and fill the gap. With a liberal approach, the Japanese quickly imbibed modern technologies by borrowing the best practices from the West. This move catapulted and consolidated Japan as a global industrial giant, from being a net importer of technology well into the Second World War period to a key developer and exporter of innovative products and into the post-war period Japan had attained outputs levels greater than Britain and the US. Japan is also credited for being the first nation to rationalize the teaching and learning of Technical and Vocational Education Training (TVET) using competency based training (CBT) and learning in 1921.

Emphasising the importance of education, Gospel (1991) noted: education and training holds the key to everything; it was the groundwork of British superiority in the early 19<sup>th</sup> century; the basis of America's success in the second industrial revolution and it underpins the leap in Japan's technological success in the third industrial revolution.

## *2.8 The Development of Technical Education in Former British Colonies*

The genesis of TcE across former British colonies is well documented in literature (Evans 2004; and Richardson and Wiborg 2010). For instance, Evans (2004) provides a comprehensive review on the trends of TcEs in Britain. However, before the advent of colonial period, every country that suffered from British colonialism had a system of educating its citizenry including TcE. For instance, India had well-established TcE system centuries before the colonial period. From outset, the foundation of TcE across the colonies was quite shaky and weak. Britain emphasised liberal education to the neglect of TcE. The British did not pay much attention to TcE until after the individual countries attained independence. Unsurprisingly, Britain itself lacked a national strategy for TcE until the turn of the 20<sup>th</sup> Century and even then on a limited scale (Evans 2004; Gowing 1977). Britain's' emphasis on liberal education during the colonial period shaped societal perception of TcE as one for the less clever and has lingered on after independence.

With the attainment of independence, a potent dependence syndrome remained. This is reinforced by Teferra and Altbach (2004) when he noted: 'the impact of the colonial past and of its continuing impacts of the colonial powers remains crucial in any analysis of African higher education'. The historical experience of former British colonies share common themes. This section provides a historical perspective of TcE in three former British colonies to exemplify the case. The choice of these countries has been tempered by some considerations. For instance, India is chosen because of its robust TcE system. Nigeria on the other hand is considered based on proximity (West Africa). Similarly, Malaysia was chosen because of its success story as an upper-income country compared to Ghana. Though their current educational past and current experiences are different, they share common experiences. Proving such a historical account highlights the critical factors that have blighted and slowed down the tempo of a robust TcE system.

### *2.8.1 India*

Shivani and Khura (2012) traced the development of TcE in India to the mid nineteenth century. In order to perpetuate their interest, British traders in 1794 established their first Technical Institute – school of survey at Madras. To train more technicians, many more technical institutes were established in 1842. However, India's TcE only assumed overwhelming importance in the 21st century with three milestones: the Constitution of the

Technical Education Committee of the Central University Board (CABE) in 1943; the Sergeant Report of 1944 and the formation of the All India Council of Technical Education (AICTE) in 1945.

After independence, India's TcE witnessed some progressive reforms and improvements geared at making the systems more responsive to its needs. TcE has since then expanded and continues to flourish (Shivani and Khura 2012). For instance, India had 38 engineering colleges and 43 diploma polytechnics in 1947 with a student intake of 3,670 which increased to 1,102 institutions with an intake of 184,648 by 1997 (Dasgupta). Likewise, it had 49 technical institutes in 1950/51 and by 2004 it rose above 1,300. Additionally, the number of polytechnics increased to 416 in 1997 and reached 1,244 in 2005/06. Total enrolments in TcE also rose from 6,170 in 1947 to 72,000 in 1967-68 and by the year 2000 the total system had jumped to 2,062 institutions comprising 1,224 degree institution and 838 diplomas with a combined enrolment of 420,000 (Shivani and Khura 2012).

Unlike most former British colonies, India's TcE has active public-private participation (about two thirds privately owned). Further, India's TcE system has a developed postgraduate programme offered in 246 institutions with admissions capacity of 21,460 (Shivani and Khura 2012).

### *2.8.2 Indian Government support of TVE System*

According to Shivani and Khura (2012), government's plans are far afoot to roll out 8 IITs, 7IIMs and 5 IIISCS. Further, the Indian government has pledged its readiness to improve the spread, quality and delivery of TcE throughout India.

### *2.8.3 Malaysia*

Like India, Malaysia had a well-established TcE system before colonial rule (Wong and Ee 1975). The British opened its first technical institution in 1906 to train indigenous Malaysians for the PS (Maznah 2001). By 1926, a trade school was established in Kuala Lumpur for the training of various technicians (Ahmed 2003). Around 1931, the Department of Education took charge of the school. Three more schools were established at Penang, Ipoh and Singapore (then a part of Malaya) for the training of apprentices. In 1945, the premier Technical Institute was renamed a technical college and later in 1972 upgraded into Universiti Teknologi Malaysia (Leong 2010).

Malaysia's TVET system witnessed a face lift after independence as it saw itself fused into the main stream education and training system. The system has seen many policy recommendations (Razak Report 1956; Rahman Talib Report 1960 and the Mahathir Report 1979) geared at making it more relevant to its needs. Currently, Malaysia has about 194 technical institutes and discussions are underway to expand during the next five years (Isa nd).

#### *2.8.4 Government support of TVE System*

The Malaysian government has rolled out a number of policy initiatives geared at accelerating its TVE system. Demonstrating its commitment to TVE, government in 2002 established four new university colleges and allocated RM 629.2 million in development expenditure to TVE (Zain 2008). Also as part of government policy, tax rebates are granted institutes in its apprenticeship programme. In September 2012, government launched its Educational Blueprint with a view to making its TVE system internationally competitive. To achieve the goals of TVE, government again committed RM 3.7 billion to the TVE system in the 2013 budget (UNICEF 2013).

Furthermore, government has set up four financial support schemes in the form of loans, sponsorship and contribution to employees in various industrial sectors that will be disbursed through four main agencies. Additionally, it is anticipated that demand for TVE skills in Malaysia will rise to 3.3 million by 2020 (UNICEF 2013).

#### *2.8.5 Nigeria*

TcE in Nigeria had a rather sluggish start compared to liberal education (Adeyemi and Aviomoh 2004). Nigeria had her first formal technical college in 1947 at Yaba, Lagos (Fafunwa 1992); and a second in Kaduna in 1958, i.e. the technical institute of Kaduna (now Kaduna polytechnic). The period 1960-69 saw an expansion in both Technical secondary and trade schools (Afonja, Sraku-Lartey and Oni 2005). The 1970s marks a watershed in the history of TcE as it witnessed an accelerated expansion. This period saw the involvement of government in the control and delivery of TcE. In 1977, the National Board for Technical Education (NBTE) was established with a responsibility to coordinate all matters of TcE under its ambit. The NBTE has an additional advisory function as well. Later in 1979, the Federal Military government established seven polytechnics with a mandate to train middle-level manpower (Saani 2009).

After almost a century of colonialism, Nigeria has repositioned its TVET system. This has resulted in significant expansion of TVE across the length and breadth of Nigeria. For instance, between 1948 and 2004 the number of polytechnics rose from one to 46 polytechnics; 89 monotchnics; Colleges of Education (Technical) and 138 technical colleges (Yakubu 2000 in Adeyemi and Aviomoh 2004). Correspondingly, polytechnic enrolment has equally witnessed a boast. For instance, between 1986/87 and 1990/91 enrolment rose from 17,485 to 104, 686. It witnessed a further increase between 1997/98 and 1999/2000 from 192,000 to 237,775 (Adeyemi and Aviomoh 2004).

#### *2.8.6 Government support of TVE System*

The Nigerian government has engaged in a series of efforts towards the enhancement of TcE. A typical example is the establishment of the NBTE in 1977. Further, the government has also finalised discussions for the establishment of the National Polytechnic Commission to among other functions coordinate and harmonise the operation of polytechnics throughout Nigeria (Guardian 2003 cited in Adeyemi and Aviomoh). The government has also rolled-out several innovative policies that will go a long way to address the concerns of TVE sector in Nigeria.

#### *2.8.7 The Importance of Polytechnics (TVET) to National Development*

Researchers agreed that for sustainable development to ensue in any country, it needs a diversified educational system (Bennell 1996); including TcE. Education enhances human capacities of the citizenry and thus increases the skilled workforce for rapid development. Dike (2009) argues that TcE is crucial to national development. There is growing awareness of the contributory potentials of TVET to national development (Tansen and Monzur 2012). However, Colin (1999) contends that having a TVE system *per se* will not guarantee national development and prosperity unless it is backed up by sustainable funding, quality faculty and facilities.

Likewise, Mustapha (2002) has observed that the global competitiveness of any nations is shaped by the quality of its workforce. Arguing, Bennell (1996) underscores the importance of TcE as it emphasis practical know-how and thus inculcates in learners practical knowledge, skills and other temperaments desirable for the world of work. Similarly, Akyepong (2002)

identified TVET as a tool for addressing the economic, political, socio-cultural stability of national development.

Globally, India has one of the largest stocks of quality technical human resources. Albeit, the number is disproportionate to its population (Goel 2007). India's TcE has benefited the nation in many ways. First, its vibrancy has not only made it an important global investment destination for multi-national companies, but it has opened up employment opportunities for nationals. For instance, Bloom (2002) claims that flowing from the investments of multi-nationals; the Bangalore city alone has created about 80,000 jobs. Individuals employed contribute revenue directly or indirectly to national development.

Second, India's robust TcE has not only promoted investments but also allowed for intellectual incubation and/or cooperation (Tetty 2006). Through such collaborations, polytechnics have prevented many innovative ideas from falling into the 'valley of death'- which is what happens when ideas lose momentum. These ideas have been utilised in the commercial world for the benefit of humanity.

Nations with strong TcE bring in its wake the generation of local and foreign exchange (FE) needed for economic growth. Also, training locally brings about savings in FE that would have been used to secure the services of expatriates.

#### *2.8.8 Common Challenges of TVE Systems in Target Former British Colonies*

Across the former colonies, each country's educational past and current experiences are different, but several important similarities exist. Below is an analysis of their common challenges.

#### *2.8.9 Funding*

Allocating adequate resources to desired educational programmes remains a universal struggle (Harbison and Myers 1964). However, for developing countries, the situation is more precarious. Qureshi (2006) attributes the low educational attainment in Pakistan to under-funding. Mureithi (2009) describes the funding of education in Kenya as adhoc and arbitral. Emphasising her point, she posit that the Kenyan government's allocation under the sub-sector of education was a paltry 0.7% of the recurrent expenditure. However, the TVET sector situation is more challenging compared to its academic counterparts. It is also argued

that TVET is accorded less attention than its academic counterparts (Afeti 1993; Effah 1993; Girdwood 1999). Corroborating, Zain (2008) argues that Malaysia's TVET system is financially deprived. Adeyemi and Aviomoh (2004) attribute the problems of TcE in Nigeria to under-funding which in turn inhibits the system's ability to provide the needed infrastructure and ability to attract quality staff. Aina (2002) summed it up when he noted that inadequate funding have had a tolling effect on Nigerian polytechnics.

The situation in Nigeria's TVET is rather pathetic. Generally, resources allocated to education are inadequate. Within the education budget, funding to TVET and polytechnics turn to be discriminatory. According to Oduwobi (2006), the Education Trust Fund expended a total of N20.366 on HE of which N13.194 billion was allocated to universities and N7.172 for polytechnics. Obikoya (2002) claim that inadequate funding does not only lead to constraints on existing facilities but also inhibits the system's ability to roll out new programmes. It also affects the motivational level of staff – the cumulative effect of which results in poor educational standards. Faced with such resource constraint, polytechnics are unable to keep up their needs and wants.

In comparison, Ghana's GETFund allocated 21.56% of its total expenditure between 2001-2009 to polytechnic while its university counterparts received 73.86%. However, allocations to TVET total education expenditures within the same period stagnated at 1 % (GETFund 2009). This demonstrates that funding is a common challenge across these countries.

#### *2.8.10 Turnover*

Mallam (1994) and Giwa (2000) have highlighted the state of faculty turnover in Nigerian polytechnics. In a related study, Adeyemi and Aviomoh (2004) submit that the attractiveness of politics in Nigeria has claimed many faculty members in Nigerian HEIs. A similar sentiment is expressed by Nsiah-Gyabah (2005) and Samuel (2008) who attribute the high turnover of polytechnic faculty to better outside offers. Nsiah-Gyabah (2005) further asserts that, turnover dissipates the resources of polytechnics. Similarly, Shika (2013) highlighted the spate of faculty in one Nigerian polytechnic and attributed it to poor remunerations.

Jacinta (2012) found faculty turnover in one polytechnic in Kenya and blamed the high spate on discriminatory government policy concerning remuneration, promotion and distributive justice. Similarly, Ahmed, Tapan and Javaid (2012) found the causes of faculty turnover to be



triggered from multiple sources. For his part, Mhere (nd) has observed that faculty turnover impacts negatively on polytechnic education, their service offerings and delivery. Mwatela and Musingafi (2010) posit that the growths of polytechnics are hindered by high staff turnover.

In comparison to Ghana, Nsiah-Gyabah (2005); Samuel (2008) and Musah and Nsuka's (2013) findings are similar with other studies done in different contexts (Mwatela and Musingafi (2010); Jacinta (2012) and Mallam (1994) and Giwa (2000). This suggests that turnover is common problem affecting polytechnic in selected countries. Similarly, turnover impacts on the growth of polytechnics across selected counties.

#### *2.8.11 Public Perception*

TVET is has been stigmatised as an option of academically 'dull' students across former colonies of Britain and still persists. Somehow, public perception of TVET is traceable to the British who in their own backyard emphasised liberal education compared to general education. For instance, Mureithis (2008) highlighted the perceptual challenges of TVET in Kenya. Warnapala (2007) reports of a similar situation in Bangladesh. On the other hand, Singapore has a developed polytechnic system, yet is also dogged with perceptual problems.

Ghana on the other hand suffers from the same perceptual challenges as reported in the selected countries (Effah 2005; Afeti 2005; Nsowah 2011 and Nyakoh 2011).

#### *2.8.12 Infrastructure*

Most former colonies of Britain inherited their polytechnic system with infrastructure originally designed for technical institutes. The literature suggests inadequacies in infrastructure of most polytechnic (Saitoti 2004; Adeyemi and Aviomoh 2004). Similarly, Singh (2013) has bemoaned the state of infrastructural problem in India's TcE system.

Colin (1999) has argued that for TVEs to succeed they need to have quality infrastructure. For instance, in order to maximise its facilities to the fullest, Pusa polytechnic in Delhi run two shifts as a way to manage the overwhelming numbers. On the contrary, Singapore has an exceptionally developed TVET system with adequate support from government. Flowing from the sustainable government support, Singapore's polytechnic system has the state of the

of the art facilities compared to TcE institutions in other former British colonies (Iswaran 2011)

Ghanaian polytechnics like their Indian and Nigerian counterparts have infrastructural constraints. This particular constraint affects the growth of polytechnics regardless of context. For instance, Addo-Yobbo (2010) has observed that infrastructural constraints affect enrolment capacities of polytechnics in Ghana.

#### *2.8.13 Outdated Curriculum*

Ghana like other former British colonies inherited a colonial educational system that was more attuned to general education compared to TcE. The curriculum thus reflected the policies of Britain than it did for the colonies. Many studies have affirmed the out-datedness of TVEs curriculum in former British colonies.

Mureithis (2008) describes the Kenyan TVET sector as one characterised by inflexible and outdated curriculum, as well as mismatch between skills taught and those demanded by industry. Likewise, Simiyu (2012) and Saitoti (2004) expressed concern about the current curricula of TVEIs in Kenya. Likewise, Mustapha and Greena (2002) and Zain (2008) also lamented about the situation in Malaysia and reached the same conclusions in their studies. India faces similar challenges. Aina (2002) describes Nigerian polytechnics as theoretical based. Exceptionally, Singapore has well nested curricula that connect its polytechnics with industry (Kam and Gopinathan 1999; and Iswaran 2011).

Musazi (2001) has noted that, the lack of conceptualised curricula in TVET has impacted heavily on its choice as a career option. For TVET to assert itself as a crucial pillar in national development and planning, its curriculum should be both current and relevant to national needs (Colin 1999).

Like other former British colonies (Malaysia, India and Nigeria), Ghanaian polytechnics are theoretical and not practical as expected. From the foregoing, it can be argued that polytechnics in former British colonies have common curricula challenges.

#### *2.8.14 Summary*

In summary, the development in three four former British colonies including Ghana has been discussed. All four countries have had their TcE system passed on as a colonial legacy.

Although TcE has been of tremendous importance to these former British colonies in terms of their manpower development in particular and their overall socio-economic developmental agenda, the sector is still faced with a number of challenges. Literature suggests that former British colonies (India, Malaysia, Nigeria and Ghana) share common challenges in respect of their TcE systems.

### *2.9 Background of Polytechnic Education (PE) in Ghana*

Polytechnics in Ghana have gone through metamorphosis. Historically, polytechnics began in the colonial era with the establishment of technical institute, and transformed into tertiary polytechnics. The ADP of 1951 gave impetus to TVET as the colonial government upgraded the then trade schools to technical institutes and also established more technical schools across the length and breadth of the then Gold Coast. After independence, the Convention Peoples' Party (CPP) promulgated the Education Act of 1961 that further consolidated the TVET. The CPP government appointed Sir Ronald Russell to appraise Ghana's TVET and advice on the way forward. Russell's report made a number of far reaching recommendations that among others recommended the upgrading of the technical institutes to polytechnics. In line with Russell's recommendations, the institutes of Accra, Kumasi and Takoradi were thus upgraded to the status of non-tertiary polytechnics in 1963. The elevation of these three institutes to polytechnics was government's first move to train middle-level manpower for the forward march of Ghana's young economy. Tamale and Ho remained Technical Institutes under the GES until they were upgraded in 1984 and 1986 respectively to non-tertiary polytechnics. By 1986, there were six non-tertiary polytechnics in Ghana. However, Cape Coast polytechnic, one of the pioneer tertiary polytechnics established in 1986 has a unique origin as it was tentatively conceived and delivered as a polytechnic from the scratch (Afeti 2005; Nsiah-Gyabaah 2005; Nyarkoh 2011). Like its cousins, it was only after the passage of PNDC Law 321 in 1993 that it attained tertiary status.

The PNDC in 1986 set up the URC to among other things appraise the management and planning structure of the individual tertiary institutions, its funding regime and academic structure. The URC thus laid a solid foundation for the tertiary landscape of Ghana as it set out a clear vision over the 1986-1988 periods by detailing out an innovative agenda for a change of significant compass and scale (Girdwood 1999). Later in November 1989, the MoE commissioned a four member consultancy to formulate proposal and draw up a programme of review, rehabilitation and training for the elevation of polytechnics to TEI's with a

mandate to award HND certificates. Following the submission of its report, government in 1991 issued a WP that states inter alia; Polytechnics have a distinctive and important role to play in middle-level manpower development. Particular attention will be given to the areas of applied science and technology, industrial arts, commerce, secretarial and accounting practice, fine arts, social services and communication practices. Programmes and courses are to be offered at the higher middle level of technicians training leading to the award of HND equivalent to first-degree level but not departing from the syllabi dedicated to practical technician training. The provision of such programmes will complete the cycle of TcE and provide capacity for higher-level technicians training and practical research that currently does not exist (p.8). The issuance of the WP led to the implementation of Ghana's Tertiary Education Reforms (GTER) of the 1990s that led to the promulgation of PNDC Law 321. This law gave legal backing to the upgrading of six polytechnics from non- tertiary to tertiary awarding institutions in six administrative regions of Ghana; Accra, Kumasi, Takoradi, Ho, Tamale and Cape Coast in 1993. Four such institutions were later upgraded in the four remaining regions; Koforidua and Sunyani 1996/97; Bolgatanga 2001; and Wa in 2003 i.e. bringing to 10 the total number wherein a polytechnic is located in each regional capital. Though Wa and Bolgatanga polytechnics came through governmental fiat/pronouncements, they are tentatively the only polytechnics conceived and delivered as tertiary institutions even though they both started on borrowed premises (Afeti 2005). The polytechnics thus, have had to curve out their institutional missions from the broader aims of the law that established them whilst taking cognizance of the needs of their immediate environment (Afeti 2003; 2005). The spirit behind the creation of polytechnics was to provide alternate tertiary route aimed at easing the pressure on the then three PUs by making TE more accessible and affordable to the ordinary Ghanaian.

In September 2000, the NCTE appointed a four-member technical review committee headed by Professor Kwami, to among other things appraise PE and make appropriate recommendations. Its terms of reference included:

- a) Assess the role of polytechnics in national development
- b) To review the progress made by the polytechnics since they were upgraded in 1993
- c) Determine the relationship that should exist between the universities and polytechnics within the tertiary sector

- d) Recommend appropriate schemes and conditions of service for staff of the polytechnic
- e) To determine relationship that should exist between polytechnics and industry' and
- f) To consider other related matters and submit a report by 30 April 2001.

The committee submitted its report in 2001 that among other things considered Koforidua and Sunyani as the least endowed polytechnics among the then eight polytechnics. It further recommended the resourcing of polytechnics in terms of structures, HRs and the development of systems and structures.

### *2.9.1 Legal Framework of Polytechnics in Ghana*

The determination of the government to make HE accessible to the ordinary Ghanaian is enshrined in Article 38 of the 1992 Constitution. The Article among other things enjoins the state to provide equal and balance access to education at all levels. Ghanaian polytechnics like any TEI derive its existence from the law that establishes it. The law spells out its object, responsibilities and functions of bodies such as the GC and AB and academic departments. Polytechnics were created to provide career-focused education and skill training for students. The objectives of polytechnics as provided in PNDC Law 321 and Act 745 of 2007 include;

- (a) To provide full-time courses in the field of manufacturing, commerce, science, technology, applied sciences, applied arts and such other areas as may be determined by the authority responsible for higher education;
- (b) To encourage study in technical subjects at tertiary level; and
- (c) Provide opportunity for development, research and publications of research findings

Act 745 (2007) now empowers polytechnics to; award HND, diplomas and other certificates accredited by the NAB; award degrees subject to the conditions that the GC may determine; make provision for the general welfare of the recreational and social needs of polytechnic students; and exercise powers that is incidental to the performance of the object and functions of a polytechnic under this Act.

### *2.7.2 Rationale for the Establishment of Polytechnics*

Following the submission of the URC's report, the PNDC Government issued a WP on the Reforms to Tertiary Education Systems (RTES) of which the polytechnic were part. The WP (1991) stated inter alia:

Polytechnics have a distinctive and important role to play in the middle-level manpower development of the country and that programmes and courses are to be offered at the higher level of technician training leading to the award of higher diploma but not departing from the syllabi dedicated to practical technician training. It was assumed that the provision of programmes would complete the cycle of technical education and provides a capacity for higher-level practical training and research (MOE 1993:8).

To give meaning to the URC's recommendations, Government in 1992 promulgated PNDC Law 321 which did not only detail out the objectives and parameters of polytechnics as laid out in 2.3.2 above but also provided legal backing to the upgrading exercise with a mandate to train middle-level manpower. According to Afeti (2003); and Apori (2008) polytechnics exist as special institutions with specific mandate to train highly skilled technical and specialized Middle-Level and Higher Manpower Resources in the technological areas to support the other areas of the economy. On his part, Nsiah-Gyabaah (2005) argues that polytechnic were established to fill the manpower deficiency between the craft courses offered in the technical institutes which provided skilled manpower at the lower and middle levels of operations from which the polytechnics evolved and the personnel been turned out from the universities for top managerial positions. In between the two was manpower gap that the polytechnics were established to fill. In essence, Ghanaian polytechnics apart from engaging in the holy trinity of academia: teaching, research and community services; they provide an alternate tertiary route aimed at easing the pressure on the then PUs by offering training for a cadre of technically skilled and competent young minds and hands who offered themselves for their services for the forward march of the national economy.

### *2.9.3 Importance of Polytechnic Education in Ghana*

Polytechnics have contributed to the national economy of Ghana by providing high-level middle manpower training in the relevant course areas for the national economy. The polytechnics have thus largely fulfilled the main objectives for which they were established by engaging in the production and distribution of practical and technically oriented skills to those who require it. By 2005, polytechnics educated 48,000 graduates across the various disciplines.

The current figures obtained at NSS indicate that between 2008/09 and 2012/13, the polytechnic network has trained 74,732 graduates across various disciplines on offer in Ghanaian polytechnics. By this development, polytechnics have provided education and training for about 122,732 graduates to spearhead and staff the wide-ranging industries and businesses in Ghana and even beyond. Polytechnic graduates have contributed significantly

to the socio-economic and industrial growth of Ghana. Many polytechnic graduates are successful entrepreneurs whose businesses have provided employment; others hold positions of responsibility and leadership in industry, business and in public and private institutions. The polytechnics have really succeeded in getting quite a number of well-trained middle-level manpower for the business sector in particular, even though the same cannot be said of the technological sector. That notwithstanding, polytechnics have helped in filling the labour market needs of Ghana.

Polytechnics were to provide alternate route aimed at easing the pressure on the traditional universities by making TE more accessible and affordable to the ordinary Ghanaian. The increased demand for PE lends credence to the fact that the polytechnics have come of age and are on course in terms of the delivery of their mandate. From a total enrolment of 1,385 in 1993, enrolment increased to 18,459 in 2000/2001; 24,353 in 2003/04; and levelled to 28,695 in the 2006/07. In essence, enrolments covering six polytechnics then increased by 1,463% from 1993 to 2003/04 alone; and by 2009/10 academic year, polytechnics had 28.3% (45,934) of total tertiary enrolment in public TE (NCTE 2011).

The polytechnic have also provided an alternate route of TE that is practically oriented. Beside the HND, the polytechnics still run other non-tertiary programmes such as the Diploma in Business Studies (DBS) and other technician courses as far down to the craft levels as well as other professional courses such as the Chartered Institute of Marketing (CIM) and Association of Certified Chartered Accountants (ACCA) courses among others, thus, fulfilling the mandate imposed on them by the laws that established them.

Polytechnic have made it possible for individuals to acquire both physical and intellectual skills that have armed them- graduates to be self-reliant and productive members of the society. Polytechnics have since their inception provided transitional labour to the nation through the National Service Scheme (NSS). Through the NSS, polytechnics have contributed their bit in nation building by serving in very deprived areas of the country in classrooms, health post and community service. In 2010 for instance, of the 40,000 personnel posted nationwide, 24,000 of the personnel representing 60% of the total, were deployed to the education sector. For 2011, the education sector received 32,596 personnel representing 65% of the total postings in 2011 (Duffour 2010).

Although, no tracer survey on the polytechnics graduates has yet been done, it is speculated that about 70% of the graduates are employed (Afeti 2003). It is worthy to note that that the

graduates from Ghana's polytechnics are spread across the broad spectrum of Ghana's economy, while some of them have established their own businesses and have contributing employment wise. Employed polytechnic trainees earn high income and by default contribute to Ghana's revenue basket through taxation.

The polytechnics have thrived to promote and encourage scholarship and community service within Ghana. It is to provide for the development of research and publications of research findings. The Polytechnic Lecture Series initiated by Sunyani polytechnic in 2005/06 has gone through its fourth stage. Another Conference is slated for Koforidua in 2011 and Tamale in September 2011. Besides, there are other research conferences being organised on various polytechnic campuses. These scholarly discourses are ample manifestation of the polytechnics fulfilling its roles in the national agenda as members of the ivory tower fraternity where instruction is given and received without any harassment or undue influence from the outside world (Banjo 2001). Polytechnics have also taken an extra step to liaise with their communities by engaging them in polytechnics activities as well as being engaged by their immediate communities in their programmes and activities as well.

Polytechnics have made significant stride as centres of excellence for the development of HRs for national development by disseminating knowledge in various forms to their products. For example, Effah (2003) cites Tamale polytechnic as having designed and manufactured a rubbish dump, a domestic waste extractor, a circular wood sawing machine, shea butter extraction and cashew shelling and machine and domestic water filtration unit; while the catering department of Ho Polytechnic has developed over 17 recipes for the hospitality industry. A lot more of such innovative steps have taken place in other polytechnics across the length and breadth of the country.

#### *2.9.4 Government's Current Policy on Polytechnics*

Governments, both past and present have placed PE at the top of its policy agenda. For instance, government in 2004 renewed its pledge to continue supporting polytechnics in their drive to produce technically trained graduates for national development.

Government will continue to equip the polytechnics to make them offer tertiary education in their own right; to emphasise practical skills that are needed to run the productive economy and build a nation (WP).

As a consequence, government increased budgetary allocations of the network from ₵31 billion cedis in 2001 to ₵111.54 billion cedis in 2006, representing an increase of 259%.



Also, the passage of polytechnic Act 745 (2007) was done to enable polytechnics offer B-Tech and other higher degrees- Bachelor of Technology (B-Tech) has been initiated as *top-ups* for its army of HND graduates yearning for academic progression. Also, the support of government has sustained the academic and research programmes of polytechnics through the GETFund's Faculty Development window. The facility has enhanced the capacities and quality of polytechnic workforce. Further, government support in transforming the infrastructural base of the network is worthy of commendation.

In order to achieve the national tertiary policy of 60:40 enrolments for science and technology programmes as against the Arts and Humanities, polytechnics with the approval of government have mounted access (Pre-HND) programmes for graduates of the technical/vocational schools as a way of upping the gap in the science based programmes into polytechnics. A second window of closing the gap for the science based programmes is the provision of remedial education to qualified science students with weak aggregates to bring them up to acceptable levels before being admitted and enrolled to make up the numbers in the sciences.

Other policy initiatives by government include the cooperation between the WB, NUFFIC, JICA and TALIF projects. These projects and collaborations have enhanced the resource base of polytechnics in terms of finances, pedagogy, research, ICT and HRs development. Physically, the GETFund has completed and continue to execute many projects such as staff accommodation, lecture theatres, libraries, student hostel as well as building and equipping science and ICT laboratories among other projects across all polytechnics. Government has further endorsed the policy of institutional quotas for less endowed school. Also, the gender policy of 50:50 for males and females is being vigorously pursued to level up the enrolment gap of females (NCTE Budget 2011; Ankomah et al 2005). Overall, these policies outlined mirrors government current thinking regarding polytechnic education in Ghana.

### *2.10 Polytechnic Management in Ghana*

Teferra and Altbach (2004) have observed that colonialism and its remnants have impacted greatly on Africa's HE system. According to Sawyer (2004), African academic institutions have been shaped and modelled along western education institutions. As observed by Teferra and Altbach (2004), HE in the developing world as in Africa are the legacies of colonial polices. Effah and Hoffman (2010) have observed that Tertiary Educational Institutions (TEI's) have distinct features from other organisational types that in turn make their

management different. Characteristically, TEIs are self-governing and autonomous (Effah and Hoffman 2010). The management of polytechnics like other TEIs in Ghana is akin to the bicameral system that has evolved out of Ghana's association with Britain (Effah and Hoffman 2010). This relationship has had a major implication for TEI's in Africa (Effah 2005; Teferra and Altbach 2004).

The GC is the highest decision making body and derives its authority from PNDC Law 321(1992) as amended by Parliamentary Act 745(2007). Polytechnic management dwell so much on the committee systems that are clearly spelt out by their statutes. Thus, the management structure of a polytechnic is drawn from its parent Act and polytechnic's statutes. The GC is the highest statutory organ that oversees the activities of polytechnics and responsible for the appointment and discipline of all staff including the head, the determination of the educational character, vision and mission of the institution and for matters relating to management of finances and resources utilization of the institution (Polytechnic Act 745, 2007). Each polytechnic has a GC made of 13 members headed by a chairperson appointed by the President of the Republic. The GC meets quarterly for the dispatch of its business; however, the Chairperson at the written request of not less than six members may convene an extraordinary meeting. When the chairperson is duly convinced of the urgency of the matter s/he will convene the meeting to deliberate on the issue(s) specified. In the absence of the Chairperson, the house (GC) shall elect one person to chair the day's proceeding. With 2/3 members of present, the quorum for business is established. Decisions are carried through a simple majority. However, the chairperson has a casting vote that can be exercised to break ties.

Rectors are the heads of administration and thus ultimately responsible for the efficient utilization of the institution's resources i.e. men; materials; machines and money (4Ms). They are appointed for a four-year term and subject to renewal. Rectors manage the institution with the support of other officers: Vice Rector (VR); Registrar; Faculty Deans (FD's); Heads of Departments (HoDs); Finance Officer (FO); Librarian; Internal Auditor; and Planning Officer among others. Another equally important structure of the polytechnic management is the students' representative council (SRC) that operates under the Dean of students' office and has representation on the GC and other committees.

Below the GC is the AB whose object is to protect the academic interest of the institutions. The AB exercises sovereignty over academic matters and the highest decision making body

on academic issues. The AB presides over issues such as courses taught, course content and quality, entry requirements, student discipline and qualification for award of degrees among others. The Rector chairs the AB, convocation and other statutory committees. With the exception of the GC, decisions of the AB take precedence over any other decisions taken within the polytechnic. The Board operates through the committee system; memberships of which are defined and drawn from the polytechnic's statute. Total membership of the AB is dependent on the number of schools in each institution as it is the varying factor along with the permanent members: Rector VR, Registrar, Dean, and FD's; with the librarian and the FO in attendance. Nonetheless, non-members may be co-opted for special assignments.

Below the AB is the executive committee (EC) with membership drawn from the AB. The EC meets quite frequently to attend to matters of urgent importance in between the normal meetings of AB and report to it (AB). Other statutory committees charged with specific responsibilities include: Appointments and Promotions Board (APB); Post Graduate and Staff Development (PGSD); and Welfare and Housing (WH) among others. However, a number of checks and balances within the system do allow for the referral of matters to a lower or higher committee for a second opinion (Polytechnic Statutes). In essence, by virtue of their memberships of committees and boards, authority and influence is vested in the faculty (Afeti 2003; Effah 2003).

All polytechnics in Ghana operate the semester system comprising sixteen weeks per semester. Each semester is interspersed with lecture, practical, class assignments, examination and end of semester examination. Attendances to lectures are tied to registration and payment of fees at the beginning of each semester.

### *2.11 Management Challenges of Ghanaian Polytechnics*

Polytechnics in Ghana are faced with numerous challenges. These challenges are both human and material and include the following.

#### *2.11.1 Inadequate Funding*

Funding of HE is one major issue facing nations across the world and Ghana is not an exception. Funding of Ghana's tertiary sub-sector has hovered around 14-23% of the national budget between 2003 and 2007. Indeed, the sad fact is that polytechnics have received less adequate funding and stable support compared to universities (Girdwood 1999). Effah and Adu (1998) have noted that, polytechnics in 1998 received about 28% of inputs requested

from government; this percentage appreciated to 58% in 2000. Though the GETFund has hugely supported the education sub-sector since it began operating in 2001, its allocations to polytechnics have been skewed in favour of universities. From the data in figure 1b below, it's apparent that between 2001 and 2009 polytechnics received 21.56% while PUs received 73.86% during the same period. This is against the backdrop that universities are more established than polytechnics in every respect. One would expect that the GETFund's allocations to polytechnics be cupped up because of their peculiar situation. This notwithstanding, the GETFund has contributed tremendously and continue to do so in uplifting polytechnics from their doldrums to their present improved state. The short fall in terms of budgetary allocation is required to be financed from internally generated fund (IGF). Even here, polytechnics are handicapped as compared to their university counterparts. For instance, for 2010 academic year, total IGF generated within the tertiary sub-sector was GH¢147, 694,341. Of this amount, universities bagged GH¢122,391,964 (83%); polytechnics earned GH¢14,846,264 (10%); other teaching institutions (OTIs) 6% and supervisory bodies 1%. For 2011, of the GH¢155,079,058 generated, PUs secured 82%; polytechnics 10%; OTIs 6% and 2% for other bodies (NCTE Budget 2011). This funding difficulty leaves the polytechnics unable to meet their developmental needs.

Level	Expenditure (% of total education expenditure)			
	2003	2004	2005	2006
Primary	40.0	32.0	30.0	28.0
JSS	22.0	16.0	18.0	17.0
SSS	15.0	20.0	21.0	16.0
TVET	1.0	1.0	1.0	1.0
Tertiary	14.0	21.0	20.0	23.0

**Table 2a:** Expenditure by level of education as percentage of total expenditure (2003-2006)

Source: **MoESS (2007).**

SUB-SECTOR	ALLOCATION 2001-2009 in GH¢	PERCENTAGE
Public Universities	283,853,255.18	73.86%
Other Public Tertiary	15,494,527.59	4.03%
Polytechnics	82,857,288.24	21.56%
Private Tertiary	2,100,000.00	0.55%
Grand Total	384,305,071.00	100.00%

Table 2b: GETFund Disbursement from 2001 -2009; source: GETFund – Review and Outlook (2001-2009)

### *2.11.2 Inadequate Staffing*

Polytechnic in Ghana have suffered from HRs challenges since their inception. One of the biggest challenges has been its inability to recruit and retain highly qualified candidates. Effah (2003) has noted that polytechnics have a staff vacancy of 60%. Impliedly, most of the polytechnics are operating below their HRs capacity. Though this is augmented by the work of part-time lecturers-their commitment levels cannot be relied upon as they have duties first to their employers before polytechnics. According to Afeti (2005) before the upgrading of technical institutes into polytechnics, only 2% of the teaching staff then was qualified to teach in polytechnics with majority first-degree holders and even below. As a consequence, most polytechnics had to “soften” their positions by falling on first-degree holders in the relevant disciplines with the hope of developing them into full-fledge lecturers through its staff development programmes. With 2% in 2002/03, polytechnic staffing improved to 28%; however, by 2009, it appreciated to 44% (NCTE 2009). Table 2 below shows faculty situation as of 2009.

## Cumulative Designations of Academic Staff in Ghanaian Polytechnics

Designation	Total	Percentages
PRINCIPAL LECTURERS	0	0
SENIOR LECTURERS	3	0.27
LECTURERS	481	43.80
ASSISTANT LECTURERS	19	1.73
PRINCIPAL INSTRUCTORS	103	9.38
SENIOR INSTRUCTORS	186	16.93
INSTRUCTORS	268	24.40
ASSISTANT INSTRUCTORS	38	3.46
<b>GRAND TOTAL</b>	<b>1098</b>	<b>100</b>

Table 3: Cumulative Designations of Polytechnic Faculty of Ghana

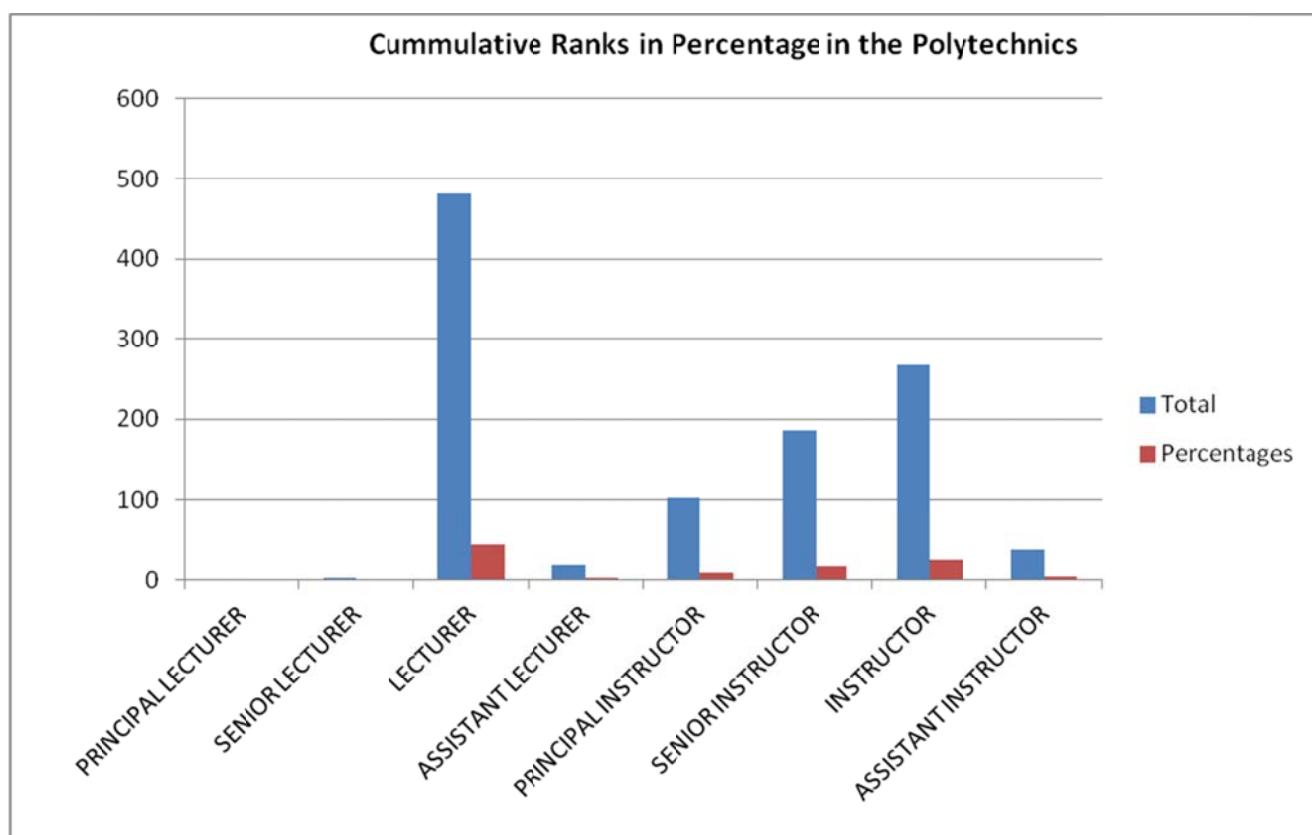


Fig. 2: Cumulative ranks in percentages in the polytechnics; source: Adapted from NCTE statistical Digest (2007/8)

Overall, the national staff development picture looks promising, however, some polytechnics still have majority with lower qualifications. For instance, Wa, Koforidua, Bolgatanga and Tamale have over half of their faculty below the minimum grade (lectureship). The stature of polytechnic faculty affects its corporate image as institution of academic excellence and consequently their enrolment, staffing and bargaining power for better conditions of service.

### *2.11.3 High Staff Turnover*

Added to the precarious problem of unfilled vacancies; and having to manage the system with unqualified staff are the problem of high voluntary faculty turnover from polytechnics to universities and other sectors of the national economy. According to NCTE, the faculty turnover rate in polytechnics was an average of 20 apiece in 2006; while that of Accra polytechnic was 25 per annum. According to Nsiah-Gyabah (2005), Accra polytechnic lost 135 staff between 2000 and July 2005. Tamale polytechnic lost 43 senior members between 2008-2011(Planning Unit 2011). In a similar fashion, Kumasi polytechnic witnessed 111 academic staff resignations between 1996-2010 (Registry, Kumasi Polytechnic 2011). For instance, the turnover of faculty was so severe that the marketing department of Kumasi polytechnic from 2001-2006 operated with one full-time lecturer while the other compliment was sourced from outside. The statistics provided could be more, as most polytechnic in the past did not consciously keep turnover records.

### *2.11.4 High Enrolments*

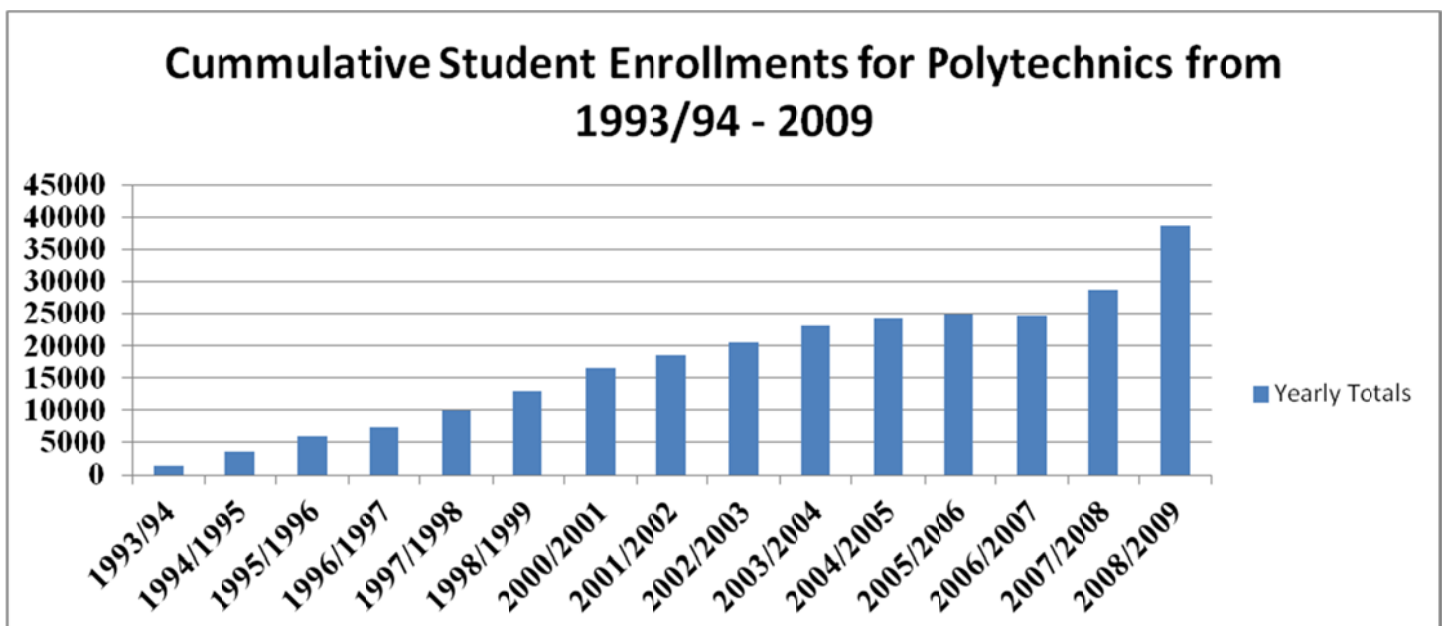
Enrolments into Ghana's polytechnic have been on the ascendancy. From just a low total of 1,358 students in 1993, it increased geometrically by 143% to 23,117 in 2003/04 academic year and to 38,656 in 2008/09 academic year. It is important to note that the growth in student numbers has been consistent since the inception of polytechnics except for the 2006/07 academic year when enrolments dropped from 24,983 to 24, 664 in the 2007/08. For 2009-2010, enrolment had reached 45,934 students' (28.3%) of total tertiary enrolments. The worrying observation in the enrolments is the over concentration in favour of business related programmes as against the science and technology courses. A national ratio of 60:40 for the sciences and business is the government policy, but the situations on the ground represent the reverse. For instance, for the 1996/97 academic year the achieved ratios for business and science was 55:45; it came to 44:56 in 2000/01 and 41:59 in 2003/04 (Effah 2005). Achieved ratios for 2009/2010 academic year was 79:21 for Humanities and Arts and Sciences respectively (NCTE 2011 Budget). In short, achieving the national policy of 60:40

enrolments has proved elusive. However, for the first time in 1996/97, the ratios were 55:45 for sciences and humanities respectively. The inability of the secondary system to train and turn out academically grounded and disciplined candidates in the sciences perhaps explain this problem of low science enrolments. This in turn has affected polytechnics in their quest to produce the needed scientific manpower for the country.

With the high enrolment unmatched by adequate and stable resources i.e. human, material and physical infrastructure are over-stretched. For instance, 91.2% of the 45,535 students in the sampled polytechnics are without residential accommodation compared with 8.7 % (3,975) resident students. The huge numbers also translates to high teacher–student ratio; this consequently affects the quality of instructions. For example, in 2003/2004, management and business courses had a teacher-student ratio of 1:65. Such a ratio is too high for effective and efficient teaching and learning. Table 1.3 below shows polytechnic enrolments.

Year	1993 - 94	1994 -95	1995 – 96	1996- 97	1997 – 98	1998 – 99	2000 – 01	2001 – 02	2002 – 03	2003 – 04	2004 – 05	2005 – 06	2006 – 07	2007 – 08	2008 – 09	Grand Total
Enrolment	1385	3634	5918	7420	9942	12963	16491	18459	20442	23117	24353	24983	24664	28695	38656	261117

**Table 4: The commutative student enrolment for polytechnics from1993/94-2009**





**Fig 3: Cumulative enrolment for polytechnics from 1993/94-2009; source:** Adapted from NCTE statistical Digest (2007/8)

#### *2.11.5 Lack of Effective Industrial Linkages*

Ghana's polytechnic system lacks a stable and enduring collaboration with industry. As a requirement, HND students are required to have industrial attachment of three months in both their first and second years of study. But this is hardly done due to the lack of industries; also considering the huge number of students, the few industries available do not have adequate places to absorb large student numbers. Moreover, the design of attachment is highly unstructured and poorly supervised. Furthermore, fact that the attachment is unexaminable and not part of accredited courses provide basis for most students to take it lightly. Faculty who are supposed to have that "industrial feel" are themselves deficient. Though the service conditions avails this opportunity, very few faculty members have really seized the opportunity to go through attachment. The wisdom behind faculty attachment is to enable faculty staff to get abreast with technological advances applied in industry. Such visitation will ensure some congruence between courses taught and what pertains in industry.

#### *2.11.6 Curriculum Delivery*

Polytechnic curriculum is required to be practical-oriented. However, for Ghanaian polytechnics, the approach is rather "bookish" with teachers at the centre of affairs. It also has very little practical training and inputs from industry. Its curriculum was wholly adapted from foreign models of CIM and ACCA among others without recourse to local needs (Afeti 2003). Whilst these bodies have reviewed their curriculum severally, those of polytechnics are yet to see any major revision. According to Effah (2005), the current curricula is not in tune with the established criteria of both the UNESCO and ILO in providing scientific knowledge, skills and other core competencies needed for steady career development.

#### *2.11.7 Unstable Academic Environment*

The academic environments of polytechnic are highly unstable. Major stakeholders such as unions and students within the network have taken turns to strike in order to press home one demand or the other. Effah (2004) notes that POTAG, TEWU and students accumulated 27 weeks of inactivity due to strike actions. Though the situation is getting stable, there are still pockets of industrial action being witnessed on polytechnic campuses. For instance, on the 1<sup>st</sup> of August 2010, POTAG called a strike for six weeks. The series of industrial disputes that

characterize polytechnics has dented its image and scares away foreign students and other prospective investors (Effah 2004). The instructional time lost due to strikes cannot be quantified. Stakeholders within the network should engage in dialogue in resolving their grievances. On the contrary, government must show understanding when polytechnic issues come up for discussion. Failings by government to engage and dialogue with stakeholders exacerbate the impasses.

## *2.12 Supervisory and Regulatory Bodies in Ghana*

This section discusses the roles and functions of designated statutory bodies charged with the responsibility of ensuring the accomplishment of Ghana's educational agenda. These bodies work in concert to ensure that access, content and quality of education in Ghana is maintained at all levels.

### *2.12.1 Ministry of Education (MoE)*

The MoE directs and controls education from the basic to tertiary levels in Ghana. It is headed by a Minister and two deputies i.e. one for basic and tertiary respectively. Like all Ministers, they are appointed by the President subject to Parliamentary approval. The MoE is tasked to provide relevant and functional education to all Ghanaians at all levels and further ensure that individuals acquire skills that will enable them to develop their potentials to the fullest.

In fulfilment of its mission, MoE through its agencies provide the following:

- a) Facilities to ensure that all citizens irrespective of age, gender, tribe, religion and political affiliation are functionally literate and self-reliant
- b) Access to basic education
- c) Opportunities for further education to enhance skill development

The principle of quality education, equity, and efficient management of resources, accountability and transparency guide the MoE's operations. The Ministry achieves these goals through its sector ministers. That is the two deputies - tertiary and basic exercise oversight responsibilities for all educational institutions under their purview. The Minister in charge of TE exercises oversight responsibility for all tertiary level institutions with advice from NCTE and the GCs of HEIs, while the deputy for BE does same for all pre-tertiary levels institution. The Minister for BE in particular executes her/his duty through the GES -

an agency of MoE responsible for pre-tertiary education. GES is the largest employer in the PS in Ghana with a workforce of over 350,000 and thus consumes about 80% of MoE's budget.

### *2.12.2 National Council for Tertiary Education (NCTE)*

NCTE Act 454 1993 established the NCTE as the body that oversee TE in Ghana. The Council is composed of 19 members; a chairperson and 18 other members appointed by the President in accordance with article 70 of the Constitution. The Chairperson shall hold office for a period not exceeding three years and shall be eligible for appointment. Its functions include: advising the sector minister on the state of TE in Ghana; inquiring into the financial needs of TEIs; recommending national standards and norms and seeing to its implementation; advising GCs of TEIs on suitable ways of generating funds; advising on the applications for and acceptance of external assistance in accordance with government policy; advising the Minister generally on rates of remunerations and other conditions of service of staff of HEIs; publishing information on TE in Ghana; and performing any other functions provided in the Act and such other functions relating to TE as are incidental to the functions specified in this Act.

### *2.12.3 National Accreditation Board (NAB)*

PNDC Law 317 established NAB in 1993 with the goal to promoting the realisation of Ghana's manpower needs. The board is composed of 14 members drawn from selected academic and professional bodies. The President appoints the Chairman and other members in accordance with Article 70 of the Constitution. The Chairman shall hold office for a period not exceeding three years and shall be eligible for re-appointment. Constitutionally, NAB's primary function is the accreditation of both public and private tertiary institutions by evaluating their programmes, course content and standards. By its mandate, NAB is responsible for all categories of institutions that fall under the umbrella of HEIs in Ghana.

NAB also serves as the reference point for employers, institutions and students for determining certificates equivalencies with a vision of ensuring high standards in Ghana's TE. The Board operates through institutional self-report, peer review and periodic review of institutions and programmes to maintain accredited status and site visits as well as team reports. NAB grants accreditation based on three main criteria: staffing, physical infrastructure as well as material and logistics. Where the Board is satisfied with the facilities,

then accreditation is granted for specified period, to be renewed periodically. Similarly, NAB reserves the right to withdraw its accreditation to an institution. As part of the checks, newly accredited institutions are affiliated to established universities for a period of about 10 years. The Board has so far accredited 126 HEIs comprising 75 public and 51 private.

The Board is headed by an Executive Secretary who is responsible for its day-to-day administration. It has a staff capacity of 40. The major constraints of NAB include inadequate funding and personnel to monitor the activities of the tertiary sector.

#### *2.12.4 National Board for Professional and Technicians Examination (NABPTEX)*

Parliamentary Act 492, 1994 established NABPTEX as a corporate entity with perpetual succession. The object of NABPTEX is to formulate and administer schemes of examinations, evaluation, assessments certification and standards for skills competence; and syllabus competence for non-university tertiary institutions, professional bodies and private institutions accredited by NAB under PNDC Law 317, 1993.

NABPTEX performs the following functions: provide administrative and structural facilities and expertise for the organization and conduct of professional and technical examinations; award national certificates and diplomas in consultation with polytechnics and relevant professional institutions; review syllabus for general curriculum enrichment; devise a scheme for testing skills competence and aptitude; provide such guidance and counselling services as would be determined by non-university tertiary institution and perform any other functions that are ancillary to the functions specified.

NABPTEX is composed of 15 executive members: the chairman; a representative each from selected polytechnics; a representative each from CVCUG, MoE, NCTE, NAB, GNAT, NAPS, JAMB, WAEC, and NACVET. And two nominees by the President one of whom should be a woman and the Executive Secretary.

With the exception of the Executive Secretary, all other members shall hold office for a period of three years and shall be eligible for re-appointment for another three years only.

#### *2.12.5 Council for Technical and Vocational Education and Training (COTVET)*

Act 718 of the Ghanaian Parliament established the Council for Technical and Vocational Education Training (COTVET). COTVET is a body corporate with perpetual succession and

a common seal and may sue and be sued in its corporate name. It is mainly to co-ordinate and oversees TVET in the country and to provide for related matters.

Other object and functions of COTVET include: formulate national policies for skills development across the broad spectrum of pre-tertiary and tertiary education, formal, informal and non-formal; co-ordinate, harmonise and supervise the activities of private and public providers of TVET including the informal sector; rationalise the assessment and certification system in TVET; take measures to ensure quality in delivery of and equity in access to TVET; maintain a national database on TVET; facilitate research and development in the TVET system; source funding to support TVET activities; promote co-operation with international agencies and development partners; issue annual reports on the state of skills development in the country; advise government on all matters related to the management and improvement of the TVET system; and perform any other functions that are ancillary to the object of the Council. The Council may delegate any of its functions to a person or an authority that it may determine fit.

The governing body of the Council is a Board consisting of a Chairperson; Executive Director; one representative not below the rank of a Director from Ministries of Education Employment, Environment and Industry; one expert in TVET; two persons nominated by recognised employers' associations; one person nominated by recognised organised labour; one person nominated by the Institution of Incorporated Engineers; two persons from organisations that manage privately owned technical or vocational training institutions, one of whom should be a woman; and two other persons nominated by the President, at least one of whom should be a woman.

In accordance with Article 70 of the Constitution, the President shall appoint the Chairperson and other Board members who shall perform the functions of the Council.

#### *2.12.6 Ghana Education Trust Fund (GETFund)*

The GETFund is a major stakeholder in Ghana's educational sub-sector. Its birth arose out of the dire need for alternate sustainable ways of funding education in Ghana. It was established on 25<sup>th</sup> August 2000 by Parliamentary Act 581 with an object to provide finance to supplement the provision of education at all levels by government. For the purposes of attaining this object, the monies from the fund are to be expended as follows:

- (a) To provide financial support to the agencies and institutions under the MoE, through the MoE for the development and maintenance of essential academic facilities and infrastructure in public educational institutions, particularly, tertiary
- (b) To provide supplementary funding to the Scholarship Secretariat for the grant of scholarship to gifted but needy students for studies in accredited tertiary institutions in Ghana
- (c) To contribute monies from the Fund towards the operation of the student loan schemes for students in accredited tertiary institutions through loan schemes mechanism and agencies approved by the Minister
- (d) To provide through the NCTE, grants to tertiary institutions, to train brilliant students as members of faculties and to undertake research and other academic programmes of relevance to national development
- (e) To provide money to support such other educational activities and programmes for the promotion of education as the Minister in consultation with the Board may determine.

To assist the nation in the financing of education, the law states inter alia: an amount of money equivalent to two and half per cent (2.5%) out of the prevailing rate of the Value Added Tax (VAT) to be paid by the VAT Service to the fund or such other percentage not being less than two and half per cent of the VAT rate as Parliament may determine. That is tax imposed on selected goods and services to supplement government expenditure on education.

A 17 member Trustees appointed by the President of the Republic manages the Board. The Board meets quarterly for the dispatch of its business.

GETFund has achieved a lot within the span of its life. Established in 2000, GETFund started operation in 2001 and by December 2005, it had made commitment into over 700 single projects, comprising both completed and ongoing ones across the country and at all levels of education. The Board has supported major infrastructural upgrading and expansion of facilities across the tertiary sub-sector. In a determined effort to ease the rather acute accommodation pressure facing tertiary students, it has constructed hostel facilities for seven polytechnics and two universities. These hostel projects have all being completed and are in use at the various campuses (GETFund 2005). As of 2011, GETFund had expended a total of GH¢10,733,871.98 billion for both completed and on-going projects in the tertiary sub-sector. Additionally, all ten polytechnics especially - Kumasi, Takoradi, Accra and Ho have

received support to facilitate the kick-start of their B-Tech programmes (NCTE Budget 2011).

Through its Special Grants, GETFund have supported the promotion of girls' education with the supply of vehicles to all 23 Girls second cycle schools in the country. Further, each of these schools has benefitted from a two storey dormitory block as well as two storey classroom blocks. These supports have in no small way supported the expansion of enrolments at the 23 schools as these institutions now have space for at least admitting more (GETFund 2005). Many other second cycle institutions and tertiary institutions have benefitted from this dispensation. Also, funding for the Presidential Special Initiative on Distance Learning, a special Ghana television (GTV) program on Mathematics, Sciences and English have all these years been covered from the purse of GETFund.

Conscious of the need to invest in training faculty, GETFund through its Faculty Development and Research Facility has made huge investment in the training and development programmes of the tertiary sector i.e. polytechnics as well PUs. GETFund has so far released GH¢2,600,000 billion for purposes of research and staff development across all tertiary institutions (NCTE Budget 2011). GETFund provides an annual allocation for Faculty Development and Research aimed at supporting the academic staff to upgrade, undertake research and participate in conferences and seminars. For instance, for 2010/11 academic year, GETFund paid a total of GH¢405,202.47 to three polytechnics as expenses for staff on study (NCTE Budget 2011).

For the 2011 fiscal year, GETFund released a total of GH¢36.8 million for the construction of lecture theatres, staff accommodation, library blocks, hostel, computer laboratories', auditoriums and agricultural engineering workshops which are at various stages of completion (Duffour 2011).

### *2.13 Chapter Summary*

The chapter provided the background for understanding the research problem. It highlights geo-political, economic, social and cultural settings of Ghana. It also puts into perspective the problems of polytechnic management especially faculty turnover. The chapter further discussed the development of Ghana's tertiary education landscape-highlighting polytechnics in particular and their challenges. It concludes with an appraisal of regulatory bodies in Ghana's education sector. The next chapter reviews literature on turnover.

## Chapter Three: Literature Review

This chapter and the next reviews literature on labour turnover and management of higher education (HE) respectively. It presents a global overview of the phenomenon and offers a broad definition to the concept turnover, its causes, measurement, determinants, costs and consequences, as well as remedies. Literature is also reviewed on the various methods of calculating and measuring turnover. It also offers a comprehensive analysis of the costs implications of turnover and concludes with empirical literature in both developed and developing states.

### *3.0 An Overview of Turnover*

In this section, the evolution of employee turnover and attempts at understanding it is presented.

The evolution of labour turnover can be traced to era of the Industrial Revolution, especially in the 1900s when industrial engineers and psychologists attempted an investigation into measuring the interest level of workers in various jobs (Rowland and Ferris 1982). Brayfield and Crockett highlighted its consequences on employee attitude in 1955. However, March and Simon (1958) were apparently the first theorists to put forth a model in an attempt to explain the phenomenon. Employee turnover has since then engaged the attention of both theorists and practitioners in organisational studies, resulting in the publication of nearly 2000 research articles on the subject (Barrick and Zimmerman 2005).

There have been several hundred studies of both qualitative and quantitative investigations of the turnover in the last six decades and many ways of understanding the phenomenon suggested. Some of the many propositions of understanding the turnover phenomenon put forth by researchers include: Porter and Steers (1973); Met Expectations Model; Price (1977) Causal Model of Turnover; Mobley (1977) Intermediate Linkages Model of Turnover; Hom and Griffeth (1991); Alternate Linkage Model of Turnover; Whitmore (1979) Inverse Gaussian Model for Labour Turnover; Steers and Mowday (1981) Turnover Model; Sheridan and Abelson (1983) Cups Catastrophe Model of Employee Turnover; Jackofsky (1984) Integrated Process Model; Lee at al.(1991) Unfolding Model of Voluntary Employee Turnover; Acquino, Griffeth, Allen and Hom (1997) Referent Cognitions Model (RCT) (that focuses on justice and fairness and highlights the impact of employee expectation of future job advancement on turnover-related response) Lee, McDaniel and Hill, 1999 and Mitchell



and Lee (2001) Job embeddedness Model. Both qualitative and quantitative investigations into turnover (March and Simon 1958); Pettman 1973; Porter and Steer 1973; and Price 1977) have been used. For example, the ‘unfolding model’ emphasises on shocks as an impetus to quitting (Lee and Mitchell 1994); dynamic search process model; ( Steel 2002), development of embeddedness construct focusing on why people stay (Mitchell, Holtom, Lee, Sablinski, and Erez 2001).

### *3.1 Theoretical Foundation of Turnover*

In this section, the theoretical foundation and perspectives of employee turnover is presented.

#### *3.1.1 Definitions*

The turnover process is a complex one. The complexity of it has resulted in it been given several accolades, descriptions, definitions and perspectives. The phenomenon of turnover has been variously described. Labour turnover is a much-studied phenomenon (Rowland and Ferris 1982, Lam Foong and Moo 1995; Shaw, John, Jerkins and Nina 1998; Booth and Hammer 2007). Labour turnover has long been a concern of organisations in many sectors (Pettman 1975; Price 1977; Mobley 1975; Gardener 1982). Employee turnover poses risk and challenges for organisations (Nagadevara, Srinivasan, and Valk 2008). Employee retention has occupied the attention of top-level managers in today’s organisations (Mitchell et al 2001). Dalton and Tudor (1979) describe it as ‘axiomatic’ and Muchinsky and Tuttle (1979) as ‘sine qua non’ while Mitchell and Lee (1994) described it as the most endemic and costly problem facing organisations. Employee turnover remains a thorny issue for Human Resource Managers (HRMs) in organisations (Kahatris and Chong 2001). These are just a few of the many accolades and descriptions of turnover. ‘There is as yet no universally accepted account or framework of why employees choose to leave’ (Lee and Mitchell 1994).

#### *3.1.2 Defining Labour Turnover*

Various scholars have defined the concept of labour turnover in different ways. For Turkson (1987), labour turnover is one of two things: the ratio of the average number of full-time employees expressed as a percentage for a fixed time, which may be six or twelve months as the case may be; and/or presented as the measurement of the number of employees leaving a particular organisation and their replacement. Price (1977) agrees with Turkson when he defines turnover as *the ratio of the number of organisational members who have left during the period being considered divided by the average number of people in that organisation*

*during the period.* The second finds acceptance by most scholars, especially Sherman, Bohlander and Chruden (1988) when they refer to employee turnover as the movement of employees in and out of an organisation. Denvir and McMahon (1992) agree with Sherman et al (1988) when they simply defined labour turnover as ‘the movement of people into and out of employment within an organisation’.

Muchinsky and Morrow (1980) conceptualise labour turnover as voluntary termination of employment by an individual from an organisation. Likewise, Morell, Loane-Clarke, and Wilkinson (2001:6) define it as ‘voluntary cessation of membership of an employee of that organisation’. However, both definitions looked at the concept from a narrow perspective by focusing on the action of the individual without recourse to termination by the organisation.

Gaudet (1960) looked at the concept in a more broader perspective as “the movement of workers from one geographical area to another, from one occupation to another and from one industry to another, for example, the movement could be within the same industry, say from a polytechnic to a university or from an educational institution to the private sector to pick up an appointment as an administrator, system analyst or marketing officer. Leap and Crino (1992) agree with Gaudet’s view by their broad interpretation of turnover. In their view turnover is the rate at which (an) employee(s) leave(s) an organisation. The movement in their view could be voluntary or involuntary. When an employee leaves his/her present job because of job offer elsewhere or leaves the workforce altogether, then s/he is done so voluntarily.

Martez and Campion (1998:50) defined turnover as ‘instances wherein management agrees that the employee had a physical opportunity to continue employment with the company at the time of termination’ Nagadevara et al (2008) refer to turnover simply as ‘job hopping’, and further describes it as a persistent problem for HR practitioners. Involuntary termination on the other hand represents a situation where an employee is discharged or must resign for such reasons as layoffs, retirement, childcare, caring for relatives and death. Abassi and Hollman (2000) provide a more comprehensive view when they defined employee turnover *as the rotation of workers around the labour market; between firms, job and occupations; and between the state of employment and unemployment.* Wood (1995) views turnover as the filling of a vacancy each time an employee leaves, be it voluntary or involuntary. The cycle of replacement in his view is what is called turnover. However, Simon and Kristian (2007) questions the encapsulation of child care and caring for relatives under involuntary turnover

as recent developments in both government regulation and institutional policies make provision for such staff to return to their work or continue to work on more flexible basis.

Allen (2002) identified the two main forms of turnover that confront organisations. He argues that, like recruitment, turnover can be classified into internal and external. According to him, internal turnover or 'hire from within' denotes a situation where employees within the same organisation leave their current positions and take up new positions while external turnover refers to situation where current employees seek positions (membership) outside their current employment. Whilst internal turnover brings about a change in membership within the same organisation, external turnover results in a change in organisational membership of the employee. The defining attributes between the two being the movement in membership in the case of internal, as against a total change in organisational membership for external turnover. He maintains that, though internal turnover have some positive impact such as increased morale from the change of task and supervisor. Evidence has proven that 'hiring from within' leads to improved employee satisfaction (Hedge and Kavanagh 1998). Allen (2002) furthers his discussion by highlighting the relational disruption or the Peter Principle of internal turnover and argues that just like its external cousin it should be monitored. He suggested that the impact of internal turnover could be moderated by HR mechanisms such as internal recruitment policy or succession planning.

### *3.2 Patterns of Employee Turnover*

Organisations of all forms experience some level of turnover. Some trends regarding turnover, has, however being noted. According to ACAS (2006), it is more pronounced in organisations that are larger, highly centralised than in smaller and decentralised organisations. Secondly, it is has a geographical underpinning - that is, higher in organisations that are urban based than rural, even within the same industry. Thirdly, the trends vary with seasons. For instance, it has been observed that the propensity of people to switch jobs after holidays such as Christmas and summer has been noted to be high. It is further observed that trend in expanding businesses is likely to be high due largely to the engagement of a higher proportion of new starters. Similarly, turnover also tends to be high in organisations that are shrinking as workers will normally switch to more secured employers where their job security is assured or guaranteed (ACAS 2006).

It is further established that, unskilled positions tend to have high turnover than skilled positions mainly because employers can easily dispense of their services without causing

dislocation to the business performance or incurring losses. Because of the ease of their replacement, it does not motivate employers to offer generous employment contracts. On the contrary, contracts normally favour employers and lead to bigger turnover as employees are in constant search for more favourable job that they may eventually find and switch to (Allen 2002).

### *3.3 A Global Picture of Labour Turnover*

In this section, the global perspective of employee turnover is presented.

Turnover is a global phenomenon. Nickell (1998) reported that between 1967 and 1985, average worker turnover in the UK was 75%, 96% in the US and 93% in Canada; 62% in then West Germany and 60% in France for the same period. In the UK, the Chartered Institute of Personnel and Development (CIPD 2000) reported labour turnover of 18.3% and 26.6% rates for 1999 and 2000 respectively – the 2000 figures being the highest ever in the history of the survey. According to that same report, the personal and services occupations recorded the highest of rate of 70% while other sectors was 22.9% for sales occupations and 24.3% for secretarial and administrative staff. CIPD (2005) reported an overall rate of 15.7% in 2004, this figure remained stable through to 2007. The national average turnover rates differ from sector to sector as well as industries, with the highest levels of 21.4% reported for private organisations (CIPD 2005). Subsequent surveys of labour turnover put the retailing, hotel and restaurants, call centres and other low paid private sector jobs in a surfeit of over 50% rate per annum while the PS has an average rate of 11.5%. For example, the industrial sector of which the wholesale and retail sectors are part chalked 56% and 53% for hotels and restaurants jobs respectively (CIPD 2007). The same body (CIPD 2007) reported a total annual turnover rate of 18.1% for 2006 and again the private sector recorded the highest rate of 22.6% while the PS clocked 13.3%. The average per head cost of replacement was estimated at £3,546 and £3,933 for 1999 and 2000 respectively while the average vacancy costs ranged between £3,950 - £4,625 (CIPD 2005). The costs, however, decreased as one moved down the occupational ladder.

In United States (US), the Bureau of National Affairs pegged the annual turnover rate at 11%. Turnover varies from sectors, industry and location. For instance, the Education Statistics Quarterly, 2005 citing the National Centre for Education Statistics indicated that, one third of America's new educators leave the classroom within the first three years of their engagement on the job. America is plagued with a high teacher turnover (Johnson, Berg, and Donaldson,

2005). According to Ingersoll (2001), overall turnover for the US in the 1990's centred around 11%. According to Luekens, Lyter, Fox and Chandler (2004), in the 2000/2001 academic year, 221,400 or 7.4% teachers exited out externally while another 231,000 or 7.7% did so internally - thus bringing the total turnover rate to 15.1%. The National Commission on Teaching and America's Future (NCTTAF) reported that fresh teachers have an attrition rate of 14% (Terry and Kritsonis, 2008). In the US, the annual cost of turnover to business is estimated around USD200 billion dollars (Smith 2007). In the education sector, for instance, Love and Kritsonis (2007-2008) argue that US spends over a billion dollars on teacher turnover alone. In contemporary times, approximately 450, 000 teachers representing one sixth of total teacher workforce exit the classroom annually (Johnson, Berg, and Donaldson 2005). Ingersoll and Smith, (2003) caution that if the 2001-2002 turnover rates remains unchecked, the turnover for new teachers five years on will reach 73.3%, - thus exceeding the 50% national percentage projection for teachers in their first five years of the job.

To minimise the spate of turnover levels, organisations of all forms and purpose must come to terms with the array of potential influencing factors by understanding the needs of their employees and then initiate pragmatic retention strategies to retain the staff. The management should partner with HR in providing the needed resources to assure that the actions required to make the retention workable are in place. Nancy (2000) cautions against the adoption of a one fit all retention programmes. Instead, she suggested that it should be tailored to the circumstances of the organisation bringing on board the inputs garnered from exit interviews and attitude surveys. According to IDS (2004) cited in MINTRAC, the following retention strategies have been suggested: improvement of recruitment and selection procedures; supporting starters during the first few weeks; work-life balance; competitive and equitable pay structure; offering comprehensive and attractive perks; creating a congenial work environment and open communication and consultation.

### *3.4 Effects of Employee Turnover*

This section presents and discusses the impact of employee turnover.

Johnstrud and Rosser (2002) describe turnover as both a blessing and a curse for institutions. According to them, turnover often brings in fresh new hires, often at a lower cost. On the other hand, searches are costly, and too often the faculties who leave are those the institution would prefer to retain. Regardless of how turnover is viewed, it has both positive and negative ramifications. Nagadevara et al (2008) have noted that turnover at the senior level

may result in the loss of key client as clients normally migrate with employees. Nagadevara et al (2008) argue further that turnover weakens the competitive advantage of a business as the departing employee leaves with invaluable tacit knowledge. Stovel and Bontis (2002) argue that employee turnover in extreme situations can be detrimental to the organisation if the departed employee(s) choose to share his/her loyalty with competitors. Some employees reach a point where they have resigned in everything but name; they still receive a pay cheque, but their minds are elsewhere and they are not contributing at the level they should be, bringing down a firm's productivity (McGarvey 1997). Similarly, Branham (2005) describes disengaged employees as uncommitted, marginally productive, frequently absent or in some extreme situation working against the interest of the establishment.

High levels of turnover pose a serious challenge for both small and large organisation as it is inevitable. All forms of organisation can expect some level of turnover. Indeed a certain level of turnover may be desirable (ACAS 2006). The Centre for Professional Services (CPS) for Human Resource Service (HRS 2006) has argued that some degree of turnover is necessary for an organisation as it provides opportunity for the infusion of new ideas, insights and new energy. However, excessive levels of turnover can be detrimental to the firms' productivity as businesses and relationships are lost, and the firm's core objectives are threatened (Stovel and Bontis 2002). Stovel and Bontis (2002) further argued that retaining disengaged employees leads to decreased quality in performance. Abelson and Baysinger (1984) argue that though turnover generally has the tendency of causing disruption, it is not bad in all cases. In their view, when a poor performer turnover, the exit can be quite beneficial as the organisation may engage someone with a better output. Fay (2005) suggests that turnover can be beneficial if companies are allowed to hire younger staff at lower salaries to replace those retiring. Dee (2004) observed that although turnover is inevitable, it is perhaps desirable. He argues that higher rate of turnover can be injurious to the reputation of an institution and the quality of instruction. Arguing from an educational perspective, Neid, Useem, Travers and Lesnick (2003:14) conclusively described turnover as a phenomenon that 'impede development of coherent educational programme, institutional memory, and staff cohesion'.

Gray, Phillips and Charles (1996) contend that it is unrealistic to consider turnover as a purely negative phenomenon. In their view, economist consider it to be a necessary component of an efficient labour market and can be beneficial to an organisation in several

ways, such as increased productivity by ensuring better matches between jobs and workers. Dalton and Tudor (1979) however argue that a moderate degree of turnover is good for organisations, as it serves as breeding grounds for new ideas and method for the organisation's operations. On the contrary, Lightfoot (1993) has observed that turnover exerts additional stress on the staff that remains in the organisation, as they are responsible for the training and orientation of recruits. This in his view does not benefit the organisation as individual skills may be lost. Sousa-Poza and Henneberger (2002) posit that a high rate of labour turnover is counter-productive as it affects the product quality, and may reduce incentives to providing training and to acquire skills. Steers and Mowday (1981) also argue that frequent employee exits sends a signal to those left behind of better job openings elsewhere which may give rise to agitations for comparable conditions by the stayers. Herman (1997) has observed that, the unceremonial exits of staff impacts greatly on employers as well, as the organisation have to contend with derisory numbers.

Added to this is the real dollar impact of turnover. Estimates have suggested the potential damage of turnover to between two and seven times the annualised incomes when a cherished employee suddenly leaves. For instance, the actual cost of a front line employee at a fast food restaurant ranges from \$600 to \$1100 maximum and up to \$2,500 to replace a semi-skilled employee at a hotel. However, the cost of training alone for an employee to start on effectively can sometimes hit \$25,000 in the hospitality and food industries (Herman 1997). On the other hand, the estimated cost of turnover in some universities in the US is pegged around \$68,000. Other implicit costs of turnover include lost in productivity, skill drain and low morale of 'stayers' (William and Mercer Inc.2001). In the view of Hinkin and Tracey (2000) the losses for each employee may vary from a few thousand dollars to more than twice the employee's salary, depending on the salary, the content of the job and the availability of replacements and other factors. The dangers of turnover have been aptly summed up by Workforce (2002) as a 'silent thief that robs the bottom line'. These figures clearly demonstrate the need to retain loyal employees. Long tenured employees develop relationships with customers; these relationships are the foundation of positive interactions between employees and customers (Schlesinger and Heskett 1991). Mitchell (2000) underscores the need for management to concentrate on the cost implications of turnover when he asserted that *the indirect cost of staff attrition include decreased productivity, reduced quality of service, and low morale*. He cautions that it is important that management

should direct their energies on the cost implications of turnover (Mitchell 2000). He categorised them as: *the direct financial costs includes the increased expenditure of funds to recruit and train new staff members, payment of overtime to remaining staff members to cover vacated shifts, and increased payroll administrative expense stemming from the fluctuation in employee numbers.* Mitchell (2000) further asserts that *the indirect cost of staff attrition include decreased productivity, reduced quality of service, and low morale.*

### *3.5 Causes of Labour Turnover*

Employees quit employment for varied reasons. For instance, Mobley (1977); and Tett and Meyer (1993) view employee turnover as a function of many psychological states including dissatisfaction. For Tseane (2008), employee dissatisfaction opens the door to quitting. Likewise, Hackman and Oldham (1975) posit that a satisfied workforce correlates positively with increased productivity, lower absenteeism and turnover. Similarly, Griffith et al (2000) reported a negative association between job satisfaction (JS) and turnover. However, there is as yet no universally accepted account or framework of why people choose to leave their jobs (Lee and Mitchell 1994). Griffith and Homs (2001) view turnover as a process ‘that includes attitudinal, decisional and behavioural components’. A number of studies such as the models of Price and Mueller (1981); Parasuraman (1989); Weisman, Alexander and Chase (1980) have generated themes that corroborates the position of Griffith and Hom (2001) as well as Branham (2005) who view the turnover process as a cumulative dynamic process – that is multi-staged. According to them, the turnover process involves attitudinal, decisional and behavioural components. They identified the three main determinants of turnover to include: individual factors, economic opportunity and work related factors.

The decision to quit in most cases is a complicated multi–staged process (Branham 2005). He further argues that turnover is not an event but a process of disengagement which can take days, months or years before a quit decision is arrived at and even then, resignations do not always occur. He classifies the deliberation process of disengagement into two phases. The first being, when the employee first thoughts of quitting and the subsequent decision to leave anytime an opportunity presents itself and the second represent the time lag between an employee’s decision to quit and actual quitting (Branham 2005). Tseane (2008) avers that the traditional process of quitting begins with dissatisfaction, leading to job searches and quitting when a suitable job is found. Beach, Brereton and Cliff (2003) agrees with this view point when they posit that the decision of an employee to stay or quit is triggered by an array of



factors which they identified as; personal aspiration of individuals, organisational culture as well as management style, the scope of the job itself, comparative remuneration levels, availability of internal promotion opportunities and flexibility of the work such as roster, hours worked, absence from home, travelling required and how it fits into the employees home life. This view is consistent with previous findings (Boxall, Macky, and Rasmussen 2003) that reported turnover as multifaceted. Many other researchers have reached the same conclusions (Reynolds et al 2004; Swailes and Fahdi 2010; Selden and Moynihan 2000; Wenzel and Hollenshead 1998).

Turkson identified the key variables of employee turnover as: poor conditions of service, poor personnel practices, inequitable pay structure, lack of proper supervision, lack of advancement and promotional avenues, lack of accommodation, hours of work, lack of welfare and fringe benefits, poor pay rates, improper application of discipline and the absence of proper avenues for seeking redress. Sherman et al (1988) identified job dissatisfaction, personal problems (family, transportation, poor health), poor supervision, poor working conditions, inadequate selection and placement procedures and inadequate orientation and training programmes as the causes of employee turnover. They concluded that the turnover rate per a department or an entire organisation is an indicator of how employees respond to their work environment. Costley and Todd (1987) points out the causes of turnover as emanating from poor personnel policies; poor recruitment policies; poor supervisory practices; poor grievance procedure, or lack of motivation. In the view of Costley and Todd (1987), these lack of proper managerial practices such as: personnel practices; promotion; grievance procedures act as a catalyst to employee exit. Hinkin and Tracey (2000) acknowledged poor supervision, poor work environment and inadequate compensation as the primary causes of turnover. However, lack of career opportunities and challenges; dissatisfaction with the job scope or conflict with management has been cited as predictors of high turnover. Whilst Abassi and Hollman (2000) narrow the causes of employee turnover to poor hiring practices; management style; lack of recognition; lack of competitive compensation system; and the toxicity of the work environment. Highlighting the impact of environmental toxicity, Branham (2005) further argues that in a toxic workplace, employees often experience anxiety, distrust, unspoken conflict, petty jealousy, departmental in-fighting, incivility and outright nastiness. These conditions he argues do not make team work almost possible.

Drawing on economic theory, Manu et al (2004) argue that employees leave organisations for purely economic reasons. Nesting their argument on economic models they argue that people quit from organisations due to economic reasons and these can be used to predict labour turnover in the market. Good local labour market conditions improve organisational stability. Shaw, Delery and Gupta's (1998) study concur with this view when they argued that investments in pay and benefits decreases turnover. Other economists such as Loeb and Reininger (2004) cite other studies to buttress this economic argument when they noted that *teachers respond to wages and are more likely to choose to teach when starting wages are high relative to wages in other occupations.*

The CPS for HRS (2006) in their appraisal of child welfare workers identified the primary causes of turnover across organisations as: low salaries; high caseload; bureaucratic bottlenecks; lack of supervisory support; unavailability of training; requirements for working weekends and evenings; lack of support for children and families; low morale and the risk of violence. Lee and Mitchell (1994) argue that incongruence between the employee's values to those of the organisation can give way to quits. According to them, where there is a mismatch between the employee's values, goals or expectation to those of the employer, the employee can mull over quitting. Harris and Brannick (1999) identified lack of communication and employee participation in decision making as the main reasons for employees turnover. They assert that when employees part-take in decisions making, it reinforces their connection to the organisation. Conversely, 'shutting employees out of the loop of corporate information' is the fastest way of transforming hitherto, top performers into a group of disgruntled, discouraged and job seeking workers.' Gregory (nd) highlighted stress, lack of internal communication, and lack of recognition, or limited opportunity for growth as reasons for which employees quit. Maertz (2001) categorises the reasons for employee turnover into personal and organisational. The personal factors in his view include age, gender or the availability of a juicy job offer elsewhere and organisational variables such as the feat of the organisation - whether the organisation is low or high in performance as well as the size.

Mitchell, Holtom and Lee (2001) categorise the reasons employees leave organisations into personal and organisational factors. The personal reasons include: changes in family situation, personal circumstances, and a desire to learn a new skill or an unsolicited job offer. The organisational reasons on the other hand include: unfair treatment of co-workers, being "jumped" over for promotion or being asked to do something against one's personal values or

something unethical. Lightfoot (1993) opines that a high turnover can be attributed to such reason as increased stress, better job opportunities at another organisation or just purely relocation. Staffs that remain in the organisation may experience some additional stress, as they are responsible for training and orientation of new recruits. This does not benefit the organisation as individual skills and channel of communication may be lost. Arthur (2001) advanced the following reasons behind turnover: incompatibility with corporate values; feeling of not being appreciated; disengagement from the company; lack of feedback; inadequate supervision; lack of opportunity for growth; lack of training; unequal salaries and benefits; lack of flexible work schedules; unsatisfactory relationship at work; too much work and not enough staff and sub-standard equipment tools or facilities. Gregory (nd) identified high stress, lack of internal communication and lack of recognition as the causes for which employees resign their positions.

Branham (2005) analysed a voluminous secondary data from the data base of the Saratoga Institute of surveys conducted from 1999 through 2003 and arrived at what he described as the seven hidden reasons for employees leaving their employers. These include: unmet job or workplace expectations; mismatch between job and person; too little coaching and feedback; too few growth and advancement opportunities; feeling devalued and unrecognized; stress from overwork and work-life imbalance and loss of trust and confidence in senior leaders. These analysis are remarkably similar to the turnover causes described by the same author in his earlier book entitled, *Keeping the People Who Keep You in Business*. CIPD (2005) categorised all reasons for which employees resign into four: pull, push, a blend of push and pull factors and leaving on domestic circumstances.

Booth and Harmer (2007) in a case study of a major retailer in the UK found that labour turnover causes as emanating from a blend of environmental and organisational factors such as corporate culture and values, supervisory style, fair remuneration, corporate values, being supportive of each other, trust and respect among employees, manageable workload, development and career building satisfaction and degree of JS. Chaudhuri (2007) in a study of Indian software industry on the other hand found the causes of turnover as emanating from: unchallenging work environment, less promotional opportunities, lack of credible leadership, long hours of work, non-attractive compensation packages, job opportunities elsewhere and poaching of talents by competitors.

Wanous (1992) attributes the failings of newcomers to unmet expectation, as the fresh hands often come in with bloated expectations which when unmet opens the door to quitting. Rathi's (2003) work on the IT industry in India cited in Nagadevara et al (2008), identified the domain of work as a key influencing variable for which employees leave their employers. Similarly, Mengel (2001) reports that more than half of IT organisations in South Africa carried over vacant positions from 1990 to 1999. According to him, IT professionals after acquiring some work experience leave South Africa for juicy jobs abroad. The reasons cited for their departures include: poor working conditions, lack of career growth, poor salary incentives and a general lack of motivation from employers.

Europa Consulting (2008) undertook a survey involving over 1000 logistics and supply chain professional from around the world - Europe, Asia, and the Americas. Results obtained differed across the continents. For instance, professionals in Europe rated career opportunities much more important than salary, while Asian respondents rated salary as the most important factor for which they will stay with a company for a longer period of time. Additionally, soft, more personal status such as relationship, support and knowledge impact respondents decisions to stay with a company. About 50% of logistics professionals' worldwide report that their achievements are not recognised by management. Across all regions, 42% of employees are dissatisfied their employers. Results indicate the following as being the key reasons that would influence respondents to resign from their positions: lack of career opportunities; dissatisfaction with job scope and lack of challenges. Alexander (1991) in a comprehensive national study of 407 hospitals examined the relationship between turnover among registered nurses and found turnover to be positively and linearly associated with operating and personnel costs per adjusted admissions. Ton and Huckman (2008) in a longitudinal study of 268 US stores of a major retail chain identified the causes of employee turnover to career changes, geographical moves, pursuit of educational opportunities or retirements. Mengel (2001) attributes most turnovers to hiring mistakes. Smith (2001) in his study attributes 60% of undesirable turnover to bad hiring practices on the part of the employer. Bad hiring decisions may cover a number of considerations, including overly hasty selection processes that fail to ensure a measure of the competence of the candidate in terms of skills and qualifications to execute the job for which he/she is hired (CPCS 2004). This view corroborates the work of (Bonn and Forbringer1992; Woods and Macaulay 1989; Wagner, 1991; and Wheelhouse 1989) whose studies highlighted the causes of turnover to ad hoc recruitment and selection procedures. The view is further reinforced by Armstrong

(1998) when he asserts that sound recruitment and selection *do produce people who are likely to succeed and stay with the company*. Storey (2001) avers that ‘the ability to attract and hold on to talented employees is the single most reliable predictor of overall excellence’ - the task the HRM is poised to achieve.

Similarly, CIPD (2006) has observed that, a great lot of employee turnover consist of people resigning or being fired in the first few months of the employment contract. According to them, this failure arises out of poor recruitment and selection decisions on the part of both the employer and employee. Employers whip up the expectations of would be employees during the recruitment process leading applicants to vie for and accept job offers into positions that do not align with their interest, expertise or values. In other words, applicants accept jobs that do not suit them. Organisations engage in this with a view to fill their vacancies with as many qualified candidates and as quickly as possible from their applicant pool. However, the practice in the long run becomes counter-productive as it leads to costly but avoidable turnover and the damage to the image of the organisation in the local labour market. To improve the turnover of new starters, ACAS (2006) suggested the review and the implementation of the following measures: recruitment and selection; induction and job training. For long term employees a review of the following is suggested: organisational structure; management style and most of all pay, equal opportunities; communicating and consulting; management skills; discipline and grievances; performance management; personal development plans; improvement of working conditions such as hours of work and the implementation of stress audit (ACAS 2006).

In summary, the causes of employee turnover are multi-faceted and classed under three main issues: personal, organisational and environmental. Albeit the inter-play of these three clusters of variables, each of which has its own elements, work out to either push or pull employees out of their organisation.

### *3.6 Measuring Labour Turnover*

In this section, the measurement of employee turnover is presented.

Turnover is measured in various ways and levels. It can be done at the organisational, a classification or a single positions level. Sherman et al (1988) proposed the formula below for computing turnover rates. It is worthy to note that measurement is normally done over one calendar year.

$$\text{Turnover} = \frac{\text{No of separation during the month}}{\text{Total number of employees at midpoint}} \times 100 = \text{Separation Rate}$$

In simple terms, if an organisation has an average employee separation of 25 and a total number of 450 employees at midpoint over the year, the labour turnover is equal to 25 divided by 450 and multiplied by 100.

Mathematically, presented as:

$$\text{Turnover} = \frac{25}{450} \times 100 = 5.6$$

This formula aligns with Stamps (1997) view that turnover is typically measured by actual turnover rates (the proportion of people who leave the job), participants intent to leave, or intent to stay. Yet still, some researchers choose to apply a blend of all three measures. One major defect of the formulae is that critics describe it as being ‘too simplistic’. Additionally, it fails to distinguish between instances where employees voluntarily leave and cases of involuntary contingencies such as disability, retirement, illness, redundancy, dismissal and death. Yet, measurement of turnover ought to be rigorous enough to assist planners identify the various categories of leavers (Worthington 1992). It also makes no distinction between functional and dysfunctional turnover (CIPD 2005). This is so because any single measure of turnover will not be sufficient so long as it treats all leavers homogeneously.

An alternate calculation of labour turnover is known as the ‘stability index’. This illustrates the degree of retention of experienced workforce and is calculated as:

$$\frac{\text{No. of employees with one year's service (or more) now}}{\text{No. employee one year ago}} \times 100 = \text{Stability Index}$$

For instance, if 200 workers have been employed for one year or longer and the total workforce a year ago was 300, the stability index is calculated as follows:

$$\frac{200}{300} \times 100 = 66.6 \%$$

The principal advantage of this approach is its ability to make comparison between organisations within the same industry.

The chief reason for measuring turnover is to allow for a clear distinction between causes of turnover which in turn will enable human resource planners to note the categories of leavers.

### *3.7 Establishing the Causes of Labour Turnover*

In this section, the causes of employee turnover across sectors is presented

Sherman et al (1988) observed that the quantitative rate of turnover is not the only factor to be considered. Equally important is the quality of personnel who leave an organisation. According to Sherman et al (1988), turnover can be costly to the organisation. Replacing an employee they argued can be time consuming and expensive. They broke replacement costs into three main categories: expiration cost for the departing employees, acquisition cost of the departing employee, acquisition costs and training cost for the new employees. Abassi and Hollman (2000) have noted that the cost of replacing a worker has often been underestimated. They argue that beside the explicit costs (recruitment, advertising and training and supervisory time), there are many hidden costs such as disruption of customer relations; the vacancy costs until the filling of the job; cost resulting from disruption of work flow and the erosion of morale and stability of the workforce who remain. They thus contend that, reducing turnover could result in significant savings to an organisation. Sherman et al (1988) posit that, one way of determining why people leave is through the conduct of exit interviews. Other researchers such as (Harris 2000; McConnell 1992 and Nee 2000) in their studies within the food industry have reinforced the usefulness of exit interviews in generating valuable information for employers on why people leave their employers.

Exit interview involve a one-on-one discussion with departing employee either in person or on telephone to ascertain the reasons for their exits (CIPD 2005). They contend that exit interview is advantageous for two reasons: one, employees are likely to be more open when speaking with someone with whom they have had previous contacts and two, recruiters are usually experienced interviewers. Sherman et al (1988) have also proposed the nature and content of an exit interview. These include: reasons for departure, relationship with supervisor, fairness of performance reviews, evaluation of pay and advancement opportunities, ratings of working conditions, likes and/or dislikes about job/organisation, communication from management, evaluation of training received, organizational climate

and suggestions. Bottomley (1983) and ACAS (2006) agree with Sherman et al (1988) on the content of the exit interview. Bottomley (1983) states further that authorities' disagree as to the level of truthfulness to be obtained either by questionnaire or interview or both as the testimonies of departing employees are neither open nor transparent enough most especially as an internal person often conducts interviews. CIPD (2005) has observed that though exit interviews are widespread, they are notoriously unreliable particularly when conducted by someone who may later be asked to write a reference for the departing employee. Departed employees may be reticent to voice full and frank criticisms of the system- managers, colleagues or the entirety of the organisation; they normally prefer assigning some less belligerent reasons for their exits (CIPD 2005; Giacalone and Knouse 1989). Another way to have an exit interview is by asking the departing employee to either fill either an on-line questionnaire or paper questionnaire.

Bottomley (1983), however, cautions that though exit interview is an end, it is also a beginning because it starts the whole process of recruitment. He provided condition under which it should be conducted. These include: *the exit interview should be conducted in exactly the same way as recruitment interview by a sympathetic interviewer in a quiet room free from interruption, it should be done for all leavers including those retiring and those made redundant.* CPID (2004) adds that the interviewer should not be a manager who has responsibility for the individual and who will be involved in future reference writing. Confidentiality should be assured and the purpose of the interview explained. Alternatively, questionnaires could be sent to the former employees on confidential basis about six months after their departure (CIPD 2004).

Another alternative for establishing the causes of employees' turnover is through attitude survey among existing employees (ACAS 2006). Unlike exit interviews, attitude surveys are targeted at the 'stayers'. The survey is aimed at the current workforce gauging from them their views about the organisation i.e. their likes and dislikes of the establishment. This method is quite revealing as it tries not only to unearth the pent feelings of the current workforce but also provide an honest appraisal of their expectations, conditions and requirements of the job. With this approach, existing workers could be asked questions covering an array of work related issues on matters such as pay and conditions; employment relations, equal opportunities; communication, participation arrangements, canteen facilities, organisation products and image among others. The net of participation can be widened to all



employees by requesting them to complete an on-line or written questionnaire. This, however, is achievable with smaller organisations compared to bigger organisations.

To make the survey effective, attitude survey should be based on a realistic sample and a good questionnaire design. A survey that is expertly designed will generate a high response rate. The interviewer should be well schooled in the art of questioning and interviewing. Alternatively, a section of workers can be sampled for an in-depth interview following an interview plan similar to the questionnaire but allowing interviewees more room to expatiate freely on issues. To enlist the cooperation of the workforce, management should involve the leadership of workers; allow interviewees the freedom to express themselves; ensure anonymity and confidentiality of interviews; draw on a representative sample reflecting the various strata of the workforce: young, old, male, female, as well as new and veterans; communicate progress report; and execute the interview during normal work time (ACAS 2006).

This section analysed the importance of exit interviews and the relevance of such information to employers in their bid to meeting the expectations of current staff so as to control the rate of turnover.

### *3.8 Reasons for Analysing Labour Turnover*

There are no universally acceptable levels of turnover. Turnover levels depend on the industry, sector and/or region. Regardless of turnover levels, it is important for organisations to have reliable statistics. ACAS (2006) and Cooper (2002) have argued that for turnover to be dealt with properly, it must be analysed. Both ACAS (2006) and Cooper (2002) assigned two main reasons underlying the need for the measurement and analysis of turnover as controlling and forecasting.

#### *3.8.1 Controlling*

Turnover is analysed in order to improve employee retention as well control the phenomenon. To gauge accurately the costs of turnover, an objective measurement is necessary (ACAS 2006). Since turnover figures provide a flow of labour and the categories in and out of the organisation, it is prudent for organisations to have current figures before they can initiate any action(s) to remedy the situation. This is achieved through turnover analysis. Two ways of receiving feedback from both former and present employees is through exit interviews for those who are departing or departed and attitude survey for the current stock of the

organisation's workforce for their inputs. Inputs gathered and collated thereof, provided employees are frank and candid in their interviews, provides management with fertile textured data that detail out the consistency of patterns, trends and themes so as to help peg the system of turnover. This can be done by implementing the recommendations that arises out of exit interviews and attitude surveys. Armed with this information, management will then evolve pragmatic strategies that will attract and keep hold of the organisations' talents.

### *3.8.2 Forecasting*

Labour turnover analysis assist planners to identify the various categories of leavers (Worthington 1992). Turnover figures of the past form the basis for projection into the future staffing and recruitment needs of organisations. The analysis helps to identify trends and patterns in the phenomenon. For instance, turnover arising from retirement, dismissals, and resignations due to ill health, pregnancy or relocation can be planned for as the numbers and specifics of the job(s) to be filled are known. However, abrupt resignations can dislocate the system as it is unanticipated. To offset the disruptions that may arise due to resignations which as it were are normally unanticipated. Organisations in their forecast should make some provision to cover for such abrupt turnover. For the forecasting function to be effective, the HR department should have reliable, accurate and keep up-to-date records of all leavers, their categories and whether the expected vacancies are to be filled from within or sourced from outside in accordance with the organisation's succession plan. Such analysis brings to light the areas of perceived lapses in the organisation's working environment which then becomes the blueprint for use by management in planning effective retention policies.

Controlling and forecasting are therefore the two main identified reasons for analysing turnover. Results of such analysis ultimately aid management in the design and delivery of workable retention policies.

### *3.9 Classification of Turnover*

Park, Joseph, and Deborah (1994) classified turnover into functional and dysfunctional. In their view, functional turnover results from the loss of poor performing employees or the loss of employees the organisation would prefer not to retain. Dysfunctional turnover on the other hand represent the separation of employees that the organisation will prefer to retain (Dalton, Tudor and Krackhardt 1982). Abelson and Baysinger (1984) while conceding the disruptive nature of turnover argue that it is not in all cases that turnover is bad. In their view, when a

poor performer leaves, the exit could be functional. In other words, dysfunctional turnover occurs when an organisation loses good performing employee(s). It is labelled 'dysfunctional' because of the recognition given to the positive contribution of these employees. Losses emanating from 'dysfunctional' turnover have the tendency to threaten the effectiveness of organisations (Abelson and Baysinger 1984). The dysfunctional aspect of employee turnover has been variously described by Dalton and Tudor (1979) as "axiomatic" and by Muchinsky and Tuttle (1979) as "*sine qua non*". According to Abassi and Hollman (2000), dysfunctional turnover leads to decreased innovation as it takes time for new hands to pick up, which ultimately results in sluggish implementation of new programmes as well as productivity losses.

Dysfunctional turnover becomes harmful to an organisation, if suitable replacements are not found. Functional turnover on the other hand has a positive bearing on the organisation if it is able to find suitable replacements. This happens whenever a poor performer is replaced by a more effective employee, and can happen when a senior retirement allows the promotion or the acquisition of welcome 'fresh blood' (CIPD 2005). Although turnover can be thought to be dysfunctional, it is argued that it can be beneficial to the organisation and the individual in some cases. McGarvey (1997) argues that turnover helps to 'clear the deadwood'. His argument implies that turnover clears wastage by engaging more energised employees into the system. CPS for HRS (2006) has argued that some degree of turnover is healthy for an organisation as it provides opportunity for the infusion of new ideas and new energy. CIPD (2005) argues that moderate levels of turnover can also help to decrease staff costs in organisations where operational levels are unpredictable on monthly basis.

Eade (1993) on his part categorises turnover into controllable and unavoidable turnover. Fay (2005) suggests that turnover can be beneficial if companies are allowed to hire younger staff at lower salaries to replace those retiring. Dee (2004) on his part observed that although turnover is inevitable it is perhaps desirable. He argues that higher rate of turnover can be injurious to the reputation of an institution and the quality of instruction. Gray, Phillips, and Charles (1996) contend that it will be unrealistic to consider turnover as a purely negative phenomenon. In their view, economist consider it to be a necessary component of an efficient labour market and can be beneficial to an organisation in several ways, such as increased productivity by ensuring better matches between jobs and workers. In contributing to the discourse of turnover Mitchell (2000:335) posited that, 'the direct financial costs includes the

increased expenditure of funds to recruit and train new staff members, payment of overtime to remaining staff members to cover vacated shifts, and increased payroll administrative expense stemming from the fluctuation in employee'. Mitchell (2000:335) further asserts that 'the indirect cost of staff attrition include decreased productivity, reduced quality of service, and low staff morale'. Regarding the consequences of turnover, Mobley (1982) has noted that organisations that do not give due importance to the consequences of turnover will feel the brunt in terms of low employee morale, reduced work performance, as well as social communication.

In this section, functional and dysfunctional and their impact on organisations have been discussed. The next section looks at the turnover situation in developing countries.

### *3.10 Turnover Situation in Developing Countries*

Chimanikire, Mutandwa, Gadzirayi, Muzundo, and Mutandwa (2007) conducted a study to determine factors affecting JS among academic professionals in tertiary institutions of Zimbabwe. Eighty (80) participants were randomly contacted and interviewed using structured questionnaires. The study identified the main causes of turnover to include salaries and allowances, unavailability of loans to facilitate purchase of houses, housing stands and cars as well as increasing volume of work. They observed that a reduced turnover is experienced anytime there are increment in wages and allowances. They thus, advocate for the implementation of policies such as pragmatic welfare and incentive packages that will minimise turnover among academics in Zimbabwe. According to Chimanikire et al (2007), whenever benefits of the increment are eroded, the losses resurface. Mallam (1994) investigated the factors perceived to influence faculty members at selected Nigerian institutions of higher learning leaving their jobs. He tested six factors of the job descriptive index developed by Smith, Kendell and Hulin (1995) and a questionnaire about commitment developed by Mowday, Porter and Steers (1973). Two hundred and forty seven respondents participated in the study and the results indicated that faculty members in the selected institutions were dissatisfied with conditions of services, especially pay and promotion opportunities. Based on the findings, the author recommended regular research on administrative practices, remuneration relative to inflationary rate.

Olugunde, Asaolu, and Elumilade (2006) examined the effects of motivation on labour turnover among educators in Nigeria's HEIs. Four hundred and forty two teachers drawn from four PUs in the South-western zone of Nigeria participated in the study. A twenty-one

item self-administered questionnaire was used to elicit the data. Results showed that motivation indeed, affected the turnover rate of teachers in the sampled areas. Results further revealed that current level of motivation strategies administered on Nigerian university teachers was not adequate to keep them on their jobs. Authors' recommended that both economic and non-economic variables be employed to keep the university teacher on their job. The study has a limited coverage as it covered only universities in the south-western Nigeria. It is quite likely that the determinants of turnover may vary sharply across cultures even in a multi-cultural state such as Nigeria.

Mensah and Alemna (1997) investigated turnover among librarians of Ghana Library Board. They used questionnaire and personal interview to elicit data from participants. Twenty-one respondents representing 80% of the sampled population participated in the study. Results showed that job related stress; on the job conflict; low pay; low status; unchallenging work; incompetent managers; dissatisfaction with manual system and delayed promotion were identified as causes of turnover. Based on the findings, the following recommendations were suggested: implementation of post exit interview; improved human relations between superiors and subordinates'; streamlining recruitment and selection procedures; advertisements of job vacancies and streamlining of promotion among others. Ognwuni and Angho (2004) in a national survey of faculty opinion on shared authority reported dissatisfaction with general working conditions and institutional governance as the top factor of dissatisfaction in the Federal Universities of Nigeria. Blair and Jordan (1993) in a study examined staff loss at selected African Universities highlighted the problem of labour turnover. In a related study, Tettey (2006) commissioned by the World Bank investigated on staff retention in five Anglophone Universities in sub-Saharan Africa found dissatisfaction with salaries as key factor undermining the commitment of academics to their institutions and careers and eventually their decision or intention to quit. Other causes identified by Tettey (2006) include: lack of good health care coverage; lack of car and housing loan schemes; lack of support for children's education and reasonable pension; inadequate facilities for teaching and research and the impact of work load on their health. The study, however, revealed that junior academics i.e. assistant lecturers and lecturers have a higher propensity to quitting than their senior colleagues. This findings thus confirms the findings of Porter and Steers (1973) that the older one gets, the less likely he/she is to quit the job. Another study by Kalleberg and Loscocco (1983) reported a positive association between age and JS. According to them, as people get older, they have fewer job opportunities and thus likely to stay on their current

jobs because their long tenure tend to provide them with higher wage rates, longer paid vacation and more attractive pension schemes. Whilst lecturers closer to retirement are also likely to quit academia and taking up more rewarding jobs in order to cushion themselves against their retirement in the event that they do not get a better pension. This observation is in concord with Tettey's (2006) findings of inadequate pension. Hertzberg et al in their 1955 study reported a consistent trend in job attitude according to one's age and tenure.

Nwandini and Akpotu (2002) undertook a study to establish the rate of academic staff turnover in Nigerian universities. Drawing on a sample of eight universities using a questionnaire, the study yielded a return rate of 49% of the 900 respondents sampled and reported turnover as high as earlier reported (Saint 1993; Blair and Jordan 1993; Tarpeh 1994). The turnover rate of 16.8% was deemed high even though scholars are not unanimous as to what the maximum value it should be. They however, conceded to Yeaders's opinion that a turnover rate of 25% should raise eyebrows. They thus recommended the institution of attractive remuneration and welfare packages as obtained in the oil industry in order to 'magnetise' well qualified scholars and retain them. As argued by Afolabi (2002), the payment of non-competitive salaries to employees acts as a catalyst to their dissatisfaction and their intention to leave. Similarly, Kayes and Jordan-Evans (2002) state that employees become hugely dissatisfied when their compensation package is pegged below the industrial rate or unequitable to put 'body and soul' together.

Alao and Olasumbo (2004) investigated the extent to which work family conflict and JS could predict the labour turnover intentions among lecturers in the Olabisi Onabajo University as a case study. Using a questionnaire, the study generated a 95% response rate of the 299 study participants sampled for the study. The study concluded that work-family conflict and JS influence labour turnover intentions among academic staff in the study area as perceived. However, the generalisation of the study for a country with such a diverse population could be problematic.

Umar and Karofi (2007) in a cross-sectional survey examined the impact of non-work factors among female employees in the Kebbi State of Nigeria. The study identified non-work factors as significant determinants of female labour turnover and pressures from their matrimonial home. They recommended the provision of quality child care services at work places. They further recommended the tuning of the work environment to reflect the ethos of Islam. The study has both geographical and gender limitations as it focused only on the Kebbi

State and particularly so on females. It is very likely that a replication of the study in other cultures may result in different factors all together.

In a longitudinal study, Enaohwo (1980) investigated the incidence of turnover in some selected secondary schools in the Bendel State of Nigeria between 1974 and 1978 using both primary and secondary data. Samples of 121 respondents were randomly selected for the study. The crux of the survey was to test the hypothesis that there is no relationship between age and turnover on one hand and experience on the other. The study established that the rate of turnover was alarming and attributed the rise in the phenomenon to a multitude of factors categorised as push-pull factors which hinges on incentives and relativities of conditions of service; lower prospects and the obstacles of continuing further education. The study further reported an inverse relationship between age and experience in turnover but found no significant difference of turnover between urban and rural teachers in the Bendel State of Nigeria. The study was done to test the hypothesis that there is no relationship between age and turnover on the one hand and experience on the other.

Egu, Nwuju and Chionnye (2011) investigated teacher attrition and its consequences on the Universal Basic Education (UBE) in some secondary schools in Nigeria. The study found that teachers with teaching specialisation only were more likely to stay than their counterparts with generic training. Other factors uncovered from the study included: child birth, relocation, ill-health and old age, poor incentives, poor salary and exclusion from decision making. The study recommended the prompt payments of salaries and allowances of teachers, providing incentives, and roping in teachers in the decision-making process. Similarly, Kayuni and Tambulasi (2007) in a study to ascertain the causative factors of teacher turnover in Malawi identified poor service conditions as the main cause of high attrition of teachers.

Kaye and Jordan-Evans (2002) undertook an international research project involving 8000 participants in 35 different industries with an object of obtaining the most basic reasons for which people choose to stay with an organisation. The responses obtained in order of ascendancy include: exciting work and challenge, career opportunities, learning and development, equitable pay, work relationship and group compatibility, supportive management, pride in organisation, its mission and its products, an enabling work environment, recognition, meaningful work and autonomy. In a similar vein, Jordan and Barry (2009) studied the shortage of artisans in South Africa and found the causes as poor

remunerations, lack of training opportunities and the toxicity of the work environment. Additionally, they narrowed the organisational factors that affect retention to include working conditions, management style and approach and fairness and equity. In a related study, van Rooyen., Du Toit., Botha, and Rothmann (2010) used qualitative methods to investigate the factors that are important for the retention of artisans in an organisation in South Africa. Using a biographical questionnaire and semi-structured interview schedule, a sample of 14 male respondents were purposively selected for the study and found in order of ranking, remuneration and development opportunities as the essential factors for the retention of artisans in South Africa. Other factors that emerged from the study included: equality, recognition, management and working environment, and working relationships. Rooyen et al (2010) findings reinforce Bassi and Van Buren's (1999) position that the lack of congruence between the training and developmental needs of employer and employee facilitates turnover.

Kipkebut (2010) in s study of academics in Kenya found that academics were dissatisfied with remuneration, training and development opportunities and non-recognition amongst other factors. Kamau and Mberia (2010) used research published in peer reviewed journals from 1999-2010. Through literature review they identified the causes of staff turnover in public universities and found financial reward as the main influencing factor. Xaba (2003) submitted that turnover was rife in South Africa and advocate a comprehensive research of the situation.

Swales and Fahdi (2010) investigated turnover in Oman. They particularly looked at turnover flow from public to private sector and found the reasons to be multifaceted. The study unearthed management style, pay and promotion opportunities and pull by opportunities outside as the predisposing factors of turnover. Ongori (2007) in a journal review identified the main sources of turnover under two broad categories - job and organisation related factors. Sajid and Shaheen (2013) examined the factors which were responsible for high and low motivational levels of university academics in India and found the classroom environment (82.9%) and workload on motivational levels of academic as highly influential.

In a study of Telecom Malaysia, Samad (2006) explored the contribution of JS and job characteristics on turnover intentions of IT staff and found demographic variables, job characteristics having a significant contribution and negative effect on turnover intensions. He further reported that JS impacted more on turnover than job characteristics.



### *3.11 Turnover in Developed Nations*

Jo (2008) identified conflict with supervisor, inadequate advancement opportunities, and incompatible work schedule as the main determinants of labour turnover. Though Jo highlighted some aspects of interpersonal relations, Chimanikire et al (2007) however, did not find interpersonal-relationship, job security, supervision, opportunity for personal growth and working experience as significant factors to JS as issues that influence turnover.

In a 1998 study of work life of three sets of probationary faculty in one university, Johnstrud and Heck (1998) identified three main factors that influence academics to want to quit their institutions. These include: attacks on their professional priorities, the fear of being abandoned by their institutions in defence of their personal and professional interest and decline in the quality of their life. The authors posit that, in order to create an enabling academic environment, it is pertinent, to examine these variables as basis for assessing and following through trends in the work life of academics.

Johnstrud and Rosser (2002) in their study on the relationship between faculty members' perception of their work life and retention found that those perception affect morale, which in turn influence quit decisions in their career or institution. Following from this, Johnstrud (2004) explored the linkages between perception of work life and satisfaction and its impact on intention to leave. In this study, she operationalised work life in the purview of her study to include issues such as professional development, administrative support, committee and service work and technical support.

JS is essential to intention to stay. Vanderberg and Nelson (1999) posit that turnover decisions from organisations arise out of a myriad of dissatisfaction such as lack of psychological fulfilment on the job, perception and non-commensurate compensation, and unwelcoming climate. The end result of dissatisfaction is the decision to leave, which usually come at a cost to the organisation in the form of loss of expertise, disruption in the operations until suitable replacements are found, and difficulty in attracting new employees if the reasons for the departure of former employees are such that others are unwilling to work with the organisation (Cascio, 1991; Trevor, Cerhart, and Boudreau 1997; Murray and Murray 1998).

Vanderberg and Nelson (1999) report dissatisfaction as the main cause of turnover in organisations. Dissatisfaction in this context has been explained as the lack of psychological

fulfilment from the job; perception and non-commensurate compensation, and an unwelcoming climate. Sherman et al (1988) linked the causes within a particular organisation to what pertains in similar organisation, and suggested that management should refer to findings from other organisation in the same industry; taking cognisance of the types of job as the basis for comparison, when they examine causes for labour turnover.

Griffeth, Hom and Gaertner (2000) revised study on 'meta-analysis' confirmed established findings and as well generated newer findings. Their study revealed the best predictors of turnover as: JS, organisational commitment, job search withdrawal cognition and quit intention. The study also revealed the other determinants of turnover as characteristics of the work environment, such as job content, stress, work group cohesion, autonomy, and leadership and to a lesser extent distributive justice and promotion chances. They further observed that behaviours such as lateness, absenteeism, and job performance could foreshadow turnover.

Dreher (1982) examined performance potentials attitude and career advancement difference between employee who willingly resigned from an oil company and those who continued to stay in from 1964 through 1979. Results contradicted the stance that leavers are often the high performers. The literature supporting the view that performers often leave is overly limited (Martin, Price and Mueller, 1981). However, research supporting the generalisation that leavers are the better performers have been undertaken in non-business areas notably, educational institutions which has not examined the performance-turnover relationship within the context of the current process model.

Mobley (1980) opines that the higher one's productivity, the less likely he will stay on the job. Productivity in university setting is measured by the individual's publications in journals of repute. These findings corroborate Lazer and Theiland's (1958) findings that turnover are characteristic of more productive professors. Studies from three non-academic settings have empirical data that contradict Mobley's (1980) findings. For instance, Martin et al (1981) report that nurses who left their jobs are better than those who stayed in productive terms whilst Seybolt, Pavett and Walker (1978) conclude that better performing nurses stayed. There is no empirical evidence to support the view that the best workers stay (Bray and Grant 1964).

Weiler (1985) used the results of a survey of tenured faculty members who resigned from the University of Minnesota as his basis to analyse the factors that influence their decision to

leave. The data sample used estimated the effects of salary on quit decisions for faculty members at the University of Minnesota. Results showed that the probability of accepting outside offers is positively correlated to the expected salary gain. He, however, added that there were other general factors in decisions of faculty members to quit or stay. He recommended additional information about the personal circumstances of employees.

Mengel (2001) reports that more than half of IT organisations in South Africa carried over vacant positions from 1990-1999. According to him, the IT professional after acquiring some work experience leave South Africa for rewarding jobs abroad. The reason cited for their departures include: poor working conditions, lack of career growth, poor salary incentives and a general lack of motivation from employers. Europa Consulting (2008) undertook a survey involving over 1000 logistics and supply chain professional from Europe, Asia, and Americas. Results differed across continents. Professionals in Europe rated career opportunities much more important than salary while Asian respondents rated salary as being the most important factor for their decision to stay with a company for a longer period of time. Additionally, soft, more personal status such as relationship, support and knowledge impact respondents decisions to stay with a company. An estimated 50% of logistics professionals worldwide reported that their achievements are not recognised by management. Across all regions, 42% of employees are dissatisfied with their employers. Results indicate the following as being the key reasons that would influence respondents to resign from their positions: lack of career opportunities, dissatisfaction with job scope and lack of challenges.

McGee and Ford (1987) in their study of faculty research productivity and intentions to change positions reported a negative correlation between work load and academic retention. Wasmuth and Davis (1983) undertook a longitudinal study of turnover in 20 hotels in North America and Europe for three years. Participants were drawn from five departments: accounting, engineering, food and beverage, front office and house-keeping. The study concluded that on the average, turnover for all five departments was 60% but unduly higher than the average for three departments, namely, food and beverage, front office and housekeeping. The study thus established the causes of turnover as: poor supervision, poor work environment and inadequate compensation. In a follow up study by the Cornell Quarterly (1989) and the American Hotel Foundation (1998), their findings confirm Wasmuth and Davis (1983) findings even though the participants differed across time and space. The study also reported the causes of turnover as poor supervision, poor work

environment and inadequate compensation which concurs with Hinkin and Tracey's (2000) findings.

Boxall, Macky and Rasmussen (2003) investigated turnover in the mining sector of New Zealand and found the reasons to be multifaceted. Other researchers such as (Wenzel and Hollenshead 1998; Swailes and Fahdi 2010; Selden and Moynihan 2000; Yong and Volkwein 2004) have confirmed the view that motivation for job changes is multi-dimensional. For instance, Wenzel and Hollenshead (1998) undertook an exploratory study of separation of tenured and untenured female of one university and found dissatisfaction with salaries as the second most potent factor influencing turnover. Likewise, (Selden and Moynihan 2000; Yong and Volkwein 2004) in their studies found the reasons of turnover to be induced from multiple sources. In the same vein, using Hagedorn's conceptual framework (HCF), Gardener (2012) adopted a mixed method approach to investigate turnover of women faculty in the US and found the reasons to be multiple in nature.

Similarly, Oshagbemi (1996) explored the satisfaction levels of academics of UK across 23 HEIs and found dissatisfaction with remuneration. In a related study, (Bett 1999; Court 1999; Machin and Oswald 1999; and 2000) found remuneration as key to retention. Likewise, Court (1999) found the lack of promotional prospects as a source of dissatisfaction among UK academics. A recent comparative study by Ying and Volkwein (2004) involving tenured and untenured faculty of research universities found remuneration as the second most important predictor of faculty's decisions to quit. The same study, however, found a weak link for non-tenured faculty. Using individual level data, Shah (2009) investigated job-to- joblessness and found demographic factors such as age, qualifications, gender and immigration status as well as the prevailing labour market conditions as crucial for explaining turnover behaviour in Australia. Naresh et al (2003) explored job hopping amongst Singaporeans and found an insignificant relationship between age, educational qualification and turnover among Singaporeans. In contrast, Egu et al (2011) found a positive relationship between educational qualifications and turnover. They further argue that employees with transferable skills easily switch jobs as compared to those with job specific skills. Griffeth et al 1979; McCullough and Kestener 1994) posit that tenure is negatively associated with turnover which implies that long tenured employees have a higher likelihood to stay than short tenured employees. For Cotton and Tuttle (1979), females tend to have a higher turnover rate as compared to males. However, Summer and Hendrix (1991) argue that males have a higher propensity to quitting

than do females. Yet, Berg, Miller and Wheeler 1991; and Nai and Robison 1998) found no relationship between gender and turnover.

Herzberg et al (1987) found a U-shaped relationship between JS and age. In contrast, Dramstad (2004) in a survey of Seventh Day Adventist (SDA) educators in Norway reported the reverse i.e. JS increases with age. Brown and Sergeant (2007) investigated the satisfaction levels of staff in one university and found a positive relationship between JS and age. He found that staffs who were in the decline state of their careers (46 years and above) exhibited not only higher level of JS but also organisational and religious commitment than staff in their establishment stages of their careers (younger staff).

Buick and Muthu (1979) in a survey examined training and development practices of 63 hotels in Scotland and found that the provision of training and development opportunities lowers turnover. Also, Davies et al (2001) in a later study of the accommodation and hotel industry in Western Australia compared the effects of three human resources (HR) variable and turnover and found training as the only HR variable that decreased turnover. Other studies undertaken in the same industry reported similar findings (Pollit 2006; Hogan 1992; Huselid 1995; Hiemstra 1990; Conrade, Wood and Ninemeir 1994; and Decker and Sullivan 1998) when they concluded that investments in training has a dual effect of increased productivity and enhanced staff retention. This is corroborated by (Khan, Ahmed, Ibrahim and Shahid 2012) whose study of Pakistan's telecommunication sector established improvement in organisational productivity; however, they did not report on the relationship between training and development and turnover. As noted by Graham and Bennett (1998), the provision of training and development results in enhanced JS and motivation. To this end, Rebore (2001) calls for investments by each school system in human and physical resources in order to attain a viable and knowledgeable stock of faculty.

### *3.12 Chapter Summary*

The demands of the Industrial Revolution forced scholars to research into labour turnover in industrial establishments in order to determine not only intent to stay, but also workers decision to leave a particular establishment. While various advancements have been made in labour retention captured in the literature, it would still be pertinent to observe by way of conclusion that despite these strides, there is paucity in literature that captures the specificity of labour turnover in African educational and industrial establishment. Two schools of thought seem to stand out distinctively in the literature.

The first school of thought looks at turnover as a process. This group of researchers are unanimous that the turnover process is complex and multifaceted (Branham 2005; Reynolds et al 2003; Wenzel and Hollenshead 1998; Swailes and Fahdi 2010; Selden and Moynihan 2000). As a consequence, many models have been put forth by various researchers to explain employee turnover (Hom and Griffeth 1991; Hom and Kinicki 2001; Mobley 1977). However, the models have different focuses. For instance, (Lee, Mitchell, Sablinski, Burton and Holtom 2004) model focuses on employee dissatisfaction; (March and Simon 1958; Mobley 1977; Sheridan and Abelson 1983; Price and Mueller 1986; Lee and Mitchell 1994) on turnover process; whilst (Mobley 1977; Hom and Griffeth 1991) examines the correlation between turnover intent and actual turnover. These models looked at the turnover process and thus do not offer adequate explanation on the causes and consequences of turnover. Moreover, most of these models have been criticised for lacking explanatory prowess. For instance, March and Simon's (1958) model has been criticised as being stagnant and unable to address some basic variable considered important in the analysis of the turnover process. Similarly, Mobley's (1977) model is chastised as being empirically deficient in delineating its explanatory constructs. Whilst, Sheridan and Abelson (1983) 'cusp catastrophe' model identifies the turnover process as discontinuous, it however, assumes a more quantitative approach in explaining turnover. Evidently, these models and framework have proved inadequate in answering the RQs.

The second school of thought see turnover as multiply-induced (Murrow and Muchinsky 1980; Boxall et al 2003; Branham 2005; Reynolds et al 2003). They however differ in opinions regarding the influencing factors, their order and combinations. Whilst being conclusive on the causes of turnover Boxall et al (2003); Branham (2005); Reynolds et al (2003); Wenzel and Hollenshead (1998); Swailes and Fahdi (2010), they presented their findings in silos. On the other hand, Selden and Moynihan (2000); and Gardner (2010) usefully provided a framework that only explains the causes of turnover without recourse to its consequences – that is missing out an important variable in the turnover equation. Further, Gardner (2010) adopted HCF that made use of a two construct framework of turnover and found the reasons influencing turnover to be multifaceted. Another criticism of Gardner's work is rooted in its feminist orientation and thus unsuitable for a study that is all encompassing. However, most turnover studies highlight its negatives on organisational effectiveness. Dalton et al (1981) presented a holistic view of turnover by distinguishing between functional and dysfunctional turnover.

Despite the plethora of studies undertaken on turnover in organisations, there is as yet no collective framework that fully explains why employees change jobs (Lee and Mitchell 1994). Although a number of frameworks have been reviewed, it is evident there are gaps that need to be filled. Nonetheless, Murrow and Muchinsky's (1980) framework has a greater leverage in interpreting turnover. It does not only consider the causes of turnover but also extends to its consequences. On the basis of this appeal, Murrow and Muchinsky (1980) model has been adopted for this study. In the next chapter, literature is reviewed on management and higher education in Ghana.

## **Chapter Four: Management and the New Public Management (NPM) System in Ghana**

While the previous chapter explored different arguments in the literature on turnover, this chapter continues with the review of literature on management and higher education (HE). The chapter is discussed in four parts. Part one presents the historical development or foundational thought of management as a discipline; it introduces the principal theoretical approaches to management theory and proposes or considers different perspectives, definitions and conceptualisation of management as well as the roles of managers. The second phase looks at organisational types and their management. The origins of Managerialism and NPM, its features and promotional factors are discussed in part three. The fourth part traces the introduction of management philosophies into HE circles, its adaption and/or distillation of management strategies by HEI's in contemporary times and ends with the unique features of HE management.

### *4.0 Historical Foundation of Management Thought*

Management as a discipline has a short but long history (Gray and Smeltzer 1989). Extending their argument Gray and Smeltzer (1989) describe the practice of management as an ancient discipline but new in academic terrain. Arguing further, they traced the practice of management back to prehistoric times when the first organisations were formed. According to McCaffery (2004) the origin of management can be traced to the Latin word *manus* or 'hand' which in turn was drawn from the 16<sup>th</sup> Century Italian word *managgiare* – a term used in reference to the exhibition of skill in the handling, training and controlling of horses. British soldiers on service in Italy imbibed the word and on their return, instead extended its meaning and application to the handling of armies and the control of other essential functions. From then on, the title *manager* is bestowed on a person(s) who assume the role(s) of performing important duties. In the course of time, the word *manager* has come to be ascribed to anyone who exercises responsibility for organising and controlling the activities of others in order to achieve desired goals. Managerial functions associated with managers in the execution of their roles include: planning, organising, staffing, directing and leading and controlling (Drucker 1974).

Nonetheless, as an organised area of study it has a relatively short history, dating from the late 19<sup>th</sup> Century. The take-off of the industrial revolution in England around the turn of the 18<sup>th</sup> Century made a profound impact in accelerating the growth and development of



management (Gray and Smeltzer 1989). Prior to the 20<sup>th</sup> Century, management as an organised discipline was unrecognised. It has however surged through the years to permeate every sphere of human activity. The development of management as an organised body of knowledge is multi-disciplinary in nature as it emerged from different scholars with different backgrounds and perspectives. The diversity in perspectives to date perhaps accounts for the unsettled nature of the discipline. The multiplicity of perspective probably influenced Magretta (2003) to remark that management is best understood as a liberal art, drawing freely from all disciplines that make sense of ourselves and our world. As an organised discipline, Drucker's (1954) book represents the first major attempt at integrating management into a coherent whole (Magretta 2003). According to Magretta (2003), management as a discipline has contributed immensely to the progress of organisations over the last 100 years by transforming the experiences of work and increased productivity.

According to Okumbe (1998), from the 1880s to date, management has evolved through three phases, namely: classical, humanist and management science. Cole (1993) identified Henri Fayol (1841-1925) and Fredrick Taylor (1856-1917) as the two greatest exponents of the classical movement. Taylor later popularised his ideas in his treatise 'the Principles of Scientific Management' or 'Taylorism' - which harmonised the principles of the set of methods and procedures that emphasised the scientific study and organisation of work with a view to increase efficiency. Taylor's leading role endeared him the title *father of scientific management*. Other proponents of Taylor include Max Weber (1864-1920), Gulick (1892), Gantt (1861-1919), Gilbert (1868-1924) Urwick (1891-1983) and Lillian (1878-1972) (Okumbe 1998). The ideals and philosophies of the classical group were criticised as been prescriptive as their major pre-occupation was on organisational structures and its sustenance. The human relation group then emerged as a reaction to the posture of the classical model and was thus powered mainly by academics with Mary Parker Follet (1868-1933) in the forefront. The focus of the human relationists was on 'people' and their social relationships at the work setting. The third, the behavioural science movement had leanings from social sciences such as anthropology, sociology and psychology among other subjects. They unified the ideas of the two earlier movements into expansive management knowledge (Okumbe 1998). Each perspective has several specialized fields. A more recent extension of management is Total Quality Management (TQM) which emerged out of quality concerns and aimed at making the issues of quality a shared responsibility of organisational members.

#### 4.1 Management Defined

Management is an umbrella concept that is subject to many interpretations and perspectives. According to Cole (1993), the understanding of management has been influenced by both practicing managers and social scientist. At the most basic level, management may be viewed as the work managers do and the underlying body of knowledge about managing or “making things happen”. In a more generic sense, it is used to designate those in important positions in a particular enterprise as in management.

Although, there is lack of consensus as to an accepted definition of management as an activity, nonetheless, the classical definition is still held to be that of Henri Fayol (1841-1925). His conception of management has influenced developments in management thought and still remains relevant after six decades as it has found acceptance by later scholars. Henri Fayol (1841- 1925) defined management as *to manage is to forecast, and plan, to organise, to command, to coordinate and to control* (Fayol 1916; 1949; Steers 1991; and Cole 1993). However, the most widely quoted definition in management literature is the one accredited to the early management guru, Mary Parker Follet (1868-1933), who views management as *the art of getting things done through other people*. Loosely interpreted, it means that a manager is anyone who gets his/her work done by getting others to execute theirs. Similarly, Wren (1979) argues that management is an organised activity essential to organised endeavour that performs certain functions to obtain the effective acquisition, utilisation, and allocation of human effort and physical resources, for the purpose of accomplishing goals. Wright and Noe (1995) agree with Wren (1979) when they formally defined management as directing the use of resources in a way that efficiently accomplishes the organisation’s goals. This literally interprets that a manager is one who achieve organisational results through others (gets things done through others).

Koontz and O’Donnell (1976) defined management as an operational process initially dissected by analysing the managerial functions. The managerial function identified by Koontz and O’Donnell (1976) are planning, organising, staffing, directing, leading and controlling (POLC) (Drucker, 1974). Stone (1992) concedes with Koontz and O’Donnell (1976) when he provides a definition based on the functions of management. He defines management as *“the process of planning, organising, leading and controlling the efforts of*

*organisation members and of using all other organisational resources to achieve stated organisational goals.*

In the same vein, Brech (1957) looked at management from its functions and thus defined management as a social process which constitute planning, controlling, coordinating and motivating (Steers 1991). Albanese (1975) refines Brech's 'functional approach when he conceives *that management is a social and technical process that utilises resources, influences human action, and facilitates changes in order to accomplish an organisation's goals.* For Smith (2007), management involves the activity of using resources in an efficient and effective way so that, the end product is worth more than the initial resources whilst Mullins (2010) regard management as taking place within a structured organisational setting with prescribed roles; directed towards the attainment of aims and objectives; achieved through the effort of other people; and using systems and procedures. At its most basic, management may be viewed as making things happen.

In sum, management may be explained as the effective and efficient utilisation of organisational resources through planning, organising, leading and controlling for the attainment of stated organisational goals. These definitions like any functional one have two important inherent elements. One, that management takes place in formal and organised settings. Two, it involves directing and smoothening the progress of other workers to accomplish organisational goals whilst managers do not actually do the work themselves. The goal of management then, is to harmonise and integrate the efforts of individuals to synergistic effect. Reinforcing the goal of management, Hamel (2007) neatly and colourfully sums it up when he writes:

The goal of management is first to amplify and then aggregate human effort-to get more out of individuals than one might expect by providing them with the appropriate tools, incentives and working conditions, and to then compound those efforts in ways that allow human beings to achieve together what they cannot achieve individually (Hamel 2007: ).

## *4.2 Role of Managers*

Fayol (1841- 1925) is the first exponent to attempt a realistic review of the roles of managers and in that seminal work ended up with a 'list' of what managers do. The functions Fayol (1841- 1925) ascribed to managers includes planning, organising, influencing and controlling. Other scholars such as Brech, Koontz, O'Donnell, Carlson (1951) and Stewart (1967) contributed to the discourse of what managers do and arrived at conclusions similar to

Fayol's (Cole 1993). Similarly, the celebrated management theorist Peter Drucker (1974) in a more recent exposition concurs with Fayol when he asserts that, the job of managers is to provide direction to their organisations, provide leadership and decide how to use organisational resources to accomplish goals. He argues that managers get things done through other people by managing resources and providing leadership and directions. Conversely, Gray and Smeltzer (1989) define managers as individuals in corporate institutions who are engaged in taking decisions that shape the destiny of their organisations. For Cole (1993), a manager is someone with formal responsibility for the work of at least one person in the organisation. Fayol's (1841- 1925) views have stood the test of time, for it has gained acceptance over the past decades by management intellectuals as they all are unanimous either explicitly or implicitly in their conception of what managers do.

Henry Mintzberg (1973) in a later study approached the subject from a behaviour oriented stance by studying managers at work. His conclusions, although similar to earlier studies produced a more refined analysis of what the managerial job entails. He categorised management work into 10 distinct roles and grouped them into three categories: informational; interpersonal and decisional (Cole 1993 and Boddy 2002). Lorsch et al (1978) seminally and cogently sums up the roles of managers in the following words:

The prime purpose of the manager is to ensure that the organisation serves its basic purpose. The manager must design and maintain the stability of his organisation's operations. The manager must, through the process of strategy formulation; ensure that his organisation adapts in a controlled way to its changing environment. The manager must ensure that the organisation control those people who control it (Lorsch et al 1978).

Katz (1974) argues that for managers to accomplish their roles in an effective and efficient manner, they require three levels of skills: technical, human and conceptual. Katz (1974) defined technical skills as the mastery and exhibition of proficiency in using tools and methods of a specific kind of methodical activity. On the other hand he defined human skills as the ability to work with and relate with individuals and groups, and conceptual skills as the ability to think and act strategically.

#### *4.3 Public and Private Organisations*

Chester Barnard (1938:73) defined organisations as "a system of consciously coordinated activities of two or more persons". For Etzioni (1964:4), "organisations are planned units, deliberately structured for the purpose of attaining specific goals". According to Argyris (1960), organisations are human strategies designed to achieve certain objectives (cited in

Cole 1993). Farnham and Horton (1999:27) also define organisations as “social construct created by groups in society to achieve specific purposes by means of planned and coordinated activities of their technical systems and those working in them”. According to them, the activities include the blend of human and inert resources to achieve the aims of the organisation. Okumbe (1998) identified the typical features of organisation to comprise of: goals, technology, division of labour, power centre and environment. Boddy (2002) enumerated the functions of organisation as: generators of wealth; articulators and implementers of ideals; providers of careers and protectors against sectional interest. Organisations are further classified as formal or informal.

Organisations are further categorised as public or private (Farnham and Horton 1999). Public organisations (POs) encompass all public bodies which are involved in making, applying and implementing public policy. In contrast, private organisations are the creations of individuals and groups for market or welfare purposes. They take the forms of unincorporated association, companies, partnership and voluntary organisations and vary widely in their size and scope. Unlike their PS cousin whose actions are confined to what the law mandates them to do, private organisations can do almost anything which the law does not specifically forbid or prevent them from doing (Farnham and Horton 1999).

#### *4.4 Management in Organisations*

Opinions on how private and public sector organisations (PSOs) are managed vary among theorists. One school of thought argues that, there are differences in the way they are run and the differences arise out of differences in terminologies. For instance, ‘management’ is appropriately used for private sector businesses whilst ‘administration’ is used in reference to PSOs. Management is thus based on their motives; and the ease with which their performances and successes can be measured. For example, private organisations are profit maximisers whilst their antitheses exist to satisfy the social good of the society as they provide merit goods which influence the worth of citizens’ live. Therefore, there arise significant differences when it comes to pitching the two against each other. Managing in the PS compares sharply with its private cousin in several ways. First, while the goals of POs are drawn up by politicians, those of private organisation are set up by the owners. Second, the benchmark for assessing their success (POs) is difficult as compared with private businesses. This view is succinctly reinforced by Rainey and Steinbauer (1999) when they argued that whilst profits are the baseline for measuring performance of pro-market based organisations,

PSOs do not have any single indicator that can match the multitude of organisation under its jurisdiction. Hartley and Allison (2000) underscore the importance of leadership combined with management and administrative capability in shaping contemporary organisational management as well as improved public delivery. Citing UK's health sector, they argued the need for public servants to provide both managerial expertise as well as leadership. To this end, they recommended a review of the current leadership model used in PSOs in the UK.

Similarly, as argued by Manning, Mukherjee and Gorcekus (2000:9), PSOs often provide goods of both 'low contestability and measurability' and thus it is difficult to find good performance indicators. This therefore makes it difficult to assess their performance. Thirdly, PSOs are accountable to the public while private ones are accountable to their owners. Starling (1993) identified three central functions of management common to both private and PSOs. These include: programme management (human resource or leadership); political management (politics, ethics or interagency relationship); and resource management.

#### *4.5 Origin of NPM*

This section situates the NPM paradigm within the realm of public administration and management in UK.

According to Osborne and McLaughlin (2002), the nature of public services, its research and theories has witnessed a phenomenal transformation within the last century. For the UK specifically, Osborne and McLaughlin (2002) argue that public management has evolved through four distinct stages. The first being the period of *minimal state* which started from the late 19<sup>th</sup> Century. The second stage being in the 20<sup>th</sup> Century and described as the period of *unequal partnership* between the state and the charitable and private sectors. The third is dubbed the welfare state and stretches from 1945 - 1980's whilst the fourth stage is described as the plural state and dates from the late 1970 onward.

According to Golubava (2011), NPM was born in the 1980s as a panacea on how to inject discipline into the PS. NPM was embraced with the conviction that the PS can be revamped by transplanting such market-based mechanisms such as autonomy, competition and accountability, the efficiency and quality of their service delivery would improve. For his part, Tolafari (2005) simply defined NPM as marketization or the transplanting of business management ideologies and practices into PS administration. He identified the drivers of

NPM as economic, political, social, intellectual and technological. He further noted that there exists a symbiotic relationship between them.

#### *4.6 Features of NPM*

NPM has been described differently by various scholars. For scholars such as Hughes et al (1997), NPM is conceptualised as the 'the attempt to refashion PS in such a way that they resemble the private sector'. To Pollit (1990); Flynn (1993); and Farnham and Horton (1993), it consists of a dose of management principles, approaches and forms. Hood (1995); Larbi (1999); and Androniceanu (2007) concurs with this viewpoint when they conceptualised NPM as a set of management philosophy based on ideas borrowed from the private sector and transplanted into PS. Tolafari (2005) sees NPM simply as the application of market-based theories and practices into the fold of public services administration. For O'Flynn (2007:353), NPM epitomize a 'paradigmatic break from the traditional model of public administration'. Proponents of the 'new managerial paradigm' view the concept as one that include the following features: use of internal cost centres; engendering the spirit of competition among staff, the marketisation of PS; changing the mind-set and ethos of PS employee to reflect features typical of private 'for profit' sector organisations. For Tolafari (2005) the uniqueness of NPM is nested in the following features: marketisation, managerialism, performance measurement and accountability. Arguing from the paradigm perspective, Nasrullah (2005) sums up the components of the new paradigm to include: break up of centralised bureaucracy; wide personnel management; shift to disaggregation of units in the PS, involving break up of former monolithic units, unbundling PS into corporative unit organised by products with developed budgets and dealing with one another at 'arm's length'; shifts to greater competition in the PS through term contracts and public tendering procedures; stress on private sector styles of management practices involving a shift away from military style PS ethic to more flexible hiring, rewards and more use of public relations'. Jackson (2006:1) argues that 'managerialism stresses competitiveness, accountability and audit'. Tolafari (2005) has noted the influence and 'globality' of NPM to be over bearing. He has observed that NPM has diffused at a faster rate from its countries of origin to other parts of the world. Expectedly, NPM has influenced and continue to influence governments and their policies in both industrialised and emerging countries.

#### 4.7 *The Dawn of the New Management Era: Managerialism*

Despite the massive resistance of academics to changes, a new wave of change has blown over HEI's management in contemporary times. The management of POs has generally been criticised based on their perceived inefficiency and ineffectiveness. According to Farnham and Horton (1999) in the run up to the 1979 general election, the criticism of the public services management (PSM) became so intense that the Conservative government that emerged victorious became instrumental in bringing about a new approach to Britain's PSM dubbed *managerialism*. Similarly, Broadbent (2010) has observed that events in the last two and half decades has brought in its wake significant changes in the PSM of UK and that perhaps partly explain why 'managerialism' was introduced as an alternative to the known administrative approaches (Broadbent 2007). This new approach to PSM has been variously described as: 'New Service Management' (Walsh 1995); the 'New Public Management' (NPM)' (Kirkpatrick et al 1996) or what Pollit (1990); Hood (1990); Aucoin (1990) and Flynn (1993); Farnham and Horton (1993) described as 'New Managerialism' and Broadbent (2007) as 'Managerialism'. It is been argued that prior to the 1980's 'good management' practices were prevalent only in the private sector (Major 1989).

There is lack of consensus on what the term 'managerialism' entails. For instance, Pollitt (1990) sees 'managerialism' as a set of beliefs and practices, at the core of which burns the seldom – tested assumption that better management will prove an effective solution for a wide range of economic and social ills. The concept operates under five assumptions: progress in society requires a perpetual rise in economic productivity; an increase in productivity is tied to the application of complex technologies; the achievement of technologies is dependent on resilience of a disciplined workforce; business success is dependent on professional acumen of managers and above all giving managers the latitude to operate. The term 'new managerialism' is used in a general context to denote the espousal of private business ethos such as organisational forms, technology, management practices and values that are more akin to private sector businesses by PS and voluntary organisation (Reed & Anthony (1993); Clarke & Newman (1994); and Deem (1998). For Hughes et al (1997), NPM is 'the attempt to refashion PS in such a way that they resemble the private sector. To Pollit (1990); Flynn (1993) and Farnham and Horton (1993), it consists of a dose of management principles, approaches and forms. Proponents of the 'new managerial paradigm' associate it with the following features: use of internal cost centres; encouraging the spirit of



competition among staffs, the marketisation of PS; changing the mind-set and ethos of PS employee to reflect features typical of private 'for profit' sector organisations. Managerialism has brought in its trail renewed emphasis on the three Es-i.e. economy, efficiency, effectiveness as well as value for money. As argued by Beckman and Cooper (2004), at the core of Managerialism is the move to transplant/import management ideas from the private to PS in the name of the above three Es. Savie (1995) seminally and cogently argued that the overriding theme in public management lexicon is the idea of giving those charged with the management of POs more discretionary decisional latitude/ space in exchange for the direct accountability of their actions. While the themes of NPM are global in outlook, the aims may differ from one country to the other. For instance, whilst it is aimed at building a minimal state in UK, in Norway it plays a protective role (Benvir, Rhodes and Weller 2005). For example, in the UK, as part of the initiative on managerialism, compulsory competitive tendering has brought the PS closer to the private sector's business ethos and the market place.

#### *4.8 NPM in the Ghanaian Context*

Africa has witnessed a host of imposed structural adjustment programmes (SAP) in the mid-1980s. According to the Economic Commission of Africa (ECA 2004), SAPs undertaken in Africa were executed with the support of Bretton Woods Institutions. These initiatives led to the introduction of a new public administration paradigm and macroeconomic policy framework across the continent. As Dia (1993) cited in Akotia (1996) puts it, the World Bank supported many African states to restructure their civil service in particular. By 1993 the bank's funding had covered all African countries. According to Omoyefa (2008:18), the overarching goal of these public sector reform (PSR) initiatives in Africa were to 'achieve better delivery of the basic public services that affect the living standard of the poor, to make the state or government institutions market friendly, lean, managerial, decentralised and customer friendly'. Further, Omoyefa (2008:29) argue that PSR in Africa 'awakens the consciousness of people to how responsible governance can be achieved'. Tolafari (2005) also noted the influence and global nature of NPM, arguing that it has diffused faster than anticipated from its sources to other parts of the world. Expectedly, NPM has influenced and continue to influence governments of Ghana and their policies.

Ghana rolled out its initiatives in 1983 with the support of the World Bank and the International Monetary Fund (IMF). Ghana in 1983 embarked on a major economic

restructuring exercise dubbed the Economic Recovery Programme (ERP). The ERP was initiated as part of measures to arrest the ailing Ghanaian economy. Its focus was geared at shifting economic and financial regulations away from a mainly centralised control and regulation to a more liberalised and market-based economy. The programme was implemented in two phases. The first (1983-1986) focused on the stabilisation of the economy through the removal of exchange restriction and price controls. This initiative enabled government to decrease its overall wage bills. It however, failed to increase the performance of PSOs. Another limiting attribute was its failings to focus on a wider perspective (Numberg 1997).

The second phase of the programme began in 1987. During this phase energies were directed at policies of liberalisation, together with structural and institutional reforms. Also, reforms in the foreign exchange system were further pursued. Flexible pricing for cocoa were introduced; denationalisation of state owned enterprises (SOE) was given a boost; and a major restructuring of the financial sector launched. For instance, the second phase witnessed the massive overhaul of the bloated PS leading to the retrenchment of over 100,000 workers; while others were redeployed to other sectors of the economy; all with a view to having a lean PS that will prove efficient and effective in its mandate. Flowing from the ERP, the macro-economic conditions ameliorated considerably and saw average growth rate of real GDP resurrecting from its negative growth recorded between 1980-1983 to a startling 4.3% per annum from 1983-1991. The second wave of reforms was implemented in the 1990s and took a qualitative outlook as it shifted emphasis to improving PS delivery as well as making them attractive (World Bank 2001). The second phase made use of remuneration and promotion policies to recompense performance. Also, it put in mechanisms for improved management and accountability; as well as updating the skills of public and civil servants, and motivating them by providing incentives. Like its first cousin, it did not yield the anticipated results.

Ghana has since then implemented several of the World Bank's policies as well as some of its own. The first of such policy packages was the Civil Services Reform Programme (CSRP 1987-1994). This package was aimed at reducing overstaffing in the Civil Services by laying-off redundant staff in a bid to reduce government's wage bills and further enhance macro-economic stability (Owusu 2005). According to Leita (2005), the initiative succeeded in reducing the number of civil servants by a 50,000 in 1987. Notwithstanding this achievement,

the overarching impact of the programme has been gauged as mixed; due partly to the constraints of its narrow mandate and the lack of political will by succeeding governments (Owusu 2005). Other PSRs that has since been implemented include: the Medium-Term Health Sector Strategy (1997-2001); Tertiary Education Reforms Programme (TERP) as well as the passage of the National Procurement Act (2003).

In 1994 government created the National Institutional Renewable Programme (NIRP) and as well launched the Civil Services Performance Improvement Programme (CSPIP). The NIRP was created to provide the conceptual grounds for reforming Ghana's PSs; with late Professor J.E A. Mills then Vice President as Chairman. Broadly speaking, the NIRP envisaged a PS that was proactive, cost effective, and ground-breaking while being focused upon citizens and clients as well as being committed to national goals. Additionally, NIRP was tasked with the responsibility of collaborating with civil society to promote good governance and to empower as well as create a conducive environment for the speedy development of the private sector. In a bid to make state institutions accountable, government in October 1997 implemented the Public Sector and Modernisation Strategy (PUSERMOS) to nurture the relationship with the private sector and civil society.

As a demonstration of government's commitment to PSR in Ghana, the NPP government established an office under the Senior Minister to reorganise Ghana's PA. Later in May 2005, the Ministry of Public Sector Reforms (MPSR) was born and tasked to facilitate and coordinate PSRs. Specifically; MPSR had to monitor and evaluate reforms in the PS and to guarantee that an all-inclusive reform scheme was attained across all PIs. With the change of government in December 2008, MPSR is now under the jurisdiction of a Minister of State at the Presidency. In effect, Ghana has demonstrated its commitment to the creation and sustenance of a viable and proficient PSR strategy (Owusu 2005).

#### *4.9 NPM in Ghanaian Higher Education (HE)*

NPM has been widely applied across the varied sectors of Ghana's PS as a panacea to institutional performance. One key sector that has been transformed by the ideals of NPM is the education sector in general and the tertiary in particular. Similar to other sectors, Ghana's HE sector has witnessed a number of pro-market based reforms implemented in a bid to bring them towards the three Es. According to Daniel (1997), in the days past, government was overly generous by providing for 'everything' on university campuses. To arrest this situation, government introduced some sweeping reforms into the tertiary sector as part of

PSRs initiatives of the 1980s and 1990s. This situation of generous government funding was not to be allowed to continue as public spending swelled up without a corresponding increase in revenue. However, as part of the University Rationalization Committee (URC) and Educational Reform Programme (1987) recommendations, non-academic services such as catering, transport and utility services among others which used to part of central government's responsibility have been disengaged for the available money to be used in the provision of educational facilities. Relatedly, students' loans are made accessible to meet to all tertiary students to cover the cost of food, lodging and other anticipated expenses. This initiative was to effectively shift cost hitherto borne by government to parents, private sector businesses, philanthropists and students. Though NPM literature is replete with lots of models- Hood (1991); Ferlile, Ashburner, Fitzgerald and Pettigrew (1996), the four model thesis of Ferlile et al (1996) proves relevant to the HES of Ghana as it lays emphasis on a slim workforce and private sector participation.

The first attempt at introducing PSRs in the form of 'cost sharing' into Ghana's HES was introduced by Dr. Busia's government in 1972. To ease government's financial burden, students were given 'loans' to take care of themselves, thus shifting costs from central government to students. These loans became due for repayment when the students become employable and productive after graduation. The students' loan schemes turned abortive as it was met with resistance from the student front. Also, as part of the reforms, government withdrew certain privileges enjoyed by the military. Little wonder, the government did not survive for much longer i.e. the Busia's administration was eventually overthrown by the military citing the withdrawal of its privileges as one of other reasons for its intervention. The military with their populist agenda abandoned the reforms initiated by the Progress Party (PP) into Ghana's PS and reverted to the old order.

However, with the passage of time, the NDC administration under President Rawlings, implemented the URCs recommendations on cost sharing and recovery in HE. To achieve this, catering and accommodation services which used to be part of the universities' commitment were privatised. The URC further recommended that halls of residence be changed to hostel and students charged accordingly. Albeit, the policy further encouraged the delinking of admissions to automatic entitlement to residential accommodation in universities (Girdwood 1999). All these initiatives were geared at making the universities economic, efficient and effective while at the same time making significant gains for government and

the public purse. The principle of cost sharing was thus re-introduced in the 1997/98 academic year amidst stiff opposition from students. The system of 'cost sharing' has however come to stay as students, parents and other stakeholders have come to a realisation that government alone cannot single-handedly shoulder the burden of funding of TE. With this in place, allowance and other perks of university staff which were sourced from the central government purse and which hitherto were problematic to honour by government, are now being catered for from the internally generated funds (IGF) of the various institutions and accounts appropriately rendered to the central government agencies.

To increase institutional efficiency and accountability the recommendations of URC to restructure the Governing Councils of HEIs were implemented. Further, internal communications within HEIs were enhanced. Other policy reforms recommended and implemented were the encouragement given to institutions to engage in income generating activities (IGA) and further suggested ways of executing such IGAs.

The tertiary sector which until the 1990s was highly restricted has now been liberalised to allow for private participation. The opening up of the sector led to the accreditation of Valley View University (VVU) as the first private tertiary institution in Ghana; the number of private tertiary institutions rose to seven by 2000/2001 academic year. The number increased to 25 by September 2008 and to 36 by 2011.

Volta Aluminium Company (VALCO) and the Social Security and National Insurance Trust (SSNIT) have made significant strides on various university campuses by moving into partnership with some public universities in providing hostel facilities for students at rates far above those charged by traditional university halls. Likewise GETFund has entered into partnership with some HEIs wherein hostels have been built and co-managed by GETFund and the institutions under certain agreed terms – principal of which is that ownership will revert to the institution when it is able to recoup its investment. Both Tamale polytechnic and UDS have such hostel facilities in place. Effah (2005) has observed that the presence of private participation in Ghana's tertiary landscape has not only broadened options for Ghanaians, but has instilled some healthy competition, innovation and management efficiency into the tertiary system.

Another feature of NPM being implemented in HE is in the area of performance management. This time round, offices of the heads of institutions are modelled in the image of a typical Chief Executive Officer (CEO) of the pro-private sector. Heads of institutions are

recruited on a competitive basis by the various Governing Councils and hired for a fixed term of four years. However, contract may be renewed subject to performance and applicant's age.

#### *4.10 Development of Management Innovations in HE*

Birnbaum (2000) traced the origin of management strategies into HEIs to the past four decades (1960-2000), justifying their introduction, why it failed as well as how they can be used productively. According to Birnbaum (2000), HEIs are constantly under intense pressure to undertake reforms towards efficacy and effectiveness. In response to the pressures, many HEIs have either willingly conformed or have had to do so circumstantially or mandatorily by taking on board fresh management ideas or techniques that were originally designed to meet the needs of more efficient business entities of the private sector (Birnbaum 2000). This move from the old order to the new era is what Rouuke and Brook (1964) referred to as the 'managerial revolution'.

Managerial ideas from the business world are normally touted as globally compliant, albeit, with a caution that they are not quick fixes as they will require a high dose of understanding and commitment by management. According to Eccles and Nohria (1992) such innovative ideas are described as fads as they are short lived and discredited soon after they have been widely propagated. Webster in Allen and Chaffee (1981) defines a fad as 'a practice or interest followed for a time with exaggerated zeal'. Webster's definition of fads calls attention to two issues inherent in fads i.e. periodicity and zeal (Allen and Chaffee 1981). In other words, fads normally go up like a rocket and come down like a stone. In HE circles, Birnbaum (2000) uses the term fads in reference to those management innovations that enjoy brief popularity. He further identified the features of fads as innovative ideas borrowed from other settings; usually applied without due consideration; presented as complex or overly simple; heavily loaded with jargon; and emphasise rational decision making; which they describe as faddism - a valuable standard for identifying management tools which are likely to have brief lives, or for understanding the weak spots in them (Allen and Chaffee 1981).

Many of the innovative management ideas when applied to HE portray the features that led Allen and Chaffee (1981) to describe management innovations as 'fads that frequently become discredited soon after they have been widely propagated'. Albeit, it is significant to note that not all management innovations are fads as some have proven to become diffused in the system and have thus gained acceptance. Baldrige and Okimi (1982) said: *Every six*

*months, it seems, a new fad sweeps through management circles. First it strikes the business community, then government, and finally education. Think back a few years and the mind stumbles on the carcasses of fads once touted as the newest 'scientific' way to manage organisations.* These fads may 'arrive at HEs doorstep five years after their trial in business, often just as corporations are discarding them' (Marchese 1991). Birnbaum (2000) in an in-depth analysis of seven case studies of the history of specific management techniques in both academic and non-academic settings puts forth five stage or cycles that describes the trajectory of management fads process as: creation, narrative evolution, time lag, narrative devolution and dissonance resolution, a valuable standard for identifying management tools which are likely to have brief lives, or for understanding the weak spots in them (Allen and Chaffee 1981).

According to Birnbaum (2000), the adoption of management ideas into HE can be traced to the 1960's when HEIs first took on board Planning, Programming and Budgetary System (PPBS) originally designed by Rand for use by the US Defence Department in World War II. The use of PPBS in the business world was touted as a success. Each of these rational approaches was fully developed in government, had the personal endorsement of presidents of US; got diffused from the Federal to the state governments where it eventually found its way into HE. For instance, President Johnson in 1965 issued an Executive Order requiring all state agencies to adopt the PPBS approach; and by 1969 over half the States in America had considered or tried PPBS. William's 1966 publication recommended the use of PPBS in HE. President Jimmy Carter (1977) declared his unflinching confidence in zero budgeting when he declared: *zero budgeting had proved its worth.* The state thus paved the way for the adoption of PPBS in public institutions of higher learning (Thompson 1971). In a bid to achieve excellence, HEIs adopted PPBS and its associated techniques into its ambit without considering its applicability and ramifications as was done in the business world where those ideas originated. The most current management innovations adopted by HEIs include Management by Objectives (MBO), Zero Base Budgeting, Strategic Planning, Bench Marking, Total Quality Management (TQM), Continuous Quality Improvements (CQI) and Business Process Re-engineering. For instance, the Fox Valley Technical College (FVTC) in the US was the first HEI to apply TQM and thereafter witnessed significant improvements in its operations (Narasimhan 1997) in Kanji and Tambi (1999). Pascale (1990) has estimated that between 1950 and 1990, well over 24 management innovations has been proposed of

which some have been adopted by institutions of higher learning and continues at an unprecedented rate.

The most recent transplant of management into HEIs is strategic management. Strategic management is *the art and science of formulating, implementing and evaluating cross functional decisions that enable an organisation to fulfil its objectives* (David 1996). For Kotler and Murphy (1981) *strategic planning is defined as the process of maintaining a strategic fit between the organisation and its changing marketing opportunities*. Every act of an institution from the hiring of new staff to the introduction of new programmes involves strategic management (Birnbaum 2000). No wonder, Birnbaum (2007) argued that almost every institution of higher learning now claims to be a cutting edge leader or a prime mover or a leader in one thing or the other.

#### *4.11 Unique Features of HEIs and their Management*

HEIs share a number of common features with other organisations, yet are decidedly unique. This part of the literature focuses on the distinctive features of HEIs. The import is to facilitate understanding in the decision making processes, management and evaluation within HEIs.

##### *4.11.1 Diffusion of Powers*

With varying levels of responsibility and power, HEIs have boards and presidents with formal control, faculty and student governing bodies as well as administrators (Birnbaum 1988). Also, HEIs including private institutions to a lesser degrees receive governmental oversight which varies by state law and political climate (Green and Hayward 1997). However, management theories disagree over whether a dominant entity controls HEIs. According to Clark (1997:171) for instance, “in a college, the key group of believers is the senior faculty. When the senior men are hostile to an emerging theme, however it was introduced, its attenuation is ensured.” Green and Hayward (1997) on the other hand see “academic CEOs” as the most powerful entity in HEIs. In either case, power is seen to be diffused and shared. For instance, polytechnic students have representation on the GC and entity tender board. In addition, government provides funding and oversight responsibility such as the management and utilisation of governmental funding and IGF. For Kerr (1963), ‘HEIs are pluralistic society with multiple cultures’.



#### *4.11.2 Symbolic Leadership*

HEIs leaders typically exercise far less authoritative control than their counterparts in the business world (Green and Hayward 1997). For instance, in HEIs presidents are important, but they are not dominant. Presidents in HEIs may also have relatively little influence over outcomes when compared with other forces that affect organisational functioning (Birnbaum 1988). Therefore, leadership at HEIs turn to use symbolic and cultural gestures to exercise power and authority, particularly over well-entrenched constituents such as tenured faculty. These gestures include policy statements, official proclamations, awards ceremonies and other ways to influence the strategic direction of the institution without using direct, authoritative control. This is unique to HEIs compared to other organisations.

#### *4.11.3 Horizontal Organisational Hierarchy*

In HEIs, there are typically only three layers (department chair, dean, provost) between line workers (i.e. faculty) and the president, as opposed to the many vertical layers in similar-sized corporations (Birnbaum 1988). This does not mean that faculty members always have direct access to presidents, but it does mean that communication between the different members in the organisational hierarchy is possible with less distortion than in other organisations of similar size.

#### *4.11.4 Loose Coupling of Organisational Systems*

HEIs are known for the independence of its units and segments and are often independent of each other. Impliedly, some parts are more linked to each other than others (Birnbaum 2011). However, events affecting one department or functional division such as institutional integrity could affect the whole institution but “each event also preserves its own identity and some evidence of its physical or logical separateness” (Weick 1975:3). This is as a result of how HEIs are deliberately structured. They are loosely structured together such that although elements are responsive to each other, yet they are not necessarily directly and predictably fused in order to function (Birnbaum 1988:31). For example, changes in structure and enrolments in department X may affect department Y, but it is not clear how. Therefore, sub-systems within HEIs tend to be less responsive to disturbance in the outside environment, more open to innovation, more amenable to self-determination, and more able to contain problems (Weick 1975). This makes coordination of an entire HEI very difficult under such a “loosely coupled” system (Birnbaum 1988; Weick 1975).

#### *4.11.5 Low Levels of Accountability*

Many stakeholders within HEIs exhibit low levels of accountability. The stereotypical example of this comes from the relative lack of power that administrators compared to faculty and staff, and the goals and tasks of individuals are not always clear (Birnbaum 1988). Low accountability often leads to less administrative control of organisational direction.

#### *4.11.6 Complex Mission*

The goals or missions of HE transcends the trinity of academia – teaching, research and community service (Balderston 1995). HEIs also embrace multiple and sometimes conflicting basic goals that are derived from their complex mission. Moreover, mission occupies a central function for HEIs as it does for non-profit and governmental agencies, but not necessarily for corporations. An important implication of this mission-focus is that, unlike corporations, HEIs do not have a single metric (i.e. financial performance) and goals (i.e. to increase shareholder value) to measure performance (Birnbaum 1988). Therefore, committees expend a lot of time and effort debating, revising and re-setting goals and priorities that emanates from their basic mission (Balderston 1995).

#### *4.11.7 Multiple Allegiances*

Stakeholders within HEIs exhibit allegiance to multiple professional and managerial cultures. At the managerial level, Rothblatt (1995:35) wrote, “universities contain a mixture of collegiate, managerial, senatorial, centralised and decentralised government styles”. Kuh and Whitt (2000:169) claim: “HEIs are not monolithic entities. Sub-groups have their own artefacts and values, which may differ from the host’s institutional culture”. For example, faculty feel responsibility not only to their home institution, but also to their discipline, academic profession and the national system of HE (Masland 1985). These conflicting loyalties and responsibilities lead to decreased potential for coordination, which can significantly affect complex issues such as management. These competing and conflicting cultures have led scholars to analyse campuses from collegial, bureaucratic, political and anarchical perspectives (Bolman and Deal 1997).

#### *4.12 Chapter Summary*

The central theme of this chapter is that events from 1960 - 2000 suggest that pro-market management techniques are needed in HEIs. For instance, Rothblatt (1995) has noted that the desire by HEIs to conform to external forces such as finances has led to its adoption of business management practices. To succeed, HEIs have to bring on board new body of knowledge and techniques, and as well initiate structural, pragmatic and attitudinal changes. Andrew Draper provides strong support to underpin the need for HEIs to adopt business management practices when he remarked that the university: 'is a business concern as well as a moral and intellectual instrumentality and if business methods are not applied to its management, it will breakdown' (cited in Bok 2005:2). This view reinforces the need for HEIs to be both innovative and adoptive. Without adapting to changing circumstances, HEIs will be trapped in what Harold Enarson described as the 'beagle fallacy' i.e. being unable to accomplish its onerous tasks and mission in such a volatile and dynamic world. Similarly, David Ewing (cited in Keller 1983:67) noted: 'a higher order management intelligence, once a luxury, is now becoming a condition for survival'. What is needed in HE is entrepreneurial acuity (Keller 1983). Other writers on HEIs emphasised on their uniqueness (Keller 1983; Broadnet 2001) and argue that they should be managed differently. Similarly, Bush (2006) admonishes that educational aims should be the guiding principles in management of the vital heart of an educational enterprise.

Keller (1983) further classifies HE management into four interwoven components: administration, management, leadership and governance. He argued for the need for HEIs to embrace management and further suggested the need for them to strengthen both their managerial and academic techniques. According to Keller (1983), HEIs are part of the organisational world and as such must manage themselves as do others; do so differently and specially. The management of HEIs are akin to a republic in which the faculty play a vital political role, their concurrence is especially necessary when it comes to academic issues.

Many approaches of management have been adapted in HE. Birnbaum (2011) identifies four models typically used to explain HEI management as collegial, bureaucratic, political and anarchic. Albeit, each framework offers an enhancing perspective of understanding overall HEIs management. Birnbaum (2011) suggested a fifth - 'cybernetic model'. 'Cybernetic model' incorporates a systems perspectives and thus embodies the collegial, political, and ambiguity model. These syntheses are done with an eye to provide a holistic and logical

perspective of understanding management in HEIs. However, Bush (2006) provides for six models which he categorised as formal, collegial, political, subjective, ambiguity and cultural.

The collegial model stresses wider faculty governance and participation by administration in shaping policy. The chief feature of collegiality resides in its use of a participatory framework. Collegiality is often criticised as causing delays in decision making. It also over-emphasises consensus, but ignores compromises which is rather at the heart of decision making in HEIs.

In the political model, the basic idea is that organisational policy and decision making develops through negotiation and bargaining by various constituents and interest groups. Its merit is that it is more fitting for the day to day management of educational institutions. However, it is often criticised on grounds of the fluid and diverse nature of educational institutions; arguing that with such a parochial representation, institutional goals tend to suffer.

In formal models, organisation assumes a hierarchical posture in which the rationality of managers in achieving organisational goals is emphasised. One identifying feature of formal models is that it highlights the organogram of the organisation. Its basic flaw is that the goals of HEIs are difficult to evaluate, hence, making it difficult for schools and HEIs in particular to fit neatly into the category of goal-oriented organisations.

Theorists of ambiguity models arose in the US to fill the gaps of the formal models in particular. Ambiguity models are assumed to operate under turbulence and unpredictability in organisations. A second feature of the model counteracts the widely held view that all problems are solved by rationalism. The model has several criticisms. It does not only tend to overstate the degree of vagueness, but it is also considered unsuited for stable organisations such as HEIs.

In contrast, Enderud (1980) and Davies and Morgan (1983) integrative model provides a better way of understanding HE management. This model (Bush 2006) presents an integrated perspective with an eye to provide a holistic and logical framework of understanding management in HEIs. Further, it addresses the perspectives of the two principal schools of thought (conservative and radical) and thus provides a holistic and logical perspective of

understanding the use of business management practices in education without compromising its core values and principles. Like the earlier models, it does not explain the management constraints of HEIs.

In view of the inadequacies of the frameworks and managerial challenges highlighted above (See Chapter 2: Section 2.4). Ekundayo and Ekundayo's (2009) integrative framework is adapted for data analysis. This framework provides an elaborate discussion of the managerial constraints in Africa and thus deem analytically in-depth for the analysis of HEIs in Ghana. In the next chapter, the study's methodology is presented.

## Chapter Five: Research Methodology

This chapter places the research design and procedures of the study in perspective. The chapter is structured as follows. The first section discusses the choice of research design (RD) - the motivation in settling on methodology. The two worldviews in research, namely positivism and interpretivism are compared. An attempt is also made to justify the use of a cross-sectional over longitudinal design. The second part deals with the population, sampling procedures as well as data collection. The last part of the chapter is devoted for data analysis, presentation, limits on generalization as well as ethical consideration.

### 5.0 Research Design

According to Miller (1991), RD is *the planned sequence of the entire process involved in conducting a research study*. For their part, Selltitz, Wrightsman and Cook (1976) defined RD as *a catalogue of the various phases and facts relating to the formulation of a research effort. It is an arrangement of the essential conditions for collection and analysis of data in a form that aims to combine relevance to the research purpose with economy in the procedure.* RD is a series of guided posts to keep the researcher headed in the right direction (Reddy 1987) cited in Blaikie (2006). According to De Vaus (2001), the function of RD is *to ensure that the evidence obtained enable us to answer the initial research question unambiguously*. There are three main design options open to researchers: quantitative, qualitative, and mixed designs. The choice of design is shaped by factors such as: research purpose, type of investigation; researcher's detachment or involvement from the subjects, the time span over which data is collected and analysed and the tools used in analysing the data (Sekaran 2003; Blaikie 2006).

### 5.1 Cross-Sectional versus Longitudinal Research Design

A cross sectional design (CSD) was adopted for this study. The choice of design was tempered by four main considerations put forth by (Sekaran 2003; Blaikie 2006). According to Babbie (2010), CSD involves observation of a sample, or a cross-section, of a population or a phenomenon that are made at one point in time. In this study, data was collected from a large sample of six different respondent categories across seven polytechnics and other government officials in the tertiary sub-sector of Ghana. Specifically data was collected from December 2010 - July 2011.

The CSD approach contrasts sharply with longitudinal design (LD) that permits observation of the same phenomenon over an extended period of time (Babbie 2010). With a LD, a

sample is surveyed again on at least one further occasion (Bryman 1998). In LD repeated measures of the same respondents are taken at several time intervals. Unlike CSD, the strength of LD lies in the fact that the researcher is able to identify patterns or trends of development or changes in the characteristics of participants involved in the study. Furthermore, time which is always a limiting factor in CSDs enables the researcher greater opportunity to observe trends and distinguish real changes from chance occurrence (Cohen, Manion and Morrison 2005). According to Bryman (1998), LDs are less patronized because it is time consuming and expensive. This view is corroborated by Oppenheim (1996) when he asserts that LDs are time consuming and expensive because the researcher has to collect data over a long period of time. He further asserts that LDs tend to be weaker in terms of causal attribution as the time lag between the base line and final measures are long. He further noted that during such long intervals many intervening variables may influence the effects been studied. Also, LDs often lack control samples, as they tend to suffer from case loses and consequent biases (Oppenheim 1996).

The overarching advantage for using CSD in this study was the fact that the researcher was able to collect and compare data on several groups on many variables at the same time. In addition, data collection was less expensive in terms of time and cost (Gray 2000). As a faculty member of one polytechnic, the researcher was also able to enlist the support and cooperation of participants since data was collected at one point at a time.

Finally, data analysis was done in two phases. The piloted data was analysed more quickly as it was web based. For the qualitative data, transcription and analysis were manually done with a view to keeping the researcher abreast with the data (Dawson 2009).

Although CSD was chosen for this study, the research was not without challenges. First, there was lack of enthusiasm by respondents in administering and submitting their responses. Consequently, respondents had to be reminded severally through email and phone calls. Another limiting factor is the undeveloped nature of the IT infrastructure and internet connectivity in Ghana, particularly on polytechnic campuses. It was observed that participants preferred to be contacted during working hours. However the internet connectivity in some campuses was not stable.

The cost of travelling with its associated problems sapped a lot of researcher's resources. The researcher used a personal car to enable him access all the research sites. Fuelling the car and hotel bills came at a cost especially where some interviewees had to be visited more than an

occasion. Lastly, at the start of the project, POTAG were on strike over demands for better service conditions and coincidentally, towards the close of the interviews, the Book and Research (B&R) allowances of polytechnics were paid. These threats could have affected responses of interviewees either way. Under the circumstance, a LD would have been more appropriate as its results would have established a pattern, but due to resource constraints, researcher had to use a CSD.

## *5.2 Philosophical Underpinning of Research Paradigm - Positivism versus Interpretivism*

The debate about what constitute knowledge in the social sciences continues to gather momentum. This has arisen out of the wider discourse about paradigms. Scientific research philosophies are overall conceptual frameworks within which researchers work. According to Deshpande (1983), a paradigm is *a set of linked assumptions about the world which is shared by a community of scientists investigating the world* that is, a *philosophy is a world-view or a set of linked assumptions about the world, which is shared by a community of scientists investigating the world* (Healy and Perry 2000). Guba and Lincoln (1994) suggest that choice of paradigm should precede the quest for method. Paradigms represent a 'guiding vision, a theoretical perspective accepted by a community of scientists that direct research effort by specifying what to study and formulating hypothesis to explain observed phenomena (Corbetta 2003).

A paradigm lets a certain line of enquiry to 'make sense' of the various kinds of phenomenon (Fielstead 1979). Paradigms also preclude certain RQs as well as data collection and its analysis (Sandelowski 1995). As articulated by Bryman (1988), a paradigm influences what should be studied, how it should be done, and how results should be interpreted. The sphere of social science research is dominated by two basic approaches to social research which gave rise to the families of quantitative and qualitative techniques (Corbetta 2003). Although both approaches seek the same goal, they differ markedly in terms of philosophies and principles guiding their operations. As noted by Bryman (2004), researchers in both divide are typically interested in what people do and what they think, but they approach their investigations differently. These principles in turn influence their methodologies and methods.

Positivism is explained as any approach that applies the scientific method to the study of humans (Comte 1798-1857). Positivism and quantitative method are used interchangeably.



The second approach is 'interpretivism' or qualitative method (Punch 1998; and Walcott 2003). Walle (1997) refers to the quantitative paradigm as the 'master paradigm' because of its continuous dominance in the social sciences. Each method has three elements: ontology, epistemology; and methodology. Ontology is the study of 'reality' that researchers investigate. Epistemology on the other hand is the study of relationship between 'reality' and the researcher. While methodology is the technique used by researchers to investigate reality (Healy and Perry 2000).

The positivists have an ontological assumption that the social world is basically a mathematically ordered universe in which everything exists in number form. Accordingly, the positivists argue that the objective data of a science of the social world must be quantitative. There is also the epistemological demand that research data should be quantitative in order to be commensurable across theories. There may further be a technical interest in quantification, in that statistical techniques are powerful tools for handling large amounts of data (Kvale 1996).

The chief advantages of positivism lie in the random selection of samples, objectivity of data collected, its analysis and reportage. The paradigm places a heavy premium on the trinity of research: validity, reliability and generalisability. The disadvantage of positivism is that its investigations and findings often remain far removed from everyday questions and answers. Also, by using pre-established criteria, the subjective views of both participants and researcher useful in qualitative analysis are eliminated (Flick 2002).

Interpretivism as a method of inquiry assumes that the meaning of human action is inherent in that action and the task of the inquirer is to unearth that meaning. Walcott (2001) has noted that qualitative method and interpretivism are used interchangeably in the social sciences. Being subjective in its interpretation, this method is often criticised for lacking generalisability and also being incapable of replication by subsequent researchers (De Vaus 2002).

### *5.3 Quantitative and Qualitative Research Methods*

Data collection techniques are broadly categorised as quantitative and qualitative. Mehmetoglu (2004) defined quantitative research as one that is based on hypothetical deduction and statistical analysis. According to Punch (1998), quantitative research makes the complex understandable. The primary purpose of a quantitative design is to objectively

measure social phenomenon, test hypothesis in order to help predict and control human behaviour. The pilot study explored attitudes, opinions, and experiences of a select sample of academic staff for a pilot study regarding the influences and consequences of turnover using an on-line survey.

By contrast, qualitative research provides interpretation of the social world of research participants by focusing on their “experiences, perspectives and histories” (Ritchie and Lewis 2003). Qualitative designs usually emphasize words rather than quantification in data collection and analysis (Bryman 2004). The techniques employed by the qualitative researcher in gathering data include: observation, interviews or focus group. The qualitative researcher record proceedings of interviews, take notes, and transcribe interviews of the participants, whereas quantitative researchers do so statistically.

However, both approaches have their boundaries. For qualitative research, the sample size is usually small and nested in purposive sampling technique (PST) a feature usually criticised as being non-probable. The issue of sampling on purpose makes it difficult to generalise from the sample of the study to the population. Additionally, findings emanating thereof is likely to be tampered by considerations such as the skills, experience and prejudices of the researcher. In quantitative research however, the principal defect is the fact that outcome of research are normally tied to the objectives and hypothesis due to the narrowing of study participants within pre-established scheme of researcher.

Reynold et al. (2004); Selden and Moynihan (2000); Swailes and Fahdi (2010); Wenzel and Hollenshead (1998) employed qualitative methods to undertake their work. This study is similar to these earlier works in both its method and outcome.

#### *5.4 Data Collection Methods*

Burns and Grove (2002) conceptualised data collection as the systematic, gathering of information relevant to the research purpose. The researcher’s approach to data collection to a large extent determines the quality of knowledge to be generated in response to specific RQs (Mason and Dale 2011). This study integrated methods in the collection of data. It employed a piloted scheme followed by interviews. Results of pilot phase were used as a guide in formulating questions for the interviews. Through a systematic literature review, a set of RQs was identified; and an initial conceptual framework formulated. The literature review

revealed that most studies on turnover have been approached quantitatively. However, this study introduced a novelty by using a qualitative design.

In line with the design, data was gathered in two phases. The research was cross-sectional in nature and inductive in approach as it used an on-line survey followed by in-depth interviews. For the pilot phase, 14 faculty members were randomly selected across seven polytechnics to participate in an on-line survey. About twelve (12) participants responded and only a sixth of the target respondents did not respond to the survey for the period it was opened.

In the second phase, themes generated from the pilot study were used to couch out questions for the interviews. Being qualitative in nature, samples were purposively collected by interviewing experts such as government officials, polytechnic administrators, former Rectors, academic staff; resigned faculty, MP's on select committee of education and students for their perspectives.

For this study, an interpretivist stance with a qualitative approach was used thereby allowing for close interaction between researcher and the participants. The sampled individuals have a 'feel' of Ghana's tertiary education. Combining survey in the form of pilot with in-depth interviews allowed the researcher to attain broad themes which enabled the crafting of questions for the interviews. While the pilot brought out the broad themes, the in-depth interviews searched for underlying themes of the investigation. It also enabled the researcher to cross check responses generated from the two strands.

Overall, data was collected from December 2010 to July 2011. This involved booking appointments with research participants, executing interviews, and conducting interviews with selective key informants. Also the study made use of secondary research through review of books, periodicals, journals, archives and archaeological materials in academic and government institutions. In accordance with Henning, van Rensburgh and Smith (2004) predetermined criteria for desirable participants; purposive sampling was used to select 65 respondents. Participants were selected based on the criterion that they were knowledgeable about the HE terrain and polytechnics management in Ghana.

### *5.5 Quantitative Research Design*

Mehmetoglu (2004) simply defined quantitative research as a strategy that is based on hypothetical deduction and statistical analysis. The aim of quantitative research is to make the complex understandable (Punch, 1998). The pilot survey comprising five sections (A-E) was

administered via Survey Monkey. Sheehan and Hoy (1999) argues that the E-mail survey be employed on a “smaller” homogeneous group of on-line users. Researcher established prior contact with participants before emails were sent out to them. The use of survey enabled the researcher to systematically collect observable measurable data with a view of establishing the relationship between causes of turnover and its consequences. For Corbetta (2003), survey is a technique of gathering information by questioning individuals from a representative sample with the aim of studying the relationships among variables. A survey design provides a quantitative or numeric description of trends, attitudes, or opinions of population by studying a sample of the population (Creswell 2003). The primary purpose of a quantitative design is to objectively measure social phenomenon, test hypothesis in order to help predict and control human behaviour. The pilot study quantified attitudes, opinions, and experiences of academic staff regarding turnover and its consequences using on-line survey.

With the above criteria in mind, a questionnaire was designed to gauge the opinions of respondents in the pilot phase of the study (See Appendix AQ4). A questionnaire contains a number of questions on a particular theme, problems, issue or opinion to be investigated (Kumekpor 2002). Its purpose is to *ascertain facts, test knowledge or discover beliefs, opinions or attitude* (Kumekpor 2002). There are many options of questionnaire i.e. postal; self-administered; interviewer administered and on-line surveys; each with its merits and demerits. After carefully assessing the relative merit of each option, researcher settled on electronic survey because of its inherent advantages over others. The chief advantage of E-mail survey over postal survey is that on-line surveys are relatively cheaper compared to postal surveys (Bryman, 2004). As noted by Yun and Trumbo (2000) *electronic on-line survey is advisable when resources are limited and the target population suits an electronic survey*. The constraint of resources and the suitability of the sample informed the use of on-line survey for the pilot study. Furthermore, on-line was deemed appropriate because of the geographical spread of respondents. Having to administer an on-line survey saved researcher time and effort that otherwise would have been expended in travels with its attendant risks. Initially, the zeal and response rate was low. To whip-up participation, researcher sent out a number of reminders by way of e-mails and phone calls and urging participants to complete and submit their inputs to the survey.

### 5.6 Rationale for Quantitative Design

The prime rationale for using a quantitative design is to gauge the extent of relationships between two constructs. This goal was achieved through using closed-ended questionnaires. Its standardised nature ensured uniformity, and thus generated the required data for the main qualitative interviews. A survey design provides a quantitative or numeric description of trends, attitudes, or opinions of population by studying a sample of the population (Creswell 2003). The second rationale for using quantitative design is to generalise from the results of the sample so that inference can be made about some characteristics. Extolling further the virtues of quantitative designs, Corbetta (2003) posit that, *a study on a representative sample could produce accurate results, in that the resources saved by reducing the breadth of data collection, could be channelled into improving its quality.* The results from the sample will enable the researcher to make claims about the population while saving resources: time, cost and convenience to both researcher and participants.

The final reason for using quantitative design emanates from the quality of the research participants. On-line questionnaire was deemed the most appropriate instrument because of the competency of the sample (faculty). By their training, they can comprehend and complete an on-line questionnaire unaided. This resulted in saving time and cost – as on-line survey does not require paper work or travelling. Also, the efficiency of the instrument and the rapid turnaround in data recording and processing is faster as opposed to the postal questionnaires. The above advantages informed the researcher's choice of on-line survey for the pilot study. Additionally, on-line surveys are practically impersonal, thus lessening the cost of the study as research assistants were not required in the execution of the study.

### 5.7 Qualitative Design

The study was qualitatively structured in order to capture the nuances, subjectivities and explanatory basis of respondents. It was designed to help answer some of the complex, vexing questions that concern various stakeholders in Ghana's HE sector. The essence of qualitative studies is to explain phenomenon (Veal 1997). Burns (2000) contend that the beauty of qualitative investigations find expression in Barton and Larzarsfed (1996) statement that *like the nets of the deep Sea Explorer, qualitative studies may pull-up unexpected and striking things for us to gaze on.* The study was guided by a semi-structured interview. The goal of semi-structured interview in general is to reveal existing knowledge in

a way that can be expressed in the form of answers and to become accessible to interpretation (Flick 2002).

Specifically, the study is approached from an interpretive-constructivist perspective. As the study will have policy implications, the study looked not only at turnover and its consequences, but also the role of polytechnics in national development as well as their management constraints. Researcher scanned through secondary data on Ghanaian polytechnics (HEIs) and interviewed stakeholders in polytechnics in order to tease out their individualities and perspectives on the above issues. According to Kahn and Cannel (1957) an interview is *a purposeful discussion between two or more people*. The use of interviews helped to gather valid and reliable data relevant to the research questions and objectives (Mark, Lewis and Adrian 2003).

Since the study aims to understand stakeholders' experiences, perceptions, values and opinions, interviewing was considered the most suitable method in terms of economy and ease of reaching participants. Other methods such as focus group, participant observation and document analysis are alternative methods within qualitative methodology that could equally generate fertile ideas. However, their use was seriously constrained by want of resources: time, cost and the difficulty of bringing all resource persons to one location as in the case of focus group. Therefore, for practical reasons relating to cost and feasibility, as well as the nature and scope of the study, researcher settled on interviewing as the most appropriate data gathering instrument.

### *5.8 Rationale for Qualitative Design*

The study attempts to evaluate people's experiences, and perception about the contribution of polytechnics to the socio-economic development of Ghana, their management and constraints focusing on turnover. The use of qualitative design provided an effective method for understanding the perspectives of various stakeholders in Ghana's HEIs, especially polytechnics. While quantitative research is concerned with measurement, precisely and accurately capturing aspects of social world that are expressed in numbers, qualitative design situates the methodology and methods where a broad and holistic approach is taken to the study of social phenomena. As Kvale (1996:1) makes clear, *if you want to know how people understand their world and their life, why not talk with them*. Similarly, Reissman in Beoku-Betts 1994:413) also noted that *a researcher will 'hear' nothing in the process of data*

*collection and analysis unless he/she allows the narrators to speak for themselves, take cues from them and listen with a minimum of interruptions.*

A second rationale for using qualitative research design finds expression in the fact that whereas quantitative research design attempts to place the subjects within pre-established schemes of the researcher, the qualitative design is aimed at revealing the mental categories of the subject without reference to preconceived ideas (Corbetta 2003). As explained by Patton (1990), the purpose of qualitative interviewing is to understand how research participants view the world, to learn their terminology and judgment and to capture the complexities of their individual perceptions and experiences. The same view finds expression in the words of Kvale (1996) who argues that the purpose of qualitative research interview is to describe and understand the central themes the subjects experience and live toward. The fundamental principle of qualitative interviewing is to provide a framework within which respondents can express their own understanding in their own terms.

Also, the use of qualitative research design provided multiple perspectives in generating rich expressive textured data from the point of view of respondents and their experiences to answer the RQs from six case groups prior to scientific explanations (Kvale 1996).

### *5.9 Pilot Study*

A pilot study or a pre-test is essentially an exploratory survey designed to give a preview of a population or a universe later on to be followed by a more extensive social survey (Kumekpor 2002). A pilot test must be conducted with participants who have characteristics as the main study (Jankowicz 1995; Mouton 2001; Corbetta 2003; and Fowler Jr. 2009). In accordance with the above pilot-testing of instruments were done in Tamale polytechnic with three former lecturers and later on two current lecturers. Following Gillham (2000), the pilot study was done in two phases. First, with three former lecturers of Tamale polytechnic who still have membership of the polytechnic and later on two current lecturers; albeit, the latter was excluded from the main study. Pre-testing provides not only a test of the clarity of questions and of the correctness of interpretation put upon them by the respondents, but also affords the possibility of discovering new lines or aspects which were unanticipated in the planning stage. In short, it provides a means of detecting mistakes on procedures before they exact heavy penalties in the form of low proportion of returns or of replies lacking in reliability and validity (Sletto cited in Kumar 1997:57). Wolhuter, Van de Merwe, Vermeulen and Vos (2003) posit that pilot testing is done in order to ascertain: the clarity of

items(questions); relevance of questions to the issue(s) investigated; encourage suggestions from participants to improve the survey; gauge participants willingness; and to encourage participation. Further, the pilot study enabled researcher to gauge the average time required to complete the survey, difficulties encountered by participants, errors detected on the items and difficulties of accessing the site.

Participants provided feedback in terms of length, structure and wording of research instruments (Wolhuter et al 2003). These and other concerns were incorporated into the final instruments before the commencement of the interviews. On the whole, participants required an average of 20 and 40 minutes to complete the survey and interviews respectively.

### *5.10 Population*

This study was undertaken in Ghana. The underlying reason for the choice of Ghana has been motivated by the challenges polytechnics have had to endure since their establishment in 1992/93. The sites of the study include seven polytechnics, relevant government officials and individuals. Blaikie (2000) defines population as an aggregate of all cases that conform to some designated set of criteria. Overall, 65 participants were enlisted for the study. To address the RQs, the population was narrowed to six groups categorised as: current staff; polytechnic administrators (Rectors, Vice Rectors, Registrars and other staffs); policy makers (government officials, MP's); resigned staff; and students. The diversity of the sample helped address the RQs.

Of the 65 respondents, 53 were exclusively interviewed whilst the current faculty were randomly chosen, first, for the survey and afterwards included in the in-depth interviews. The study excluded adjunct lecturers as they are not full time employees of polytechnics. Also, administrative and support staff were not covered because they, unlike the faculty operate under different conditions of services.

### *5.11 Sampling Procedure*

Sampling is the use of definite procedure in the selection of a part for the expressed purpose of obtaining from its description or estimate certain properties or characteristics of the whole (Kumekpor 2002). According to Blaikie (2010), a sample is a selection of elements from a population and may be used to make statements about the whole population. To Best and Kahn (1989:10) 'the primary purpose of research is to discover principles that have universal application, but to study a whole population to arrive at a generalisation would be



impracticable if not impossible.’ Gray (2004) classifies sampling into probability and non-probability methods. Probability sampling (PRS) is used in quantitative studies while non-probability sampling (NPS) is associated with qualitative studies.

For this study, the two sampling approaches were used to select 65 participants across six case groups. The sampling frame comprised staff pay roll of each institution. For the survey, a systematic sample of three academics were first drawn from the three faculties out of the sampling frame and followed by a random selection of two through ‘hat and pick’. Systematic sampling (SS) refers to sampling according to a fixed interval (Bryman and Bell 2003). Simple random sampling (SRS) on the other hand is one that is formulated in such a manner that each item or person in the population has same chance of being included (Lind and Mason 1997). SRS was used because it afforded researcher the opportunity to select a small representative segment of the population for observation and analysis (Best and Khan 1998). Furthermore, the use of SRS mitigated against researcher bias (Babbie 2010).

Secondly, PST was used to tease out the perspectives of stakeholders in accordance with Henning, van Rensburgh and Smith (2004) predetermined criteria for desirable participants; Weirisma’s (1991) benchmark for selecting participants: study objectives, context, participant characteristics and suitability as well as relevance of sites. Based on a personal criterion, researcher selected participants by drawing from different groups/cases. These participants are knowledgeable about the HE terrain and polytechnic management. Frankel and Wallen (2000) describe PST *as one where researchers use their judgments to select a sample that they believe, based on prior information, will provide data they need*. Twumasi (2001) further observed that in using PST, researchers’ should select cases that are judged to typify the views of the group in studying a phenomenon. Justifying the use of PST, Twumasi (1986) noted: *purposive sampling is used when one wishes to gain a quick insight into a social phenomenon*. As noted by Jankowicz (1995), *the logic of selecting cases for purposive sampling should be dependent on the research questions and objectives*. Patton (2002) has stressed this point by comparing the need to select information rich cases in PST with the need for statistical representation in PRS. The PST technique was used because the researcher needed participants who have a complex stock of knowledge about the topic under study. To this end, researcher settled on individuals who in their present or past roles were exposed to the tertiary terrain of Ghana, particularly polytechnics.

Key informant interview formed the foundation blocks upon which this research is built. The technique differs from other forms of interviews largely because respondents are chosen on the basis of their idiosyncratic knowledge rather than on random basis (Jankowicz 1995). According to Tremblay (1982), the technique is particularly useful in defining the essential characteristics of some issues by drawing on personal experience and understanding of the people involved. This increases the researcher's knowledge of the issue itself. The choice of participants was further influenced by Morse's (1998) criteria for selecting "good informant" - their idiosyncratic and specialized knowledge in HEIs terrain in Ghana.

Listening to different groups provided the researcher multiple perspectives. For this study, the choice of PST is based on the fact that the six case groups generated complimentary data that provided rich insights and perspectives for the study (Layder 1998). To enhance credibility, the sample must be knowledgeable (Rubin & Rubin 2012). This was ensured by enlisting stakeholders who truly understand the 'chemistry' of Ghana's tertiary system.

#### *5.12 Gaining Access*

On reaching Ghana in December 2010 and before embarking on the main project, researcher visited all sampled institutions. The reason was to seek clearance and then to gain access to research participants and materials. Access means getting the right people and being given the approval by those in authority to interact with participants (Rubin and Rubin 2012). The question of gaining access to a field under study is more crucial in qualitative research than in quantitative research (Flick 2002). Supporting Flick (2002), Gabrielian, Yang and Spice (2008), assert that in order to obtain relevant data, the qualitative researcher must gain access to the social setting. Gaining access is crucial to the success or otherwise of the research. Access confers blessing on researcher to observe, obtain required documentation, and as well interact with research participants for the duration of the study (Glesne 1998).

To facilitate access, introductory letters from UEBS and Tamale polytechnic identified the researcher as student and employee respectively. That notwithstanding, researcher went through the bureaucratic mill of referrals in all institutions. However, in each institution, researcher was led round by a lead person. The request for access was essential because the permission granted conferred on researcher the right to access participants and records required for the study's period.

### *5.13 Site Selection*

A research field or site could be an institution, a sub-culture, a family, groups and decision makers (Flick 2002) or the overall social formation. Silverman (2005) operationalises it as the place(s) where the research is undertaken. According to Patton (2002), a thorough description of the site provides a visual picture of the setting to the reader. This type of description is referred to as ‘thick description’ (Flick 1998; Patton 2002; and Denscombe 2003). Glesne (1998) posit that, the choice of research site be motivated by the researcher’s interest as well as the study’s goals. Corroborating, Rubin and Rubin (2005) argue that, for credibility to ensue, the researcher should engage individuals who are knowledgeable and understand the issues in order to gain more insight into explaining the issues or phenomenon at stake.

### *5.14 Rationale for the Choice of Institutions and Participants*

Relevance and accessibility of respondents influenced the choice of sites for this study (Rubin and Rubin 2012). Also, site selection was tempered by Morse’s advocacy for selecting “good informants” when selecting meaningful cases. The criteria include; considering the knowledge and experiences of individuals and of the issues or object at their disposal. That is for answering the RQs in the interview or observation, for performing the action of interest, their capability to reflect and articulate, having the time to be asked or observed, and their readiness to participate in the study. Drawing on these, researcher interviewed diverse participants and thus unearth rich textured information from multiple perspectives. Leaning on Rubin and Rubin’s (2012) proposition, laced up with the study objectives, resources, and availability of experienced, knowledgeable and willing participants, this study was narrowed to relevant institutions and experienced individuals and therefore teased out their perspectives on polytechnics and national development, their management and constraints with a focus on faculty turnover and its impact on the sustainability of polytechnics. The next section presents a description on each of the study sites.

#### *5.14.1 Parliament House*

Ghana’s Parliament House is situated at Osu, in Accra. It was built in 1950 in the then Gold Coast when Ghana was still under colonial rule. Currently, there are 275 constituencies wherein Members of Parliament (MP’s) have a four year mandate. The 275 MPs are drawn from four political parties; National Democratic Congress (NDC) with 147 members

(Majority); New Patriotic Party (NPP) with 123 (Minority); Peoples Nation Convention (PNC) with 1 member. There are also four independent candidates. As the representative of the people, it is the only institution vested with the power to legislate, raise taxes and take certain major policy decisions on behalf of the citizenry.

The business of Parliament is directed by a Speaker appointed by the President in accordance with article 70 of the 1992 Constitution. The Speaker is assisted by two elected deputies who are normally MPs; Parliamentary Clerk and other staff. The Speaker is the mouth piece of Parliament and therefore the epitome of its power, honour and dignity.

#### *5.14.2 Accra Polytechnic*

Accra Polytechnic is Ghana's premier polytechnic. It started as a technical institute in 1949 and commissioned in 1957 as a technical institute and later renamed Accra polytechnic by a Presidential Order in 1963. It is located in Tudu and adjacent to Novotel Hotel and the Headquarters of the Trade Union Congress (TUC).

With the passage of PNDC Law 321, Accra polytechnic attained tertiary status along five others with a mandate to award HND certificates. Following the enactment Parliamentary Act 745(2007), polytechnics now have the mandate to award degrees and other certificates. Accra Polytechnic is structured around three schools: Engineering (SoE); Business (SBMS); and Applied Sciences (SoAS). The polytechnic offer a range of programmes on both full and part-time basis. It has a total of 14 HND programmes and two Bachelor of Technology (B-Tech) programmes in Mechanical Engineering and Fashion and Design.

Locally, Accra polytechnic collaborates with Ho Poly while at the international level it collaborates with Liverpool John Moore University, Avans University; and Vaasa University of Applied Sciences, Finland. This collaboration has resulted in staff, students and resource exchange –visitations.

Accra Polytechnic caters for approximately 10,000 students comprising mostly of locals and a sizeable crop of international students. It has a staff of 478 members comprising of 215 academic 263 and non-academic.

#### *5.14.3 Bolgatanga Polytechnic*

Bolgatanga polytechnic is a third generation polytechnic. It was established in 1999 but started operation in 2001 with a mandate to deliver quality HND programmes that are career

focused, hands on-to problem solving and responsive to the needs of society, employers and professional bodies. Unlike most polytechnics that evolved from technical institutes, Bolgatanga polytechnic started as an institution of its own in borrowed premises at the former Meat Marketing Board Headquarters where the first HND programme in Statistics was started along with DBS programmes.

The polytechnic is now situated on a new site in Sumbrungu, five kilometers off the Bolgatanga-Navrongo road. The polytechnic thus has two main campuses: Bukere where the polytechnic evolved and Sumbrungu - the present site. To date, the HND Statistics and DBS courses are housed at Bukere campus. From a humble beginning, the programmes on offer have increased from two at its inception to ten in 2011; with HND in procurement and logistics management as its newest offer. However, accreditation for HND Building Technology (BT) is underway.

Bolgatanga polytechnic is organized under three schools: SE; SAS and SBMS. It has a student population of 1,500 for the 2010/11 academic year being serviced by 221 staff of which 98 is academic and 128 non-academic.

#### *5.14.4 Koforidua Polytechnic*

As a second generation polytechnic, Koforidua polytechnic was established in 1997 with a vision to offering high quality career focused education for national development. Like most polytechnics, it started by sharing facilities with Koforidua Technical Institute (KOTECH) until December 2001 when KOTECH was transferred to its present site. From the onset, its management was placed under the Principals of Ho polytechnic and later Accra polytechnic as supervising Principals.

Koforidua polytechnic has total of 14 HND programmes while accreditation is underway to introduce B-Tech programmes in Procurement Management, Marketing, Accounting and Automobile. The polytechnic is organised under three schools; SoE, SAS, SBMS and Centre for Entrepreneurship and Enterprise Development (CEED). Currently, it has a student population of 4,600 being serviced by 514 staff.

Koforidua polytechnic has collaboration with four universities in China - University of Electronic Science, Lianchou University, Jiangsu University and Wanjiing University of Information Science and Technology and the Plateau State Polytechnic, Jos, Nigeria.

#### *5.14.5 Kumasi Polytechnic:*

Like most Ghanaian polytechnics it also started as a technical institute on May 15<sup>th</sup> 1954 to provide craft training and courses for students. Later it was mandated to operate as a non-tertiary polytechnic under GES in October 1963. From 1963, it offered technician, diploma and sub-professional courses alongside its original craft courses until 1993 when it obtained tertiary status.

The polytechnic launched its first strategic plan in 2000 with a focus on staff and infrastructural development. The second plan was rolled out in 2007 – 2012 with emphasis on quality education, staff development, infrastructural development and effective administrative services that will propel it as a polytechnic of choice. The polytechnic has two main campuses and have concluded discussions for the acquisition of land for a third campus with the Asantehene.

It currently has 17 HND and four (4) B-Tech programmes organised under three schools and a center; SoE, SAS, SBMS and CEED. It has a student population of 10,000 comprising (6,560) males and (3,440) females students being serviced by 456 staff of which 198 are academic and 258 non-academic.

#### *5.14.6 Sunyani Polytechnic*

Sunyani polytechnic is located in the southern end of Sunyani – i.e. about a kilometer from the city centre along the Kumasi-Sunyani highway. It covers a total land area of 160 acres of which only a quarter has been utilised. Like its cousins, it started as a technical institute in 1967 and upgraded to a polytechnic in 1997 as the first tertiary institution in Sunyani. Until the establishment of the Catholic university (CU) in 2002, Sunyani polytechnic was affectionately called the University of BAR. It offers both HND and non-tertiary programmes in technical and vocational courses. Its operations revolve around three faculties; SoE, SAS, and SBMS.

Sunyani polytechnic has collaborative links with Vancouver Island University of Canada and Guilin University of China. It has staff strength of 450 - comprising 185 academic and 265 non-academic servicing 10,435 students.

#### *5.14.7 Tamale Polytechnic*

Tamale polytechnic is one of the first generation polytechnics. It started as Trades Training Centre in 1951. It then metamorphosed to Government Training School in 1954 and later

Tamale technical institute (TTI) in 1960. Tamale polytechnic was upgraded to a non-tertiary polytechnic in 1983 and attained tertiary status in 1992/93. Its character is unique as it is the only polytechnic with a dual face – i.e. it runs intermediate courses along tertiary ones. It is envisioned to become a 21<sup>st</sup> Century institution of excellence with IT at its center stage.

Tamale polytechnic operates around three faculties: SoE, SAS, and SBMS. It has a total of 12 HND programmes and an array of non-tertiary programmes. It is seeking accreditation for 5 new HND programmes and B-Tech in Business Administration. It has a student population of 9,000 comprising 5,984 males and 3,016 females being serviced by 450 staff of which 198 is academic and 258 non-academic – i.e. administrative and other support staff.

#### *5.14.8 Wa Polytechnic*

Wa, the Upper West Region (UWR) carved out the then Upper Region in 1983. It is therefore the youngest region and its polytechnic the youngest in Ghana. Established in 2000, Wa polytechnic completed the cycle of regional polytechnics – i.e the last of the third generation polytechnics. Like Bolgatanga polytechnic, it also started in a collection of borrowed premises at Workers College, House of Chiefs and the Regional Coordinating Council (RCC) until it moved to its present location at Kpango which is 7 km away from the central business area.

Courses on offer are at the HND in three faculties: SoE, SAS, and SBMS. It has a unique campus as it is the only polytechnic with an industrial park-an avenue that hopes to bring industrialist and the polytechnic community together. On the other hand, it is also the only polytechnic without residential accommodation for its student. The absences of student accommodation have had an adverse effect on enrollments. The student population is about 1,200 with staff strength of 180 comprising 68 academic and 112 administrative and technical support staff.

#### *5.15 Survey Preparation*

A unique on-line survey collection site was created to elicit data from current faculty of polytechnics. The site was hosted at Survey Monkey secured web and was protected with a password in order to control access.

##### *5.15.1 The Storage of Survey Data*

Once the survey was launched, it was kept open for two months. Respondents were immediately contacted through their cell phones and emails to prompt them of the launch.

The completed survey was securely stored in Survey Monkey's web site and was later retrieved for analysis by researcher. The aggregated raw data of the survey were then imported to Microsoft Excel file and later into SPSS statistic 17.0 data editor for statistical analysis.

### *5.16 Data Presentation*

Data presentation or display refers to the point where data is organised, compressed and assembled to enable conclusions to be drawn. For Ritchie and Lewis (2006), it is the assembling of data into a coherent structure so as to convey the research evidence to the target audience(s). Display of data can be done using tables, text, matrices, diagrams, graphs and/or scatter plots. In this study, table, graphs, diagrams and narratives are used to present the data. Considering the fact that the study is qualitative and nested in interpretivism i.e. aimed at understanding the perspectives of individuals regarding polytechnics and Ghana's economic development; their management and constraints with a focus on faculty turnover and how it impacts on sustainable polytechnic education.

Narratives derived from interview transcripts were coded using open and focussed coding methods and collated in categories. These and their detailed descriptions are presented in Chapter 7. Presenting data qualitatively did not only make the findings clearer but also enhanced understanding of the issues investigated. Also, this way of presenting data mirrors the methodological approach used in investigating the study. By presenting tables from the pilot study along with respondents' account from a qualitative strand added meaning and context to the study. Additionally, by presenting data in textual form, the study brought to fore the complex picture of respondents experiences that a typical mathematical model would not be able to uncover (Baralt 2012). Presenting the data in the form of both tables as well as text helped in providing a structure to the discussion that followed and aided in the development of the conceptual framework.

### *5.17 Coding of Qualitative Data*

'Qualitative coding' is an integral part of data analysis (Neumann 2003). Coding data from interview texts is an important component of qualitative data analysis process. Coding helps researcher to understand the meanings respondents attach to the phenomenon under observation. It is basically the sorting of data into different parts. According to Baralt (2012), coding in qualitative research is the analytical process of organising raw data into themes that



assist in interpreting the data. Codes that the researcher assigns to data are names or symbols used to stand for a group of similar items, ideas, or phenomenon. According to Gray (2004), coding is a process of transforming raw data into standardised formats for analysis. In other words, it is the link between the data and the final understanding or the theory that emerges from this data by way of analysis. Dominant themes as well as sub-themes were established and coded.

In this study, analysis of the qualitative data is characterised by a set of mutually interactive activities that include data collection; data display; data reading technique and verification. These features constituted the data analysis strategy for the study.

### *5.18 Data Analysis*

Newman (2003) defines data analysis as the search for patterns in data which enhances interpretation. In research, it concerns the organisation and summary of raw empirical materials generated into manageable and understandable state, indicating the important components necessary to serve as evidence to answer RQs. Babbie (2001) explain that, data analysis consists of drawing conclusions from data and identifying whether it answers the study's objectives. Its purpose is to understand the various constituent elements of the researcher's data through an inspection of the relationships between concepts, constructs and variables (Mouton 2004). Mouton (2004) further argues that, data analysis establishes whether there is any pattern(s) or trends that can be identified or isolated from the main data. Data analysis is important as it transforms data or observation into knowledge (Mason and Dale 2011).

In both qualitative and quantitative data analysis, differences as well as similarities are apparent. The similarities are nested in the fact that they both involve inferences, systematic generation and recording of data and the desire in both strands to avoid errors. However, while quantitative analysis emphasises on standardised data analysis techniques, perform data analysis at the end of the data generation and use numbers to measure the outcome of analysis; qualitative data on the other hand, uses a less standardised approach; it begins the analysis of data from the on-set using words or concepts to bring out meaning and generalisations. In this study, data is qualitatively analysed to reflect the methodological stance congruent with Interpretivism. Of the 65 participants, only academic staff had their data processed in both the pilot and main study. For want of time, 30 interviews were

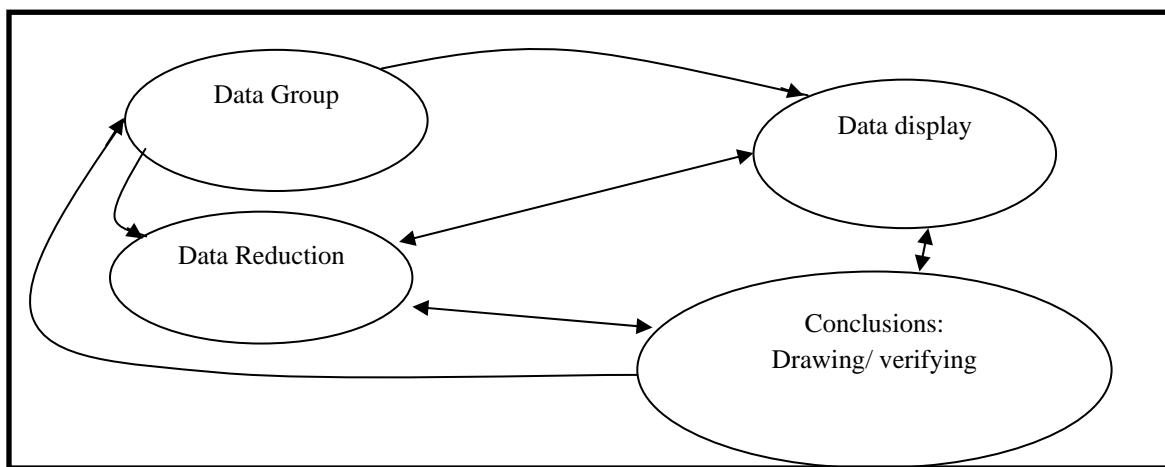
transcribed. However, only 26 have been analysed and used whilst occasionally drawing on others where necessary.

#### 5.18.1 Pilot Data Analysis

Data for the pilot study were processed through Survey Monkey link and the software package produced summaries of the survey. These were used to generate tables, pie charts, and graphs using SPSS. Also, using the software assuaged the time consuming task of seeking respondents for the administration of questionnaires and monotonous tasks of having to cut, paste and retrieve field notes and /or interview transcripts (Dawson 2009). SPSS was considered appropriate because the respondents under review are small and therefore did not warrant the use of sophisticated statistical techniques.

#### 5.18.2 Qualitative Data Analysis

The study is approached with a qualitative lens, albeit, analysis of the pilot study was quantitatively done. The analysis used is nested in the interactive model of analysis by Miles and Huberman (1994) which is represented below.



**Fig. 4: Components of Data Analysis: Interactive Model**

**Source: Miles and Huberman (1994: 12)**

Data reduction refers to the systematic activity of choosing; spotlighting, simplifying and converting raw data generated from the fieldwork.

The interviews were transcribed between August and October 2011 and analysed from November to December 2011. Transcription is the conversion of recorded materials into text

(King and Horrocks 2010). Data transcription marks the beginning of the analysis process as it draws researcher to become familiar with the data (Langdridge 2004). Analysis was manually done using content analysis and meaning matching to evaluate, compute and interpret the data logically and independently by extracting themes and meaning matching - with due regard to the context of words. By keeping the researcher in tune with the data, the manual analysis therefore captured details that a typical computer assisted qualitative data analysis (CAQDAS) programme such as (NVIVO09, Ethnograph and Nudist) could leave out. Although laborious, it is for these reasons that the manual analysis was considered as opposed to CAQDAS.

NVIVO09 is one of many CAQDAS programmes that could locate particular words or phrases; make list of words, order them alphabetically, insert key words or comments, count words occurrence or phrases or attach numeric codes or build theory. Despite its advantages of time savings, costs and convenience, CAQDAS has its downsides. Weitzman (2000) cited in Rubin and Rubin (2012) argue that, although CAQDAS simplifies data management, it lacks the rigor and analytical prowess of a typical SPSS programme. Similarly, Dawson (2009) has noted that, although a computer can undertake varied automated processes, it cannot *think about, judge or interpret qualitative data*. She further asserts that using CAQDAS detaches researcher from being familiar with the data. Agreeing with Gibbs (2007), Dawson (2009) further asserts that using CAQDAS reinforces *a feeling of being distant from the data*. The manual technique on the other hand used meaning matching-with due regards to the context of words. This therefore keeps the researcher in tune with the data and enabled researcher to capture the nuances and niceties that a typical of NVIVO09 could leave out. It is for these reasons of familiarity with data that the manual analysis was considered worthwhile for the study.

#### *5.19 Validity and Reliability Concerns*

Validity refers to the ability of researcher (and users of research results) to extend findings of a particular study beyond the specific individuals and settings in which the study occurred (Mertens 1998). Reliability on the other hand refers to the extent to which results are consistent over time and an accurate representation of the total population under study (Joppe 2000). As a qualitative study nested in intepreivist perspective, the validity and reliability of this study rests on the distinct experiences of the varied individuals who have a stake in polytechnic education in Ghana within the overall milieu of the research setting. This study

adapted Guba's (1981) prescribed criterion a qualitative study needed to possess in order to be considered valid and reliable. His main attributes of validity and reliability include: credibility, dependability, confirmability and transferability.

Credibility is defined as establishing a fit between the researchers' finding and reality (Shenton 2004). It is often likened to internal validity in quantitative studies. According to Riege (2003) credibility involves the approval of research findings by either the interviewees or peers as realities may be interpreted in multiple ways. Similarly, Silverman (2005) defined credibility to mean the degree to which research claim is evidential.

To enhance credibility, Shenton (2004) suggested that researcher in qualitative studies should adhere to the following canons: researchers should take on well well-known research methods; triangulate data; engage in regular de-briefing sessions; ensure the honesty of participants; engage in thick description of study site as well as review previous research findings. In this study, credibility was enhanced by cross checking using inter coder agreement. Inter-coder agreement involves the use of independent minded individuals to code, transcribe and compare outcomes (Miles and Huberman 1994). Additionally, this study made use of some colleagues for a second opinion in the transcription and analysis of data. This was done with a view to optimise the validity of the data (Creswell and Clark 2007). Silverman (2005) refers to this as inter-rater reliability. After achieving inter-coder agreement and peer validation, the data were then converted into qualitative forms after which the entire data set was analysed. Excerpts of participants' interview are used as evidence while themes were supported by literature.

Furthermore, my study made use of triangulation to enhance its credibility. Triangulation encompasses the use and integration of varied data sources to support and reinforce researcher's interpretation and conclusions (Mertens 1998). 'In social science, triangulation is defined as the mixing of data or methods so that diverse viewpoints or standpoints cast light upon a topic' (Olson 2002). Through data triangulation, this study compared the views and perspective of each group interviewed to see the points of convergence and/or divergence between participants. For instance, while majority of respondents emphasised the negatives of faculty turnover, a particular administrator identified a positive element of faculty turnover. According to this administrator, instances where employees are committed to more than one institution at the same time, turnover seems to benefit the polytechnic. She

specifically gave an instance where turnover benefited the polytechnic when an employee left for a sister institution to which he was already partly committed to while in employment with the mother institution. Triangulation was therefore done to develop a broader and deeper understanding of how the different stakeholders view the issues under study. The essence of triangulating was to lend credibility to the study. To enhance credibility, this study engaged knowledgeable participants who truly understand the polytechnic system of Ghana's (Rubin and Rubin 2012). In line with Shenton's (2004) proposition, the study made use of a wide range of informants using in-depth interviews which were conducted on six case groups with an eye to gain their individual perspectives on polytechnic education, management and constraints focusing on faculty turnover. Broadening the six case groups generated complimentary data that provided rich insights and perspectives into the study (Layder 1998).

The second attribute suggested by Guba (1981) is dependability. This refers to the replicability of findings and it is usually equated to reliability in quantitative studies. To comply with this criterion, Shenton (2004) suggested that, a thorough description of the study sites be provided. This requirement was dealt in this study by the vivid reportage on the study sites. Such in-depth coverage allows the users of the study's findings to gauge the degree to which proper researcher protocol has been observed in the study. Also, providing a thorough description as suggested by researchers is to guide future researchers interested in investigating the area further. For example, this study discussed the planned sequence of the entire research effort- delineating the operational details from planning to execution. It further discussed in detailed the operational details of data gathering employed in this study. The essence of such details is to guide future researchers interested in exploring the terrain.

Confirmability is the third of Guba's (1981) suggested attributes. It is referred to as the extent to which findings can be confirmed or corroborated and related to objectivity in positivism. By examining the quality of confirmability, one is probing whether the data and the interpretation arising thereof mirror the views of participants and not researcher's own creation (Shenton 2004; Mertens 1998; and Guba and Lincoln 1994). Miles and Huberman (1994) further suggest that making clear researcher's bias and personal prejudices enhances the confirmability of findings. This requirement was dealt with under the limitations of the study that highlighted how the reflexive role of researcher could have impacted on the findings. For example, been a member of faculty of one polytechnic allowed for greater insights into the management of polytechnics to which an ordinary investigator would be

oblivious. Further, my study justified the use of qualitative interviews as a data gathering instrument. Shenton (2004) also suggested that in order to enhance a study's confirmability researcher should offer a thorough description of one's methodology. This is catered for in this study by the full disclosure of the methodological account employed in my study and the justification of qualitative methods compared to quantitative methods. Providing an in-depth methodological explanation of the settings enhanced the study's confirmability and thus allows end users to establish the acceptance level of the findings as a true account of study participants.

The fourth of Guba's attributes is transferability of research findings. This is concerned with the extent to which findings of a study can be applied to other situation. Transferability relates to the extent to which the findings of a study can be generalised to other settings. Mertens (1998); and Merriam (1998) proposed that to enhance the transferability of research findings, qualitative researchers should communicate clearly delineating time, place, participants' qualifications as well as the context of the study. This type of description is what (Flick, 1998; Patton, 2002; and Denscombe, 2003) referred to as 'thick description'. According to Patton (2002), providing a thorough description of the site provides a visual picture of the setting to end users and thus enhances its transferability. For example, my study made use of Mertens (1998); and Merriam (1998) proposition and thus provided a detailed description of the study sites and the justifications for selecting each site. The 'thick description' of the sites does not only provide a thorough picture of the study's area but does so clearly delineating the time, place, and context of the study.

In summary, it can be argued that this study meets the attributes necessary to support the validity and reliability of a naturalistic study carried out from a constructivist epistemology or perspective and nested in an interpretative perspective.

### *5.20 Limits on Generalisation*

The study is limited in several ways. First, it is not completely exhaustive in its coverage; for it relied on a cross-section of major stakeholders in Ghanaian polytechnics. Second, time and resources also had a limiting toll on the study as it had to be carried out in seven out of ten polytechnics. Third, as a lecturer in one of the polytechnics, researcher was touched by the challenges polytechnics were enduring in Ghana and this may have affected researcher analysis. Moreover, the study was started at a time when polytechnic lecturers had just

resumed work after a nationwide strike for better conditions of service. Also, coincidentally, the study was being concluded at a time when tensions were mounting in various polytechnic campuses over delays in the payments of B&R allowances for the 2010/11 academic year. This could have affected participant's responses in either way. For instance, while a delay on payments could have resulted in negative answers; payments could have elicited favourable responses.

Theoretically, the conclusions on the management of HEI can be applied to other HEIs in Ghana and in the sub-region. However, findings relating to turnover apply only to polytechnics in Ghana because of their uniqueness.

### *5.21 Field Research Challenges*

The whole research was not without some challenges. First, was the number of calls per participants in both the pilot and main study. For some respondents, their schedules did not allow for interviews as scheduled. Other scheduled interviews were put off due to circumstances beyond the control of both interviewees and researcher. For instance, Sunyani, located 334km from Tamale was visited twice because of the non-availability of a key interviewee during the first visit.

The second problem was refusal by a Rector of one polytechnic to be interviewed. Even though he eventually agreed, he however did not consent to be recorded. Apart from this isolated incident, the process on the whole was smooth sailing as respondents cooperated fully.

Thirdly, the cost of maintaining a personal vehicle for all the journeys around the sites and other associated expenses of travelling exacted some toll on researcher's budget, especially where interview appointments were delayed or rescheduled.

Lastly, apathy on the part of some respondents slowed down the tempo of the survey during the pilot. This consequently affected the take-off of the main study as themes generated from the pilot study were to guide interview questions. Respondents were therefore reminded severally through email and phone calls in a bid to whip up participation. The delay in administering and submitting the pilot survey may partly be attributed to the undeveloped nature of the IT infrastructure in Ghana as most of the campuses have problems with internet connectivity.

## 5.22 Ethical Consideration

Ethics is derived from the Greek word *ethos*, which translate to character or customs (Gray 2004). Ethical practice of social research with human participants is a complex and demanding responsibility (King and Horrocks 2010). The focus of research is about people and their perspectives (data) on the study (Punch 2005). De Vos (1998) defines ethics as *a set of moral principles which is suggested by an individual or group, is subsequently widely accepted and which offers rules and behavioural expectation about the most current conduct towards experimental subjects and respondents, employers, sponsors, other researchers, assistants and students*. Ethics in the words of Beauchamp and Childress (1994) is *a generic term for various ways of understanding and examining moral life*. It is concerned with perspective on right and proper conduct. For Heerden and Thani (2011) the concept refers to responsibility, honesty and truthfulness. Babbie (2001) acknowledges that ethics is associated with morality - matters of right and wrong. When referring to ethics; Mouton (1996) argues that *it aims to provide guidelines on what constitute appropriate behaviour in the sphere of science*. On his part McNabb (2002) views it as *the application of research moral standards to decisions made in planning, conducting and reporting of research studies*. The ethics of research is explained as the manifestation of appropriate behaviour by researcher in relation to the research participants (Gray 2004). According to REF,

*“Participants in a study have the right to be informed about the aims and purposes of research and the likely publication of its findings, the context in which the findings will be reported and the potential consequences for individuals”*

(REF, 2008)

The research ethics framework as prescribed by the University of Edinburgh was fully adhered to (REF 2008). The ethical issues considered in this study include the rights of the respondents; institutions and the responsibility of researcher.

### 5.22.1 Rights of Respondents

Consent is important for this kind of study. Informed consent involves giving participants comprehensive and correct information about a research study and ensuring that they fully understand what participation will entail, before securing their consent to take part (Heerden and Thani 2011). The consent form acknowledges that the participants' rights have been protected during data collection (Creswell 2002). Respondents were given the consent form



that explained the purpose and nature of the study and they indicated their acceptance to participate in the research by signing or by verbal consent. Further to this, participants were informed of their rights to withdraw from the study at any time without incurring any kind of negative consequences. No participant was coerced into participation. To provoke interest and whip up participation, the anonymity and confidentiality as well as the protection of respondents from harm were assured (Morell 2005).

The informed consent outlined how the interviews were being handled in order to ensure the confidentiality and anonymity of the research findings. It was unequivocally communicated to respondents from the onset that interviews which were tape recorded will be destroyed after the completion of the study. Majority were very comfortable with the use of the recorder while some pockets of respondents felt a bit apprehensive. However, after further reassurance of anonymity and confidentiality of the interaction they felt relieved. In all, only one key participant refused to have his interview recorded. No references are made to any specific person(s) or to the institution in this report. As respondents belonged to different professions, researcher conformed to professional, social, legal as well as ethical considerations of the participants' professional codes and conducts.

#### *5.22.2 Right of the Institutions*

Researcher sought clearance from management of the various institutions with two introductory letters - one from the UEBS and another from Tamale Polytechnic. (See Appendix A1 and A2). These letters helped in three ways. One, it facilitated entry for the researcher as participants cooperated to the maximum. Two, participants availed themselves for scheduled interviews. Three, researcher was readily provided with the necessary documents that facilitated the conduct of the research. The essence of seeking clearance is to gain the permission of the authority to provide access to study participants at research sites (Creswell 2002; and Rubin and Rubin 2012).

Consent form acknowledges the readiness of the researcher to uphold and protect the rights of participants (Creswell 2003). No harm was imposed on respondents during both the pilot survey and in-depth-interviews. The participating institutions are major stakeholders in the tertiary landscape of Ghana and were purposely sampled for the study.

### *5.22.3 Responsibility of Researcher*

The objective of research is to generate knowledge through honest conduct (Walliman 2011). The onus lies on the researcher to be ‘truthful or honest’ i.e. acting with integrity (McNabb 2002). As noted by May (1997), upholding the principles of ethics are essential for maintaining the integrity, veracity and legitimacy of research practice. To provoke trust and credibility of this research, the principle of ‘honesty’ was upheld throughout the process (Burn and Grove 2003; Mouton 2001; and Walliman 2011).

In this section ethical issues considered in the study and how they impact on the study were discussed. The section following discusses the nature of theory to be generated.

### *5.23 Nature of Theory to be Generated*

Llewellyn (2003) proposes five levels of theorising for qualitative researchers which he labelled as: metaphor theorising, differentiation theorising, concept theorising, and theorisation of settings and structure.

Metaphor theorising relies on the use of metaphors to theorise phenomena. It is usually build on ‘picturing’ or ‘imaging’ the unfamiliar with the familiar. With differentiation theorising, phenomena is theorised by making use of categories that exemplify combinations, contrast, and dualism such as objective-subjective; male–female; up-down; presence-absence; practical-theoretical and public-private among others. Concept theorisation is done through classifications to explain human action and or inaction e.g., ideology, value and class. Theorisation of settings is done by focusing on the environment in which people’s actions are nested and by examining the relationship between the environment and the resultant human action(s) or inaction(s). Theorisation of structure on the other hand is based on the grand structural context in which peoples actions are rooted in say, social institutions, class or culture. Considering Llewellyn (2003) interpretations, this study made use of metaphors as it is aimed at generating middle-range theories for Ghanaian polytechnics.

### *5.24 Chapter Summary*

The chapter discussed the research methodology of the study. It highlighted the similarities and differences of the philosophical underpinnings of research; the epistemological and ontological perspective of the study as well as cross-sectional designs and longitudinal designs. This study was executed using qualitative method. However a pilot study using an

online survey generated themes for the qualitative interviews. The pilot study was quantitatively analysed and presented.

Also discussed were site selection, survey preparation, population and sampling procedures, data collection and analysis and ethical concerns. The next two chapters (6&7) present data covering both the pilot (descriptive) and main (qualitative) studies respectively. Armed with data from the study, researcher presents firm conclusions and recommendations regarding the contribution of polytechnics to the socio-economic progress of Ghana; their management and constraints and how turnover is threatening the sustainability of polytechnics in Ghana.

## **Chapter Six: Descriptive Statistics and Analysis of Employee Turnover**

In this chapter, findings of the pilot study are discussed. The respondent categories were the current academic staff of seven polytechnics. Data for this was sourced through an online survey.

This chapter presents in clear perspective the responses collected in relation to the variables under study. As a descriptive study, it examined the 4 Ws - Who, What, Where and When as well the how much of the research variables (Emory 1985). The purpose of this chapter is to reduce data to a more understandable state (Burns 2000). As a descriptive study, it provides a vivid picture of the phenomenon in its natural form (Hedrick, Bickman and Rog 1993). An outstanding merit of descriptive studies lies in its ability to keep researchers in close touch with the data. It further enhances researcher's understanding of the variables of the study across the survey respondents (Punch 1998). This descriptive pilot study aims to measure the characteristics and frequency of respondents' understanding of turnover and its consequences.

### *6.0 Pilot Study*

This pilot study collected and analysed data from 14 faculty members of seven polytechnics using an online questionnaire. In sections following, the research method for the pilot study and data analysis are presented.

### *6.1 Web Based Survey*

Survey is a technique of gathering information by questioning individuals belonging to a representative sample. This is normally done through a standard questioning procedure with the aim of studying the relationships among variables (Corbetta 2003). It is used to obtain data about trends, attitudes, or opinions of a population. Surveys are excellent vehicles for measuring attitudes and orientation in a large population (Babbie 2010). According to Newsted, Huff, and Munro (1998), surveys are the most popular methods of data collection in information system research. Surveys enable researchers to collect data from a large population that would otherwise not be possible using other methods. The systematic nature of survey research allows for the eliciting of information in a reliable and unbiased manner (Marsh 1982). Similarly, survey results can be gathered in an accommodating manner for the application of sophisticated statistical technique from which researchers are able to generalise from and make claims about the population.

An on-line survey was created using Survey Monkey - a tool that allows users to create their own surveys using templates. The web survey was thus developed and hosted at [www.surveymonkey.com/s/wz7xc8s](http://www.surveymonkey.com/s/wz7xc8s) with assistance from Ken Kubuga of Tamale polytechnic.

A web-based survey was particularly appropriate for eliciting the views of academic staff because of resource constraints and the suitability of the target population (Yun and Trumbo 2000). Also, the choice of this approach was motivated by the efficiency of the instrument in terms of effort, time and cost as opposed to the self-administered or postal surveys. As noted by Stanton (1998), though web-based surveys are new to data collection sources, its use has received considerable support in academic literature. After a thorough review of literature, questionnaires used in earlier studies by Klass (2007) and Samuel (2008) were adopted, modified and used for this study. These instruments were selected because of its relevance to the issues under investigation. (See Appendix AQ4).

## *6.2 Data Gathering Technique*

Marlow (1993) refers to data collection as the procedure by which information regarding the phenomenon is collected. In this study, data was collected electronically through Survey Monkey secured website. Fowler Jr. (2009) provides a useful list of what to consider in settling on a data collection method. These include: the computer skills of the population; their reading skills, and the motivation of respondents. A questionnaire is defined as an instrument specifically designed to elicit information that will be useful for analysis (Babbie 2010). A unique feature of questionnaire as a data gathering instrument is that respondents answer the same set of questions in a predetermined order (Burns and Groves 2001; and Gray 2004). For this study, a self-administered electronic questionnaire was utilised.

The main merit underlining the use of electronic questionnaire is that it afforded researcher the opportunity to tease out relevant information, which could not be obtained through direct observation from the academic staff. Also, the turnaround time of the instrument saved lots of time compared to interviewer administered questionnaires. It was on the basis of these that the electronic questionnaire was used for this study.

### *6.3 Pre-Testing of Survey*

A pilot study or a pre-test is essentially an exploratory survey designed to give a preview of a population or a universe later on to be followed by a more extensive survey (Kumekpor 2002). Gillham (2000) presents an outline of what a good pilot should entail (See Methodology Chapter; Section 5.9). To pre-test the survey, emails with the web link [www.surveymonkey.com/s/wz7xc8s](http://www.surveymonkey.com/s/wz7xc8s) were sent to five staff members of Tamale polytechnic for administration.

### *6.4 Survey Preparation*

Survey Monkey secured website was used to elicit data from current academic staff of seven polytechnics. The various measures comprising of five sections A-E were merged into a single survey. Respondents had to choose one out of four options (agree, uncertain, disagree, and strongly disagree) to indicate how each of the 41 statements fit into their evaluation of the questions. In order to control access to non-participants, the site was protected with a password known only to the researcher.

### *6.5 Survey Instrument*

This research made use of the free version of Survey Monkey software. Researcher took advantage of Tamale polytechnic's account to launch the survey.

### *6.6 Survey Responses*

The sampling frame for the study consisted of all academic staff in Ghanaian polytechnics. Permission was first sought from management of the sampled polytechnics for the investigation. When clearance was eventually given, researcher initiated the process first through systematic sampling followed by a random selection of research participants. After the selection of participants from each institution, their email addresses and contact cell phone numbers were taken for later contacts. The researcher later sent an email and the survey link to the participants requesting them to complete and submit their responses via the link provided. Generally, initial response was slow. However, researcher followed up with emails and phone calls to ascertain whether participants have received the email with the survey link. By the end of the duration the survey lasted, 12 out of 14 responded to the survey. Themes generated from the pilot survey were then used to formulate interview questions for the main study.

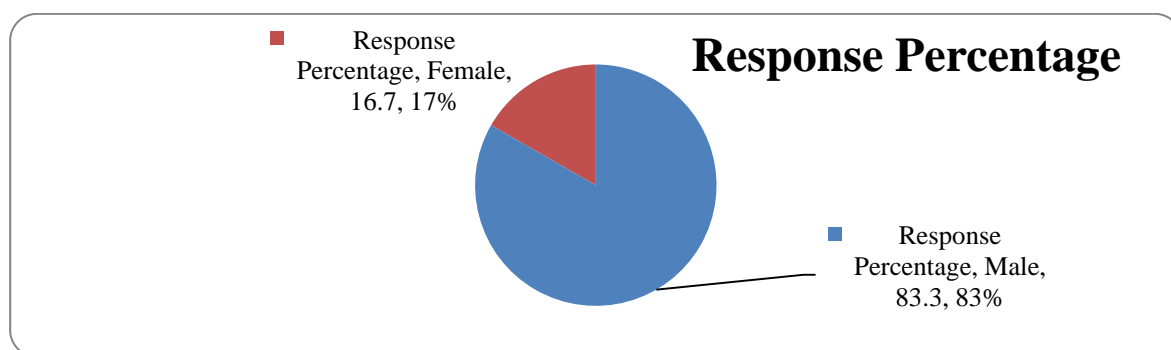
### 6.7 Data Analysis

According to Marlow (1993), data analysis is process of making sense of the information gathered. Babbie (2001) explains that data analysis consists of drawing conclusions from the data and identifying whether it answers the study's research objectives. For this study, the collection and analysis of data was done systematically. The completed survey responses were stored directly into the investigator's account until it was later recovered for analysis. The summarized data was first exported into a Microsoft Excel file and later imported into SPSS database to generate frequencies, percentages and tables for further analysis and interpretations.

### 6.8 Demography of Respondents

This section contains the socio-demographic attributes of respondents. The aim of this section is to help ascertain the relationship between demographic characteristics and quit propensities. According to Gray (2004), inputs from classification questions provide basis for analyses of associations between variables. There is consensus that there is some relationship between demographic characteristics of employee population and turnover rates (Mobley, Griffeth, Hand, and Meglino 1979; and Price 1977). For instance, Enahwo (1980) reported an inverse relationship between age, experience and turnover. Similarly, Lambert (2001) has noted that 'personal characteristics influence how a person sees and reacts to his/ her environment'. Polytechnics like any organisation are composed of workforces that differ in terms of these demographic variables. As it is evidenced in literature, the quit propensities and the optimal balance between turnover and retention cost differ across demographic variables.

#### 6.8.1 Gender



**Fig 5: Gender of Respondents; Source: Field Work 2011**

Figure 5 above presents the gender of respondents. It indicates that a significant majority (83%) of respondents are males while the remaining 17% are females. However, two (2) respondents failed to indicate their gender. These findings are consistent with the gender distribution of academics in Ghanaian polytechnics and the education sub-sector in general. For example, data from NCTE (2007), revealed that of the 941 polytechnic lecturers, just (n=148), 16% are female compared with (n=793), 84% males. Likewise, Dehlor (2006) reported a gender ratio of 67.3% and 32.7% for males and females respectively for Ho polytechnic in Ghana. Similarly, Amegashie-Viglo (2009) reported 76% males compared to 24% females for the same institution. The statistic as provided reflects a general male dominance in the staffing of polytechnics in Ghana. This situation perhaps is partly attributable to the prevailing female role socialisation in Ghana.

According to Sutherland-Addy (2005), the national gender distribution of teachers indicates that male teachers constituted 58.7% in 1998/99, 59.2% in 1999/00 and 58.6% in 2000/01. The corresponding female share was 41.3%; 40.8%; and 41.4% respectively. Sutherland-Addy (2005) reported that female enrolments in eight polytechnics ranged from 20.9% in 1996/97 academic year and went up slightly by 2.2% in 2000/01 academic year while female enrolments into universities rose from 18.3% in 1989/90 to 29.8% in 2000/01 representing a percentage growth of 11.5% in five institutions. The participation of females in HE has since improved. Having reached 34% in 2006/07; dropped in 2009/10 to 33% and 30% for universities and polytechnics respectively. The female enrolments figures are still low relative to the national parity ratio of 50:50 for both genders.

The low rate of female participation in HE in Africa has been attributed to a number of factors. According to Bunyi (2003), the high dropout rate coupled with the abysmal performance of girls at the basic and secondary level ultimately leaves a large segment of females falling out of school. Other reasons for the low rate of female participation in African HEIs include: inadequate women role models; socio-cultural belief and practices that militate against the education of women and women unfriendly environment owing to lack of mechanism to deal with sexual harassment. Coleman (2002) agrees with these views when he observed that differences in family responsibility between male and female career experiences is the focal point that shape male and female career responsibilities.

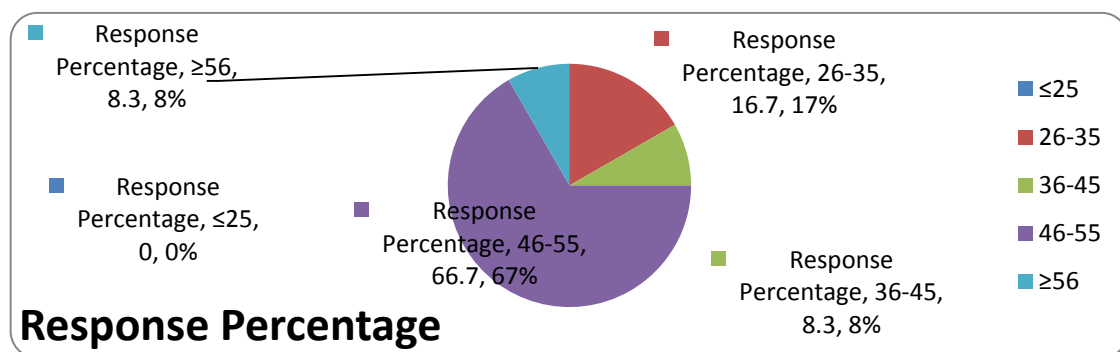
Unsurprisingly, and in keeping with the prevailing female role socialisation, female population in some programmes such as Hotel Catering and Institutional Management



(HCIM) and Management and Secretaryship studies is disproportionately bigger as compared to males.

Impliedly, the recruitment of female teachers into polytechnics is on the low side and vigorous efforts should be put in place to encourage qualified females who are genuinely interested in lectureship positions to do so without compromising quality. To remedy this anomaly, policy makers and stakeholders in the education sub-sector should encourage the introduction of gender sensitive policies and programmes so as to improve the participation of both gender and especially females in education across the various educational levels.

### 6.8.2 Age

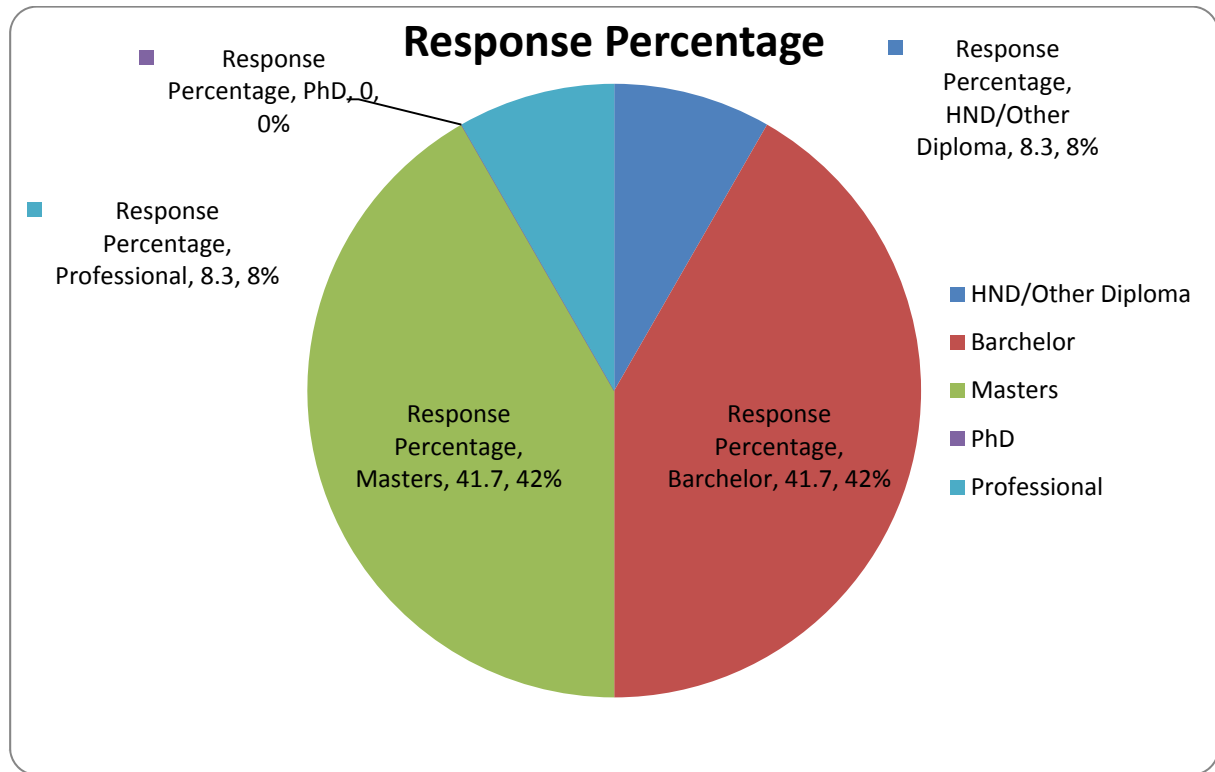


**Fig 6: Age Group of Respondents; Source: Field Work 2011**

Of the total, (n=2) 17% fell between 26 - 35 age group; 8% (n=1) ranged from 36 - 45 years while a majority of (n=8) 67% fell within 46 - 55 years. Thus the ages of academic staff ranged from 26 - 60 years. The age distribution in the study correlates with the NCTE (2007) records of academic staff. This corroborates the widely held view that the age of faculty influences turnover (McCullough 2002). He further argued that, the younger the employee, the higher the propensity of quitting. Findings in this study go to strengthen the findings of Porter and Steers (1973) that the older one gets; the less likely s/he will quit the job. In other words, as one puts in more years of service, chances for his/her increase in earnings raises. Therefore, people tend to remain on the job and feel more secured. This is supported by Kalleberg and Loscocco (1983). Also, the CIPD (2005) has noted that, younger workers are more likely to switch jobs than the older ones. Long tenured employees cherish job security compared to freshers who nose around for greener pastures. Tettey (2006) concurs with the general notion that younger worker have a higher propensity to quitting than older ones. He further observed that older faculty in the studied countries who are closer to retirement are

more likely to quit academia and take up more rewarding jobs. This observation, according to Tetey (2006) is done in order to cushion faculty against their retirement in the event that they do not get a better pension package.

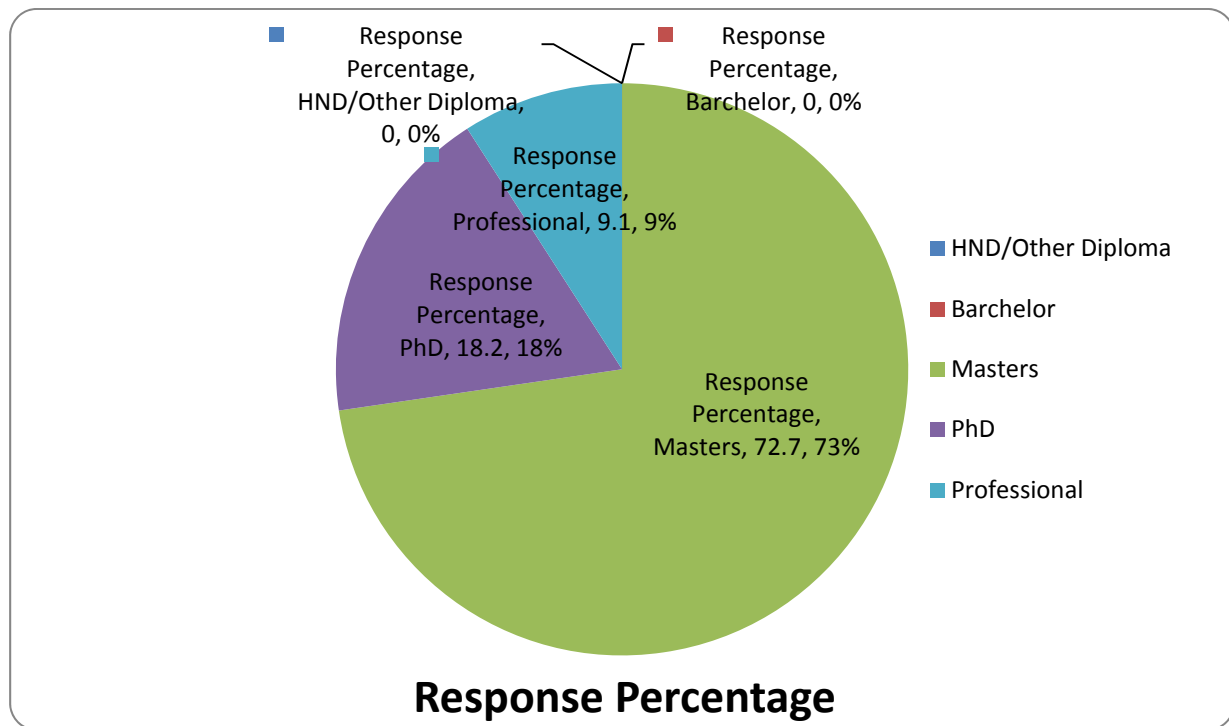
### 6.8.3 Qualification



**Fig 7: Entry Qualification of Respondents. Source: Field Work 2011**

As depicted in figure 7 above, only one respondent (n=1) 8.3% joined the polytechnic with an HND or Diploma in contrast with 41.7% who entered with a first degree. Equally, another 41.7% of respondents joined with a master’s degree. Another (n=1) 8.3% joined with professional qualification other than these. However, no respondents joined with a PhD. Impliedly, 50% joined with qualifications below the minimum. It is therefore in tandem with the position of Afeti (2003) when he argued that Ghanaian polytechnics at their inception in 1993 had only two (2%) qualified staff. However, by 2006/07 academic year, 41.7% of polytechnic faculty had the minimum qualification (NCTE 2007). It is however gratifying to note that some of the staff who gained employment into polytechnics as faculty members entered with qualifications below the minimum. They have endured to acquire the minimum of masters through the vigorous staff development programme supported by GETFund.

#### 6.8.4 Present Qualifications

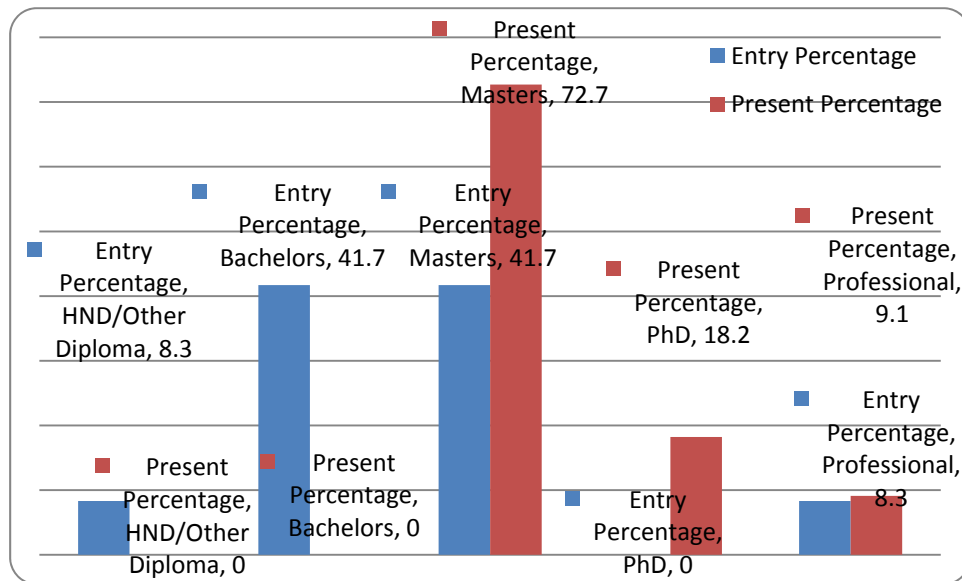


**Fig 8: Present Qualification of respondents Source: Field Work 2011**

From figure 8 above, 73% of respondents hold the minimum qualification. Eighteen (18%) are PhD's compared to only nine (9%) having professional qualifications. A significant majority of 73% of respondents are lecturers compared to none below the minimum qualification. This data is an indication of some array of hope that polytechnics have come of age in terms of staff development provided they are able to retain them through motivation and the provision of incentives. Amegashie-Viglo's (2009) study reported 34% HND; 34.4% Bachelors; 30.1% Masters whilst PhD holders constituted 2.2%. Altogether, HND and Bachelor holders made up 67.7% with lecturers' in the minority of 32.3%.

Additionally, Dehlor's (2006) study reported 41.8% Bachelor, 36.4% HND. 14.5% Masters as a minority group while only 7.3% respondents had other qualifications. Altogether, 78.2% of Drehlor's respondents held qualifications below the minimum. Findings of both studies go to confirm that majority of polytechnic faculty operate below the minimum qualifications (NCTE 2007).

### 6.8.5 Comparison of Entry and Present Qualifications

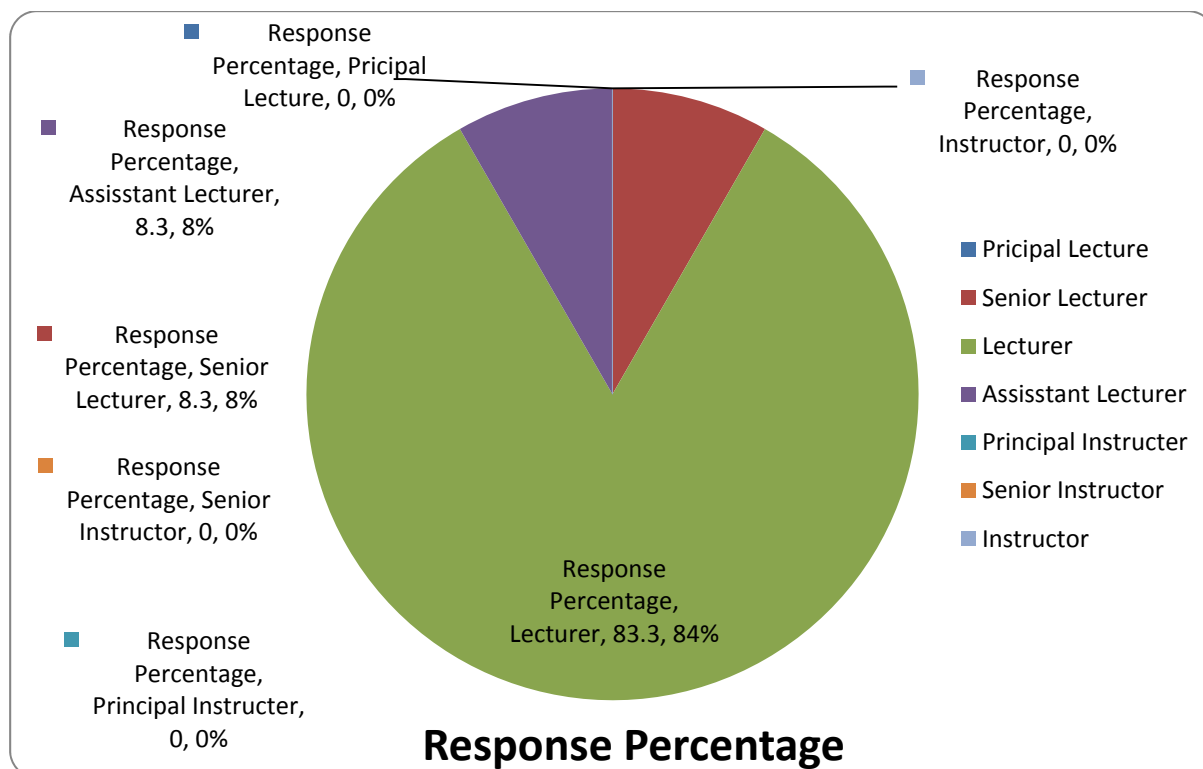


**Fig 9: Comparing the Entry and Present Qualifications of Respondents - Source:Field Work 2011**

Figure 9 compares entry qualifications of respondents to their present qualifications. While 50% of the respondents were recruited with lower qualification (Diploma or Bachelor's degree), most of them have moved on to upgrade themselves to attain the minimum degrees. Impliedly, the 'comprise of the system' has benefited the polytechnics as staff who entered with lower qualifications have taken advantage of the system to enhance their academic and/or professional status by acquiring higher degrees and qualifications. While, none entered with a PhD, 18% of respondents have progressed to PhDs; 72.7% Master compared with 41.7% at entry. However the share of professional qualification remained unchanged.

The findings of this study are important as it suggest that staff across the two groups (qualified and unqualified) have both progressed to improve their academic and professional stature through the vigorous staff development programme of the polytechnics. With this crop of high quality personnel, the image crisis that has dogged polytechnics may be a thing of the past. Management of the polytechnics should evolve pragmatic retention programmes in order to retain their faculty. They should at the same time be proactive in attracting more qualified people into the system.

### 6.8.6 Designations of Participants



**Fig 10: Current Designation of Respondents - Source: Field work 2011**

It is evident from figure 10 that an overwhelming majority of respondents - i.e. 84% are Lecturers with 8% as Senior Lectureships and another 8% as Assistant Lecturers. Altogether, respondents in the minimum grade upwards sums up to 92% (84+8=92%). However, there were no representations for Principal Lecturers which is a higher position tenable in the polytechnic. Equally, there were no representation for Principal Instructors, Senior Instructors and Instructors which are all below the minimum grade.

Regarding ranks, Dehlor (2006) reported 54.5% Instructors being the highest group with lecturers forming a minority of 16.4%. In his study, 5.5% were Principal Instructors; 14.5% Senior Instructors; 5.5% Teaching Assistants; 1.8% Technicians and 1.8% Assistant Lecturers. The representation of ranks in this study reflects the soundness of the sample as respondents cut across the various designations in polytechnics. Comparing Dehlor's (2006) findings to the current study, there is an indication of a marked improvement in the staffing of polytechnics across board as 92% of respondents in the current study hold the minimum qualification.

### 6.9 Respondents' Perspective of Real Job Opportunities

This section addresses respondents' perception of their job, conditions of service, state of jobs, promotion, employee loyalty, challenges and employees' sense of pride regarding their jobs.

**a)Table 5: Respondents looking for jobs outside the polytechnic**

<b>Response</b>	<b>Frequency</b>	<b>Percentages (%)</b>
Agree	7	58.3
Uncertain	4	33.3
Disagree	1	8.3
Strongly Disagree		
<b>TOTAL</b>	<b>12</b>	<b>100</b>

**Source: Field Work 2011**

Of the 12 respondents, over half (n=7) 58.3% of respondents have considered actively looking outside the polytechnic for a job compared to (n=4) 33% respondents who were uncertain of leaving. Only one respondent (n=1) 8.3% disagreed to the statement. The 58.3% of respondents who are actively involve in job search points to the level of dissatisfaction within the polytechnic system. This implies, majority of respondents are just buying time and waiting for an opportunity to strike. The desire to quit in itself could be regarded as the first step in the move towards resignation. This desire leads to job searches and quitting when a suitable job is found.

This characteristic is what Branham (2005) describes as the disengagement process. According to Branham (2005), the thoughts of quitting and the subsequent decision to leave anytime an opportunity presents itself reflects the first stage of the disengagement process. The second stage presents the time lag between a decision to quit and actual quitting. Similarly, Tseane (2008) argues that job searches and quitting are the consequences of dissatisfaction - i.e. the traditional process of quitting begins with dissatisfaction which leads to job searches and quitting when a suitable job is found. To enhance retention of faculty, polytechnic management should identify the 'push and 'pull factors' and resolve them effectively.

**b)Table 6: Respondents Feelings to their Conditions of Service**

<b>Response</b>	<b>Frequency</b>	<b>Percentages (%)</b>
Agree	1	8.3
Uncertain	1	8.3
Disagree	8	66.7
Strongly Disagree	2	16.7
<b>TOTAL</b>	<b>12</b>	<b>100</b>

**Source: Field Work 2011**

Of the the 12 respondents, only one supported the statement as compared to eight disagreeing. Yet, another respondent was uncertain while two strongly disagreed. As reflected in the data, a majority of ( $66.7 + 16.7 = 83.4\%$ ) respondents are unhappy with their conditions of service. Poor service conditions was identified as one major reason for which faculty leave polytechnics. This concern was reiterated in 2002 by a former Rector of Takoradi polytechnic when he stated that:

The problem of constant agitations and calls for negotiation on salaries and conditions of service for polytechnic staff will persist as long as polytechnics continue to have salary scales different from those of the other tertiary institutions.

Indications are that other analogous institutions have better compensation packages compared to polytechnics. This differentiation influences staff perception and their decision to stay or quit.

This is not surprising because salary and other incentives have for long been seen as a pivotal factor in organisational retention and inducement strategies. The importance of salaries and conditions of services in ensuring organisational commitment has been highlighted by many research publications (Robins 1993; Buckingham and Coffman 1999; Kayuni and Tambulasi 2007). For instance, Afolabi (2002) has noted that the payment of non-competitive salaries to employees catalyses their dissatisfaction and intentions to leave. As often, employees feel discontented and disillusioned if they are placed or less privileged compared to their peers in

other institutions especially in terms of compensation packages (Kayes and Jordan-Evans 2002).

The major stakeholders in the tertiary sub-sector should seriously look into the salaries and conditions of service of polytechnic faculty so as to reduce turnover and as well attract a lot more qualified personnel into polytechnics.

**c)Table 7: Respondents state of their job**

<b>Response</b>	<b>Frequency</b>	<b>Percentages (%)</b>
Agree	8	66.7
Uncertain	2	16.7
Disagree	2	16.7
Strongly Disagree	-	-
<b>TOTAL</b>	<b>12</b>	<b>100</b>

**Source: Field Work 2011**

Data in table 7 above indicate that majority of the respondents enjoy their work and are happy with the state of their job compared to a minority who were uncertain. An equal number of respondents as in the above indicated their dissatisfaction with the state of their job. The data indicates a varied level of commitment propensity of employees across polytechnics. While majority (66.7%) of respondents can be inferred as a highly committed workforce, the responses of the minority (16.7 +16.7 = 33%) may as well represent the non-committed workforce - whose concerns should not be taken lightly. They represent the critical work group whose frustrations and concerns should be monitored and addressed if polytechnics aspire to draw the best from them. Literature argues that the state of the individuals's job can lead to turnover. Individual's job is shaped by an array of factors such as insecurity; responsibility; peer influence; clarity of goals; level to which employees appreciate a company's mission, objectives and task; training availability and job type (Decker and Sullivan 1998).



**d)Table 8: Barriers to promotion**

<b>Response</b>	<b>Frequency</b>	<b>Percentages (%)</b>
Agree	8	72.7
Uncertain	1	9.1
Disagree	2	18.2
Strongly Disagree	-	-
<b>TOTAL</b>	<b>11</b>	<b>100</b>

**Source: Field Work 2011**

Of the total, almost two thirds of the respondents agreed that there are barriers to their promotion, one was uncertain and two disagreeing. One respondent did not answer the question. A quarter of respondents could either be those who have been favoured in terms of promotion or those who have genuinely worked to achieve their promotion within the tight system. As evident in table 8 above, the views of the majority confirm the positions of (Afeti 2005 and Nsowah 2011) about the challenges of promotion in Ghanaian polytechnics. Also, Dehlor's (2006) findings confirm the inherent problems of promotions in Ghanaian polytechnics. Dehlor (2006) submits that in an informal discussion with staff, it came to light that for well over a decade, they have never being promoted. The overwhelming agreement to the question strengthen the body of evidence that, the lack of promotional opportunities leads to dissatisfaction and quitting. The CIPD (2005) reported that promotion from outside is the most commonly cited reason for staff turnover. Similar findings by researcher such as Turkson (1993); Chaduri (2007) and Mitchell, Holtom and Lee (2001), and Branham (2005) point to the same conclusion. To hold turnover in check, organisations should implement fair, transparent and justified promotion policies (Ham and Griffieth 1995).

In order to increase commitment and loyalty, polytechnic management need to couch out fair, transparent, effective and efficient promotion policy. This in tend should be clearly communicated to all staff and it should as well be devoid of favours or compromises.

**e)Table 9: Feel a sense of loyalty to my polytechnic**

<b>Response</b>	<b>Frequency</b>	<b>Percentages (%)</b>
Agree	11	91.7
Uncertain	-	-
Disagree	1	8.3
Strongly Disagree	-	-
<b>TOTAL</b>	<b>12</b>	<b>100</b>

**Source: Field Work 2011**

Respondents were asked to state their loyalty to their polytechnic. This was done to ascertain the commitment levels of polytechnic lecturers towards their institutions. Table 9 above presents the responses of respondents. The data in table 9 shows that a vast majority of the respondents agreed to the statement. By implication, the majority views can be translated to mean a strong sense of loyalty to their jobs. In a sharp contrast only one respondent disagreed to the statement. The overwhelming majority response as shown in table 9 marks a sense of hope for the polytechnic system. A substantial business and academic literature affirms the linkage between employee loyalty and job satisfaction(JS) and by extension, enhanced retention or reduced turnover rates. A satisfied workforce leads to higher productivity and profitability. It also builds a positive reputation for an organisation thereby giving it a competitive edge over others. The minority views expressed might reflect the views of the youthful exuberant staff who are desirous of changing jobs and careers or disgruntled faculty who are merely buying time and may quit any time soon.

According to Arthur (2001), the loyalty of younger people cannot be counted on as they have learnt practical lesson from the handling of their parents as a result of corporate ‘downsizing’. The CIPD (2005 ) suggests that younger workers have a higher tendency of changing jobs than older workers who cherish security. Similarly, Kalleberg and Loscocco (1983) report of a positive association between age and JS. According to them, as people get older, they have fewer job opportunities and thus likely to stay on their current jobs because their long tenure tend to provide them with higher wage rates, longer paid vacation and more attractive pension schemes. Tetley’s (2006) study also confirms this assertion. He observed that academics in the junior ranks i.e. assistant lecturers and lecturers have a higher propensity to

quitting than their senior colleagues. This confirms the findings of Porter and Steers (1973) that the older one gets, the less likely s/he will quit. Overall, the responses as depicted indicate a sense of hope for the polytechnic system as the faculty overwhelmingly demonstrated their unflinching loyalty to their institutions. Employee loyalty translates into JS and by extension enhanced retention.

**f)Table 10: I find my job challenging**

<b>Response</b>	<b>Frequency</b>	<b>Percentages (%)</b>
Agree	7	58.3
Uncertain	1	8.3
Disagree	4	33.3
Strongly Disagree	-	-
<b>TOTAL</b>	<b>12</b>	<b>100</b>

**Source: Field Work 2011**

Table 10 above presents the respondents' view about the challenging nature of their job. Over half of the sample indicated that their job was challenging, while a quarter disagreed to the statement and one respondent being uncertain. Over half of respondents viewed their job as challenging. This in a way demonstrates their readiness to continue their membership with polytechnics. The minority represent those who could consider quitting due to the unchallenging nature of their job. As reported by Mensah and Alemna (1997), unchallenging job is one of main cause of employee turnover. In order to engender challenge, polytechnics must implement HR policies as job enrichment and rotation as well as making the work environment lively.

**g) Table 11: I would recommend working here to others**

<b>Response</b>	<b>Frequency</b>	<b>Percentages (%)</b>
Agree	5	41.7
Uncertain	4	33.3
Disagree	3	25.0
Strongly Disagree	-	-
<b>TOTAL</b>	<b>12</b>	<b>100</b>

**Source: Field Work 2011**

It is evident from the table 11 above that less than half of the respondents agreed while a quarter were uncertain. The rest of respondents disagreed to the statement. From the above information, it can be seen that the majority views constitute the loyal work force. However, when one combines the inputs of those who disagreed to those uncertain, the minority becomes the majority.

Loyal workers translate into satisfied workforce while dissatisfaction translates to disloyalty. While the loyal workforce will always demonstrate their loyalty by being goodwill ambassadors in their testimonies to others about their institutions; disloyal staff might engage in vile propaganda. There is need for everyone within the network to get on board in building a positive corporate image through effective customer care techniques. Paramewaran and Glowaka (1995) argue that for HEIs to stay competitive, it is imperative that they have a positive image. Similarly, Lavas and Shenewell 1996; Landrum, Tursi and Harless (1998) corroborates that public perception of an educational enterprise shapes the attitudes of its publics towards it. For polytechnics to stay competitive, a good image, especially in its core mandate i.e. research, teaching and service to students is imperative (Tolafari 2005). There is need for all hands to be put on deck in a resolve to build and maintain a positive corporate image for polytechnics.

### 6.10 Respondents' Perspective of their Salary and Benefits

**h)Table 12: My current salary is commensurate with the job I do**

<b>Response</b>	<b>Frequency</b>	<b>Percentages (%)</b>
Agree	1	8.3
Uncertain	-	-
Disagree	9	75.0
Strongly Disagree	2	16.7
<b>TOTAL</b>	<b>12</b>	<b>100</b>

**Source: Field Work 2011**

Of the total only one respondent agreed and nine respondents disagreed to the statement with another two strongly disagreeing. In tandem with Oshagbemi (1996), this study found widespread dissatisfaction among polytechnics faculty with respect to their salaries. The agitation and high turnover of polytechnic staff flows directly from low salaries. Likewise, Tetey (2006) found dissatisfaction with salaries as a key factor undermining the commitment of academics to their institutions and career. As noted by Afolabi (2002), the payment of non-competitive salaries by polytechnics to their employees catalyses their dissatisfaction and eventual turnover. Similarly, Kayes and Jordan-Evans (2002) state that if employees see their compensation package as being below the industrial rate or unequitable to put body and soul together, they will hugely be dissatisfied. To minimise faculty dissatisfaction, polytechnics must pay industrially competitive rates (Stone 2002).

**i)Table 13: I am entitled to allowances for overtime work**

<b>Response</b>	<b>Frequency</b>	<b>Percentages (%)</b>
Agree	10	83.3
Uncertain	2	16.7
Disagree	-	-
Strongly Disagree	-	-
<b>TOTAL</b>	<b>12</b>	<b>100</b>

**Source: Field Work 2011**

According to table 13, respondents were asked whether they were entitled to allowance for doing over time. Of the respondents, ten agreed while two were uncertain. The findings suggest that the allowances paid to faculty members for undertaking various tasks are generally not motivational. To enlist the commitment of employees, management should review allowances payable to staff upward in order that they will stay to contribute their quota towards the mission of polytechnics.

**j) Table 14: The allowances I receive are motivating**

<b>Response</b>	<b>Frequency</b>	<b>Percentages (%)</b>
Agree	1	9.1
Uncertain	1	9.1
Disagree	7	63.3
Strongly Disagree	2	18.2
<b>TOTAL</b>	<b>11</b>	<b>100</b>

**Source: Field Work 2011**

Data in table 14 above indicate that only one respondent perceived his/her allowances as motivating but another respondent was uncertain. However, a convincing majority of seven respondents did not see their allowances as motivating. A further two of the respondents strongly disagreed to the statement. However, one respondent did not answer the question. The findings suggests that the allowances received by faculty members for undertaking various task are not motivating enough. Even in some cases payment is done with some favours, as is reflected in the responses. Management need to ensure that allowance due members are paid and promptly so without any discrimination.

**k) Table 15: There are fringe benefits available to academic staff.**

<b>Response</b>	<b>Frequency</b>	<b>Percentages (%)</b>
Agree	3	25.0
Uncertain	6	50.0
Disagree	2	16.7
Strongly Disagree	1	8.3
<b>TOTAL</b>	<b>12</b>	<b>100</b>

**Source: Field Work 2011**

In the table above, a quarter of respondents agreed to the statement while half of respondents were uncertain. Yet, two other respondents disagreed to the statement and one strongly disagreed. Stone (2002) posit that, organisations are likely to lose out to their competitors if their pay and benefits levels are not in tune with others in the industry. Similarly, organisations that offer job security as well as attractive perquisite record comparatively low levels of turnover (Robbins 1993).

The findings could be interpreted to mean that the lack of basic information regarding their rights and responsibilities as faculty member could be attributed to poor orientation and induction hence the high number of uncertain faculty response. Orientations defines the rights, responsibilities, obligations, duties and entitlements of both employer and employee in the psychological contract. To increase the sense of awareness among faculty members, management have to revive their orientation and induction procedures. They also need to attach employment terms and conditions along with appointment letters when recruiting.

**l)Table 16: Our welfare schemes motivates me**

<b>Response</b>	<b>Frequency</b>	<b>Percentages (%)</b>
Agree	1	8.3
Uncertain	3	25.0
Disagree	8	66.7
Strongly Disagree	-	-
<b>TOTAL</b>	<b>12</b>	<b>100</b>

**Source: Field Work 2011**

As reported in table 16 above, a significant number of respondents disagreed to the statement. A quarter of respondents were uncertain and only one respondent agreed to the statement. It can therefore be concluded that the general state of the welfare system in polytechnics is not anything good to write home about. It is therefore suggested that management could perhaps develop their current welfare schemes and practices to augment other benefits polytechnics currently offer to faculty.

**m)Table 17: Training and development opportunities are available for academic staff**

<b>Response</b>	<b>Frequency</b>	<b>Percentages (%)</b>
Agree	10	83.3
Uncertain	-	-
Disagree	2	16.7
Strongly Disagree	-	-
<b>TOTAL</b>	<b>12</b>	<b>100</b>

**Source: Field Work 2011**

Table 17 above shows that majority of respondents agreed that training and development opportunities are available in their institutions while a minority of two respondents disagreed to the statement. The importance of training and development opportunities in reducing turnover has been highlighted in many other findings (Hogan 1992; Hiemstra 1990; Conrade et al 1994; Decker and Sullivan 1998; and Bassi and Van Buren 1999). For example, Bassi



and Van Buren (1999) have affirmed that when there is a congruence between training and developmental needs of the employer and employee, the likelihood that the employee will stay is higher. Conversely, if there is incongruence between the employer and employee in terms of training and development needs, the propensity for the employee to quit is high.

The minority view might not necessarily reflect the non-existence of training and development opportunities within the polytechnic network but most respondents across institutions expressed concern about the mode of selecting beneficiaries especially when training programmes involve is foreign. Management therefore need to ensure that the selection of beneficiaries for training is transparent enough so as to minimize the negative perception of faculty members. Also, management should ensure that training provided is in tune with the personal and organisational goals of both faculty and individual polytechnics.

### 6.11 Turnover and its Impact

**n) Table 18: Turnover generally has a negative impact on the polytechnic**

<b>Response</b>	<b>Frequency</b>	<b>Percentages (%)</b>
Agree	12	100
Uncertain	-	-
Disagree	-	-
Strongly Disagree	-	-
<b>TOTAL</b>	<b>12</b>	<b>100</b>

**Source: Field Work 2011**

The entire cohort of participants agreed that turnover impacts negatively on polytechnics. This is possibly because the anticipated ‘fresh blood’ who replaced leavers have not been able to measure up to the performance level of the faculty who turnover. This view is in consonance with Neid, Useem, Travers and Lesnick (2003) study which viewed turnover from an educational perspective and describe it as one that ‘impede development of coherent educational programme, institutional memory, and staff cohesion’. This expression is also in tandem with the views of other researchers who found that turnover impacts negatively on the organisation. For instance, Lee et al (2001) found that faculty turnover brings about loss of unfathomable knowledge and expertise acquired through experience. Similarly, Weisberg (1994); Moore and Burke (2002) found the loss of experienced workers as a consequence of

turnover. For their part, Makanjee et al (2006) submit that high turnover damages the reputation of an institution as an employer. Furthermore, turnover weakens the competitive advantage of businesses (Nagadevara et al 2008).

To minimise the negative effects of turnover, polytechnic management must address the underlining causes of faculty turnover.

**o) Table 19: Turnover is counter-productive to the achievement of the polytechnic goals**

<b>Response</b>	<b>Frequency</b>	<b>Percentages (%)</b>
Agree	12	100
Uncertain	-	-
Disagree	-	-
Strongly Disagree	-	-
<b>TOTAL</b>	<b>12</b>	<b>100</b>

**Source: Field Work 2011**

As reflected in table 19 above, the entire sample consider turnover as counter-productive to the goals of polytechnics. Enaohwo (1980) asserts that turnover is counter-productive to the achievement of organisational goals. Corroborating, Sousa-Pouza and Henneberger (2000) observed that high rates of turnover are counter-productive as it affects product quality. Stovel and Bontis (2002) further noted that excessive levels of turnover can be detrimental to the firms' productivity as businesses and relationships are lost, and the firm's core objectives threatened.

Conversely, Abelson and Baysinger (1984) argue that though turnover generally has the tendency of causing disruption, it is not bad in all cases. In their view when a poor performer leaves the system, the exit can be beneficial if the organisation engages someone with a better output than that of the exited employee. To bring turnover under check, polytechnic management need to take a critical look at the push factors in particular and couch out strategies that will retain the best and as well attract other prospects.

**p) Table 20: The exit of staff increase the workload on the existing staff**

<b>Response</b>	<b>Frequency</b>	<b>Percentages (%)</b>
Agree	11	91.7
Uncertain	1	8.3
Disagree	-	-
Strongly Disagree	-	-
<b>TOTAL</b>	<b>12</b>	<b>100</b>

**Source: Field Work 2011**

Almost the entire participants concurred that turnover results in increased workload on the remaining staff while one respondent was uncertain of the impact of turnover in terms of workload. Findings correlate with McGee and Ford (1987) who reported a negative correlation between workload and academic staff retention. The majority view tallies with Lightfoot (1993) who argues that turnover of employees exert additional stress on the staff that remains in organisation. Being responsible for the training and orientation of recruits' results in extra work. The overwhelming agreement response indicates the awareness that turnover increases workload for the remaining workforce as they take up the duties and responsibilities of the movers. To minimise the workload resulting from turnover, management should fill up vacancies as and when they occur.

**q) Table 21: High turnover disrupts planned teaching schedules**

<b>Response</b>	<b>Frequency</b>	<b>Percentages (%)</b>
Agree	12	100
Uncertain	-	-
Disagree	-	-
Strongly Disagree	-	-
<b>TOTAL</b>	<b>12</b>	<b>100</b>

**Source: Field Work 2011**

As it is indicative of the above table, there was an overwhelming consensus of agreement to the statement. According to the literature, turnover generally disrupts planned schedules.

Neid et al (2003:14) are of the opinion that turnover ‘impedes development of coherent educational programme, institutional memory, and staff cohesion’. For Stuit and Smith (2009) turnover does not only hamper the harmonization and development of standards but also makes the pursuit of common goals elusive. Abassi and Hollman (2000) agree with this when they stated that turnover leads to decreased innovation, disruption of work flow, sluggish implementation of new programmes as well as productivity losses. Stovel and Bontis (2002) found decreased quality in performance while Braham (2005) reported that turnover results in employees being marginally productive. Likewise, Mitchell (2000) found decreased productivity in organisations inundated with turnover. All respondents conceded to the view that turnover disrupts planned teaching schedule as the work load of those who exit are shared by the staff on the ground.

**Table 22: High turnover leads to anxiety amongst the remaining staff**

<b>Response</b>	<b>Frequency</b>	<b>Percentages (%)</b>
Agree	8	66.7
Uncertain	3	25.0
Disagree	1	8.3
Strongly Disagree	-	-
<b>TOTAL</b>	<b>12</b>	<b>100</b>

**Source: Field Work 2011**

From the above data, eight respondents agreed while a quarter were uncertain with only one respondent opposed to the statement. The data is consistent with Steers and Mowday (1981) view that high rate of turnover does not only push the stayers to prospect for better job openings but it also creates room for agitations by the current staff. Abassi and Hollman (2000) observed that high rates of turnover erode the morale and stability of the workforce who remain. Likewise, William and Mercer (2000) also reported low morale of the stayers as one consequence of high turnover. According to Insight (2003), turnover results in stress and tension on those who remain thereby causing a decline in corporate morale. Mitchell (2000) suggested that low morale is a direct effect of staff attrition and indirectly results in decreased productivity and reduction in quality of service. Staff with low morale usually become

uncommitted, marginally productive, frequently absent and in some extreme cases work against the interest of their employers (Branham 2005).

**s) Table 23: High turnover can be a subtle way of encouraging those remaining to exit**

<b>Response</b>	<b>Frequency</b>	<b>Percentages (%)</b>
Agree	9	75.0
Uncertain	2	16.7
Disagree	1	8.3
Strongly Disagree	-	-
<b>TOTAL</b>	<b>12</b>	<b>100</b>

**Source: Field Work 2011**

A majority of nine respondents supported the statement with a quarter being uncertain. However, only one respondent disagreed with the statement. The majority view is consistent with Steers and Mowday (1981) who noted that high turnover rates signals the existence of better job openings elsewhere and a license for agitations by the current staff. Abassi and Hollman (2000) also suggest that, apart from dislocating work flows, turnover also erodes the stability and morale of the workforce who remain. Likewise, William and Mercer Inc. (2000) reported low morale of the remaining staff as one of the consequences of high turnover. While agreeing with this view, Insight (2003) asserts that, the stress and tension caused by turnover results in decline corporate morale which eventually translates into low productivity.

**t) Table 24: The absence of unfilled posts due to turnover affects my job satisfaction**

<b>Response</b>	<b>Frequency</b>	<b>Percentages (%)</b>
Agree	7	58.3
Uncertain	3	25.0
Disagree	2	16.7
Strongly Disagree	-	-
<b>TOTAL</b>	<b>12</b>	<b>100</b>

**Source: Field Work 2011**

Table 24 indicates that over half of the respondents concurred while a quarter of respondents were uncertain. Another two respondents disagreed to the statement. The literature has noted employee satisfaction contributes significantly to building employee loyalty which in turn leads to increased employee retention. Mobley (1982) has noted that organisation which pays lip service to turnover suffers the consequences in the form of low output, diminished social communication, and dampened employee morale.

**u) Table 25: High turnover results in low morale of the remaining staff**

<b>Response</b>	<b>Frequency</b>	<b>Percentages (%)</b>
Agree	7	58.3
Uncertain	4	33.3
Disagree	1	8.3
Strongly Disagree	-	-
<b>TOTAL</b>	<b>12</b>	<b>100</b>

**Source: Field Work 2011**

The findings reported above to a large extent are consistent with the view that turnover results in low morale of the remaining staff. As indicated above, over half of respondents agreed to the statement compared to four respondents being uncertain and one against. The findings as revealed is consistent with the view that high turnover has a direct consequence of lowering the morale of the remaining workforce (Steers and Mowday 1981; Mobley 1982; Abassi and Hollman 2000; Mitchell 2000; William and Mercer 2000 Inc.; Insight 2003; Jay 1998; and Branham 2005). It has been observed that employee morale can be enhanced through social interaction. If social interactions within polytechnics are not at the desired levels, turnover increases. In other words, as the level of social interactions increases, turnover turns to decrease. It is suggested that the best way to beef up the morale of the remaining faculty, management must role out programmes such as annual durbars, increase opportunity for co-worker interactions, due recognition of individual faculty contribution, and increased communication among faculty members.

v) **Table 26: High turnover affects productivity**

<b>Response</b>	<b>Frequency</b>	<b>Percentages (%)</b>
Agree	10	90.9
Uncertain	1	9.1
Disagree	-	-
Strongly Disagree	-	-
<b>TOTAL</b>	<b>11</b>	<b>100</b>

**Source: Field Work 2011**

Table 26 above shows an overwhelming support of ten respondents compared with one being uncertain of turnover's effect on productivity. However, one other respondent did not respond to the question. Many research findings support the view that turnover has negative effects on productivity (Pinkovitz, Moakal and Green 1997; McGarvey 1997; Mitchell 2000; Sousa-Pouza and Henneberger 2000; William and Mercer 2000 Inc; Abassi and Hollman 2000; Neid et al 2003; Dee 2004). However, Gray et al (1996) share a divergent view. Arguing from the perspective of economists, they posit that turnover ensures better matches between jobs and workers and thus lead to increased productivity.

w) **Table 27: High turnover results in the loss of skilled manpower**

<b>Response</b>	<b>Frequency</b>	<b>Percentages (%)</b>
Agree	12	100
Uncertain	-	-
Disagree	-	-
Strongly Disagree	-	-
<b>TOTAL</b>	<b>12</b>	<b>100</b>

**Source: Field Work 2011**

In the table above, all respondents agreed to the statement that turnover results in the loss of skilled manpower. According to Nagadevara et al (2008), employee turnover does not only rob the organisation of valuable tacit knowledge but also weakens its competitive edge. They further noted that turnover at the senior level may bring about losses of key clients to the

organisation as employees move with clients. Moore and Burke (2002) also share the view of loss in tacit knowledge while Mitchell, Holtom and Lee (2001) have noted that turnover inflicts numerous costs on the organisation as the departing employee often leave with unfathomable knowledge and expertise gained through experience. Weisberg (1994) and Makanjee et al (2005) also agree that turnover results in the depletion of experienced staff on which substantial investment has been made.

**x) Table 28: High turnover makes me stressful**

<b>Response</b>	<b>Frequency</b>	<b>Percentages (%)</b>
Agree	8	66.7
Uncertain	1	8.3
Disagree	3	25.0
Strongly Disagree	-	-
<b>TOTAL</b>	<b>12</b>	<b>100</b>

**Source: Field Work 2011**

Of the total respondents, seven agreed to the statement compared to one being uncertain. Three other respondents disagreed to the statement. The majority view confirms Lightfoot (1993) assertion that turnover result in stress on the remaining staff largely because of the additional responsibilities they have to carry by way of training and orientations of the new starters. Pinkovitz et al (1997) also identified stress and tension amongst the remaining workforce; while Woods (1992) observed stress and burnout as some of the remnants of turnover. This view is corroborated by Insight (2003) when they noted that stress and tension caused by turnover results in decline in corporate morale.



**y) Table 29: High turnover affects group cohesion**

<b>Response</b>	<b>Frequency</b>	<b>Percentages (%)</b>
Agree	9	81.8
Uncertain	2	18.2
Disagree	-	-
Strongly Disagree	-	-
<b>TOTAL</b>	<b>11</b>	<b>100</b>

**Source: Field Work 2011**

From the table, nine respondents affirmed to the statement while two were uncertain; and one non-response. Findings are consistent with Abassi and Hollman (2000) who argue that turnover may result in the erosion of morale and stability of the workforce who remain. For Muchinsky and Tuttle (1979), turnover exerts a negative toll on the social dynamics of the organisation. They argue that qualitative organisational variables such as group cohesion and organisational climate tend to suffer as a result of faculty turnover. For Pinkovitz et al (1997) turnover results in declining employee morale and decreased productivity due to the lack of work group synergy.

**z) Table 30: Excessive overload due to turnover is detrimental to my output**

<b>Response</b>	<b>Frequency</b>	<b>Percentages (%)</b>
Agree	10	83.3
Uncertain	2	16.7
Disagree	-	-
Strongly Disagree	-	-
<b>TOTAL</b>	<b>12</b>	<b>100</b>

**Source: Field Work 2011**

As shown in table 30 above, ten respondents consented to the view with two being uncertain. Consistent with Insight (2003), this study argues that turnover brings in its wake extra load, which in turn causes stress, tension and a decline in corporate morale of polytechnic faculty.

**ab) Table 31: Turnover brings in its wake the infusion of wide/new competencies to expand the curricula**

<b>Response</b>	<b>Frequency</b>	<b>Percentages (%)</b>
Agree	2	16.7
Uncertain	9	75.0
Disagree	1	8.3
Strongly Disagree	-	-
<b>TOTAL</b>	<b>12</b>	<b>100</b>

**Source: Field Work 2011**

As shown above, two respondents supported the statement whereas a majority of nine were uncertain; and only one disagreed. Consistent with the literature, findings of this study are mixed. For instance, Johnsrud and Rosser (2002) argue that turnover often brings in fresh hires and often at a lower cost. The same authors see turnover as a costly exercise, and that, too often faculties who leave are those the institution would prefer to retain. For his part, McGarvey (1997) argues that turnover helps ‘clear out the dead wood’. The CPS (2006) argues that some degree of turnover is healthy for an organisation as it provides opportunity for the infusion of new ideas and energy. Corroborating, Dalton and Tudor (1979), argue that moderate degree of turnover is good for organisations. Turnover allows for the engagement of personnel with innovative ideas and methods for the organisation’s operations. On the contrary, where the organisation is unable to find suitable replacement, productivity suffers. This view is consistent with Glebeck and Bax’s (2004) view that high rates of turnover can impede a firm’s performance or output.

**ac) Table 32: Turnover provides opportunity for the infusion of some best practices**

<b>Response</b>	<b>Frequency</b>	<b>Percentages (%)</b>
Agree	5	45.5
Uncertain	3	27.3
Disagree	3	27.3
Strongly Disagree	-	-
<b>TOTAL</b>	<b>11</b>	<b>100</b>

**Source: Field Work 2011**

The above table shows that nearly half of the respondents agreed, while a quarter was uncertain. Another quarter disagreed to the statement with one non-response. Dalton and Tudor (1979), argue that moderate degree of turnover is good for organisations. In their view turnover could serve as the breeding ground for innovative ideas and methods for organisational operations. This view contrasts with Glebeck and Bax's (2004) claim that high rates of turnover can impede a firm's performance or output.

**ad) Table 33: Turnover provides opportunity to hire more qualified employees**

<b>Response</b>	<b>Frequency</b>	<b>Percentages (%)</b>
Agree	4	36.4
Uncertain	4	36.4
Disagree	3	27.3
Strongly Disagree	-	-
<b>TOTAL</b>	<b>11</b>	<b>100</b>

**Source: Field Work 2011**

As shown in table 33, the responses are evenly split for those who agree and those uncertain. Another three disagreed to the question; with one non-response. For Dalton and Tudor (1979) turnover serves as a hatchery as it brings in its wake the infusion of innovative ideas. Abelson and Baysinger (1984) are also of the opinion that when a poor performer leaves, the system stands to gain as it affords the business the opportunity to hire a more qualified person with a

better output. Johnson and Rosser (2002) agree with this view, when they argue that turnover brings in fresh blood at a reduced cost.

**Ae) Table 34: Turnover challenges routinist and old fashioned practices**

<b>Response</b>	<b>Frequency</b>	<b>Percentages (%)</b>
Agree	7	58.3
Uncertain	3	25.0
Disagree	2	16.7
Strongly Disagree	-	-
<b>TOTAL</b>	<b>12</b>	<b>100</b>

**Source: Field Work 2011**

Over half of respondents agreed whilst another three were uncertain and two disagreed with the statement. The data suggest that over half of the respondents agreed that turnover challenges routinist and old fashioned practices. In another breath a quarter of respondents were uncertain of turnover's effect on the old order. Yet, another two respondents disagreed with the statement.

**af) Table 35: Some degree of turnover can bring about enhanced morale of the remaining workforce**

<b>Response</b>	<b>Frequency</b>	<b>Percentages (%)</b>
Agree	3	27.3
Uncertain	6	54.5
Disagree	2	18.2
Strongly Disagree	-	-
<b>TOTAL</b>	<b>11</b>	<b>100</b>

**Source: Field Work 2011**

In table 35 above, three respondents concurred to the statement compared to six being uncertain. Another two respondents disagreed with one missing\_response. The majority view is in tandem with McGarvey (1997) contention that turnover acts as a morale booster by

creating opportunities such as promotion or other new opportunities for the stayers. Contrary to McGarvey (1997) assertion, Pinkovitz et al (1997) and Abassi and Hollman (2000), reported the remnants of turnover as declining employee morale and decreased productivity. A similar view point is held by ACAS (2006). According to them rising employee turnover mostly turns into a vicious cycle involving low morale, dissatisfaction and quitting. Insight (2003) also suggests that turnover leads to a decline in corporate morale and impacts variously such as the erosion of morale and stability of the stayers. This has received some attention in the literature William and Mercer (2000); Mitchell (2000); and Mobley (1982).

**ag) Table 36: Some attrition creates some promotion opportunities for the remaining staff**

<b>Response</b>	<b>Frequency</b>	<b>Percentages (%)</b>
Agree	7	58.3
Uncertain	2	16.7
Disagree	3	25.0
Strongly Disagree		
<b>TOTAL</b>	<b>12</b>	<b>100</b>

**Source: Field Work 2011**

As portrayed in table 36 above, well over half of the respondents agreed to the statement whereas two were uncertain. Another three respondents disagreed with the statement. The majority view is in tandem with McGarvey (1997) view that turnover boosts employee morale by creating opportunities such as promotion or other new opportunities for the current employees. According to him, the upward mobility of employees represents an effective way of rewarding high performers. CPS (2006) for Human Resources Services shares the same view when they argued that turnover provides opportunity for the infusion of new ideas and renewed energy.

**ah) Table 37: Exit interviews provide inputs to management for the purging of the system**

<b>Response</b>	<b>Frequency</b>	<b>Percentages (%)</b>
Agree	7	58.3
Uncertain	3	25.0
Disagree	1	8.3
Strongly Disagree	1	8.3
<b>TOTAL</b>	<b>12</b>	<b>100</b>

**Source: Field Work 2011**

As demonstrated in table 37 above, seven respondents concurred to the statement while three were uncertain. Yet, another one respondent strongly disagreed. The only respondent, who disagreed, perhaps did so on the grounds that exit interviews in most situations do not serve the intended purpose. Departing employees are usually reluctant to voice criticism that can help shape the system. Consistent with Sherman et al (1988) as well as ACAS (2006), this study found that exit interviews provide useful inputs for management in establishing why employees leave and how to remedy the situation. Such interviews normally cut across a whole range of issues such as: reasons for departure, relationship with supervisor, fairness of performance reviews, evaluation of pay and advancement opportunities, ratings of working conditions, things liked best or least about job or organisation, communication from management, evaluation of training received, organizational climate and suggestions. The usefulness of exit interviews is assured provided the departing employee is honest and candid in stating the reason(s) for which s/he resigned. Management have to evolve retention plans or strategies on the basis of the findings from exit interviews.

### 6.12 Professional Autonomy of Respondents

**ai) Table 38: I take pride in being a polytechnic lecturer**

<b>Response</b>	<b>Frequency</b>	<b>Percentages (%)</b>
Agree	6	50.0
Uncertain	2	16.7
Disagree	4	33.3
Strongly Disagree	-	-
<b>TOTAL</b>	<b>12</b>	<b>100</b>

**Source: Field Work 2011**

The above table reflects that half of respondents agreed while two respondents were uncertain. Another four respondents disagree to the statement. Having half of the respondents agreeing signifies a sense of hope for the polytechnic system as it attests their unflinching loyalty to their institutions. Loyalty to one's employer has been demonstrated to have an enhancing capacity on employee JS, which in turn translates into reducing employee turnover. The views of the other half of respondents perhaps reflect the image crisis polytechnics are engulfed in.

**aj) Table 39: Turnovers limit my ability to take and act upon professional judgment as a lecturer**

<b>Response</b>	<b>Frequency</b>	<b>Percentages (%)</b>
Agree	3	25.0
Uncertain	5	41.7
Disagree	3	25.0
Strongly Disagree	1	8.3
<b>TOTAL</b>	<b>12</b>	<b>100</b>

**Source: Field Work 2011**

From table 39 above, three respondents agreed compared to five being uncertain. Another three respondents were opposed to the view, while only one respondent strongly disagreed to

the statement. Data therefore suggests a split of opinion regarding the impact of turnover on respondents' professional judgments. Findings are therefore conclusive that most respondents are unaware of the impact of turnover upon their professional judgments.

**ak) Table 40: I have authority to enforce discipline on students**

<b>Response</b>	<b>Frequency</b>	<b>Percentages (%)</b>
Agree	11	91.7
Uncertain	-	-
Disagree	-	-
Strongly Disagree	1	8.3
<b>TOTAL</b>	<b>12</b>	<b>100</b>

**Source: Field Work 2011**

A larger majority of respondents agreed with just one strongly disagreeing. The general picture in polytechnics as far as the enforcement of discipline is concerned is positive. Student discipline is one of four disposing factors of stress. As lecturers have autonomy to enforce discipline, their stress levels reduce (Finlayson 2003). Similarly, Al-Omari, Qablan and Khasawneh (2008) argue that, the provision of autonomy for academics increases their JS and consequently their intention to stay. According to McGregor's theory, the managers' role is to create a conducive environment for the release of the vast potentials which workers are endured with. Management should create such an environment that allows for autonomy in work schedules and increased responsibility so that the maximum potential of lecturers can be realised. In the absence of such an environment, the faculty will have increased frustration, lower performance and JS, increased work restriction, tardiness and eventually turnover. The next section presents a summary of the chapter.

### *6.13 Chapter Summary*

In this chapter, analyses of the pilot study are discussed. This stage of the study is quantitative and made use of descriptive statistics to describe and report the survey responses of current polytechnic faculty. Figures, tables and graphs were used to display data regarding both personal characteristics and the general information sought of the respondents.



Specifically, section 'A' dealt with the demographic features of respondents and presented its findings in tables and graphs. Sections B-E centred on general information on turnover and presented its findings via tables. Respondents completed a closed-ended online survey based on four choices - agree; uncertain; disagree and strongly disagree. This was to show how each of the questions impact their decision to quit their current employment. Using SPSS, frequencies, percentages and tables were generated for further analysis and interpretations. The next chapter presents the second phase of qualitative interviews sourced from the field.

## **Chapter Seven: Findings Presentation and Analysis**

In the previous chapter, the analysis of the pilot study data were presented and discussed. In this chapter, findings of the study are presented. The chapter triangulates data with the literature to answer research question. It is structured into three parts i.e. contribution of polytechnics to socio-economic development of Ghana; managerial challenges of polytechnic education in Ghana and staff turnover as well as its impact on sustainable polytechnic education. The next section presents the structure of the chapter.

### *7.0 Structure*

This section discusses and presents the interview data elicited from the field (See Section 5.8.1). Data was analysed manually via content analysis to fit into a pre-existing coding frame. In order to provide a holistic picture, researcher first identified codes and analysed data by looking for patterns or themes across data items that offered a vivid picture of the contents of the data set. Interviews were transcribed and coded into themes by extracting themes and meaning matching; albeit with regards to context. Next, the data extracts that emerged from the interviews were compared to appreciate the level to which participants' perspectives converged or disagreed in relation to the importance of polytechnics; its management and constraints, and how turnover impacts on their sustainability. For example, by interviewing participants from six stakeholder groups it enabled the discovery of differing perspectives and interpretations shared by participants on the topics investigated. Arguing from an interpretivist perspective, the contention is that the study participants may approve or differ in the process of co-constructing reality. Although many themes emerged, this chapter focuses on eight (8) major themes that have both the potential of answering the RQs and stimulating further research. These themes constitute the building blocks on which the chapter is structured.

As argued in Section 5.8.1 of the methodology chapter, the themes generated are combined with literature and interview excerpts to construct a holistic view of respondents. It is assumed that different respondents have a different perspective of the same phenomenon. Considering the diversity of the respondents and the differences in the views expressed points to the intricacy and richness of reality when it is viewed with different lenses. These themes give meaning to the structure of this chapter.

### *7.1 Themes and Perspectives of Participants*

Overall, respondents recognised polytechnics as indispensable as they help towards the realisation of Ghana's Vision 2020. Polytechnics have provided access to knowledge; created awareness and facilitated learning in students; preparing them to contribute at the individual as well as national level. Polytechnics have not just created wealth through training and acted as agents for the articulation and realisation of national development programmes but they have also become the gateway to careers for their trainees. In particular, polytechnics have broadened access by bringing tertiary education to the ordinary Ghanaian. It is currently the second most popular tertiary option in Ghana. Researches conducted in polytechnics, generate innovative ideas and knowledge that in turn is used to address the myriad of problems confronting the Ghanaian society; this in turn has promoted national prosperity.

However, some respondents expressed reservations about the sustainability of polytechnics in the wake of financial starvation facing the TVET sector. In the following section, the eight themes that emerged are presented.

### *7.2 Middle Level Technical Manpower*

Polytechnics were established to provide the needed middle –level human capital to drive the national economy of Ghana. To achieve these goals, both the old (PNDC Law 324) and the new law (Act 745, 2007) empowers them to award their own degrees and certificates. So far, polytechnics have performed these roles by training middle–level human resources across 25 HND and five B-Tech programmes. Participants repeatedly emphasised this technical function as was evident in the following response:

I know they were set up basically to produce middleman power in the technical areas (Appendix F1).

Corroborating, a former rector said:

Well, I think the basic idea was to provide the human resource (HR), the technical HR that the country needed in order to drive the economy. So, basically, it was about developing highly skilled technical people to drive the economy (Appendix B1).

Other respondents (B1, B2 D3, D4 D5, D6, D7 A3, A4, C1, C4, E1, F1, and F2) echoed the same view about middle level technical manpower.

Despite their operational constraints, polytechnics have been highly rated in terms of achieving their objectives. As it emerged from interviews, polytechnics have the potential of

doing more if their constraints are addressed. The opinions generated were mixed as evident in the excerpts below. A current faculty member expressed the following view:

I will say it has been fully achieved (Appendix A4)

Similarly, two former rectors said that:

Their objectives have been achieved to a larger extent, but I think there are still bottlenecks (Appendix B2).

I would be quite honest. I don't think that we have really being able to achieve the primary objective that is to train technical people-highly skilled people for industry (Appendix B1).

Responses were equally varied when interviewees were requested to rate their performance in percentage terms. Their responses ranged from 50% up to 75%. Respondent D3 re-emphasised that, "but for the shortfall in the scientific and technological areas, they could have reached 90-95 %." (Appendix D3).

Regarding the provision of middle-level manpower, therefore, the data presented demonstrate that polytechnics are usually rated positively. They are largely perceived to have lived up to their mandate of contributing to national development.

### *7.3 Polytechnics and Socio- economic National Development*

Polytechnics in Ghana have over the last two decades (established in 1992/3) trained varied personnel across its programmes. By 2005, the network had trained over 48,000 graduates most of whom are engaged in both public and private sectors. Some other polytechnic products have emerged as successful entrepreneurs; created jobs that provide employment opportunities for others who would have relied on government for employment. Contributing, a staff member noted:

The polytechnics so far have trained manpower for the nation. To that extent I think that they have contributed well to the economic development of the nation (Appendix A2).

The training of graduates has however remained skewed (70:30) in favour of business related programmes as against the technological courses. Moreover, the manufacturing sector has been depressed. In the opinion of one respondent, the contribution of the network would have been more if equal numbers were trained in the technological areas. He remarked:

The science and technology is the base... but if these were also addressed alongside the other programmes; I think that we would have achieved 90-95% (Appendix D3)

In relation to the rationale for establishing polytechnics, the evidence above demonstrates they have lived up to their mandate of training high quality technical manpower for the growth of Ghana's national economy.

#### *7.4 Sustainability of Polytechnics*

The problems of polytechnics in Ghana are tied to their history. At their inception in 1992/93, they inherited the human, material and infrastructure of then technical institutes. These challenges have threatened their sustainability and consequently their performance as centres of academic excellence. Respondents appreciated the difficulties under which polytechnics were operating, but they see them as sustainable. This was echoed by most respondents (B1, B, 2 D3, D5, D6, D7, A3, A4, C1, C2, and E1, E2). Responding to this question, a senior government official remarked that:

The objectives are sustainable; the institutions are sustainable in terms of the objectives they have been set to achieve (Appendix D 6).

Contributing, a former rector added:

They won't be unsustainable. There is no reason to doubt the sustainability of the polytechnics (Appendix B 2).

In contrast, another former rector expressed some reservations about sustainability when he reflected that:

So, there's a danger there, that if nothing is done to ensure that the polytechnics are well resourced or the polytechnics are able to train their students to the level required and demanded by industry, then, we are going to have if you like a drift of polytechnic graduates going into traditional university degree programmes and that could really be a problem for sustainability of the polytechnics. As I said, what makes an institution great is the quality of its graduates (Appendix B 1).

Supporting this view, a student leader noted:

If this trend continues; definitely the sustainability of polytechnic education in the country will be threatened (Appendix E2).

Closely linked to the issue of sustainability are the implications of polytechnics becoming unsustainable. Respondents argued from different angles. For instance, two respondents described it as a bad scenario as reflected below:

Well, that's a bad scenario but the implication will be that the country will lack the middle-level manpower to drive the economy (Appendix D 7).

And

But yes, the implications will be serious. That chunk, that base- that mass will be missing. It will be serious, dire consequences (Appendix C4).

A third perspective argues that such a situation will rob the nation of middle-level personnel.

He remarked:

Well, the implication I think is going to be a lot on the Government itself, the nation, because the kind of people that we train the universities don't train such people, we train people with hands on experience(Appendix A1).

Nesting his argument on employment a faculty member explained:

You can imagine for those of us who are in the classroom as lecturers will have to look elsewhere for jobs (Appendix A2).

Contributing, an administrative staff perceived their collapse as a catalyst to the increase of endemic poverty. He noted:

The implication to society, you know, there is a direct correlation between education and poverty, so if majority of people who are supposed to get enrolled are not... it can have an impact on the poverty level...to man various sectors... will affect the governmental agenda and that is a serious issue (Appendix C).

Another respondent summed it as a catastrophic failure. He postulated:

It would have been a failure on the part of stakeholders especially, government, lecturers and the general public (Appendix C 1).

In view of the evidence above, the sustainability of polytechnics remains a key issue. However, with the commitment demonstrated by present and past governments particularly in areas of staff development and infrastructural expansion through GETFund projects, it is possible to conclude that polytechnics are financially sustainable in the short and long run.

### *7.5 Management Constraints of Ghana's Polytechnic Network*

Polytechnics in Ghana have since their establishment gone through a myriad of problems; which in turn have impacted their delivery. The interviews generated divergent views as each respondent lay claim to one constraint or the other as the first. A cross-section of participants alluded to the enormity of these problems; yet they remain optimistic about their future. A government official summed it all in the following words:

So, these are the five major challenges (1) relevance (2) perception (3) sustainable funding (4) obsolete equipment (5) capacity of the faculty (Appendix D6).

In light of the above evidence, it can be argued that the problems confronting polytechnics are many and varied. The interplay of these factors at both the individual and collective levels shape access and quality of polytechnic education and its delivery.

#### *7.5.1 Funding*

Polytechnics have three main sources of funding - government, GETFund and internally generated funds (IGF). Funding from both GETFund and government has been consistent but

inadequate to keep up with their expenditure. Polytechnics are handicapped in their ability to generate IGF compared to Universities. Funding came up strongly as a major constraint confronting polytechnics during interviews. A former chairman of the parliamentary select committee on education expressed the following sentiment:

Funding is one of the challenges. The polytechnic and technical schools, they lack the equipment and materials that they need. It means the funding is poor for them to be able to acquire modern equipment and then the materials that they need. Why is it that polytechnic and technical schools are still using 40 years old engine for training? (Appendix D5).

Another government official added:

The first problem is funding. But when you prepare your budget in the polytechnic-you give it 100%. What you get from government is between 40 and 60%. So, the institution has to provide the other 50% but providing the 50% is very difficult (Appendix D3).

In contrast, a government official made the following claim:

One, challenges of higher education, if you say it everybody will say funding but I don't think it's funding; it's not funding.... (Appendix D2).

Inferring from the above, it is clear that Ghana's HE sector is facing financial challenges. With fewer resources, polytechnics are unable to undertake research and other programmes and policies. In view of their strategic roles, government will have to step-up its funding to enable them function effectively.

### *7.5.2 Inadequate Facilities and Equipment*

Enrolments figures in absolute terms into polytechnics look impressive. In reality however, many qualified candidates are denied access due largely to infrastructural constraints. For instance, polytechnics in 1999/2000 admitted only 35% of qualified applicants; 41% for 2000/2001 and 37% for 2001/2002 academic years. Speaking to the issue, a resignee highlighted the scale of the problem when he retorted:

I know that polytechnics don't have facilities. Facilities such as lecture theatres are insufficient and all of that and for the students also many of them find it difficult to get organisations for industrial attachment (Appendix F 2).

A student leader also noted:

The other threats are that infrastructural development at the polytechnic level is not actually anything to write home about (Appendix E 2).

Elaborating, a former rector stated:

I don't agree with the grade cut-off, and there is no space and every matriculation, 5,000 applied due to lack of space we took it down to 1,000. The following year, you come and repeat the same thing (Appendix B2).

These arguments amply testify that polytechnics are poorly resourced and equipped which in turn affects enrolment and graduate training. To assuage this problem, more facilities have to be provided to cater for the unstoppable demand.

### *7.5.3 Poor Staffing*

The quality of staffing in polytechnic faculties have hampered the delivery of quality polytechnic education as many of the staff still hold lower qualifications. For polytechnics to be able to engage in its scholarly mandate of providing high quality level middle manpower needed for industrial growth, it should have the requisite human capital in the right numbers. Poor staffing therefore emerged as a challenge confronting polytechnics. Responding to this issue, a former rector remarked:

The very first is the availability of teachers who themselves are highly trained. So, the polytechnics will survive if we can get teachers who really are competent, well qualified and who can make an impression (Appendix B1).

In support, a resignee contented:

Inadequate staffing especially, the faculty and that is about the numbers. Besides the numbers, there is also the need to have higher level qualifications for faculty in the polytechnic for them to be able to bring about the kind of confidence that the products should have. You have a lot of first degree holders who are teaching courses, they aren't assisting second degree holders in teaching but they are handlers of courses, set their own questions and all that. It's not the best (Appendix F 3).

The staffing level as is currently obtainable does not engender high level of public confidence in the training provided by polytechnics. This perhaps partly explains the low public perception of polytechnics. To redeem its reputation, polytechnics must enlist and retain quality workforce.

### *7.5.4 High Employee Turnover*

Polytechnics are victims of strategic poaching to the universities and other organisations. Contributing, an administrator reflected:

It is high, because for each year, may be half a year or quarterly, we do have staff who resign or who vacate post. But in terms of employment, the polytechnic does employ either once or twice a year (Appendix C2).

Another administrator stated:

High, because you see, what appears to be the major reason is better opportunities that are being offered in terms of emolument, remuneration, compensation for work done (Appendix C3).

Lamenting on the issue, a faculty member observed:

Yes, I mentioned this staff movement which affects intellectuality; which also means that if you don't have the right calibre of staff, if you cannot recruit the best staff, you are not competitive in that direction, that you can't offer the best salaries and allowances, you can't offer the best



working conditions then you are going to have staffs who may not give off their best or you will have staffs who are not exactly the best and that can affect the output of polytechnic training (Appendix A 2).

The evidence above affirms that turnover is high in polytechnics. It further affirms polytechnics' inability to retain its valued faculty, particularly those on whom they have made serious investments through training. This has resulted in the loss of experienced faculty i.e. tacit knowledge resulting in the loss of skills, knowledge and experiences accumulated during their tenure. To counter faculty turnover, polytechnics will first have to understand its causes and develop retention policies to contain it.

#### *7.5.5 High Enrolments*

Enrolment into Ghana's HEIs in the last two decades has grown exponentially, especially at the polytechnic level. Although, a national priority, the increase in enrolment has been constrained by unmatched expansion in infrastructure due largely to underfunding. These constraints have always compelled polytechnics to limit enrolment resulting in the turning down of some qualified applicants. Contributing to this issue, a government official noted:

We just finished Sunyani polytechnic 2009 examination results and Accountancy alone, I bet you is over 600 students, so if one teacher takes such a class, no wonder they can't set mid-semester examination tests and so continuous assessment is not done well (Appendix D1).

A former rector remarked:

I don't agree with the grade cut-off, and there is no space and every matriculation, 5,000 applied due to lack of space we took it down to 1,000. The following year, you come and repeat the same thing (Appendix B2).

Another government official added:

If you go to some of the classrooms, they are crammed. A class of let's say 500 people; you will see many people standing on the verandas –listening to lectures. It is not the best (Appendix D3).

Inferring from the evidence above, it can firmly be argued that high enrolments unmatched by increased staffing and facilities exerts a lot of pressure on staff in terms of workload that in turn affect student preparations. To expand access, staffing and facilities of polytechnics should be expanded expeditiously.

#### *7.5.6 Out-dated Curriculum*

The non-revision of the current curriculum in the polytechnics affects the training levels of its trainees. Using out-dated curriculum means that polytechnics training are incongruent with labour market's needs. Commenting, a former rector succinctly noted: ... 'they should make it more relevant to what pertains in the industries...' (Appendix B 2). Re-echoing the morbid nature of the curricula, a faculty member remarked:

You know the HND curriculum as we have it now; we have been using this curriculum for the past 10 years. Apparently, because it is national, no individual polytechnic can change anything (Appendix A1).

Emphasising the point, a government official observed:

The world is changing fast so the curriculum at most every five years should change. We need to make sure that we review curriculum regularly but we don't get the funds for it (Appendix D1).

Referring to the same issue, a current faculty noted:

Our inability to link up with industry I think is not helping us. Perhaps, if we strengthen our collaboration with industry and do good market survey and know the direction the nation is heading then we will be able to prepare our manpower for those areas and then train them.... Using statistics I would have thought that for the last census for instance, HND [statistics] students in the country would have been the first choice for the survey. It will have provided an opportunity to train these students on their return, given their feedback, then we will know what to do with our curriculum so that for further census or further application to statistics then we will know how best to go about it (Appendix A2).

Judging from the excerpts above, it can be argued that the curricula of polytechnics run counter to its objectives of quality training. The current training results in the production of theory based scholars who lack practice. This undoubtedly partly exacerbates the bruised reputation of polytechnics. There is therefore the need for polytechnics to collaborate with relevant stakeholders in designing and implementing its curricula.

#### *7.5.7 Unstable Calendar*

The polytechnic environment has been very turbulent and fluid since their establishment in 1992/93. The unstable environment (calendar) of the network featured prominently in the study as a major constraint that disrupts the flow of planned programmes. Speaking to the issue, a government official poured out his frustrations when he contended:

First of all, everything that we do here, the information that we need to work must come from the polytechnics and the polytechnic is a very volatile area. Anytime there is unrest at the polytechnics, it affects us, you need any information, and they are on strike; POTAG is on strike so we don't touch anything academic and that affects our work. But sometimes I wonder if they are even running shifts on strike, after POTAG has finished then it is the turn of students or TEWU or PAAG; so this is a big (problem) and we all want peace to prevail there so that we can do our work (Appendix D1).

As evident in the quote above, the instability increases costs in terms of man hour loss to government, employers and students. It also affects planned completion times and rates, especially, students on study leave. It further adds-up to the reputational crisis of polytechnics resulting in the sector been less attractive to prospective employees, students and investors. To engender public confidence, polytechnics must ensure some measure of stability on their campuses.

### *7.5.8 Government Attitude*

The attitude of government to issues from polytechnics as compared to universities has been a very serious challenge. The actions and inactions of governments in responding to polytechnic issues featured prominently as evident below. A former faculty member highlighted that:

It is not treated with the same urgency as when public sector university lecturers make demands and the previous academic year (October-December 2010) saw something which can confirm that perception; because there were two phases of agitations and the university teachers were met in the quiet and I believe they are satisfied, so there is nothing more. The polytechnics have to be closed down for a long time and I don't know if they are satisfied even now (Appendix F3).

Corroborating, a current faculty observed:

There's that kind of bias from government. In a way, they highlight the universities more as I just mentioned by responding every time quickly to the universities demand to the detriment of the polytechnics. Whenever they hear any cry from the universities they seem to pay attention to that (Appendix A6).

Elaborating, an MP added:

The faculty of the polytechnic and technical schools, who cares about them. If it were UTAG they would have run quickly to meet UTAG. POTAG has been crying, nobody minds them (Appendix D5).

As portrayed above, it arguable that successive and present governments have shown open bias towards universities compared to polytechnics. This has heightened public misconceptions of polytechnics and their roles in national development. Government need to forge a more positive relationship with polytechnics and other stakeholders. Equally, the autonomy of polytechnics must be guarded and protected.

### *7.5.9 Public Perception*

Polytechnics have since their establishment been dogged with negative perception. Contributing on the issue, a former rector stated, '...the perception about the low calibre of the polytechnic institutions as compared to the universities ...' (Appendix B 2).

Another former rector retorted:

If you like the perception that, the general perception of polytechnics as baby universities or in fact in worst case scenario as preparatory schools for the universities(Appendix B1).

Corroborating, a student leader reflected:

I strongly believe that the perception that is already created that there is no respect for polytechnic education in the country is actually a major factor (Appendix E2).

Elaborating, an MP declared:

In this country, people still tend to respect titles. He is a lecturer in the university- he is more respected than he is a lecturer at the polytechnic (Appendix D4).

Another MP added:

A teacher or lecturer who feels he's good enough to teach in the university and he finds teaching in the polytechnic and his conditions of service are nothing to write home about, they cry for attention nobody minds. So he will leave the polytechnic and join the university where UTAG is respected by government and the FWC. If it were UTAG they would have quickly run there (Appendix D5).

Following from the above, a conclusion can be drawn that public perception has not been favourable to polytechnics compared to universities. This bruised reputation has impacted greatly on the abilities of polytechnics to attract and retain staff. It has equally affected enrolment and investments into the sector. Polytechnics require serious public relations work to repair and redeem its image so as to stay competitive.

#### *7.5.10 Poor Managerial Staffing*

Polytechnics at their inception inherited a large crop of unqualified staff. Many have since upgraded themselves but majority of the faculty still hold lower qualifications to function in a tertiary system. Furthermore, polytechnics have not been able to attract and retain higher quality manpower. This theme was re-echoed by majority of the respondents. For instance, a government official stated:

The people who are hired to head the polytechnics and then the Registrars, but mainly the Vice Rector, they are chosen through a kind of election and it may not be because of one's ability, skill or efficiency in handling management (Appendix D3).

Supporting, a resignee reiterated:

Leadership of the polytechnic at that time didn't work in the interest of either students or staff. I think they were rather too selfish (Appendix F2).

Also, a current faculty had this to say on leadership:

Yes, I think that when a Rector is to be appointed, they should appoint someone who is experienced in dealing with polytechnics. I think for now we rely on the university and the curriculum in the university is quite different from the polytechnic (Appendix A5).

Following from the above, it can be inferred that polytechnics have suffered from bouts of leadership problem. Moreover, the managerial cores of some polytechnics have had to experiment on the job. This flows from the lack of organised and methodical leadership and management training programmes. To enhance efficiency, polytechnics have to provide more training programmes to its staff.

### *7.5.11 Summary*

Overall, this section summarizes all of the issue raised in 7.5 as evidence of the management constraint that the study explored. It unpacked a broad range of managerial constraint such as: funding, poor staffing, inadequate equipment, infrastructure, out-dated curriculum, high staff turnover and public perception among others. The section however, highlights funding as the main managerial constraint confronting Ghanaian polytechnics. Each of these adds up to have an overall effect on the performance of polytechnics.

### *7.6 Root Causes of Turnover*

In this section, the respondents were asked to indicate the root causes of turnover among academics in Ghanaian polytechnics. This question enlisted divergent answers with each respondent providing more than one reason. The causes uncovered ranged from poor remunerations, poor condition of service, management style, unfair treatment by management (nepotism, favouritism, and tribalism), toxic work environment, unchallenging work; availability of outside opportunities; negative public perception and governments attitude. These factors would be discussed under three main categories: individual, institutional and environmental factors.

### *7.7 Individual Factors*

These are factors that emanate from individuals and include: respondent's age, gender, educational qualification and tenure. Inputs provided here mainly reflects the views of resignees, however, other excerpts are drawn on to support views of resignees. Evidence adduced here is triangulated with literature in the next chapter.

#### *7.7.1 Age of Respondents*

In the interviews, respondents were asked to state their ages. The ages of respondents as recorded are presented below:

One resignee answered:

I am 37 years of age (Appendix F2).

A second answered:

I am 40 years of old (Appendix AF1).

As is portrayed in the findings, most resignees did so in their early or mid-thirties which in the Ghanaian setting may be interpreted as the youth bracket age. Management have to craft policies targeted at this crop of faculty in a bid to increase retention.

### *7.7.2 Gender Distribution*

In this section, respondents were conclusive that turnover was high among males. For instance, an administrator noted:

It is high across gender both gender...but the number of males is comparatively higher. The females are not even many (Appendix C1).

Another administrator added:

Administration we have lots of females, academic just a few ladies, they are rather more stable, it's the men who move out most of the time (Appendix C3).

A third respondent of the administrative group added:

I don't have the statistics, but yes, we saw a lot of young men leaving, we saw a lot leaving, and we saw a lot of professionals especially, the engineering lecturers, we saw a lot of them coming in and leaving within the first six months especially electrical engineers and those mechanical engineers( Appendix C4).

And

Most of the numbers are in the male side even though we have a small number of female staff who also leaves (Appendix C4).

In relation to gender, turnover was observed to be more pronounced with the males than their female counterparts. The network should evolve gender sensitive issue as a way of balancing the gender separation.

### *7.7.3 Educational Qualification of Respondents*

In this section, respondent were asked to state their entry and exit qualifications. Of the 11 respondents, only four entered with a first degree and exited with a master's. The other seven respondents entered with masters and left with same qualifications. Respondents F1, F2, F3 and F4 entered with a Master's degree, while F5 did so with a first degree. These views are indicated below:

I entered with an MBA in IT Management (Appendix F1).

MPhil Communication Studies (AppendixF2).

MBA Accounting (Appendix F3).

MBA Marketing (Appendix F4).

BSc. Mathematics (Appendix F5).

It is explicit from the evidence that most resignees entered with master's degrees while others entered with lower qualifications. However, most faculties that resigned from polytechnics did so with a master's degree. Yet, others entered with lower qualifications and exited after attaining higher qualifications. To enhance stability in polytechnics, management should provide facilities bonding staff to institutions and ensure that these bonds are enforced.

#### *7.7.4 Tenure of Service*

In this section, respondents were asked to state their tenure of service with their polytechnics. Respondents F1, F2, F3, F4, and F5 served between one year and five years in their institutions. Specifically, F1 spent 18 months; F2 one year; F3 three years; F4 two years, nine months respectively. These are represented below:

Eighteen months in office at the Liberal studies department (Appendix F1)

One year (Appendix F2)

I served seven years (Appendix F5)

I left in October 2008(Appendix F5)

The data above testify the tenure of resignees as rather short. Tenure ranged from one to five years and averaged around 24.75 months for four (4) resignees. This goes to suggest that staff orientation; selection and recruitment are problematic or incongruent with respondents' expectations and the realities on the jobs. The way out is for management to review its HR practices such as orientation, selection and recruitment and stick to the use of realistic job previews.

#### *7.8 Institutional Factor*

This section highlights factors of turnover that are institutionally induced. These include: remuneration; conditions of services; career advancements and training.

##### *7.8.1 Remuneration*

This theme featured in almost all interviews as either the prime or secondary reason for employee turnover. An academic staff explicitly expresses this view when he said:

My interactions with those people if I rely on what I have heard is largely remuneration (Appendix A2).

An administrator declared:

Unofficially, they will tell you that the salary he's taking there is twice what he's taking here, so, why does he stay? (Appendix C1).

Although remuneration featured prominently in a cross-section of the interviews, some resignee expressed dissenting views regarding the primacy of remuneration as the main cause of turnover. For instance respondents F3 and F7 argued that their motivation for work is driven by other considerations and not monetary as stated below:

If you mention remuneration and things like that; my main object for work is not that, it is the kind of job satisfaction; for if I have good job satisfaction, then, the remuneration may be secondary. I'll like to be recognised for whom I am but if that is not done, you may be giving me the millions and you are walking over me, you don't recognise me as a human being. I'll not operate there (Appendix F 3).

Corroborating, another resignees commented:

But my sole reason was not on monetary grounds. I was not challenged. I didn't feel challenged. I felt I was been underutilized. That's all (Appendix F7).

Overall, the data reflects the dissatisfaction of faculty with their salaries as compared to analogous institutions. However, salaries per se are not the only influencing reasons for faculty exits. One can thus argue that while it's important for polytechnics to enhance their salaries, they should also vary their overall reward packages to mirror the diverse population. This way, they can attract and keep their best.

### *7.8.2 Conditions of Services*

This theme was mentioned by over two thirds of the respondents as a serious retention factor. Asked what the causes of turnover are? A faculty member contended: 'better conditions of service from the allied tertiary institutions, I think that is the main reason for people leaving' (Appendix A4). An administrator confirmed this view when he noted: 'basically better opportunities, inadequate opportunities for career advancement are the two main ones' (Appendix C3). Supporting, a faculty member stated:

It has to do with salaries; it has to do with conditions which is an external issue. Let me just say that it has to do with job satisfaction... so even if they are well paid, but because there is no job satisfaction, they will leave (Appendix A3).

The data reflects the views that respondents are hugely unhappy with their conditions of service as compared to other PS institutions. Usually, prospects compare and contrast job offers before acceptance. To attract and retain good quality faculty, polytechnics have to review their perks to levels obtainable in the industry.



### *7.8.3 Promotion*

Participants identified the lack of promotion opportunities as an important factor to turnover. Lamenting the state of affairs an administrator noted ‘... to work for about 10 years without promotion...’ (Appendix C1). A current staff had this to offer: ‘well, lack of promotion could be one, poor remuneration, probably the perception of society...’ (Appendix A1). Contributing, an administrator remarked, ‘apart from this, there is also the problem of advancement; you know people come here with dreams...’ (Appendix C4).

A former faculty member stated:

Surprisingly, throughout the period I was there I didn’t even see the promotion policy. I didn’t even know how one was promoted and you can see how information was been concealed. I don’t know now, but it was hidden (Appendix F5).

The evidence demonstrates that polytechnics lack a harmonized/comprehensive promotion policy. Where they exist, the process is perceived to be shrouded in secrecy and that has alienated a section of the staff. Polytechnics like any HEIs have a duty to enhance the realisation of the dreams of its staff. When staff are assured that their efforts will in the future be rewarded with a promotion they turn to stay. To ensure stability in the workforce, polytechnics must couch out a clear-cut promotion policy, communicate it to all concerned and ensure it is administered without compromises.

### *7.8.4 Training and Development*

Study participants identified the presence of training programme across all polytechnics. However, they were quick to add that there are challenges inherent in their implementations and suggested the streamlining of the training and development polices of the network as a high priority. Participants acknowledged the availability of workable training programs in their institutions. Whilst some respondents lauded the programmes in their institutions, some other respondents perceived their institutional training programmes as problematic. For instance, one resigned staff lauded the training programmes in his former institution when he stated:

Yea, it was okay, it was good. They ensured that when staffs was due and got admission, the polytechnic was ready to sponsor the person for the programme. Generally, people who were qualified for study leave were given the study leave with pay (Appendix F5).

In sharp contrast, another resignee noted:

It was no open, and there was a bit of nepotism.... you understand? If you were a relative it was okay. But for us who are in the pits, you will never go, by the time it gets to you it’s finished. That was what was happening, that was the reality on the ground (Appendix F7).

From the arguments above, it is apparent that the network had a sound workable training policy. However, some participants did not have faith in its implementation. To whip up staff support, a clear workable training policy should be couched out and administered without favours. It should also be made available to all using all available communication channels that staff can source.

#### *7.8.5 Perception*

Societal perception in Ghana has weighed heavily against polytechnics compared to universities. This perception has affected enrolments, qualifications awarded and the placement of polytechnic graduates in the work setting. A student leader shared his frustrations in the following words:

I strongly believe that the perception that is already created that there is no respect for polytechnic education in the country is actually a major factor (Appendix E2).

Collaborating, an MP remarked:

In this country, people still tend to respect titles - he is a lecturer in the university- he is more respected than he is a lecturer at the polytechnic. Public perception is so biased in favour of the university such that... (Appendix D4).

Flowing from the above, the network has suffered negatively from public perception. This in turn has affected polytechnics ability to attract both faculty and students. Stakeholders within the network have to seriously engage in corporate branding in order to stay competitive.

#### *7.8.6 Favouritism*

Highlighting some of the causes of turnover, a current staff of one polytechnic remarked: ‘... at times, favouritism and nepotism is also another contributory factor...’ (Appendix A4). An administrative staff of one polytechnic was quite categorical when he stated:

Low remuneration was one of the reasons, denial of promotion, denial of allowance, incompatibility of staffs and their head of department and poor relationship among staffs, denial of accommodation, improper job placement and denial of promotion were all some of the reasons for staffs leaving the system (Appendix C2).

A faculty member of one polytechnic laid bare some of the causes in the following words:

Apart from remuneration, (there are) is an unfair practice as far as dealing with management is concern (Appendix A2).

As argued above, it suggests that the rule application is somehow personalised. It is important that management attend to this perceived personalisation by basing actions on merit. This way, they will be able to foster the cooperation of all who in turn will continue to strive towards the achievements of polytechnic objectives.

### 7.8.7 Management Style

Some respondents blamed staff turnover on management style and the leadership of their institutions. For example, a former faculty staff heaped all the blame of turnover on the lack of leadership and drive within the network when he lamented:

Autocratic, Ahhh. You have asked a question. Ahaa, it was not perfect. In my area, it wasn't 100% democratic. Because sometimes consensus building is not effective... at times you hear some policies, you don't understand it and you don't know where to lodge your grievances and so on; you have to swallow it like that...But now it's better (Appendix F8).

Confirming this view, a current faculty staff related his view as indicated below:

Apart from remuneration, (there are) is an unfair practice as far as dealing with management is concern (Appendix A2).

Reiterating the point on leadership, a resignee proffered:

The tenure of the leadership must also be made shorter. At most, it should be four years; *ahhm* so that people don't take a stranglehold on the institution (Appendix F3).

Clearly, the foregoing suggests a state of mistrust with management. However, for that scholarly discourse to ensue in polytechnics there is need for a collegial atmosphere of mutual trust and respect. To this end, polytechnics need to provide management or leadership training to new heads (CEO) and other senior management personnel such as faculty deans and HoDs so as to sharpen their technical and managerial skills.

### 7.8.8 Poor Communication and Non- participation in Decision Making

Communication is considered the lifeblood of organisations. In HEIs, the presence of open transparent communication is a considered norm. Where the system is open and transparent it fosters and flourishes academic work. Conversely, keeping staff in the dark heightens suspicion and rumour mongering. Evaluation of the communication system of polytechnics generated mixed reactions. For instance, one retiree described it as: 'it was okay' (F6).

Expressing a dissenting view, a resignee remarked:

The communication was rather poor. I remember at a point I was appointed chairman of communication after we had criticized the flow of communication... Besides that, internally information was being concealed about the day-to-day happenings within the place (Appendix F2).

Another resignee noted:

I didn't even know how one was promoted and you can see how information was been concealed. I don't know now, but it was hidden (Appendix F5).

The data as presented mirrors the fact that some staff felt isolated and disconnected from the system. They also felt gagged, marginalized, and not receiving helpful information. Furthermore, the closed nature of communication heightened suspicion within the system. To

engender the cooperation of staff, the network should open-up its communication network to allow for more frank, concrete and good dialogue within the system. Such a platform will lead to open mutual exchanges amongst colleagues.

### *7.9 Environmental Factors*

These are turnover factors that are environmentally induced. These include perception, government attitude, and conditions of service, opportunities outside and general economic conditions.

#### *7.9.1 Public Perception (See 7.5.9)*

#### *7.9.2 Government Attitude (See 7.5.8)*

#### *7.9.3 Salaries and Conditions of Service (See 7.7.1)*

#### *7.9.4 Opportunities Outside*

The state of turnover is influenced by the availability of higher paying jobs within particular industries and outside it. As noted in the literature, the availability of higher paying jobs does not only influence high turnover but creates room for agitations by those that remain. This point was reiterated by many respondents. For instance, one administrator succinctly sums it all when s/he noted:

High, because you see, what appears to be the major reason are better opportunities that are being offered in terms of emolument, remuneration, and compensation for work done (Appendix C3).

The data suggests that the availability of higher paying jobs influences within an occupational industry and outside it influence the rate of turnover. All things being equal, competitors who pay higher turn to be attractive to those in low paying organisation. The availability of alternate employment constitute the initial consideration in the turnover process (Muchinsky and Murrow 1980). To avert the rate of faculty lost to analogous institutions, polytechnic management should press ahead with systematic reforms or review of their compensation packages and conditions of services to reflect those of their competitors.

#### *7.9.5 General Economic Conditions*

The general state of the economy and environmental conditions influences the levels of turnover experienced by institutions. As it were, when the economy is tight, the likelihood of finding another job is slim- thus limiting the rate of turnover. Similarly, in good times there are alternative job openings and employees in search of jobs may switch jobs when they find

one. Under a booming economy turnover turns to be high compared to a tight economy. Contributing, an administrative staff of one polytechnic noted:

Our economy is not growing whereby we have a lot of organisations employing people. So, now getting a job is difficult, so the movement from one place to another is really not there. So, maybe, that's the more reason why a lot of people are staying at one place (Appendix A4).

As evident in the data above, the state of the economy to a higher extent influence employee turnover. Realising how the state of the economy as well as the general environment of polytechnic sector influence turnover, polytechnic management have to keep an eye on the economy as well as its own environment and therefore roll out policies that can help retain its staff especially the faculty.

#### *7.9.6 Summary*

The factors unearth as causes of turnover are many and varied and classed under three clusters of factors namely personal, institutional and environmental with each cluster having several factors. These clusters of factors interact to influence turnover.

#### *7.10 Turnover: Way forward*

Recommendations put forth to address the factors that influence faculty turnover in polytechnics were equally varied and diverse. Each respondent made more than one recommendation as evident in the excerpts below. Putting forth his recommendations, a resignee noted:

First of all, it should be made attractive, by attractive I mean, the remunerations should be attractive, the conditions of service should be attractive and by conditions I'm talking of government being able to provide for some basic needs; giving allowance for your utility bills, not necessarily to cover all but something to cushion you and some things in place to take of let's say lecturers who have families and building of capacities of polytechnic lecturers. It is clear that the more of the staffs in the universities get more academic role than those in the polytechnics ... (Appendix F1).

Two other resignees suggested:

First and foremost has to do with the working conditions. They need to look at the working conditions of polytechnic staff and for me, I sincerely think that across the tertiary institutions we should look at ranks and qualifications in pegging the salaries. That is the only way we can minimize turnover in the polytechnics (Appendix F2).

And

It's a review of the structures and putting in place a very good chart of progress for the employees to know that, if I do AB or C I will be able to move to this higher position above me and making sure that those things are actually working. Then, the tenure of the leadership must also be made shorter (Appendix F3).

On his part, a former rector recommended:

The basic recommendation is that, the polytechnics must re-engineer their image. Also, the image of the institution will sort of brush off on you in a way. I have always said that image is everything. It's the image that you market; actually it's nothing else but the image. All these things will come with the image...So, marketing the polytechnic is extremely important. As head of institution you are the face of your institution, so, you must be confident enough to speak about polytechnic education, to be involve in debates on TV and radio. So, money should not be the starting point. You will fail if money is the starting point- the starting point must be making sure that your image is right. Once, the mage is right, people will pay you anything because they want to be part of that successful image. So, I think that is what we need to get the polytechnics to do. Let me digress a little bit. So, as I said, in my opinion, the polytechnics will need to re-engineer their image and there are several ways of doing that (Appendix B1).

Also, two current staff offered the following:

I think we should make the salaries okay, I think also the working environment can also be improved, by working environment I'm talking of a situation where we have lecturers who don't have offices, when you come you just hang around, because of that the lecturers don't stay... I think that we have to look at the salary, the working conditions around (Appendix A1).

and

My approach to these things has always been to know the root causes and then you will be able to figure out the appropriate solutions. I guess until we have been able to put a finger on some of these things we wouldn't be able to solve them... Until we get to know some of these things it will be difficult (Appendix A2).

The submissions above affirm the complex and multiple nature of turnover. It is thus prudent that the issues be examined holistically while been thoughtful of the individual differences and causes as well. This way, polytechnics will be poised to wrestle the problem of turnover rather than the current fire fighting strategies it has employed in the past.

### *7.10.1 State of Turnover*

In this section the respondents were asked to rate their perception of turnover in their institution as compared to others. Most respondents evaluated turnover as high. However an up to date data on turnover has not been adequately kept. Responding, one administrator said:

Frankly speaking, I cannot, I don't have the figures. I will say that the situation is worsening, just that [if] one may not realize that because of the fact that people come in and then you see that vacancies are being filled again. But then, I will say that, I came with most people and I think majority of them have left to University for Development Studies (UDS) and to other places (Appendix A3).

Okay, it is not here alone but other polytechnics as well, because, for instance, we have Catholic University (CU) here and the universities- they pay higher than the polytechnics. For instance, you take about two thirds or in some cases one third of what the universities lecturer is taking. So, if you have the same qualification, logically, and then proximity why don't you leave. We have five of our staff who have left within three years. Apart from the CU other private tertiary institutions are also taking it...I'm giving you this so that you can get the actual figures on the ground from the personnel office. It's high, but I am not in a position to tell you the percentages (Appendix C1).

High, because you see, what appears to be the major reason are better opportunities that are being offered in terms of emolument, remuneration, and compensation for work done... (Appendix C3).

It is high, because for each year, may be half a year or quarterly, we do have staff who resign or who vacate post. But in terms of employment, the polytechnic does employ either once or twice a year... (Appendix C4).

The above responses are a clear manifestation of the presence of turnover. It is imperative for management to have accurate and reliable statistics that describe the forms, types and causes of departures through exit interviews or attitude surveys so as to ascertain the hard hit areas, causes and what needs to be done.

### *7.10.2 Forms and Types of Turnover*

In this section the study identified a second form of turnover prevalent in one polytechnic. In this institution, two respondents changed membership internally from academic to administration. An interaction with two resignees revealed the vitality of internal turnover as captured in the following excerpts: 'I'm three (3) years in the Human Resources (HR) position' (Appendix C6). A second respondent revealed: 'I was a lecturer at the Department of Liberal Studies; that was where I was lecturing' (Appendix C7).

The study further unearthed two forms of turnover as functional and dysfunctional. In respect of functional turnover, respondents were asked to describe perceived turnover cases in which the polytechnic would have loved to retain the staff. The opinions of two respondents are presented as follows:

Over the few years I have been here, there are a few lecturers who have left and students have complained bitterly.... the exits of these lecturers have been a very big blow on students because they were very good at what they were doing... (Appendix E2).

Another respondent had this to say:

No, to the best of my knowledge I haven't seen that yet (Appendix C6).

Expressing a contrary view, one respondent noted:

In two instances that I would not want to be specific. It benefited the polytechnics because the lecturers involved were also full time employees somewhere. In that circumstance it was better they left because they were more committed to those institutions (Appendix C4).

From the discussion above, it is clear that polytechnics are saddled with both internal and external turnover. The presence of internal turnover suggests that remunerations and other perks of the new positions appear better than what was obtainable in their previous post as faculty. Also, polytechnics experienced more of dysfunctional turnover compared to functional – impliedly the staff who turnover are those polytechnics would have wished to retain. To curtail turnover, polytechnics must invest time and resources in attitude survey for current staff and exit interviews for resigned staff.

### *7.10.3 Faculties Hard Hit by Turnover*

In this section the respondents were asked to identify the faculties that are hit hard by turnover in their institutions. An administrator of one polytechnic described it as high when he noted: ‘the turnover is across all faculties but high in the business faculty’ (Appendix C5).

Another administrator declared:

Those in engineering and HCIM. *Ahaaa*, but in the case of the business we don’t have people going as much as with engineering because it is much in the engineering because they are hot cakes. So, it is across, we have some little in business; it is the engineering areas that have the problem. It is associated with one particular school - engineering (Appendix C1).

Corroborating, a third administrator retorted:

It looks like with our engineering here, we are in the first place not getting quality staffs anyway because most of them prefer to be in industry and the school of business and management studies for example, we have had a very stable work force over a number of years, at least we [can] count the last four years (Appendix C3).

A fourth administrator suggested:

Yes, we had a lot of people leaving the School of Business and Management Studies (SOBAMS) and the school of engineering but, with the school of Applied science and Technology it wasn’t...that, so, across yes and SOBAMS and School of Engineering (SOE) were high but School of Applied Technology (SAT) wasn’t that high (AppendixC2).

A final comment from another administrator highlighted it in the following words:

It is across because if you look at the numbers very much, the numbers are high in the school of business than any other faculties - applied sciences and engineering. We do have some of the administrators who normally leave (Appendix C5).

From the data the picture is mixed though, however, the situation points to a high prevalence in SOE as compared to SOBAMS and SAT. Whilst management fashion’s out retention strategies, a special eye must be placed on SOE that have difficulty recruiting.

### *7.10.4 The Threat of Labour Turnover*

Respondents were asked to describe how they perceive turnover as a threat to polytechnics.

Responding, a student leader acknowledged:

Certainly, it’s a major challenge to the aims and objectives of polytechnic education in this country (Appendix E2).

Confirming the impact of turnover, an administrator noted:

It means that the lecturers will not be there to teach, so it means that you mount courses and you wouldn’t get lecturers to teach or you go in for people who are not qualified... If we have a lot of people leaving, it will affect the growth of the polytechnic. People will not want to come here if you don’t have lecturers (Appendix C4).

The data demonstrates the enormity of turnover and its threat to the sustainability of polytechnics. Realising the potency of turnover, management will have to roll out series of retention strategies to combat or control turnover.



### *7.10.5 Consequences of Turnover*

In this section respondents were asked to describe the negative impact of turnover on the quality of service delivery in polytechnics. This question generated an array of proposals.

Commenting a student leader lamented:

Certainly the effect is negative. When you have a particular lecturer leaving and it takes long for that vacuum to be filled, it looks like you no longer do that course. The effects are quite devastating (Appendix E2).

An administrator noted:

Pressure to get new staffs as replacements; some of these come in without the needed job experience because most of them are graduates who have just completed masters and because it is a requirement that you must have basic at least minimum masters, we bring them in, we discover the certificate, yes they have but the teaching experience might be lacking so it takes another time taking them through some orientation, showing them how we set our questions, how we do our marking, scoring and so on. We spend a lot of time and effort going through the same things over and over; when staffs gets all these experience and they move out (Appendix C3).

No, for here what we try to do is we give people enough time to indicate their intension to stay on or move out, so the management is able to [know] ahead of time [the] people who are likely to move, unless there is an emergency anyway. So the succession plan, the staffs' replacement plan is good such that when one moves, there is almost always another person to replace. So, effect on academic work I would say hasn't been that bad (Appendix C3).

Another administrator posited:

Yes, I mentioned this staff movement which affects intellectuality; which also means that if you don't have the right calibre of staff, if you cannot recruit the best staff, you are not competitive in that direction, that you can't offer the best salaries and allowances, you can't offer the best working conditions then you are going to have staffs who may not give off their best or you will have staffs who are not exactly the best and that can affect the output of polytechnic training (Appendix C2).

The second perspective assessed turnover impact in terms of its coverage on curriculum. The views below clearly articulate the impact:

Number one, it goes a long way to bring down your academic performance, it may be a bit difficult to substantiate but that is the truth (Appendix E2).

Another student leader suggested:

In some cases students are left unattended to; it will take some time for us to even see that these people have left the scene (Appendix E6).

An administrator contributed:

The impact of turnover is great. The students who are the beneficiaries suffer most because at a point it's always difficult to reorganize to get other staff who can handle their courses. In such a case the school suffers greatly (Appendix C5).

The third perspective assessed turnover in terms of workload on the remaining staff. A faculty member observed:

Certainly, when these things come suddenly or midstream those who are on the ground will have to take on extra responsibility and certainly, if one's work load is higher, definitely stress is raised and the higher the stress level the worst the effect on your health (Appendix A2).

Another faculty member conceded:

Of course, the maximum load is 12 hours and if you are doing anything extra will attract overload. By all means, if you doing anything. By all means, the stress involve [...] when you do this continuously for a month- you will be down. So, when they leave it affects the rest of the lecturers (Appendix A4).

Narrating his experiences, a resignee recounted:

Yes, they lost someone who has gone for further studies, he has returned, and that will strengthen the department. But I had to leave, that reduced the number of senior people who could strengthen the department (Appendix F5).

Another resignee corroborated this view when he said:

I can only talk about the cumulative effects of our resignations whereby there was shortfall in human resources (Appendix F2).

These evidence clearly highlights the multiple and devastating effects of turnover on polytechnics. Turnover brings in its trail increased costs, loss of human capital, disruptions to planned programmes, increased workload, and demoralisation of stayers. To curtail this canker, polytechnics must evolve a wide range of sweeping reforms encompassing salaries, perks, promotion, staff training, participative management and open communication, good governance, and proactive PR activities to enhance its image. With such competitive offerings, polytechnics will be able to attract and retain the best in their faculties.

### *7.11 Way Forward*

In these section recommendations from various participants regarding managerial challenges, are highlighted.

#### *7.11.1 Managerial Challenges*

Respondents were asked to put forth recommendations that will help address the managerial challenges confronting polytechnic management. The responses generated were as diverse and repetitive as the groups interviewed. However one respondent put forth an all-embracing recommendation when he remarked: 'I think the whole education system in Ghana needs a complete overhaul, the whole educational system...' (Appendix B2).

An administrator proffered:

My recommendation is that (1) the funding levels of the polytechnics are low; because we are starting we need more funding than the established institutions that still have higher funding levels than the polytechnics. And then, the scholarship scheme that has been discontinued, they should restore it and then the research grants for conferences ...and all these should also be increased so that staff can attend international conferences, present papers and even locally, that will help mmmm. And then, they should solve the salary problems of the polytechnics (Appendix C1).

A comment by another administrator suggested:

That's what I would say that remunerations-staff should be motivated. Staffs should be the given the equipment to work with. I think you have gone round and then most lecturers do not have

offices and they are supposed to do research, publications, attend conferences, they don't have offices, they don't have facilities for internet I don't think if the net is working(Appendix C2).

This finds support with another faculty member when he observed:

I think this one is a little bit difficult for me because I think that we the polytechnics must curve our own identity. Let's all agree that this is where we want to go and not to follow the universities. We also want to chart our own path if we are able to settle that then all issues would be handled out properly and peacefully (Appendix C4).

On his part, a student leader recommended:

I think lots of stakeholders would have to come in and government, which is a major stakeholder, would have to take the lead in that direction. They have to make sure polytechnic education is seen as it should be in the country. They have to make sure lecturers at the polytechnics-their conditions are made quite attractive to sustain them, retain them and to even attract more lecturers onto the field (Appendix E2).

A former rector also offered this suggestion:

So, I think the most important thing is to find a platform for dialogue between the different sectors of the HE players... So, there's need to have some flexibility and fluidity within the TE system. And there's also the need for what I'll call ladders and bridges within the system...So, we shouldn't be too rigid in the TE family but we must have our roles clearly identified, but then, that doesn't preclude interaction which of course means the establishment of ladders and bridges where people can climb up or cross over or go down, pick something else and go up...I think that in Ghana, we are [have] one of the most innovative systems of funding education which is the GETFund (Appendix B1).

Contributing, a government official stated:

Well, apart from the conditions of service.... they also have to work on their weaknesses... So, we need to work on that, it's very important (Appendix D1).

It is crystal clear from the recommendations proffered that for the network to survive it needs to implement an array of proposals. First, the funding levels needs to be upped. And second, management need to implement a wide variety of reforms from governance, salaries and conditions to open communication.

### *7.11.2 Curriculum*

In this section, respondents were asked to proffer suggestions aimed at improving the curriculum of polytechnics. Respondents made far-reaching recommendations. However, the unanimity of opinion expressed by respondents brings to the fore the need to revise the current curriculum. This is strongly presented by two former rectors as indicated below:

They are supposed to drive the economy, they are supposed to support the industry, they are to ensure that businesses operate more efficiently and so on. So, if that is the case, then, we must go to industry and collaborate with them in designing the curriculum, You Know, to find out what they need, that is the only way we can improve the curriculum... And another reason of course, is that because of the rapid technological changes at the work place, you can't expect teachers in the classroom to be able to quickly develop or design curriculum to match the needs of employers. So, the very first thing we need to do is to work more closely with industry players. It's important that in looking at the curriculum of the current HND curriculum, we have in mind the fact that it's industry, it's the employment sector, it is the economic environment which will dictate the sort of training, the sort of people that you produce from the polytechnics (Appendix B1).

Another former rector emphasised the relevance of polytechnics curriculum when he proffered:

... they should make it more relevant to what pertains in the industries... (Appendix B2).

Emphasising the need for curricula review, a government official noted:

The world is changing fast so the curriculum at most every five years should change. We need to make sure that we review curriculum regularly but we don't get the funds for it (Appendix D1).

A faculty member reiterated the above concerns when he declared:

You know the HND curriculum as we have it now; we have been using this curriculum for the past ten years. Apparently, because it is national, no individual polytechnic can change anything, even if you change it, it is not going to be examinable, because we have an institution where there is an examining body which controls everything, what I think should be done is that there should be a concerted effort to get our curriculum improved on regular basis, elsewhere every five years, the curriculum is improved, so that we match up with industries (Appendix A1).

Another faculty remarked:

Our inability to link up with industry I think is not helping us. Perhaps, if we strengthen our collaboration with industry and do good market survey and know the direction the nation is heading then we will be able to prepare our manpower for those areas and then train them. Using statistics I would have thought that for the last census for instance, HND statistics students in the country would have been the first choice for the survey. It will have provided an opportunity to train these students on their return, given their feedback, then we will know what to do with our curriculum so that for further census or further application to statistics then we will know how best to go about it(Appendix A2).

It is suggestive from the foregoing that the revision of polytechnic curricula could not be sooner. Most importantly, any review should consider inputs from stakeholders– such as captains of industry, employers; technological advancements such as globalisation and ICT, other HEIs and professional bodies such as CIM, ICA, CAG and ACCA. It is only when polytechnics have curricula that are current and encompassing that the public will appreciate them positively.

### *7.11.3 Perspectives on the Management of Turnover*

In this section a former rector's perspective was sought on how he managed turnover. He explains:

Part-time teachers were employed, but of course yes, part- time teachers could not be counted upon to be as dedicated as full time staff, so definitely, there were problems of delayed submission of students' records, examination marks and so on (Appendix B1).

As revealed, turnover leads to increased vacancy costs as part-timers are usually engaged under such circumstances to fill the void until suitable replacements are found. However, the commitment of part-timers could not be relied on as they often delayed in submitting results and that consequently affects the completion times and rates of graduates.

### *7.12 Chapter Summary*

In this chapter, the qualitative interviews sourced from the field were discussed. In-depth interviews across six case groups interviewed for the project were presented. These groups were interviewed to gauge their point of agreement or variations of perspectives on the importance of polytechnics in Ghana; their management and constraints; turnover and how it impacts on the sustainability of polytechnics. It also offered opportunity to respondents to proffer some suggestions on how to deal with the issues investigated.

Responses generated were recorded and categorised. In all, a total of 65 interviews were conducted of which 35 were transcribed. However, excerpts of 25 interviews across the case groups as provided in Appendix A-F are utilised and reported. From these usable interviews, and based on pre-existing codes, the data set was further analysed content wise to arrive at eight (8) themes that meets both the study objectives and answers the RQs. The widening of the sample to six case groups allowed for a broader interpretation of reality co-produced by researcher and the study participants.

These themes are inter-laced with excerpts from the 25 transcribed interviews in the next chapter. In the next chapter, the eight themes derived from the data set will be fully discussed. These will be discussed under three main heading; the importance of polytechnics to the socio-economic development of Ghana along with its sub themes; the second heading will look at their managerial constraints with its sub themes and the last major section will discuss the determinants of turnover with its sub themes as a constraint and how its impact on the sustainability of the network.

## **Chapter Eight: Discussion of Findings**

This chapter discusses emergent themes derived from interviews presented in chapter seven. In the section following, the chapter's structure is presented.

### *8.0 Structure of Chapter*

This chapter is structured based on the eight broad themes derived from chapter seven. First, the importance of polytechnics to Ghana's socio-economic development is discussed. The next section discusses managerial constraints and how it affects polytechnics' core functions. The last part explains the dynamics of faculty turnover in Ghanaian polytechnics and how it impact on their sustainability.

### *8.1 Polytechnics as Generators of Professionals*

Polytechnics are complex social setting, designed to enhance students' capacity in understanding the interconnection among different forms of knowledge and the dynamism that explores and understands social life (Collini 2012). Polytechnics train high quality middle-level manpower in scientific and technological areas. This view is clearly expounded by a faculty member that:

The polytechnic have so far trained manpower for the nation. To that extent I think they have contributed well to the economic development of the nation (Appendix A2).

As articulated, polytechnics have trained more graduates in humanities compared to science and technology. The under-production of science and technology graduates limits economic growth and breeds unemployment due to excessive production in the humanities. Nonetheless, polytechnics have made a huge impact in the socio-economic development of Ghana by preparing students with multitude of human skills to fill various work positions (Neuman 1852; and Dearing 2012).

#### *8.1.1 Summary*

Consistent with their mandate, polytechnics have imbued skills in workers to spur national growth. Imenda et al (2004) sees HEIs as partners in economic development. Similarly, Harbison and Myers (1964) concur with the view that HEIs are generators of careers required in servicing nations. For instance, Ghanaian polytechnics have so far trained over 100,000 individuals across varied programmes whose contributions are helping the running of various sectors of the economy. This represents a positive contribution towards poverty eradication

(Neuman 1852; and Dearing 2012). Adiq (2011) however, suggest a negative association between HE and poverty alleviation.

This thesis however, disagrees with Friedman and Rose's hypothesis that HE will likely result in chaos and political unrest. Instead, it argues that the supply of varied professionals trained by polytechnics contribute towards eradicating poverty (Adiq 2011). It is further supported by Stevens and Weale's (2003) position that education is the basis for people to contribute to scientific advance as well as benefit from it. These views support Berman, Kogan and Teacher's (1995) affirmation that polytechnics not only provide knowledge and competences but pre-select students for professions. Consistent with Blaug (1970) it is suggestive that polytechnics have been successful in training and supplying high-skilled human capital (HC) for the various sectors of Ghana's economy. The next section discusses polytechnics and national development.

### *8.2 Polytechnics as Agents of National Development*

The role of education in development is globally acknowledged. Development is understood as a purposeful change that contributes to socio-economic wellbeing and advancement of people without creating disharmony. As argued by Lord Bowden, the prosperity of any modern state is dependent on its HEIs, polytechnics inclusive. Sawyer (2004) emphasised, the key to Africa's progress hinges on the strength of their higher educational and research institutions, while their weakness is an indicator as well as a catalyst to Africa's endemic poverty. A solid HE system acts as the substratum for consolidation of culture influencing any resulting changes. It is a springboard to national prosperity and the mechanism that leads to the realisation of a nation's shared ambitions (Johnston, Arora and Experton 1998). Following from this, the Task Force for Higher Education and Society (TFHES) has noted that without a robust HE system, developing countries will not be able to harness their potentials from knowledge based global economies. National aspirations are perceived to be nurtured in HEIs; whose principal function is to prepare students with the temperaments for the world of work (Dearing 2012). The inculcation of modern behavioural qualities of assertiveness and innovativeness are nurtured in HEIs. This has led to discoveries in science and technology, which are then used for solving human problems. Like any HEIs, polytechnics offer both individual and collective benefits.

### *8.2.1 Summary*

This section discussed the contribution of polytechnics to national development. The findings of this study are consistent with previous studies. For instance, it supports the view of Alfred Marshall on the importance of education as a national investment. Bloom et al 2006; Altbach 2011; Rena 2007; and Alkari (2004) further argue that HE contributes to economic prosperity and welfare of society as a whole. Evidence agrees with (Newman 1852; Collini 2011; Dearing 2012) that HEIs play a crucial role in preparing students for work. Findings also revealed that polytechnics are crucial to national development. According to Ndulu (2004) any nation that compromises on the provision of good quality HE will generate knock down effects on other dimensions of human development. Similarly, Bloom (2002) contends that HE is the only way out for third-world nations to catch up with the industrialised world.

Harbison and Myers (1964) argue that HEIs are the storehouse of professionals such as teachers, doctors, engineers, lawyers, nurses, and journalists are needed for national development. Findings agree with their views that polytechnics have provided training to various professionals contributing to Ghana's development. Jozef Ritzen (2002) supports the view that good quality HE ensures training, supply and distribution of professionals for the sustenance of various sectors of the economy. However, findings disagree with Friedman and Rose on HE who used 'human capital theory' (HCT) to investigate the benefits of education to individuals vis-a-vis the society and concluded that HE yielded more benefits to individuals than for society. Also, they hypothesized that HE had the potential of 'promoting social unrest and political instability' (Milton and Rose 1980). In contrast, HE has not only provided career openings for its products, but also trained successful 'technopreneurs' whose businesses contribute to national development.

Also, the current study contradicts Psacharopoulos and Patrinos (2002) comparative study that found basic education (18.9%) to have a higher rate of return than tertiary (10.8%). Whilst this study is focused on HEs contribution to national development, theirs compare two levels of education. Their methodology focused on pecuniary benefits such as revenue from taxation and failed to capture the wider gains of HE such as entrepreneurship, good governance and its impacts on the workforce. Criticizing Psacharopoulos and Patrinos (2002), Bloom et al (2005) contends that their findings did not account for the knock on effects of research on the economy.



Using time series analysis, Jenkins (1995) examined the relationship between factor productivity and its relationship to various pyramids of education and found that a 1% increase in HE resulted in an annual growth of between 0.42-0.63. Whilst agreeing with Jenkins (1995), it is important to state that his findings were built on time series analysis while the current study is based on interviews. Similarly, Wolf and Gittleman (1993) examined HE levels on productivity and found science graduates contributed more to economic growth compared to graduates in the humanities. In essence, different methodologies have resulted to similar conclusions.

### *8.3 Individual Benefit*

Polytechnics have since their inception trained high quality professionals beneficial to Ghana by inculcating qualities that equip individuals to be independent minded (UNESCO 1997; Tomasevki 2003). With polytechnic qualifications, beneficiaries become more skillful, knowledgeable and better informed. With sound information they are able to make informed decisions regarding governance, health and social wellbeing (Bloom et al 2005).

Polytechnics have transformed graduates through improved earnings, productivity, reduced fertility rate, birth spacing, pre/ postnatal health, nutrition, positive attitude and values. It also motivates graduates to participate more fully in the labour market leading to the attainment of greater self-sufficiency. All these lead to higher quality of life (HQL). Likewise, polytechnics have become concierges of opportunity and the main gateway into careers and professions (Newman 1852; Collini 2011; Dearing 2012).

The central function of HEIs in promoting social mobility has attracted the attention of both researchers and policy makers (Haveman and Smeeding 2006). Dale (2000); Bush (2004); Altbach (2011), have suggested that HE narrows class discrepancies and promote upward social mobility. Social mobility is understood as the unrestrained movement of individuals from a lower to upper class. Respondents' views support the argument that future earning of individuals are a function of their education. By increasing the stock of highly skilled workforce, productivity is fostered and its multiplier effect of increased income helps in poverty reduction. In Africa, increased income is particularly important because of its collective ownership (Jackson 2004 in Kipkebut 2010). Although the benefits of education and in particular HE accrues first to the individual, its net effect to wider society is indeterminate (Adam Smith in Harbison and Myers 1964).

Beneficiaries of HE have a high likelihood of employment leading to higher income, improved job satisfaction (JS), and enhanced ability to save and invest. Further it enables individuals to frequently change employment. Further, HE catapults its beneficiaries from low to high-income bracket. The case of the late Baroness Thatcher clarifies the point rather well. She rose from being a grocer's daughter to a Member of Parliament (MP) and to Prime Minister (PM). Education provided her a ladder to move out of her parents' socio-economic status. Additionally, HE confers on its graduate's huge health benefits such as lower incidence of obesity, less susceptibility to crime, tendency to have a keen interest in the welfare of their children and higher likelihood of engagement with their community (Cunningham 2006).

### *8.3.1 Summary*

Findings are consistent with previous studies that HE enhances the earning potentials of individuals (Gyimah-Brempong 2010; Bloom et al 2004). Gyimah-Brempong (2010) examined effects of education on development and found HE as a better contributor to individual income than primary and secondary education. Similarly, Bloom et al (2006) found graduates of HEIs in USA to have higher productivity potential and earnings than non-graduates. As argued by Evenson (2004:174), 'the escape route from mass poverty endemic in most African countries is through improved income' which is possible through education. However, findings disagree with Friedman and Rose's conclusion that HE ascribed more benefits to the individual than it did for the society. Also, findings disagree with the hypothesis that HE promotes 'social unrest and political instability'. HE does not only train professionals but also groom them to be accommodating and tolerant.

An associated benefit of polytechnic education to individuals lies in their ability to enhanced social mobility (Haveman and Smeeding 2006; Dale 2000 and Altbach 2011). The present empirical data confirms this view that education qualification (EQ) is key to excellence. However, Harbison and Myers (1964) argue that education is not the sole determinant of earnings. In their view, improved earnings are equally achievable through vocational training, job experience, and natural abilities. This study supports the idea that investments in HE leads to increased earnings translating into HQL. The next section discusses the collective benefits of polytechnic education.

#### *8.4 Collective Benefits*

Polytechnics through their specialised training facilitate social mobility in Ghana. These skills have given individuals the opportunity to gainful employment. It has also catapulted individuals from poor backgrounds to prosperity through jobs and increased earnings (Haveman and Smeeding 2006; Dale 2000 and Altbach 2011). For instance, Ghanaian polytechnics have trained varied professionals across the many sectors of the economy. The individual and collective efforts contribute to economic growth. Statistically, polytechnics had trained 48,000; and 80,000 by 2005 and 2011 respectively. Of these, about 70% are gainfully employed and contributing to Ghana's economic growth (Afeti 2003). Their contributions are impacting positively on Ghana's Vision 2020 and the Millennium Development Goals (MDG's). Yet, some polytechnic graduates have created jobs through entrepreneurship and thus contributing by way of revenue to Ghana's tax basket.

By ingraining the concept of democracy and its tenets in school, HE prepares individual beneficiaries for future assignments (World Bank 2000). With these values, polytechnic graduates have contributed to an enlightened cadre of citizens (TFHES 2000). Another benefit of HE to humanity is in the area of research and development (R&D). Research findings from polytechnics boost innovation in terms of products and services. These products are then commercialised to support economies at the local levels. Also, R&D activities in polytechnics have helped to resolve problems such as disease, poverty and low productivity (Effah 2003).

Similarly, polytechnics draw expertise and share their findings through their engagements with local communities. Additionally, their training awaken the creative potential of their trainees making them fully prepared and ready to contribute to the wider society through public engagement. Through polytechnic education beneficiaries learn to live with and to be lived with (UNESCO). An administrator interviewed expressed the above sentiments in the following quotation:

Ooh socio-economic development? Yes, we are training these students for the job market. We organise research conferences, I mean for the community. We invite people to share their knowledge with us. We also share our findings, research findings with the community (Appendix, A4).

Polytechnics through their teaching and research functions have helped in broadening the intellectual horizon of their communities through knowledge sharing. Through this dialogue, polytechnics keep the community abreast with current happenings and making them feel appreciated by the institution.

#### *8.4.1 Summary*

Findings are consistent with previous studies that education enhances social wellbeing of the society by nurturing egalitarianism or democracy (TFHE 2000; Psacharopoulos 1981; 1985; and 1994; Tomasevki 2003; Rena 2007; 2010 and Bloom et al 2006). TFHE (2000) supports the view that HEIs play an integral and integrating role in promoting democracy as the ideal form of governance through imbuing its ethics into trainees. Guttmann (1986) noted that by instilling the set of norms and attitudes crucial to democracy in students, they become enlightened citizens – a trait that reflects in their professional practice. Similarly, Gyimah-Brempong (2010) examined the effects of education on development and found that HE enhances women’s participation in national politics. Consistent with Addison’s (2011) submission that education enhances social progress, findings of this study revealed that polytechnic graduates including females exhibit a HQL. However, contrary to Gyimah-Brempong’s findings it did not find the direct involvement of females in politics. Findings support Adam Smith’s opinion that education contributes more to the society than individuals. Polytechnics in Ghana are therefore contributing diverse HC towards the realisation of Ghana’s Vision 2020 and the MDGs. The next sub-section discusses the economic benefits of HE.

#### *8.5 Economic Benefits*

‘Higher education is not a luxury, it is an economic necessity.’

President Obama

Polytechnics like other HEIs the world over is recognised as important contributors towards national development. Likewise, Ghanaian polytechnics have been at the centre stage of stimulating both its local and national economies (Altbach 2011). Local economy here meaning businesses within the polytechnic settings, while anything external constitutes the national economy.

First, polytechnics provide employment opportunities for an array of professionals. Currently Ghanaian polytechnics employ a workforce of 5,166 employees. These employees redistribute their income through remittance to their families and other dependents. Employees contribute revenue through taxation to government. For instance, between 2008 – 2013, a typical polytechnic lecturer contributed GH¢2423 as revenue to government on the average (See Appendix J). Also, developing human resources (HRs) within the local economy has saved Ghana valuable FE reserves that would have been used in importing such HRs. Through R&D activities, polytechnics provide support for technology-based industries that in turn promote economic growth (Altbach 2011).

An indirect benefit emanating from polytechnics is its ability to stimulate economic growth. By engaging in transactions with small and medium enterprises (SME) on their campuses polytechnics contribute towards economic growth. These businesses employ a number of people who draw their livelihood by providing varied services to polytechnics. Employees of these SMEs draw their livelihood from businesses that are directly and indirectly connected to polytechnics. For instance, Tamale polytechnic has over a 100 registered SMEs. This gives an estimated rough average of about a 1000 or more across the network - generating revenue for polytechnics and government (See Appendix H).

It is explicit from the findings that polytechnics have facilitated the development of Ghana by raising the necessary stock of HC, increasing industry and jobs, generating revenue from taxation and helping in stimulating economic growth.

#### *8.5.1 Summary*

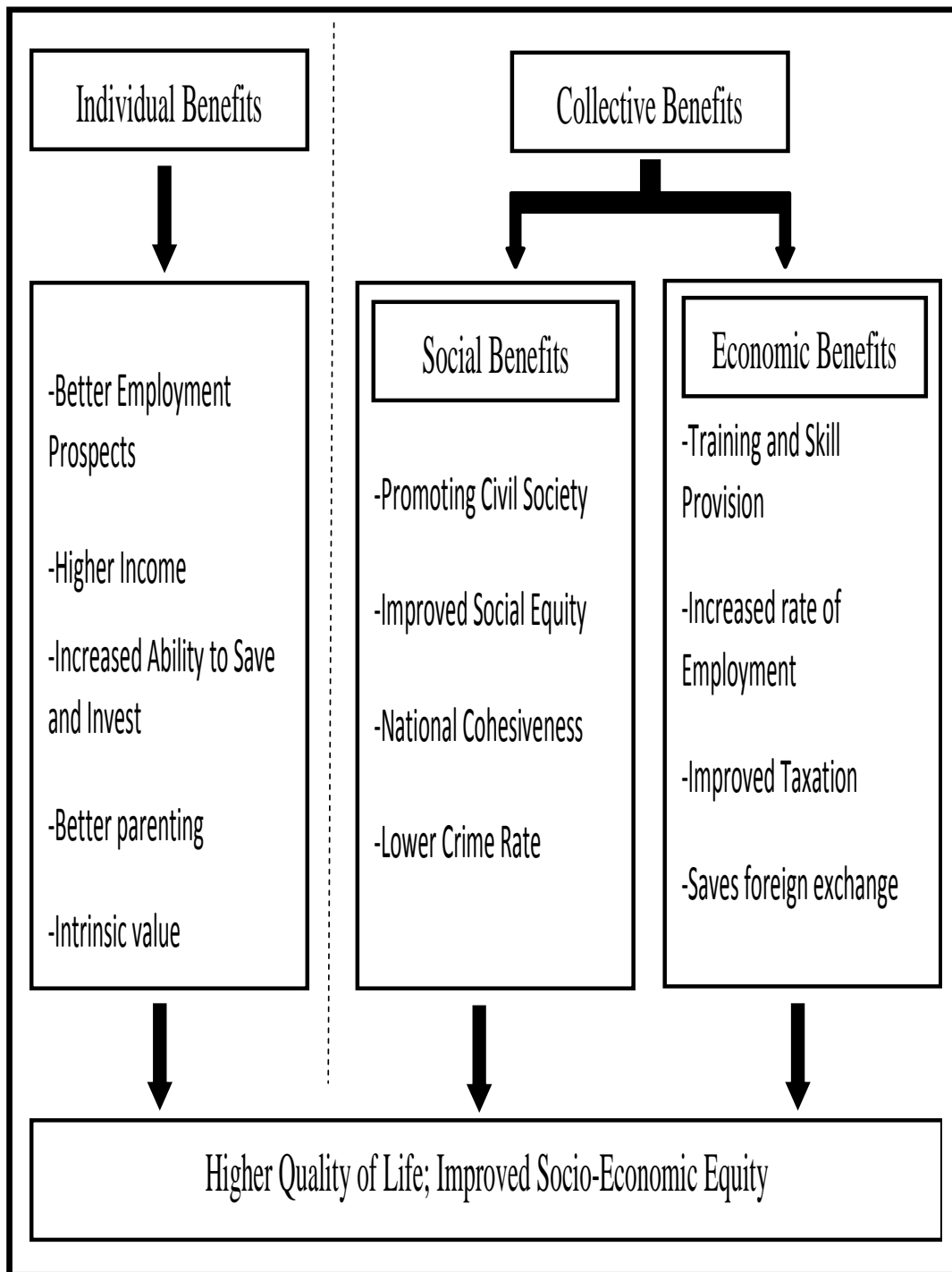
This section discusses the economic contribution of HE to Ghana's development. Findings are consistent with previous studies (Denison 1962; Lin 2004; Bloom 2002, 2004, 2006; Tettey 2006) that HE contributes positively towards national competitiveness and prosperity. Afeti (2003) claimed that ~70% of polytechnic graduates are employed and contribute towards Ghana's economy. Denison (1962) cited in Harbison and Myers (1964) affirmed the economic contribution of education when he analysed data from 1929–1957 in USA and concluded that the amount of education the average worker received increased by 2% and thus raised the average quality of labour by 0.97%. Likewise, Bloom et al (2006) examined the impact of HE on economic growth and concluded that an increase in HE may speed up a nation's technological catch and enhance its capacity to maximise economic growth.

Similarly, Wolf and Gittleman (1993) examined HE levels on productivity and found science based scholars contributed more to economic growth which in turn help in poverty reduction.

Lin (2004) in a study of Taiwanese HEIs found that a 1% increase in HE contributed 0.35% increase in industrial output. Whilst Lin's (2004) findings are applicable to Taiwan, its application to Ghana may be problematic because of contextual differences. Lin's (2004) study was based on natural sciences while the current study revealed the over production of students in humanities whose output may not stimulate growth as their colleagues in sciences and technology. It may perhaps be inferred that the overproduction of humanity's students in Ghana may not stimulate growth as envisaged.

Findings agree with Bloom (2002) who posits that the HE sector provides employment opportunities. Citing India, he stated that due to the vibrancy of India's HEI sector, large multinationals have made significant investments resulting in the creation of over 80, 000 jobs in Bangalore city alone. Corroborating, Tettey (2006) suggested that countries with solid HE sectors have become attractive destinations for investments and intellectual collaborations. Both of which generate local and FE and thus supporting economic growth. Citing Bloom (2002), Tettey (2006) argues that the attractiveness of India as a hub for large companies such as IBM, Intel, Oracle and Microsoft has come about due to its solid technical education. Similarly, Singapore earned \$2 million FE from inward investment based on the strength of its polytechnic educational sector. In light of these it can be concluded that HE has profound economic benefits to nations.

Fig. 11 summarises the two-pronged benefits of polytechnic education: individual and collective and how these interconnect to promote HQL.



**Fig. 11: Benefits of Polytechnic Education. Source: Author**

A key component of this framework is the impact of polytechnic education on productivity and consequently quality of life. It classifies the benefits of polytechnic education into two - individual and collective.

As indicated under individual benefits in figure 11, beneficiaries of polytechnic education are able to participate and secure employment in the job market. They earn higher income and have a higher propensity to save and invest. They are also assumed to become better parents (Tomasevki 2003). Yet some beneficiaries do so for intrinsic satisfaction.

Collective benefits are further divided into two - social and economic benefits. Socially, education is considered as the instrument for the realisation of human potentials and for HC formation. It defines the national ethos by inculcating in individuals the sense of civility, equity, and national unity. Its overarching aim is to enable individuals to live in harmony with others while appreciating their concerns (Tomasevki 2003).

Economically, HE provides a pool of trained and skilled workforce and increased employment opportunities. Increased employment opportunities results in increased tax revenue and causes net gains. This is achieved both by generating more FE and avoiding import of expatriates. This also helps in transferring acquired knowledge to their work settings which in turn is used to benefit humanity. Cumulatively, education enhances the knowledge of beneficiaries, their competencies and skills. These enhanced competencies and skills bring about pecuniary and non-pecuniary benefits to them, their employer(s) and the national economy.

All these collectively lead to HQL for the individual, the aggregate effect of which reflects nationally. Polytechnics have had a transformative effect on the lives of its graduates in terms of income, productivity, fertility rate, births pacing, pre and post-natal health, nutrition, knowledge, attitude and values. Once these values are ingrained in individuals, it translates into access to quality health care, food, clothing and shelter – leading to HQL.

Theoretically the framework represents a contribution to a broader and better understanding of education in the Ghanaian perspective. It is unique because it integrates individual and collective benefits of education and its effect on the wider society and economy. It incorporates issues overlooked by HC and rights-based models of education. First, unlike Bloom et al (2005), it incorporates the intrinsic value of education. Second, it further



recognises the personal and collective social function of education. Crucial life experiences such as analytical and social skills are factors that HCT does not consider. However, the current framework addresses these concerns. The theoretical significance of the current study is therefore that it contributes to a broader and better understanding of the benefits of polytechnic education in Ghana. The next section discusses managerial constraints of polytechnics in Ghana.

### *8.6 Managerial Challenges of Ghanaian Polytechnics*

The global picture of HE is painted in literature to be in crisis (Daniel 1997 and Nsowah 2011). This study identified various challenges as discussed below. A government official summarised the challenges of HE when he noted:

So, these are the five major challenges: (1) relevance, (2) perception, (3) sustainable funding, (4) obsolete equipment and (5) capacity of the faculty (Appendix D6).

#### *8.6.1 Summary*

This section summarises the management constraints of HE and their interconnections. Findings are consistent with earlier studies which suggest that HEIs in Africa are beset with constraints (Kipkebut 2010; Tettey 2006; Adeyemi and Aviomoh 2004). Corroborating, Adam (2003) describes the constraint of HEIs in Africa as chronic and sums up the constraints as: high enrolments, turnover, incessant strikes, and corruption, underfunding, and poor technology among others. Jackson (2002) echoes similar sentiments adding that HEIs like any public sector (PS) institutions in Africa work in a state of anomie. Kipkebut (2010) highlighted that HEIs in Africa are in crisis. On his part, Tettey (2006) identified finance and under staffing as major constraints and the latter is corroborated by Gillette (2002) noting that several African HEIs are losing experienced faculty to allied institutions and consultancy. Girdwood (1999) as well as Adeyemi and Aviomoh (2004) contend that, African HEIs lack high quality staff for effective delivery.

Ekong and Ekong (2009) found authoritarianism as a major constraint in some Nigerian HEIs. Teferra and Altbach (2004:25) observed that, ‘in virtually all African countries, demand for access to higher education is growing, straining the resources of higher education institutions.’ For instance, a Status Report on Higher Education in Nigeria (SRHEN) in Saint, Hartnett and Strassner (2003) confirms Teferra and Altbach’s (2004) observation that in a decade (1987/88-1997/98) enrolment grew by 12% while staffing stagnated at 3%. Similarly,

polytechnic enrolments in Ghana increased by 2,400% between 1992/3-2004 which as observed was equally unmatched by resources.

Chacha (2004) observed that government and stakeholders in HEIs are always wrestling over enhanced service conditions. For instance, Kiamba (2004; 2005) in Kipkebut (2010) confirmed the fluid nature of HEIs arising out of unmet demands resulting in the closures of universities'. She further observed that from October 2006-January 2007, except University of Nairobi all Kenyan universities (public) were closed due to stalemates in negotiations on salaries and perks. Consistent with previous studies, Kipkebut (2010) reported the tensed relationship between faculty and administrative staff. This is consistent with Dobson's (2000) findings involving academic and administrative staff in UK, Finland and Netherlands. Adeyemi and Aviomoh (2004) reported underfunding in Nigeria; while similar reservations were expressed by Kipkebut (2010) for Kenya; and (Afeti 2003; 2005; Effah 2005) for Ghana. Ugwuonah and Omeje 1998; Adeyemi and Aviomoh (2004) have decried the sorry state of facilities in African HEIs.

With these constraints, it is plausible to conclude that the HE sector around the world and particularly Africa is in a state of a quagmire. All these bring to light the problem afflicting the HE sector globally. However, they do not address adequately the peculiar situation of polytechnics in Ghana. In particular, the elements above have all been explained or highlighted in isolation. A unique feature of this study is therefore that it looks at the elements both at their individual and collective levels and how they integrate to influence turnover. For instance, this study discusses how government attitude flows through to influence turnover - this variable is missing in earlier studies. The section following discusses funding and its impact on HE.

### *8.6.2 Funding*

It is argued that HE funding in Ghana has dwindled over the years. The HE budget has been ~14-23% of national budget and polytechnics are particularly affected. As argued by Adu and Effah (1998), polytechnics received 28% of requested funds in 1998 and 58% in 2000. Also, from 2001-2009, GETFund allocation to polytechnics was 21.56% whilst public universities (PUs) received 73.56%. In 2011, PUs received 58.3% and polytechnics received 41.6%. However, this increase in polytechnic allocation has been neutralised by high enrolments that strain existing facilities. For example, 91.2% of students in the sampled institutions are

without accommodation. Likewise, faculty are affected by the system's inadequacies resulting in lower morale and JS (See 7.6.1).

Evidently, with low funding, polytechnics are constrained regarding staff salaries and perks, infrastructure and HR development. These in turn affect access and the underprivileged are the most affected.

#### *8.6.2.1 Summary*

This section discusses the financing of TES in Ghana and highlights its uneven disbursement to polytechnics. According to Harbison and Myers (1964:19), all countries are limited in their choices regarding HR development, noting further that allocating sufficient funds to desired educational activities is a universal struggle. However, in the particular case of Africa, as observed by (Ugwuonah and Omeje 1998; Rena 2006; Adeyemi and Aviomoh 2004; Afeti 2003; 2005; Effah 1998; Effah 2005; Nsowah 2011) funding in African HE is lower compared to the developed world. For instance, Adeyemi and Aviomoh (2004) reported that in 1994, Nigeria allocated 1.4% of GNP to education and 1.8% in 2003. Around the same period and beyond, Ghana's allocation was 4% of GNP in 1994; 14% in 2003; 21% in 2004; 20% in 2005 and 23% in 2006. However, allocation to TVET stagnated at 1% during the same period to HE. Malaysia expended 7.1% of GNP. Comparatively, France in 2007 allocated 1.4% to HE; USA allocated 3.1% and Finland 1.6% of GDP. This suggests that African HEIs are financially starved; which by extension lead to compromised educational quality.

Underfunding, therefore, has been observed as a significant challenge. For instance, Qureshi (2006) attributes Pakistan's low educational attainments to chronic underfunding. A lack of resources means the sectors are ill-equipped to deal with demands on education. With inadequate resources, infrastructure, equipment, laboratories as well as salaries suffer. These undermine staff morale and student preparation. These conditions also affect HC formation and the anticipated contribution of HE to sustainable development. The next sub-section examines infrastructural constraints of polytechnics.

#### *8.6.2.2 Lack of Facilities and Equipment*

Inadequate infrastructural facilities and equipment constitute a big challenge afflicting polytechnics. Although overall enrolments are high, infrastructural constraints are having a negative effect as many qualified candidates are unable to access polytechnic education. For

instance, in 1999/2000, only 35% of qualified applicants were admitted; 41% in 2000/2001 and 37% in 2001/2002 (Nsiah-Gyabaah 2005). This study unravelled that only 8.8% students in the sampled polytechnics have campus accommodation (See 7.6.2).

Therefore it can be concluded that there is a negative effect on the provision of technical education due to poor governmental support.

### *8.6.2.3 Summary*

This section discussed the impact of inadequate infrastructure on the delivery of polytechnic education. Findings agree with (Yesufu 1996) as cited Opatola (2001; 2002; Ugwuonah and Omeje 1998; Rena 2006; Adeyemi and Aviomoh 2004; Effah 2005, Afeti 2003; 2005; Nsowah 2011) who highlighted infrastructural constraints of HEIs in Africa. These inadequacies affect their ability to function as centres of excellence.

Although GETFund has supported infrastructure development, they are not able to meet increasing demand for polytechnic education. Even with controlled numbers, existing facilities are overstretched. For instance, Accra polytechnic in 2010 could not enrol 22.5% qualified applicants because of infrastructural constraints (Addo-Yobbo 2010). According to Oduro and Senadza (2004) in Akyepong (2010), Ghana has 51% enrolment deficiency. This evidence provides a clearer picture of enrolment deficits resulting partly from infrastructural inadequacies.

Indian polytechnics face similar infrastructural challenges. Pusa polytechnic in Delhi for example, does two shifts daily in order to cater to all students (Lahiri 2011). On the other hand, Singapore with only five polytechnics appears adequately resourced with the state-of-the-art facilities owing to government support (PolyGuide 2013). It may be argued that governmental support is a necessary condition for the effective functioning of HES. Therefore, findings of this study enhances the understanding that inadequate infrastructure impacts negatively on the delivery of education. The next section discusses staffing in Ghanaian polytechnics.

### *8.6.3 Poor Staffing*

Attracting and retaining faculty is a major constraint for Ghanaian HEIs. For instance, PUs had 40% vacancy rate compared to 60% in polytechnics (Effah 2003). The situation of Ghanaian polytechnics is particularly precarious as they took off with only 2% qualified staff

at the time of upgrading from technical institutes to polytechnics in 1992/93. This figure increased to 28% in 2002/2003; 33% by 2005; and 44% by 2009. Yet, the credibility of polytechnics as centres of excellence lies in the quality of its staff (Shattock 2011; Keller 1993). Lamenting the staffing situation in polytechnics, a former faculty noted:

Inadequate staffing, especially the faculty and that is about the numbers. Besides the numbers, there is also the need to have higher level qualifications for faculty in the polytechnics for them to be able to bring about the kind confidence that the products should have. You have a lot of first degree holders who are teaching courses, they aren't assisting secondary degree holders in teaching but they are handlers of courses, set their own questions and all that. It is not the best (Appendix F3).

Considering that ~56% of current faculty are under-qualified, it can be concluded that the quality of polytechnic education has suffered severely. Arguably, a deficient faculty is incapable of formulating and delivering the expected learning outcomes. To improve its image, polytechnics must strengthen the quality of its workforce.

#### *8.6.3.1 Summary*

This section discussed the quality of staffing in Ghanaian polytechnics and how that compromises its intellectual integrity. As noted by (Nge'the et al. 2003) inadequate staffing poses a critical challenge in African HEIs. Consistent with previous studies (Girdwood 1999; Adeyemi and Aviomoh 2004; Ugwuonah and Omeje 1998; Ogunnowo 1992; Nwankolo 1997; Olaitan 1997; Effah 2005; Afeti 2003; 2005) this study highlighted faculty understaffing in Ghana. Adeyemi and Aviomoh (2004) findings revealed a 1:27 faculty-to-student ratio in Nigerian polytechnics-that is 9,370 staff to 24,8080 students. Likewise, for Makerere University (MU), Musisi and Muwanga (2003) reported a slightly better student-staff ratio of 1:25. But that figure is still far off from the desired ratio of 1:15. Contributing, Tettey (2006) confirmed the dipping staffing levels in HEIs in Africa. In contrast, Singapore has a qualified and competent staff with backgrounds spanning academia and industry. Further, staffs renew their knowledge through industrial attachment and/or academic endeavour (PolyGuide 2013).

Findings supports Girdwood's (1999) claim that most faculty of Ghanaian polytechnics are under-qualified. Bowen and Schuster (1986) also noted that, the quality of polytechnic education hinges on faculty quality. Polytechnics with requisite staff are better poised to achieve their goals. However, with a deficient faculty, polytechnics develop credibility gaps regarding their training and qualifications. As institutional credibility is a function of staff

stature, the low public perception of polytechnics is partly attributable to the low stature of its faculty.

Similarly, Adeyemi and Aviomoh (2004) traced the crisis of personnel in Nigerian technical education to underfunding. In 1994, Nigeria allocated 1.4% of GNP to education and 1.8% in 2003 that inhibits the sector from attracting and retaining quality HRs. They further submit that, the efforts of polytechnics will be diminished due to underfunding resulting in a shortage of competent and efficient workforce.

Consistent with (Tarpeh 1998; Girdwood 1999; Tettey 2006), it is plausible to conclude that under-staffing in Ghanaian polytechnics has jeopardised expected accomplishments. To achieve excellence and engender public confidence in their students, polytechnics should strive to attract and retain quality staff (Bowen and Schuster 1986; and Adenike 2011). For ‘getting and keeping good people is critical to the success of every organisation’ (De Cenzo and Robbins 1996:8). The next sub-section examines the impact and consequences of high turnover.

#### *8.6.4 Turnover*

Demand for polytechnic education in Ghana is on the ascendancy and likely to continue. At the same time polytechnics are beset with high staff turnover threatening their sustainability. Turnover has resulted in the loss of good quality faculty to other institutions. For instance, from 2000-2006 Accra polytechnic recorded 135 resignations comprising academic and non-academic staff while Kumasi recorded 111 from 1992-2011(See 7. 6.4).

With high turnover, the student–teacher ratio is further exacerbated resulting in faculty overload. Beside costs, productivity suffers due to disruptions and loss of critical HC. To stay competitive, polytechnic management must evolve retention schemes that attracts and retain a vibrant faculty, making them happy and keen to be part of the team (Ekundayo and Ekundayo (2009).

##### *8.6.4.1 Summary*

This section discussed turnover in Ghanaian polytechnics and how it threatens their sustainability. ‘The excellence of higher education is a function of the kind of people it is able to enlist and retain on its faculties’ (Bowen and Schuster 1986). Blair and Jordan (1993) in a study of seven HEIs in Africa highlighted the challenge posed by high turnover. Some

studies (Gillette 2002; Tettey 2006; Kipkebut 2010) confirmed the prevalence of turnover in African HEIs.

Data reflects findings by various other researchers (Xaba 2003; Tettey 2006; Kayuni and Tambulasi 2007; Guin 2004; Adeyemi and Aviomoh 2004; Ugwuonah and Omeje 1998; Nsiah-Gyabaah 2005) who reported the crisis of turnover as a global phenomenon. For instance, Kajubi (1990) (in Amutuhair 2010) contend that the MU lost 13 faculty members annually from 1986-1989. Relatedly, Tettey (2006) reinforced the prevalence of faculty turnover in African HEIs. Data is consistent with Tettey's (2006) findings as it was undertaken in a similar terrain as the current study in terms of geography, context and sample. Kayuni and Tambulasi (2007) bemoaned the state of teacher turnover in Malawi. On his part, Xaba (2003) described the situation in South Africa as endemic and threatening its educational system. Also, data is similar to Guin (2004) exposition on teacher turnover in elementary schools in the US. Although the studies of (Kayuni and Tambulasi 2007; Xaba 2003; and Guin 2004) were undertaken in elementary schools, findings however, as to the causes and consequences are similar to the current study. Further, (Adeyemi and Aviomoh 2004; and Ugwuonah and Omeje 1998) submissions are similar to this study's findings. For instance, Adeyemi and Aviomoh (2004) have noted that politics has launched an onslaught on academics in Nigeria. Similar studies conducted in two Nigerian polytechnics have confirmed the scale of resignations and revealed their destinations as: universities, industry and business (Giwa 2000). As it were, the payment of non-competitive salaries and conditions catalyses turnover in polytechnics (Afolabi 2003).

Nsiah-Gyabaah (2005) echoes similar sentiments and attributed high turnover in Ghanaian polytechnics to attractive outside offers. From 1992-2011, Kumasi polytechnic lost 111 faculty members. As a result of the high faculty turnover, its marketing department was un-operational from 2003-2006. Some degree of turnover among institutions or faculties is desirable as new entrants come on board with renewed vim or vigour (Roseman 1981; Brown 1967). Contrary, this study reveals a negative aspect of turnover. Nsiah-Gyabaah (2005) not only highlights the explicit consequences of costs, disruption and the loss of human and relational capital but also the dissipation of polytechnics' resources used to develop and strengthen capacities only for them to be poached. He elaborated that due to turnover, polytechnics have limited their enrolments. For instance, it was 33% in 1996; 33% in 2000; 25% in 2004 and 28.3% in 2009/10. Also, turnover results in overloads resulting in increased

stress of stayers and consequently on their delivery (Shahid and Shahdeen 2013). Consistent with (Xaba 2003; Tettey 2006; Kayuni and Tambulasi 2007; Guin 2004; Terry and Kritsonis 2008) findings, it can be argued that turnover has adversely affected Ghanaian polytechnics. Ultimately, the network has suffered a net loss of skilful HC to other sectors. The next section assesses the impact of high enrolments on access.

#### *8.6.5 High Enrolment*

Enrolment into Ghana's HE system over the last decades has climbed sharply particularly those of polytechnics since their formation two decades ago. In the late 1980s, there were 3,000 students in tertiary institutions. Following the upgrade of polytechnics and the subsequent liberalisation of tertiary sub-sector has resulted in further increases. Overall, enrolment from 1992/3- 2006/7 increased by 880% for universities and 2,400% for polytechnics. The trend of substantial increases continued from 139,158 in to 162,460 between 2008/09-2009/10. Yet, there has not been a corresponding increase in resource to cope with this demand. The high enrolment has resulted in unbalanced student-staff ratios that have further worsened faculty workloads.

##### *8.6.5.1 Summary*

This section discussed the implication of high enrolments on polytechnics and its impact on student preparations. As noted by Teferra and Altbach (2004:25), 'in virtually all African countries, demand for access to higher education is growing, straining the resources of higher educational institutions.' Further, Tettey (2006) lamented that expanded enrolments unmatched by equal resources has made the atmosphere unfit for effective teaching and learning. Adeyemi and Aviomoh 2004; Ugwuonah and Omeje 1998) found similar results in Nigerian polytechnics. Enrolments soared from 17,485 in 1986/87 to 104, 686 in 1990/91; 192,979 in 1997/98 and 237,775 in 1999/2000 - annual enrolment grew by 12% while staffing stagnated at 3% (Nigerian Universities Commission (NUC 2002) in Saint et al (2004). Likewise, polytechnic enrolment in India is high except for the South Delhi polytechnic for women where enrolment declined by 10% with about 10-12% unfilled seats in engineering(Lahiri 2011).

A corollary to the enrolments problem is the over concentration in humanities compared to science and technology courses. In Ghana, the ratios were 55:45; for 1996/97 44:56 in 2000/2001; and 41:59 in 2003/2004. This corresponds with (Adeyemi and Aviomoh 2004);



Ugwuonah and Omeje 1998) findings in Nigeria regarding over-concentration in humanities and female under-representation. The study also supports findings of over concentration of females in courses that engender gender roles in Africa. Findings agree with (World Bank 1995; Tettey 2006), about imbalances in enrolment and staffing. This study argues that imbalances between enrolment and staffing lead to substandard training. The next section discusses the implications of using an out-dated curriculum.

#### *8.6.6 Out-dated Curriculum*

Curriculum is important as it provides the basis for learning. Curriculum is understood as ‘the way educational content is organised and presented in classroom and after school activities to meet different learning needs’ (Nan-Zhao).

As revealed, the current polytechnic curricula are outmoded resulting in the loss of public confidence in their training and qualifications. This perhaps partially explains the negative perception polytechnics have endured since their establishment. To stay competitive, polytechnics must co-develop their curricula with captains of industry. Also, their programmes should not only meet the needs of employers but also be relevant to national development. This in a way will make their graduates employable; further, it will help redeem the dent on their images.

##### *8.6.6.1 Summary*

Findings confirm that the curricula of polytechnics is beset with some inherent deficiencies (Afeti (2003; Effah 2003; and Budu-Smith; 2005; Rena 2007; Mustapha and Greenan 2002). The current curriculum is not only out-dated but highly theoretically. It does have little room for practical training, environmental relevance as well as technological advances. Mustapha and Greenan (2002) investigated the contribution VETs to Malaysia’s economy and submitted that the curricula were incongruent with current needs of employers and suggested its review to reflect the realities on the ground. Similarly, Dasgupta’s submission on Indian polytechnics concurs with the current findings.

However, the Singaporean polytechnic curricula are built on a variable work attachment programme that ranges from 6-8weeks to six months (PolyGuide 2013). Literature suggests that a curriculum needs to be consistent with employer needs (Afeti 2003; Effah 2003; and Budu-Smith; 2005; Rena 2007; Mustapha Greenan 2002). Since an academic institution is measured by the quality of its products and by employers’ perception, there is urgent need for

government and stakeholders to mobilize resources to update polytechnic curriculum. The next sub-section examines instability that affects polytechnics.

#### *8.6.7 Unstable Academic Calendar*

Polytechnics have engaged in incessant industrial action to press home their demands. These actions, however creates instability on campuses and therefore destabilises academic work. (see 7.6.7).

This clearly illustrates the flux the network has endured since their creation. This in part has perhaps increased negative societal perception of polytechnics or diminished public confidence in polytechnics.

##### *8.6.7.1 Summary*

Findings agree that the HEI sector is highly volatile (Afeti 2005; Effah 2003; Nsowah, 2011; Ugwuonah and Omeje 1998). Effah (2003) noted that for the 2004 academic year alone, Ghanaian polytechnics accumulated a loss of 27 weeks due to strike actions by stakeholders (POTAG, TEWU and students). Though seemingly improved, there are still pockets of such disruptions that hold back the clock of progress in polytechnics. For instance, POTAG instigated strikes in 2010, 2011, 2012 and 2013 for better salaries and perks. Kiamba (2004; 2005) in Kipkebut (2010) reported six months strike action by academic staff in Kenya in 1994/95 resulting in closure of universities. Ugwuonah and Omeje 1998; Adeyemi and Aviomoh (2004) reported similar findings in Nigeria.

This has hindered academic progress and left backlogs that need dealing with whenever normalcy is restored. Also, the disruptions affect completion rates particularly for students on study leave. Their leaves normally expire ahead of their graduations due to such disruptions. Frequent closures and re-openings come at a cost to both government and students. Students incur cost to travel back home during such closures and to return after normalisation. The costs apart, the frequent disruptions of academic work in polytechnics feeds into the public perception and consequently diminish public confidence in polytechnics (Nsiah-Gyabaah 2005). In order to deliver its mandate successfully, the sector needs some degree of stability. The next section discusses government attitudes.

### *8.6.8 Negative Government Attitudes*

Successive governments have underscored the importance of a viable TVET system as a pillar of national prosperity in Ghana. Yet, government attitude in handling polytechnic issues has not been as effective as required. This concern was reiterated by a cross-section of respondents (See 7.6.8).

Government attitudes have hindered polytechnics from attaining desired performance. The provision of world-class technical education requires resolve and support of government by way of resources and positive attitudes.

#### *8.6.8.1 Summary*

This section discussed the flow effect of government attitude towards TVET and polytechnics. Findings confirm earlier studies about unfavourable government attitude towards polytechnics ((Ugwuonah and Omeje 1998; Afeti 2003; 2005; Effah 2005; Nsowah 2011). From 2003-2006, the budget of TVET stagnated at 1% of the education budget (Akyeanpong 2010). This resource constraint has resulted in TVET institutions not been able to perform their feeder roles to polytechnics. This deficiency partly explains the resulting low enrolments in sciences and technology compared to the humanities.

Similarly, Mustapha and Greenan's (2002) assessment of VET's contribution to Malaysia's economic development found that government allocation to the sector has been inadequate to allow for expansion. Their study is similar to the present study as both are commonwealth nations. However, they differ in many contexts like geography, culture and attitudes. Malaysia is an upper-income country whereas Ghana is aspiring to that status. The government induced resources constraint lowers standards. Being the appointing authority, African governments normally appoint Governing Councils (GCs) of HEIs with their party followers in order to influence institutional policies. However some GC members tend to meddle in the internal affairs of the institutions of which they are GC members. Also, by influencing the appointment of CEOs, government is able to influence policy implementation at the institutional level. For instance, government intervention has seen the appointment of unpopular administrators and policies such as excessive intake and cost sharing. The implementation of such unpopular policies has resulted in congestions and incessant strikes by students to resist such policies. The next section discusses public perception.

### *8.6.9 Public Perception*

Ghanaian polytechnics since their inception have had poor public image compared to universities. Many variables including government attitude feed into this perception (See 7.6.9).

The public perception of polytechnics has been shaped by Ghana's colonial past that emphasised liberal against technical education. Findings point towards a syndrome of frustrations in polytechnics. The net effect of which interrelates with other factors to compel faculty to exit to other sectors much appreciated by the Ghanaian society.

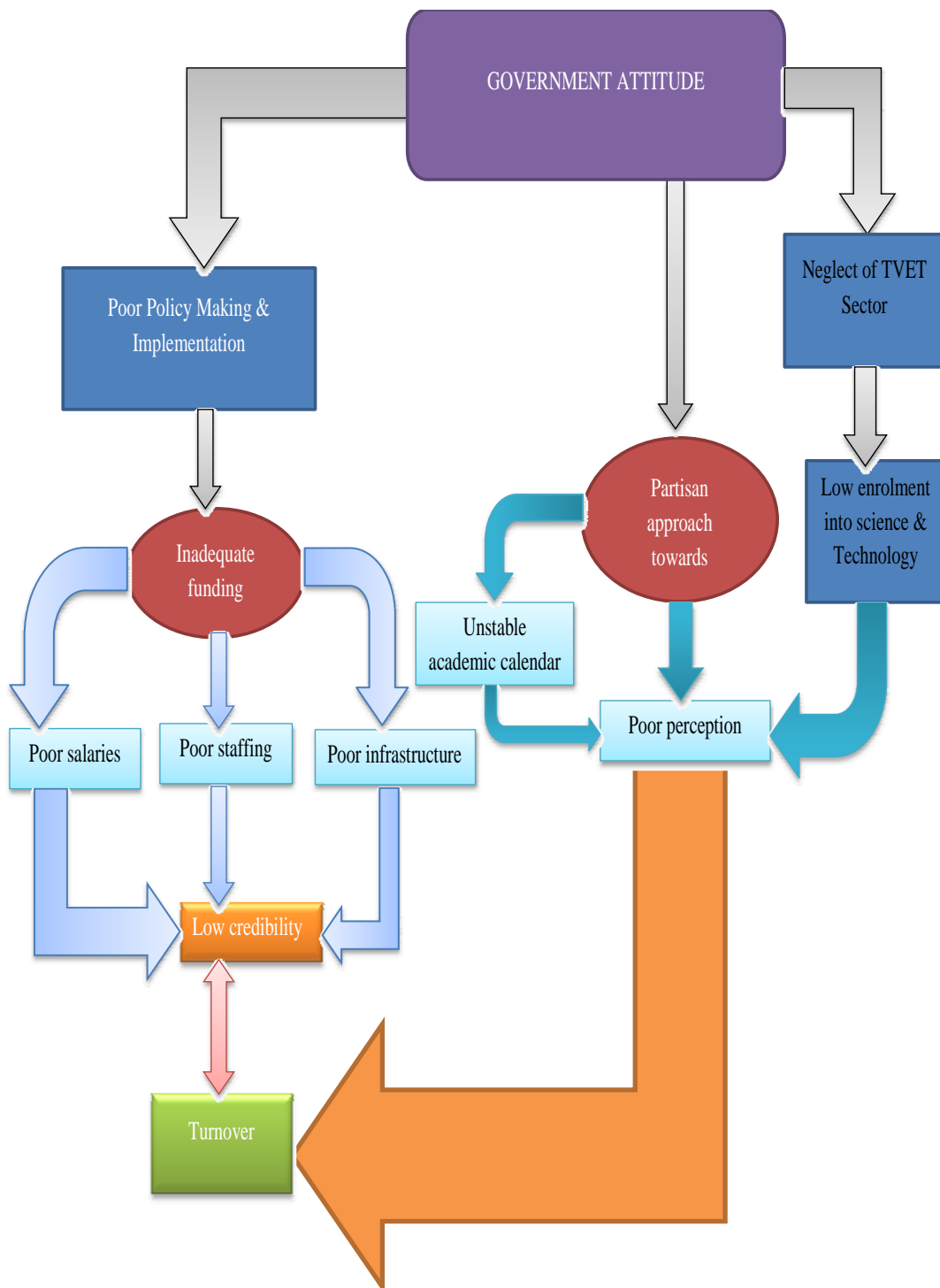
#### *8.6.9.1 Summary*

Findings confirm earlier studies regarding low societal perception of polytechnics (Afeti 2003; 2005; Effah 2005; Nsiah Gyabaah 2005; Nsowah 2011; NCHE 2010; Review Commission on Higher Education in Nigeria (RCHEN). The RCHEN for instance reported a higher social rating for university graduates compared to polytechnics in Nigeria. The situation in India and Singapore are not any different. Since the above mentioned countries are all commonwealth states, the low public perception of technical education is perhaps attributable to their colonial past. As observed by Teferra and Altbach (2004:24), 'the impact of the colonial past and of the continuing impact of the former colonial powers remains crucial in any analysis of African higher education.' Similarly, Nsiah-Gyabaah (2005) posits that the low public perception of polytechnics has in a way affected the student enrolment, staff recruitment and retention.

In contrast, French polytechnics have high social rating. In the French system, the best brains are selectively enrolled for polytechnics (Badonnel et al 2010). Yet, the reverse is true for Nigeria, Ghana, India, Singapore and other former British colonies. Consistent with (Teferra and Altbach 2004; RCHEN 1991; NCHE 2010), one can argue that the low perception of polytechnics in these countries is traceable to Britain's emphasis on liberal education compared to technical education. Polytechnics must re-engineer their image through corporate branding (Budu-Smith 2005). As argued by Tolafari (2005) a good reputation particularly for the quality of research, teaching and services to the students is a major defence to staying globally competitive. Likewise, to engender public confidence,

polytechnics must proactively seek and retain competent faculty that can contribute to the overall success of their missions (Adenike 2011).

Overall, the section explored and discussed the managerial constraints of Ghanaian polytechnics and how these impact their sustainability. Figure 12 below provides a graphic summary of the constraints and their inter-relationships.



**Fig. 12: Dimensions of Management Challenges in Ghanaian Polytechnics**

*8.7 Explanation of Fig. 12*

The above framework explains how various management constraints in Ghanaian polytechnics leads to faculty turnover. It looks at the constraints at both the individual and collective levels and how they interact to influence turnover in Ghanaian polytechnics. As

depicted in the framework, all the constraints identified flow from government attitude. Government attitude has a three prong effect on polytechnics - at one extreme end is poor policy making and implementation and at the other extreme end is neglect of TVET sector. In between these two extremes is another crucial factor that flows from government attitude-bias towards universities compared to polytechnics. The focus of this section is to explain how governmental attitude towards polytechnics leads to faculty turnover using the three identified constraints.

The first constraint emanating from government attitude that leads to turnover is poor policy making and implementation. This in turn translates into inadequate funding. The resource constraint affects polytechnics ability to pay competitive salaries, attract and retain quality staff and expand their infrastructural base. The inter-play of these factors leads to low credibility of polytechnics which affects the morale of staff leading to faculty turnover.

At the other extreme end of government attitude is neglect of TVET sector. The neglect of TVET institutions by government affects their 'feeder roles' in training science and technology based students for polytechnics. The inability of polytechnics to absorb science and technology based students' feeds into the negative public perception of polytechnics. The low perception ascribed to polytechnics affects the job satisfaction of its faculty leading to turnover.

In between the two extremes is partisan approach towards universities compared to polytechnics. This is considered a constraint because it leads to unstable academic calendar in polytechnics. This characteristic feeds into the poor public perception of polytechnics compared to universities and tend to influence faculty turnover.

This study's findings are similar to previous studies (Ekundayo and Ekundayo 2009; Ekong and Ekong 2009; and Adams 2003). However, there are some differences between the findings of the current study and those of earlier ones. Earlier studies highlighted the constraints of HEIs in silos. However, the current framework harmonises these variables at their individual and collective levels and further integrate them-demonstrating their interconnectivity and how these lead to turnover. This study thus provides a bigger picture of understanding the management constraints of HEIs focusing on faculty turnover. For instance, Ekundayo and Ekundayo (2009) developed a model (EEM) to illustrate various dimensions of capacity constraints in African HEIs. All constraints identified are similar to

those of the current study. However, the EEM has the variable 'digital divide' subsumed under infrastructure in the present study. Further, the current framework dealt with more variables than EEM. Although the constraints unearthed in this study have been espoused by previous studies (Ekundayo and Ekundayo 2009; Ekong and Ekong 2009; Adams 2003). Their studies failed to harmonise and integrate the variables to explain how they interact and influence turnover as a major constraint as is the case in the current study. Uniquely, this framework contributes to an enhanced understanding of the managerial constraints pertaining to HE management especially in Ghanaian polytechnics.

Government attitude has multiple effects on turnover in polytechnics. Although many studies have been done in this area, no study has shown the interconnectivity of the variables in such extensive detail as the current study. Popular media in Ghana such as Peoples' Daily Graphic and Ghanaian Times has given it prominence by reporting on it. However, academic literature has not explored these factors including those who have worked extensively in the field of polytechnic management in Ghana such as (Afeti 2003 and 2005; Effah 2003; 2005; Nsiah-Gyabaah 2005; Nsowah 2011; and Nyarkoh 2011). Also, while the previous studies and publications use only secondary data. This study is empirically grounded - it blends both primary and secondary data to reach conclusions. In summary, the framework shows the interconnections between the varied constraints at their individual as well as collective levels and how they interact to influence faculty turnover in Ghanaian polytechnics.

## *8.8 Turnover*

The term turnover is variedly defined in literature. Across board it is seen as the movement of employees in and out of an organisation (Gaudet 1960; Sherman, et al. 1988; Denvir and McMahan, 1992). This section of the chapter specifically examines the dynamics of turnover in Ghanaian polytechnics and its impacts on their sustainability. The section is discussed under three broad parts: personal, institutional and environmental factors.

### *8.8.1 Personal Factors*

This section discusses the personal factors comprised of age, gender, educational qualification (EQ) and tenure.



### *8.8.1.1 Age*

The demographic characteristics presented here reflect those of the resigned staff group. However, the perspectives of other respondents have also been discussed to strengthen the arguments.

Employee age has long been an explanatory factor of turnover. The frequently used 'retirement age' in the literature indicates the existence of an age bracket in which an employee willingly or unwillingly resigns. This shows a relationship between turnover and employee age. People leave their jobs when they grow old. However, findings indicate an opposite relationship. Indeed, out of 12 former academic staff interviewed only one is retired—meaning that almost 92% of the sample left voluntarily. Their tenure ranged from 1–2 years and 7 years; 91% of resignees (i.e. 10 out of 11) are in a younger age group (age bracket 30–40 years). Since older workers are likely to be stable than the younger ones; long tenured employees cherished job security as compared to the adventurous youth who can afford the time, convenience and costs of 'hopping' from one job to the other (CIPD 2005). This buttresses the argument that older employees tend to stay than younger employees (McCullough 2002; Steers and Porter, 1973; and Kalleberg and Loscocco 1983). The desire by the older employees to stay active could be explained by their relative satisfaction with the state of affairs or their expectation for better exit; albeit there are exceptions. In fact findings revealed that 4 out of 11 respondents who stayed for seven years were all within the age of 34–37 years.

Conversely, the younger aged respondents perhaps decide to move because of dissatisfaction (Locke 1976; and Jewell and Segall (1990), which could take different forms. For instance, one interviewee complained of rejection, nepotism and favouritism in dispensing of duties and accessing training opportunities among factors that motivated her departure. She says:

It was not open, and there was a bit of nepotism. You understand, if you were a relative it was okay... (Appendix F7).

This clearly indicates that turnover as experienced in Ghanaian polytechnics could be explained by different factors. Individual disillusionment could harbingers dissatisfaction that in the long run might lead to quitting either at younger or later age; the movement could be internal or external. Some respondents tend to switch within the different cadre to access certain privileges and benefits that could not be obtained in the former position. For example, two of the resignees of one polytechnic changed their membership from academic to

administrative. Little wonder, that Vandenberg and Nelson (1999); and Tseane (2008) see longevity of service on the part of a satisfied employee as essential to staying. Indeed, a satisfied workforce contributes positively towards the realisation of organisational goals (Hackman and Oldham 1975; and De Cenzo and Robbins 1996:8). Findings however contradict Tetley's (2006) seminal work of five Anglophone universities that found academics closer to retirement leaving for better opportunities to safeguard their retirement. However, Naresh et al (2003) in study of job-hopping behaviour amongst Singaporeans found an insignificant relationship between age and turnover.

Therefore, HEIs need to stimulate the commitments of younger staff through participative management which does not only raise morale but also enlist employee cooperation. As noted by Wood (1976), the health of an educational institution depends on the job satisfaction of its employees.

#### *8.8.1.2 Summary*

This section examines the relationship between age and turnover of lecturers in Ghanaian polytechnics. Findings agree with (McCullough 2002; Steers and Porter 1973; and Kalleberg and Loscocco 1983) that the younger the employee, the higher the propensity to separate. However, it contradicts Tetley's (2006) research that reported turnover prevalence among academics in the decline state of their careers. Similarly, Naresh et al. (2003) found an insignificant relationship between age and turnover when they examined job-hopping behaviour amongst Singaporeans. In line with (McCullough 2002; Steers and Porter 1973) it is safe to conclude that the younger employees tend to exit more as compared to older faculty who would not compromise on the security of their jobs. A discussion on gender and turnover follows.

#### *8.8.1.3 Gender*

The sample does have skewed characteristics, as only one respondent of the 11 interviewed was female. As the study used snowballing approach, researcher had to interview respondents who were available and fit the intended categories. Locating and engaging the resignees proved an extra-ordinary challenge; more burdensome was the case for female 'resignees'. On the whole, the female population in polytechnics has a skewed male-female ratio of 84:16.

The association between gender and turnover has received serious attention in the literature. However, consensus is mixed. For instance, this thesis is consistent with (Elaine 1997; Summer and Hendrix 1991) findings that males are more likely to quit than females. However, because of female under-representation, agreeing wholly with Elaine (1997) and Summer & Hendrix (1991) is not plausible. Findings, however, contradict Cotton & Tuttle (1986) that male staff is more likely to stay than females. Other findings point to a neutral relationship (Berg, Miller and Wheeler 1991; and Nai and Robinson 1998). See 7.73

The situation mirrors the stereotypical roles of gender in Ghana, which is culturally delineated and contextualized. Though female participation in the labour force has appreciated; their income is considered to be supplementary. Males are the prime wage earners with a greater orientation and aspiration towards achievement (Elaine 1997). This is confirmed by Naresh et al (2003) who argue that males seek more rewarding jobs that will consolidate them as heads of families if their present jobs are incongruent with their expectations. Also, the 'fixity' of females could be explained by Booth, Frank and Blackby's (2003) 'loyal servant hypotheses' which postulate males as more mobile than females and in a typical household where both partners are gainfully employed, the women tend to narrow their job searches to the geographical area of the spouse. Committed females tend stay in their current jobs and engage in less job searches; while young single and uncommitted females with generic HC may appear as mobile as their male colleagues. Booth et al's (2003) assumptions are in keeping with the behaviours of married working couples in Ghana and may partly explain the frequency of job-hopping in males than in females. Considering the social perception of gender in Ghana, males do more 'nosing around' and therefore more inclined to 'hopping' from their jobs. It is therefore unsurprising that the male faculty turnover is relatively more than females.

It is essential that management appreciate the concerns of the diverse workforce to retain a strong cadre of employees. To achieve this, polytechnics should positively seek out women with interest and ability in lecturing, which will strengthen the workforce and contribute towards the overall success of polytechnics.

#### *8.8.1.4 Summary*

This section examines the relationship between gender and turnover. Consistent with previous studies, the current study found the male separation rate to be high compared to female (Elaine 1997; Summer & Hendrix 1991). Findings disagree with Cotton and Tuttle's (1986) findings that male staffs are more likely to stay than females. Findings also disagree with (Berg, et al 1991; and Nai & Robinson 1998) who found no relationship between gender and turnover. Findings revealed a higher rate of male exit as compared to females. For Royalty (1998) it is the same across both genders; it however, holds true largely due to the behaviours of less educated women. Impliedly, highly qualified females have same inclinations as males in turnover decisions. Additionally, with the increase of age, women tend to be more stable in jobs as compared to male. Consistent with Booth et al (2003) it is arguable that married females are less inclined to leaving than unmarried ones. The under-representation of females across polytechnics is also a reason for the low turnover rate. Consistent with Murnane, Singer and Willett (1991) it can be argued that the age of females moderate with turnover. The next sub-section presents EQ and turnover.

#### *8.8.1.5 Transferability of Qualification*

The transferability of Higher Educational Qualification (HEQ) emerged as a trigger to turnover. This confirms (Berg 1991; Cotton and Tuttle 1986 and Clarke-Reyner 2000) findings. However, findings contradict (Carell and Elbert 1974) findings of a negative relationship between EQ and JS.

Of the 11 resignees, 64% entered into polytechnic employment with a master's degree, while the remaining entered with a first degree. However at the time of exit all 11 respondents in this category had attained a master's degree. The exit of 64% respondents could be interpreted based on the generic nature of their qualifications with which they secured jobs into the polytechnic; as their qualification is transferable and not tied solely to teaching, switching becomes easier (Egu, Nwuju and Chionnye 2011). Arguably, they would have stayed if their qualifications were job specific in which case switching becomes difficult. In that case they would have to contend with the polytechnics regardless of their discomfort. Similarly, the decision of the 36% of resignees could be due to attainment of HEQ. With a HEQ comes enhanced marketability (Steers 1977; and Angle and Perry 1981). The attainment of generic qualification partly explains the ease with which employees switch from one job to the other (Egu et al. 2011) (See Appendix B2).

Data revealed, a majority of resignees ended up in the university or allied institutions, which in a way suggest that the resignations were induced by a number of reasons including remuneration and perception. Given that EQ merit equal pay, the exodus in polytechnics could be put in check.

#### *8.8.1.6 Summary*

Data in this study found that, the higher educated the staff became, the greater the tendency to turnover. Findings conclude that those with higher generic human capital (HEQ) tend to turnover than those with specific human capital and thus consistent with previous literature (Berg 1991; Cotton and Tuttle 1986 and Clarke-Reyner 2000).

Findings indicate that 91.2% of respondents resigned with the minimum qualification sending worrying signals for polytechnics. Polytechnic management need to incentivize the system to keep hold of quality personnel while at the same time being able to attract other prospects into the polytechnic community. The study uncovered that more qualified staff with generic skills tend to quit polytechnic as compared to those with job specific skills as well as those with lower EQ. However, findings disagree with Carell and Elbert (1974) findings about negative relationship between HEQ and JS. Equally, Naresh et al (2003) in study of job-hopping amongst Singaporeans found EQ as insignificant to bring about turnover. In this study, most resignees entered with the masters, their exits could not be interpreted to have come about because they have acquired HEQ but due largely to some other factors; albeit, their generic qualifications facilitated transferability from the polytechnics to other jobs. Most resignations could be avoided if salary levels across the divide were similar. The next section presents tenure and turnover.

#### *8.8.1.7 Tenure*

It is argued in this study that there is a relationship between tenure and turnover. This study corroborates with those that establish that the shorter the tenure, it is more likely for the employee to quit. Conversely, long-tenured employees have a higher likelihood to stay, one because they would have become committed and loyal to their institutions; and two, as the age and tenure on a job increases, the tendency for them to switch becomes slimmer. This study confirms earlier studies that age affects turnover (Griffeth et al. 1979; and McCullough 2002). Findings are also consistent with Kestener (1994) that 50-60% of new teachers quit teaching by the fifth year of their tenure. Employees with long tenure turn to enjoy higher

salaries and other perks; moreover, because of their experience they have a better worldview of events regarding life and work. Also, seriously considered by long-tenured employees is the inconvenience associated with relocating and related problems such as disruption of children's schools as well as the loss of social networks. For long-tenured employees career related investments precede considerations related to quitting; while short-tenured employees would not lose much in what Gheselli (1974) describes as 'wanderlust' i.e. driven by instinct and impulse often without sound reasoning. The tendency to turnover diminishes as tenure increases (McCullough 2002). Characteristically, long-tenured employees cherish job security while short-tenured employees are induced by 'wanderlusting' (See Appendix A1).

As argued above, polytechnic staff in the decline state of their career would not compromise with their end-of-service benefit and job security by resigning for other marginal benefits, particularly if they are close to retiring. In contrast, exuberant and youthful employees can afford the space and time to move.

#### *8.8.1.8 Summary*

Findings are consistent with literature (Griffeth et al 1979; and McCullough 2002; Kestener 1994) that tenure is inversely related to turnover i.e. the longer the tenure, the greater the likelihood of staying with the organisation; similarly, short-tenured staff have greater likelihood of quitting. As noted above, Kestener (1994) found that 50-60% of new teachers quit teaching by their fifth year in service. However, findings disagree with Tetley (2006) who submitted that long tenured faculty exits academia as a measure against the poor pension that awaits them at retirement from academia. However, the current study disagrees with Tetley's argument as most resignees were short tenured. Also, the long tenured faculty was seemingly satisfied with the state of affairs and unwilling to quit. The section following examines institutional factors.

#### *8.8.2 Institutional Factors*

This section examines how institutional factors such as remuneration, perks, promotional opportunities, as well as training and development influence turnover.

##### *8.8.2.1 Poor Remunerations*

Scholars are unanimous to position remuneration as a key influencing variable in employee retention (Blau and Kahn 1981; Shaw et al 1998; Park et al 1994). This proposition has received support from many researchers (Shaw et al 1998; Park et al 1994). Compensation

package of organisations has the potential of retaining current employee and as well as attracts future prospects. This study established that polytechnic pay levels are low as compared to other public and private organisations in Ghana. Results of the study are consistent with (Tettey's 2006 study in Africa and Bett 1999; Machin and Oswald 1999; 2000) in the UK that found dissatisfaction with salaries as crucial to undermining the commitment of academics to their institutions. Similar studies (Weisman et al 1980; Price and Mueller 1981; Weiler 1985; Hom and Griffeth 1995; Hogan 1992; and Hinkin and Tracey 2000; Reynolds et al 2004; Braham 2005; Chimanikire et al 2007; Pratten 2009; Ying and Volkwein 2004) have highlighted remuneration as an important factor-affecting turnover. This is supported by the descriptive data that 75.0% of faculty are dissatisfied with their salaries (See 7.8.1).

For Ghanaian polytechnics to enlist the cooperation and increase satisfaction among faculty, they must pay salaries equitable with industry standards (Lawler 1999; Kayes and Jordan-Evans 2002; Kamoche et al (2004). This is particularly important for public sector (PS) employees whose productivity correlates with their salaries (Kiltgaard 1997; and Grindle 1997).

#### *8.8.2.2 Summary*

Findings suggest that remuneration is the main reason for turnover, thus agreeing with (Weiler 1985; Hom and Griffeth 1995; Hinkin and Tracey 2000; Kayes and Jordan-Evans 2002; Reynolds et al., 2004; Tettey 2006; Chimanikire et al.,2007; and Pratten 2009). Other researchers found remunerations as key to tackle turnover (Bett 1999; Machin and Oswald 1999; and 2000). Weiler (1985) investigated faculty tenure and found salary as the single most important factor, albeit, he conceded that two-thirds of respondents identified personal factors such as co-worker relationship and career advancement. Wenzel and Hollenshead (1998) in an exploratory study of turnover of tenured and untenured females of one university found salary as the second most potent factor. Though consistent with current study, it differed in terms of scope as the current study found salaries as the prime factors- their study (Wenzel and Hollenshead, 1998) found it as the second factor. Similarly, Hom & Griffeth (1995) and Nwandini & Akpotu (2002)'s findings also point to remuneration. Mallam (1994) surveyed 247 faculty members in Nigerian universities and found low salaries as a leading factor. Likewise, Tettey (2006) found dissatisfaction with salaries as a key factor when he investigated retention of academic staff in five HEIs in Africa. Ying and Volkwein (2004) in

their comparative study of tenured and untenured faculty of research universities found remuneration as the second most powerful predictor of faculty's decision to quit. Surprisingly, the same study found a rather feeble linkage for remunerations in the case of untenured faculty.

Similarly, Oshagbemi (1996) explored the satisfaction levels of UK academics across 23 HEIs and found dissatisfaction with salaries. Chimanikire et al (2007) examined JS among Zimbabwean academics and identified salaries as the main cause. Similarly Hinkey and Tracey (2000) found inadequate compensation among other factors. Menash and Alemna (1997) reported low salaries as one of the causes of turnover among the library staff in Ghana. Jordan and Barry (2009) studied the shortage of artisans in South Africa and found the main cause to be poor remuneration. Therefore, remuneration is found to be an important cause of turnover across sectors. Findings are consistent with (Kiltgaard 1997; Grindle 1997; Chimanikire et al 2007) observation that that the productivity of PS employees correlate with their salaries.

However, some studies suggest that money is not always a key variable in employee retention (Harris and Brannick, 1999; Smith 2001; and Ashby and Pell 2001). For instance, Pfeffer (1999) suggests that many organisations have successfully executed retention plans without pay-based retention incentives. Given that wages in Africa are collectively owned (Jackson 2004 in Kipkebut 2010); polytechnics must evolve an equitable reward system to control turnover (Shaw et al 1998; Garrison 1997).

#### *8.8.2.3 Poor Service Conditions*

There is evidence that prevalent poor conditions of service in HEIs may cause turnover. In agreement with previous studies such as Robbin 1993; Buckingham; Coffman 1999; Guthrie 2000; Stone 2002 and Kayuni and Tambulasi 2007), this study too identified poor service conditions as crucial to faculty retention in Ghanaian polytechnics (See 7.8.2).

It is apparent from the interviews that respondents are dissatisfied with service conditions compared to other factors and any improvements in these might result in higher faculty retention.

#### *8.8.2.4 Summary*

In an earlier study, Mallam (1994) found widespread dissatisfaction with conditions of service among Nigerian academics. Unsurprisingly, Nwandini and Akpotu (2002) in a later



study of Nigerian HEIs found dissatisfaction among academic staff with conditions of service. Similarly Tetley's (2006) results found dissatisfaction with service conditions; while Chimanikire et al. (2007) reported it as the second most important factor when he examined JS among academics in Zimbabwean HEIs. Likewise, Du Toit, Botha and Rothman (2009) found conditions of service as second in the hierarchy of factors; albeit, his context and sample were different from the present study. Other researchers such as Guthrie (2000) related it to inadequate reward package including benefits and perks.

The perks administered by an institution affects its ability to attract and retain quality faculty. Studies in Uganda indicate that poor conditions of service of HEIs led to the exodus of academics (Musisi and Muwanga 2003; NCHE 2004). Also, Tettey (2006) established similar findings in his study of five Anglophone HEIs in Africa. Musisi and Muwanga 2003; Shicherman 2005 as cited in Kajubi (1994) attributed the annual loss of 13 senior faculty members between 1986 and 1989 at MU to poor service conditions. Similarly, Kipkebut's (2010) study found poor service conditions as a key factor affecting the commitment levels of administrative staffs of Kenyan universities. Buckingham and Coffman (1999) have observed that prospective employees consider remuneration and perks while accepting job offers. As suggested by (Mallam 1994 and Shaw et al 1998), polytechnics must invest in salaries and perquisites, in order to enhance retention.

#### *8.8.2.5 Inadequacies in Promotions*

The findings that promotion is essential to lowering turnover are supported by earlier studies (Turkson 1987; Mitchell et al., 2001; Branham 2005; CIPD 2005; Afeti, 2005 Dehlor 2006 and Chaduri 2007; and Nsowah, 2011). Other related findings that support this position most notably Renz 1999; Flessner, 1997; and Gearhart 1995 in their study of fundraisers found promotion as the magnet that holds employees to their institutions; as they hope to be rewarded with promotion someday. Findings from interviews suggest that a lack of promotion within polytechnics has resulted in high turnover. Confirming the state of promotion in polytechnics, an administrator observed:

To work for about 10 years without promotion... (Appendix C1)

As a result of the stagnation in terms of promotions within polytechnics, respondents are unhappy with polytechnics' promotion policies. Without a firm promotion policy to meet the dreams and aspirations of staff, they (faculty) look elsewhere to fulfil those dreams. Having a

promotional plan that is sensitive and considerate of faculties' aspirations may help curtail faculty turnover.

#### *8.8.2.6 Summary*

Findings of this study are consistent with the findings of Oshagbemi 1996; Court 1999; and Tettey 2006) that faculty is generally dissatisfied with promotion. Interestingly, the context of this study is similar to previous studies (Oshagbemi 1996; Court 1999; and Tettey 2006); difference being the context- whiles (Oshagbemi 1996; and Court 1999) studies was executed in the UK, the present study was undertaken in Africa. It is worthy of mention that both the current study and those of Mallam (1994; and Tettey 2006; Kipkebut 2010)) were executed within HE and in Africa. Kipkebut (2010) in a study that explored the commitment levels of administrative staff in Kenyan HEIs found that staffs were hugely dissatisfied with promotion procedures in their institutions.

Mensah and Alemna (1997) also reported delayed promotion as a crucial issue when they investigated turnover among librarians of the Ghana Library Board. A finding of this study agrees with those of (Oshagbemi 1996; Court 1999; Mallam 1994; and Tettey 2006), as the context and sample are similar. It is arguable that the characteristics of academic are not same but similar across space and time. What is more, findings of the studies done in the UK where the ethos of academics in Africa originated demonstrate that academics across both developed and developing countries are dissatisfied with their promotion.

Oshagbemi's (1996) study examined the satisfaction levels of academics and reported huge dissatisfaction amongst academics while Court's (1999) in a later study among academics reported findings centred on the same conclusion. Europhia Consulting (2008) in global survey of over 1000 logistics professional across Europe, Asia and the Americas found the lack of career opportunities as the prime reasons for separation. Similarly, Chadhuri (2007) found the lack of career opportunities as one of the causes of turnover in the software industry in India. Delayed promotion was one of the causes unearthed by Mensah and Alemna (1997) when they investigated turnover among librarians in Ghana. Nwandini and Akpotu (2002) investigated staff turnover in Nigerian HEIs and narrowed the causes to remuneration and welfare packages. Jordan and Barry (2009) reported it as the second factor when they studied the shortage of artisans in South Africa. Jo (2008) reported similar findings in her study of women administrators. Wenzel and Hollenshead(1998) in their study

of tenured and non-tenured females found career advancement as the third factor influencing quits.

Findings disagree with a recent study by University of Warwick that submits that of promotion increases mental strain but 10% slack in mental health. Contrary, current data suggest that promoted employees receive both pecuniary and psychological satisfaction from been promotion; increased earnings and enhanced responsibility. Further, the contexts of both studies are markedly different.

Hom and Griffiths (1995) suggest that for polytechnics to keep turnover in check, they should implement not just fair but transparent and justified promotion policies. Corroborating, Lambert and Paoline (2008) asserted that in order for the polytechnic system to increase the commitment and loyalty of their staff, management need to couch out a fair, transparent, and impartial promotion policy as a stopgap measure to alleviate the pent feelings of employees who are bypassed in promotion. Such a policy in turn, should be clearly communicated to all and sundry using available communication channels. With such a policy in place, the desire by staff to look beyond the shoulders of the polytechnics for career development or pay improvement elsewhere is curtailed (Acas 2006).

#### *8.8.2.7 Training and Development (T&D)*

The importance of training and development opportunities (TDOs) in reducing turnover has been affirmed in the literature (Wood and Macaulay 1989; Hogan 1992; Hiemstra 1990; Conrade et al 1994; Decker and Sullivan 1998; and Bassi and Van Buren 1999). A number of other researchers have also found positive relationship between training and turnover (Buick and Muthu 1979; Wood and Macaulay 1989; and Pollit 2006). From all accounts, participants acknowledged the availability of TDOs in their institutions; they further recognised that the provision of TDOs is important to faculty retention. Evaluating the TDOs of one polytechnic, a former faculty noted:

Yea, it was okay, it was good. They ensured that when staff was due and got admission, the polytechnic was ready to sponsor the person for the programme. Generally, people who were qualified for study leave were given the study leave with pay (Appendix F5)

Evidence however suggests that there are considerable and entrenched shortcomings in the implementation of TDOs policies within polytechnics as captured by some respondents.

It was not open, and there was a bit of nepotism.... you understand...if you were a relative it was okay...but for us the who are in the pits you will never go, by the time it gets to you, it's finished. That was what was happening, that was the reality on the ground (Appendix F7).

And

At times favouritism and nepotism is also another contributory factor (Appendix A4).

To inject confidence into the system, polytechnics will have to ensure that selections for training are based on merit. Further, the network will need to engage in needs analysis so as to establish some congruence between its needs and those of individual trainees. For example, Bassi and Van Buren(1999) has affirmed that, when there is a fit between the TD needs of the employer and employee, the likelihood that the employee will stay is higher.

#### *8.8.2.8 Summary*

Data from this study's findings support the premise that investments in training turn to improve the professional standing of staffs, which in turn may culminate into high staff retention (Buick and Muthu 1979; Wood and Macaulay 1989; Hogan, 1992; Davies et al 2001; Pollit 2006). Pollit (2006) in his seminal work on training has posited that providing training lowers turnover; and the heighten workforce morale. Rebore (2001) reinforces this view when he argues that staff development is an activity to which each school system must commit human and physical resources in order to attain a viable and knowledgeable crop of staff.

For instance, Kipkebut (2010) in a study of Kenyan HEIs found the lack of TDOs as a key factor affecting the commitment of administrative staffs. Buick and Muthu (1979) in a survey that examined TD practices of hotels in Scotland found that the provision of TDOs lowers turnover. Similarly, Davies et al (2001) in an early study of the accommodation and hotel industry in Western Australia compared the effects of three human resource (HR) issues on turnover and found training as the only HR variable that decreased turnover. The same conclusion is drawn by (Pollit 2006; Hogan, 1992; Huselid 1995; Hiemstra, 1990; Conrade, Wood and Ninemeir 1994; and Decker and Sullivan 1998) when they concluded that investments in training have a dual effect of increased productivity and enhanced retention. However, a more current study by (Khan, Ahmed, Ibrahim and Shahid 2012) of Pakistan's telecommunication sector found investments in training as worthy as it improves organisational productivity; but did not report its impact on turnover.

Kaye and Jordan-Evans (2002) undertook an international survey involving 8000 participants across 35 industries and found T&D as the third of many factors while Jordan and Barry (2009) found lack of TDOs as the second most important factor of artisan retention in South Africa. In a related study, van Rooyen, Du Toit, Botha and Rothman (2009) using qualitative methods investigated artisan retention and reported T&D as second most important factor for artisan retention in South Africa. Findings of the study are however, contrary to Kruger and Rouse's (1998) that found a minor relationship between training and turnover. Whilst Kruger and Rouse (1998) study was undertaken in the service industry of Europe, the present study is nested within HE and in Africa.

Graham and Bennett (1998) further argue that T&D of staff leads to greater JS and enhances motivation. According to Carrel, Elbert, Hatfield, Grobler, Max and Van der Schyf (1998) T&D does not only satisfy the growth expectation of individuals but it does also promotes a sense of accomplishment and as well as brace individual to face newer job challenges. Consistent with these views, this study found a positive relationship between TDOs and turnover.

### *8.8.3 Environmental Factors*

Environmental factors here include public perception, government attitude, service conditions, availability of jobs opportunities and state of the economy. The following section discusses public perception.

#### *8.8.3.1 Public Perception*

Public perception about polytechnic education in developing countries is on the low side (NCHE 2010). Technical education conceived as the theoretical vocational preparation of students for jobs involving applied sciences and modern technology. Researchers such as Effah 2003; Duodo 2004; Afeti, 2005; and Nsowah 2011) have acknowledged it as a key constraints of the TVET sector in Ghana. Nsiah-Gyabaah (2005) argues that the inability of some polytechnic graduates to measure up to the expectation of employers has deepened the negative public perception of the polytechnic network. Additionally, the unstable academic environment due to one demand or the other has further worsened matters in terms of the perception as prospective investors and students shy away from the polytechnic front. The negative perception of polytechnic was reiterated by an MP and former polytechnic faculty member when they noted:

The faculty of polytechnics and technical schools-who cares about them. If it were UTAG they would have run quickly to meet UTAG. POTAG has been crying, nobody minds them(Appendix D5).

And

It is not treated with the same urgency as when public university lecturers make demands and the previous academic year (October-December 2010) saw something which can confirm that perception (Appendix F3)

The negative societal perception that polytechnic have had to endure has impacted negatively on recruitment and enrolments drive as both prospective faculty and students would want to identify with institutions with positive images.

#### *8.8.3.2 Summary*

This study is consistent with (Caplow and McGee 1958; RCRHE 1991; NCHE 2010) that submitted that polytechnic education in developing countries is on the low side. Caplow and McGee (1958) in their seminal work found prestige as the main reason for faculty turnover; in the same vein the study of both (RCRHE 1991; and NCHE 2010) found public perception for polytechnic education to be on the low side. The only difference between this study and Caplow and McGee's (1958) work relates to the context. While they undertook their study in the university, the other reported on polytechnics.

Whiles Caplow and McGee (1958) undertook their study in a Western setting; this study is rooted in an African context. Findings also confirm the report of the RCRHE (1991) that submitted that there is a general societal perception of the polytechnic graduate as being inferior as compared to university graduates. Similarly, Singapore has the same perceptual problem whilst France has a higher rating for polytechnics. The polytechnics will have to be proactive in a bid to 'cast a friendly light' onto the image of the network as they strive to promote scholarly pursuit.

#### *8.8.3.3 Government Attitude*

Present and successive governments have underscored the importance of a viable TVET system as a pillar to national prosperity. However, its attitude has either overtly or covertly contradicted its rhetoric of commitment. From all indications, the support of government is crucial to the sustainability of Ghana's polytechnic network. Respondents reported that present and successive governments have over the life span of the polytechnics have shown

what they described as ‘open biases’ towards polytechnics compared to universities as evident in the excerpt below:

There is that kind of bias from government. In a way, they highlighted the universities more as I just mentioned by responding every time quickly to the universities demand to the detriment of polytechnics. Whenever they hear any cry from the universities they seem to pay attention to that (Appendix A6).

These attitudes and its knockdown effect have disabled the polytechnics from reaching its desired performance. For instance, under funding affects infrastructural development, remuneration and perks. Governmental backing is required to foster long-term growth and stability of polytechnics and thus enable them to continually contribute to national prosperity.

#### *8.8.3.4 Summary*

Findings are consistent with Adeyemi and Aviomoh (2004) report that the inability of the technical vocational sector to attract the best and brightest human capital is partly attributable to the starvation of the sector in terms of funding. This corroborates the submission of Budu-Smith (2005); Nsiah-Gyabaah (2005) that between 2003-2006, TVET expenditure of the total education budget has stagnated at 1%; though policy makers are well aware that running TVET is more expensive than the universities- they rather get the lion share. Because of these constraints, polytechnics are unable to perform their feeding role to polytechnics as expected; the low enrolment into the sciences and technology is largely blamed on the aggregate effect of the action and inactions of government. Polytechnics are not spared the starvation of resources either. See 8.3.1.

#### *8.8.3.5 State of the Economy*

The state of the nation at any point in time impacts on turnover. When the economy is depressed, the level of unemployment rises. This in turn affects turnover rates, as workers will not let go the job at hand when the economy is depressed. Similarly, when the economy is booming, the rate of turnover tends to rise, because workers can easily find job. (See Appendix C4).

The quote above clearly point to the fact that during good times, the potential of turnover is reduced. Conversely, when the economy opens up, the propensity to quit becomes higher.

#### *8.8.3.6 Summary*

Consistent with previous studies (March and Simon 1958; Cotton and Tuttle 1986 and Price 1977). March and Simon (1958) were among the first to make this observation when they wrote: ‘under nearly all conditions the most accurate single predictor of labour turnover is the state of the economy’.

#### *8.8.4 Other Related Reasons for Turnover*

Other reasons the study unpacked that are consistent with the academic and practitioner literatures include: unchallenging jobs; unfair treatment; poor relationship among staff; personality clashes; poor supervision; poor work environment; poor communication; centralised decision making; family reasons; personal reasons; lack of recognition and low status (Muchinsky and Murrow’s (1980); Boxall et al. (2003); Price and Mueller (1981; Reynolds et al (2004); and Braham (2005). The multifaceted nature of turnover was endorsed by most respondents. For instance, the responses of an administrator and a current faculty member captured it all when they observed:

It has to do with salaries, it has to do with conditions of services which is an external issue...let me just say it has to do with job satisfaction (Appendix C3)

Well, lack of promotion could be one, poor remuneration, probably the perception of society... (Appendix A1)

The next section examines the dynamics of faculty turnover in polytechnics.

#### *8.9 Dynamics of Faculty Turnover in Ghanaian Polytechnics*

Consistent with Allen’s categorisation (2000), Ghanaian polytechnics like most organisations experience three form of turnover. One, appointed faculty who never show up after been offered a job as faculty member of a polytechnic. Two, faculty members who come around for a few days, weeks or months and quit thereafter. Three, faculty who use polytechnics as spring boards, acquire some experience and /or enhance their marketability and thereafter quit to other organisations. Whatever form it takes, turnover leaves both positive and negative consequences on polytechnics. Although turnover studies have received attention of practitioners and academic in the literature, only a few have focused on its dynamics (Gleebeek and Bax 2004). According to Mayhew (nd) dynamics of turnover refers to the positive and negative aspects of turnover. Turnover is a dynamic process; it is a dynamic process because of the regular movement of people in-and-out of employment. This in-and



out movement have both positive and negative consequences (Johnstrud and Rosser (2002); Abelson and Baysinger (1984)). For instance, Johnstrud and Rosser (2002) view turnover as both a curse and a blessing. This implies turnover has two faces - a negative and positive one. In their view, faculty turnover enable polytechnics to hire 'fresh blood' at lower costs. On the flip side, they argue that the vacancy costs arising out of turnover is high and that in most instances, faculty who turnover are those institutions will prefer to retain on their faculties.

#### *8.9.1 Negative Consequences of Faculty Turnover on Polytechnics*

The negative consequences of turnover have long been noted in literature (Brayfield and Crockett 1955; Shaw, Gupta and Delery 2005). The general theme in the literature portrays a negative correlation between turnover and productivity. High faculty turnover makes the polytechnic environment fluid and scares away prospective staff, students and investors. Neid et al (2003) observed that turnover 'impedes development of coherent educational programme, institutional memory, and staff cohesion'. Similarly, Enaohwo (1980) asserts that turnover is counter-productive to the achievement of educational objectives. For Stuit and Smith (2009), turnover does not only hamper harmonisation and development of standards but also make the pursuit of common goals illusive. Shaw et al (2005) contend that turnover impacts negatively on employee effectiveness and morale. Schelessinger and Heskett (1991) have noted that a service sector organisation such as polytechnics that is inundated with high faculty turnover generate an incapacitating cycle of 'failure'. Abassi and Hollman (2000) agreed with this view when they observed that turnover leads to decreased innovation, disruption of work flow as well as sluggish implementation of new programmes that leads to productivity loses. Stovel and Bontis (2002) emphasised that turnover results in decreased level in quality performance. Yet, Branham (2005) and Mitchell (2000) have highlighted the consequences of collective turnover (CTO) to decreased productivity. Abelson and Baysinger (1984) argue that turnover generally causes disruption to work schedules. For their part, McGee and Ford (1987) reported a negative correlation between workload and faculty retention. In the same vein, Lightfoot (1993) argues that turnover exerts additional stress on the remaining staff as they are responsible for the orientation and training of recruits resulting in extra load.

An associated productivity related impact of CTO relates to costs. Drawing on first-hand evidence, many researchers have highlighted the financial value of CTO and how it impacts

on organisational outcomes (Ton and Huckman; Dalton and Todor 1979). For instance, Hunt (2008) has observed that CTO of nurses impacts negatively on performance and profitability of health care institutions. This theme was emphasised by a student when he stressed the negative consequence of turnover in the following words:

Certainly, it's a major challenge to the aims and objectives of polytechnic education in this country (Appendix E2).

Confirming the negative impact of turnover, an administrator noted:

It means that the lecturers will not be there to teach, so it means that you mount courses and you wouldn't get lecturers to teach or you go in for people who are not qualified. If we have a lot of people leaving, it will affect the growth of the polytechnic. People will not want to come here if you don't have lecturers (Appendix C4).

From the data above, it can be concluded that CTO creates a disruptive unstable work environment that negatively affects the operations of Ghanaian polytechnics. It does not only lead to lower productivity and dilution of polytechnics unique business practice, but it also increases operating costs of polytechnics and those of its stakeholders. To minimise the collective impact of faculty turnover, polytechnics must invest in talent management practices that will ensure that it has a steady and qualified workforce and should as well be attractive to prospective faculty members.

#### *8.9.2 Positive Consequences of Faculty Turnover on Polytechnics*

Although a number of researchers (Shaw et al 2005; Neid et al 2003; Enahwo 1980) have highlighted the down side of employee turnover; some other researchers have also highlighted its positives (Price 1977; Dalton and Tudor 1979; Staw 1980; Abelson and Baysinger 1984). For instance, Dalton and Tudor (1979) have observed that moderate levels of turnover in organisations allow for the infusion of 'new blood' in its operations. In their view, moderate turnover tend to bring in its wake the infusion of new and innovative ideas into the operations of polytechnics and thus prevent them from staying morbid. Corroborating, CPS (2006) argue that some degree of turnover is healthy for polytechnics as it provides room for the infusion of 'new blood'. Likewise Dalton and Tudor (1979) contend that having a moderate level of turnover is good for polytechnics. According to Pfeffer (1979), employee mobility is essential for the infusion of innovative designs which in tend make polytechnics flexible and inclined to change. Similarly, Staw (1980) has noted that organisations can use inputs garnered from turnover as a benchmark to help them revise their total remunerations in comparison to those obtainable within the industry.

Abelson and Baysinger (1984) argue that turnover is not an all bad scenario. In their view, when a poor performer exits from the polytechnic system, polytechnics stand to benefit by engaging a new faculty with a better output. Corroborating, Trevor, Gearhart, Bourdreau 1997 and Brown (1967) argue that turnover creates opportunities for individuals to achieve professional standing through the introduction of fresh ideas into the academic department. According to McGarvey (1997) turnover serves as a morale booster as it creates opportunities such as promotion or other newer opportunities for those that remain. Others argue that some level of turnover might be beneficial to polytechnics, especially when a poor performing faculty is replaced by a more productive and skilful faculty or when a retired faculty is replaced by a younger enthusiastic faculty (Fay 2005). Supporting the positive contribution of faculty turnover, one administrator contended:

In two instances that I would not want to be specific. It benefited the polytechnics because the lecturers involved were also full time employees somewhere. In that circumstance it was better they left because they were more committed to that [those] institutions. (Appendix C4).

From the foregoing, it is arguable that turnover like a coin has two faces-positive and negative. Granted that turnover is inevitable, polytechnics must roll out policies that will keep hold of their current stock of faculty by ensuring better replacement when poor performers exit.

### *8.9.3 Consequences of Faculty Turnover on Group Dynamics in Polytechnics*

Turnover literature is replete with findings on how turnover affects the productive capacities of groups, work units and organisations (Hausknecht and Holwerda 2013). Theoretically speaking, faculty turnover have dislocated organisational processes of polytechnics, subverted their organisational routine and drain their human and social capital (Price 1977; Staw 1980). For instance, Shvechuck (2008) submits that the departure of employees with high level of both human and social capital affects organisational performance. Similarly, Hausknecht and Holwerda (2013) have observed that higher rates of turnover indicate significant losses in human capital, greater disruption to organisational operations and as well slow down the pace of learning. When an organisation losses a critical talent, it can cause problems in team work. Also, bringing on board a new member into a team may take a while for the new member to pick up, particularly so, when the one who would have provided training to the new comers is/are those who have left. Taken together, these factors affect organisational performance. According to Shaw and Dess (2001), the departure of key talents from an organisation negatively affects intra-organisational social network.

In the same vein, Price (1977); Mobley (1982) have noted that the unsteadiness caused by turnover affects work-unit cohesiveness, disheartenment, breakdown in communication, and disjointed coordination. In addition, Pinkovitz et al (1997); Abassi and Hollman (2000); Muchinsky and Tuttle (1979); Moore and Burke (2002) have identified faculty turnover as injurious to work group processes such as declining employee morale, erosion and stability of the workforce; breakdown of organisational dynamics (teams, groups, departments), loss in tacit knowledge, breakdown in communication and loss of valuable corporate memory. For their part, Shaw et al (2005) claim that employee turnover impacts negatively on organisational effectiveness and employee morale. In their view, turnover dissolves the social capital needed for relationships at the group level to flourish. Literature suggests employee turnover is injurious to work group processes such as declining employee morale, erosion and stability of the workforce; breakdown of organisational dynamics, loss in tacit knowledge, communication breakdown and loss of corporate memory (Pinkovitz et al 1997; Abassi and Hollman 2000; Muchinsky and Tuttle 1979; Moore and Burke 2002). Other researchers such as Staw (1998) and Price (1977) identified the impact of turnover on work process as: work group cohesion, relational coordination, and work group learning as organisational variables that suffer most due to turnover. These factors cumulatively affect institutional operations within polytechnics. Steers and Mowday (1981) has observed that frequent turnover of faculty signals the availability of opportunities outside the system and may give way to agitation for the stayers.

Workgroup processes (WGP) entail the instrument that either facilitate or inhibit the synergistic effect of team contribution from flourishing in an organisation. As a dynamic construct, WGP is understood as comprising of activities and reaction entailed in organisational communication. Marks, Mathieu and Zaccaro (2001:357) defined team process as 'members' interdependent acts that convert inputs to outcomes through cognitive, verbal, behavioural activities directed towards organising task work to achieve collective goals'. It defines interaction within teams-an ingredient necessary for team innovation. WGP are understood as a dynamic construct comprising of action and reaction in the form of communication and activity. Hausknecht and Trevor (2011) refer to the exodus of employee from organisations as CTO; and defined it as aggregate levels of employee departures that occur within groups, work units or organisation. In their view, CTO may result in several negative consequences such as loss of both human and social capital, fracturing of business

operations and its collective functions, burden on ‘stayers’ with orientation, socialisation and training of new comers as well as increased recruitment and selection costs. CTO has been proven to have some negative effects on organisational output. CTO does not only erode the knowledge base of organisations but also disorganises operations as well as diminishes the overall collective experience. Turnover affects WGs in the form of low morale, disjointed synchronisation, and loss of tacit work knowledge (Price 1977; Staw1998). As turnover heightens, ‘stayers’ must necessarily change in order to accommodate the fresh hands. The constant flux of workforce affects interaction and integration among ‘stayers’. Emphasising the effect of group action emanating from turnover, a government official noted:

First of all, everything we do here, the information we need to work must come from the polytechnics and the polytechnics is a very volatile area. Anytime there is unrest at the polytechnic, it affects us. You need information and they are on strike. POTAG is on strike, so we don't touch anything academic to impact of costs of turnover and that affects our work. But sometimes I wonder if they are running shifts. After POTAG has finished, then it is the turn of students or TEWU or PAAG. So, this is a big problem and we all want peace to prevail there so that we can do our work (Appendix D1).

#### *8.9.4 Summary*

Considerable amount of research effort has been expended in analysing employee turnover. Findings of these researches are relatively consistent with my current study. For instance, it agrees with Bae's (2008) findings that nursing unit turnover affects workgroup (WG) cohesion and relational coordination. Similarly, my findings correlate with Hunt's (2008) finding that nursing turnover negatively impacts organisational performance and profitability. In comparison, my study is done in the context of a developing country (Ghana) and focused on HEIs whilst Bae (2008) and Hunt's (2008) work were done in the industrialised world and focused on nurses within health institutions.

Similarly, findings agree with Alexander, Castle and Nichols (1994); and Castle and Engberg (2005) that found that CTO impacted positively on patient outcomes. Likewise, findings of my study agrees with Cavanagh (1989); Price and Mueller (1986); Riggs and Rantz (2001) conclusions that high CTO affects the quality of service delivery, as well as increase total costs of operating facilities.

However, my findings differ from these studies only in terms of geography and sample. For instance, while my study is nested in Ghana and in HEIs, the studies of Cavanagh (1989); Price and Mueller (1986); Riggs and Rantz (2001) is European based and undertaken in health-nurses. Findings also tallies with Abelson and Baysinger (1984) who advocate for a

moderate level of faculty. Additionally, findings support Trevor et al's (1967) view that turnover creates opportunities for individuals to achieve professional standing through the introduction of fresh ideas into the academic department. Likewise my findings agrees with McGarvey (1997) assertion that CTO acts as a morale booster by creating opportunities such as promotion or other newer opportunities for those that remain.

Further, my findings compare favourably with Mhere and Musingafi (2010); Mallam (1994); Adeyemi and Aviomoh (2004) in terms of context - Mhere and Musingafi (2010) in Zimbabwe; Mallam (1994); and Adeyemi and Aviomoh (2004) in Nigeria. My study and these studies are also similar in terms of sample. Finally, Nsiah- Gyabaah (2005); Samuel (2008) as well as Musah and Nkuah's (2013) findings agree with my findings in all respects - geography, sample and findings. In light of the challenges posed by high levels of CTO, polytechnics must work around the clock to ensure that it minimises the levels of faculty turnover.

#### *8.10. Impact of Faculty Turnover on Sustainability of Polytechnic Education in Ghana*

The provision of sustainable polytechnic education is dependent on the availability of competent and quality workforce especially, the faculty whose functions include teaching, researching and student preparation for lifelong learning (Tarpeh 1998). Attracting and keeping a competent faculty is key to institutional sustenance and competitiveness (Keller 1983; Tarpeh 1998; Storey 2001 and Shattock 2011). Series of studies examining the impact of CTO of teachers on education have been reported (Xaba 2003; Gillette 2002; Guin 2004; Tetey 2006; Kayuni and Tambulasi 2007; 2002; Kipkebut 2010), and attracted considerable interest in the educational media. For instance, Msiska (2011) submit that CTO of faculty is threatening the sustainability of Malawi's universities. According to him, such high CTO of faculty lead to diminished quality, knowledge, skills, values and attitudes provided by HEIs. Taking the point further, he argued that, with such formidable challenges, Malawi's HEIs are constrained in fulfilling their mandate of providing quality HE. Like most other studies, his findings showed that CTO of faculty and the factors underlying it represent a vital drain on polytechnics in terms of money, time and resources. Polytechnic faculty play a pivotal role in providing high quality, multi-skilled units of human capacities relevant to Ghana's development. However, they (polytechnics) are increasingly challenged in their ability to

attract and retain resourceful stock of faculty to meet minimum staffing levels. Due to the high CTO of faculty, polytechnics are unable to perform to the expected levels.

Numerous studies have been devoted to faculty turnover and its threat to sustainable HE, especially sustainable polytechnics education. For example, Jacinta (2012); and Mwatela have expressed concerns about the threat of high CTO of faculty on the sustainability of Kenyan polytechnics. In their view, high CTO in polytechnics hinder their capacities to expand and grow. Similarly, Shika (2013) highlighted the incapacitations of Nigerian polytechnics due to faculty turnover. High faculty turnover in polytechnics emerged as a key theme that threatens the sustainability of Ghanaian polytechnics. The broad outline of these earlier studies has been confirmed in the current study that high CTO of polytechnic faculty has not only threatened but also hindered the development of polytechnics as centres of academic excellence. Majority of respondents expressed concern about the threat faculty turnover poses to sustainable polytechnic education. Responding to this question, a senior government official remarked that:

So, there's a danger there, that if nothing is done to ensure that polytechnics are well resourced or polytechnics are able to train their students to the level required and demanded by industry, then, we are going to have if you like a drift of polytechnic graduates going into traditional university degree programmes and that could really be a problem for sustainability of the polytechnics. As I said, what makes an institution great is the quality of its graduates (Appendix B 1).

Supporting this view, a student leader noted:

If this trend continues; definitely the sustainability of polytechnic education in the country will be threatened (Appendix E2).

In contrast, a government official gave some assuring comments regarding the sustainability of polytechnics when he reflected that:

The objectives are sustainable; the institutions are sustainable in terms of the objectives they have to set (Appendix D6).

Contributing, a former rector added:

They won't be unsustainable. There is no reason to doubt the sustainability of the polytechnics (Appendix B 2).

From the above, responses were mixed with majority view identifying turnover as a threat to sustainable polytechnic education in Ghana.

### *8.10.1 Summary*

Many researchers have investigated faculty turnover and its impact on service delivery in HEIs. Congruent with most other findings, my study argue that high CTO of polytechnic faculty threatens their sustainability. For example, Giwa (2000) highlighted the rate of faculty turnover in Nigerian polytechnics and found that CTO impacts negatively on the delivery of polytechnics in Nigeria. Like Giwa's findings, the context and sample of this study are similar. Similarly, Ahmed, Tapan and Javaid (2012); Jacinta (2012) identified high faculty turnover as a threat to sustainable polytechnic education in Bangladesh and Kenya respectively. The two countries share similar histories regarding the development of their polytechnics with Ghana. Another area of similarity nests in the fact that all three countries are members of the Commonwealth.

Like the current study, Shika (2013) highlighted the impact of high faculty turnover as a threat to the sustenance of polytechnic education in Nigeria. Likewise, Mallam (1994) highlighted the high CTO of faculty to the sustainability of polytechnics in Nigeria as a threat. Similarly, findings of my study correlates with Adeyemi and Aviomoh's (2004) study that found mass exodus of faculty in Nigerian HEIs into politics as a threat to the sustainability of polytechnics in Nigeria. In comparison, the Nigeria experience is similar to the Ghanaian case in all dimensions except in location. Also, both Nigeria and Ghana share similar experiences in the evolution and development of their polytechnic systems.

Likewise, findings of current study tallies with Nsiah-Gyabah (2005) who found high turnover of polytechnic faculty as a threat to the sustainability of Ghanaian polytechnics. Further, findings of this study is similar to that of Samuel (2008) that reported a high incidence of faculty turnover in a polytechnic in Ghana and how it impacts negatively on the polytechnics. Additionally, current findings correlate with Musah and Nkuah's (2013) findings that high CTO of faculty threatens the vision of polytechnics in Ghana. Current findings are similar to those of Nsiah-Gyabah (2005); Samuel (2008) and Musah and Nkuah (2013) in terms of context, sample and most importantly geography. Like the current study, Nsiah-Gyabah 2005; Samuel (2008) and Musah and Nkuah's (2013) findings were both undertaken in the same context as my study - Ghanaian polytechnics.

Also, data is consistent with Tettey's (2006) findings that found HEIs in Africa to be threatened by faculty turnover. Like the current study, Tettey's (2006) study reported findings



centred on the same conclusions. Moreover, both studies are nested in the same context – West Africa. Also, findings of my study are similar to Guin (2004) that reported on turnover having a negative impact on student performance and service delivery of elementary schools in US. While findings are the same, Guin’s (2004) work was within elementary schools in the US while findings of present study were within the context of HEIs in Ghana.

Likewise, findings of current study agree with Mhere and Musingafi (2010) that argue that high faculty turnover impacts negatively on polytechnics services, offerings and delivery in Zimbabwe. Also, current findings correlates with Mwatela (nd) claim that high faculty CTO hinders growth of polytechnics. Whilst both studies have been undertaken in Africa, there are differences in terms of location. Whilst my study is undertaken in Ghana, findings of Mhere and Musingafi (2010) relates to Zimbabwe while Mwatela’s (nd) is specific to Kenya. The difference between these and my study is nested in location.

In sum, it can be argued that CTO of polytechnic faculty stands out clearly as a major factor that threatens their (polytechnics) sustainability. High CTO as is the case in Ghana has robbed the polytechnic network of its critical HRs needed for the nurturing of ideas and creating technologies required to facilitating its developmental agenda.

### *8.11 Consequences of Turnover*

This section discusses the consequences of faculty turnover on the operations of polytechnics. Consistent with previous research (Bliss and Bliss (1976); Hinkin and Tracey (2000); Riggs and Rantz (2001); Xaba (2003); Guin (2004); Lochhead and Stephens (2004), my study argue that turnover brings in its trail direct and indirect costs. Contributing to the consequences of faulty turnover on polytechnics, a student leader noted:

Certainly, the effect is negative. When you have a particular lecturer leaving and it takes a long time for that vacuum to be filled, it looks like you are no longer doing that course (Appendix E2).

Evidently, polytechnics have loss invaluable HC to other competing sectors of the Ghanaian economy. These separations have not only affected its delivery but have brought in its trail heavy workload that may translate into stress and consequently affect their health and delivery.

### *8.11.1 Summary*

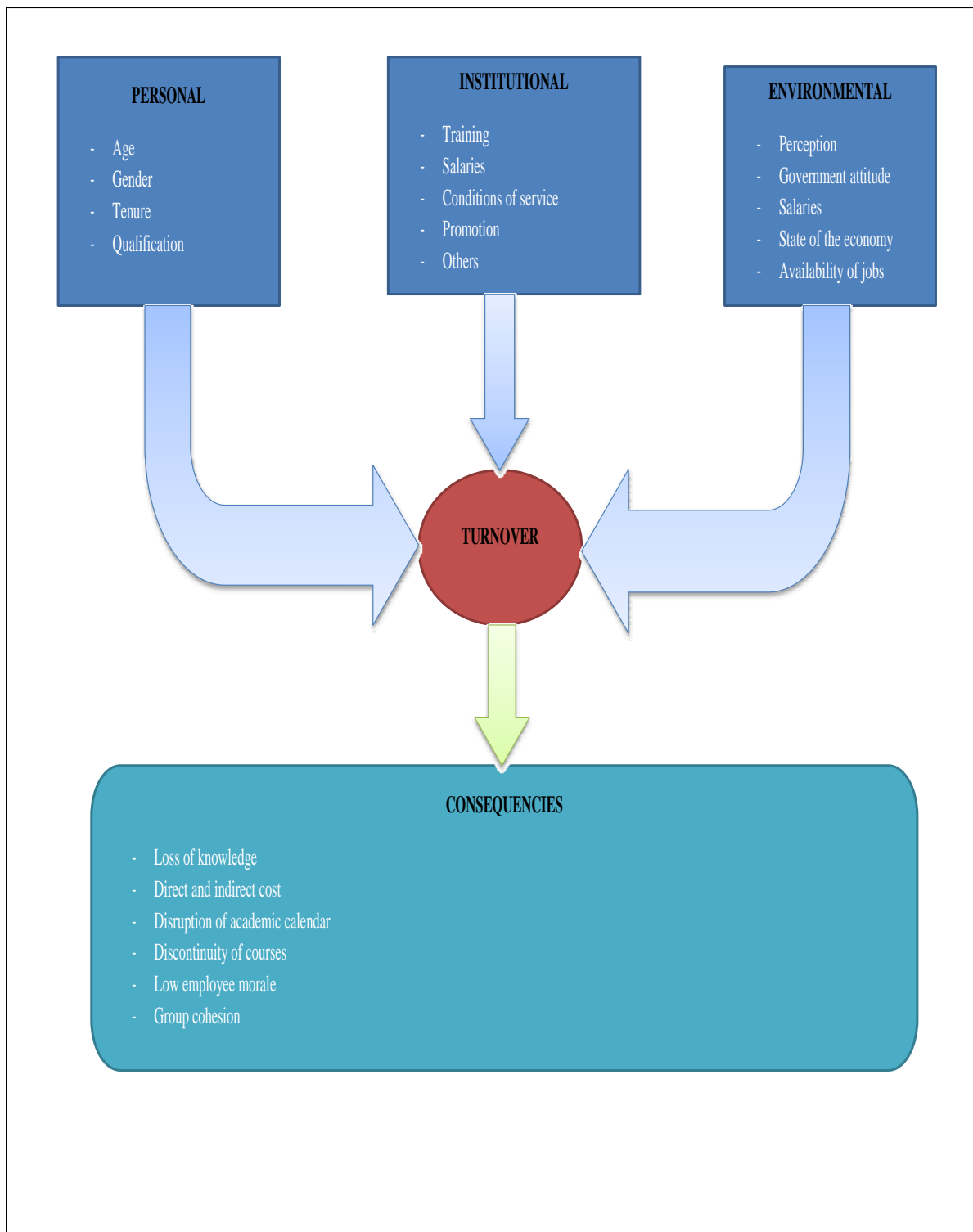
Consistent with (Enaohwo, 1980; Ehrenberg, Kasper and Lee 1990; Xaba, 2003; Guin 2004), findings of this study support the premise that turnover is counter-productive. Using business models (Benner 2000) assessed the impact of teacher turnover and concluded that the costs ranged from 20%-150% of the departee's salary. Roseman (1981) however, contend that the model focused on the explicit costs and failed to address implicit costs such as low morale, trust and teamwork. For Guin (2004), the effects of turnover in the school system are indeterminate. Guin (2004) examined the relationship between school level turnover and student achievements in 66 elementary schools in a large urban district and found that schools that registered high separations recorded lower student achievement. While these findings agree with this study, the context of the study is different from the current study in respect of sample and geography. Relatedly, Terry and Kritsonis (2008) also reported similar findings. While findings agree with this study, Terry and Kritsonis (2008) undertook their study in the US whilst the present study was executed in Africa. Additionally, the present study pertains to HEIs in Africa while (Terry and Kritsonis 2008; Guin 2004) was done at the elementary level; differences are in levels and geography. Ronfeldt et al (2008) confirmed these findings when they investigated the effects of turnover on student. Although findings are similar to the current study, the context is different; though both were done in educational institutions but the levels differ (Ronfeldt et al 2008). Ehrenberg et al (1990) summed up the consequences as: increased costs- including recruitment, selection and others, course disruptions, discontinuities in departments, student planning, and loss of graduate advisors among others. Findings further confirm Xu's (2008) findings that faculty turnover has both fiscal and academic repercussions.

In tandem with current findings, Xaba's (2003) meta-analysis of teacher turnover narrowed the impacts of CTO to: shortage in educators, increased costs, programme disruption and overcrowded classes. Xaba (2003) findings are exhaustive but not empirically rooted; whilst the current study has both theoretical and empirical basis. Similarly, Ongori's (2007) findings concur with current findings; differences been in methodologies. While the present study is theoretical and empirical- Ongori's (2007) is review-based. Findings revealed turnover as functional and thus disagree with (Brown 1967; Roseman 1981; Trevor, Gerhart and Boudreau 1997 ;) call that a certain degree of turnover as good.

Overall, regardless of the context of turnover studies, findings regarding its consequences square up globally.

### *8.12 Framework of Turnover*

Following on from the in-depth discussion about the factors of turnover, this section introduces a framework (Fig 8.3) that represents the factors as well as their interconnectedness to understand their consequences on the organisation. The framework categorises these factors under three clusters: personal, institutional and environmental. It not only highlights each clusters' contribution but also show their interactiveness as illustrated in the figure below.



**Fig. 13: Dynamics of Staff Turnover in Polytechnics. Source: Author**

The above framework extends understanding of factors affecting faculty turnover in Ghanaian polytechnics. The three main factors identified are: personal, institutional and environmental. The framework seeks to explain how these cluster factors both individually and collectively lead to faculty turnover.

The first cluster of factors comprises of age, gender, tenure and qualification. Any of these variables has a potential of causing turnover. They can also either interact with other factors both within the cluster (personal) and outside the cluster-institutional and/or environmental. These factors are considered personal because they lie within the capacity of the individual employee and not induced by external factors such as the institution and/or the environment. However, they can on their own influence turnover or interact with either institution or environmental factors to influence faculty turnover.

The second cluster – institutional, are factors that are induced not by the individual but by the organisation. These factors include: training and development opportunities, salaries and conditions of service, promotion, and management style. Each of these factors and how they are administered within the organisation can either help retain or push away the faculty of polytechnics. For instance, an autocratic manager can hasten the exit decision of a faculty member. Similarly, the lack of promotion within a polytechnic can compel a faculty member to look beyond his/her shoulders. Likewise, the availability of training and development opportunities in a polytechnic can retain and attract prospective faculty members and the opposite holds true for these institutions.

The third cluster is factors that are environmentally induced. These are considered as those factors beyond the control of the individual and/or institution. They include: perception, salaries, government attitude, state of the economy and availability of jobs or opportunities. Like individual and institutional factors, environmental factors can influence faculty turnover in Ghanaian polytechnics as independent factors and/or interacting with other factors both within and/or outside the cluster. For instance, the payment of competitive salaries by competitor institutions (PUs) has the potential of influencing faculty of polytechnics to turnover.

Faculty turnover in tend results in increased costs, disruption to planned programmes, loss of experienced staff, increased workload and stress on remaining staff. It also results in sub-standard student performance due to the loss of experienced staff. The turnover of faculty from polytechnics leads to loss in relationships and collaborations and consequently group cohesion. CTO also affects morale of the faculty who remain in the network; with low faculty morale, it is only natural that the brunt will fall on students.

Findings are consistent with earlier findings (Muchinsky and Murrow 1980; Boxall, Macky and Rasmussen 2003; and Reynolds et al. 2004) that turnover is induced from multiple factors. For Reynolds et al (2004), my findings are similar in terms of methodology and results. However, there are differences regarding the samples and locations. Whilst Reynolds et al (2004) investigated turnover in the hospitality industry in Europe, the present study concerns with academic staff in HEIs in Africa. Boxall et al (2003)'s study was also done in the mining sector in New Zealand, while the present study concerns with academic staff in HEIs in Africa.

Similar to the present study, Boxall et al., (2003)'s exploratory study highlighted turnover as being caused by multiple factors. While both studies are centred on the same conclusions regarding the determinants of turnover, the characteristics of the samples differ. In all three studies i.e. (Muchinsky and Murrow 1980; Boxall et al., 2003; and Reynolds et al., 2004), the settings, and sample are either European or Western based while the present study is nested in an African context.

Similar results were found in a study of turnover in Omani PS by Swailes and Fahdi (2010). However, in this study too, the sample and context is different from the current study. Likewise, Seldon and Moynihan (2000) evolved a framework to explain turnover having three clusters. They identified the factors as environmental, organisational and HRM, while the current framework identifies such factors as individual, institutional and environmental. Unlike this framework, Seldon and Moynihan (2000) failed to examine the consequences of turnover. Muchinsky and Murrow (1980) extended the consequences to the individual, organisation and social organisation which is different from the contention of the present study. Again, this study assumed a focussed approach regarding the consequences of turnover. An assumption based on the argument that the organisation is most affected when

faculty turnover. It emphasises the importance to develop focussed organisational strategies and policies regarding turnover in Ghanaian polytechnics.

Like this study, Gardener (2012) found the reasons for faculty turnover to be multiple even though she approached it using mixed methods but within HEIs. However, unlike this study the order of the reasons for turnover differ from the current findings. Also the current study was undertaken in Ghana whilst Gardener (2012) undertook her study in USA using Hagedorn's (2000) conceptual framework (HCF). Both studies were undertaken in similar context (HEIs) in the US and Ghana respectively. HCF categorises the factors as enablers, triggers and mediators, whereas the present framework categories them as individual, institutional and environmental.

The HCF has further shortcomings compared to the current study. One, it is feminist oriented and thus not applicable to both gender compared to the current framework. Two, Gardner's (2012) findings partially explain turnover while the current framework is integrative and provides a more comprehensive understanding of turnover. Also, unlike the present framework, Gardner (2012) failed to account for the organisational consequences of turnover. As significantly noted by Lee and Mitchel (1980), there is as yet, no holistic framework that explains the reasons behind employee turnover. This justifies the need for an alternative framework that is developed in this thesis and forms a key contribution to literature.

The present framework is also more robust as it provides a comprehensive but simplified way of explaining the turnover dynamics and how the variables both individually and collectively, interact. Though many studies have been done in this area, no study has shown the interaction of the variables in such extensive details as shown in my framework. Additionally, whilst (Benner 2000) highlighted only explicit costs associated with turnover, the present framework captures both explicit and implicit costs. It thus represents the unique contribution to literature as it provides a better understanding of turnover through 'storying' the experiences of participants particularly in the context of a developing country such as Ghana.

Additionally, this framework highlights a combination of factors ascribing equal weights to all; each having equal potential of triggering turnover. Previous studies however emphasised on a singular factor as the predisposing factor of turnover. For instance, Muchinsky and Murrow (1980) highlighted economic reasons as the overriding factor influencing turnover.

Understanding these factors in combination with other factors is another unique contribution of this study towards a fuller understanding of turnover in Ghanaian polytechnics. For instance, a particular exit may be triggered by age that is a personal factor and management style- which is an institutional variable. Similarly, turnover may be triggered through a mix of all three factors and their interrelationship. This is much more comprehensive than when they are understood in isolation. For instance, a deeper understanding is developed when public perception, which is an environmental factor, is also understood in the context of institutional factors. In principle, these factors and their relationship provide an overarching picture to understanding the overall complexity of turnover.

#### *8.12.1 Summary*

This section examined the dynamics of faculty turnover and their consequences on polytechnics in Ghana. A conceptual framework (CF) emerged from the findings (fig.13). This represents the study's unique contribution towards a holistic understanding of staff turnover. It further enhances understanding of faculty turnover in Ghanaian polytechnics. Whilst many turnover studies are investigated mainly in the developed world - West and Europe (Muchinsky and Murrow 1980; Boxall et al 2003; Reynolds et al 2004; Seldon and Moynihan 2000; and Gardener 2012), the present study contributes to theory by extending it to Africa and a developing country context. Further, most turnover studies have used quantitative methods (Weiler 1955). Like previous findings (Seldon and Moynihan 2000 Swailes and Fahdi 2010), the current study is based on intepreivist paradigm nested in an ontological view that the world and reality as social constructs are co-determined by the researcher and researched (Easter-Smith et al 1991). Unlike this study, Gardner (2012) employed a mixed method approach whereas the present study is qualitatively biased. The next section discusses the chapter summary.

#### *8.13 Chapter Summary*

This chapter presented an analysis and discussion of data gathered from interviews. RQ1 deals with polytechnics 'contribution to Ghanaian socio-economic development. RQ2 discussed managerial constraints and highlighted staff turnover as one constraint. The discussions aimed at understanding management constraints. The data analysis established that polytechnics are as important as any HEI as they provide careers and generate wealth. Like other HEIs the study confirmed the clear conclusion in literature that polytechnic education offer three main benefits identified as individual, economic and societal.



RQ3 deals with the factors specifically influencing faculty turnover in polytechnics. Two SRQs were also discussed; SQR1 dealt with the influence of demography on turnover whilst the SQR2 discussed the management constraints with a highlight on turnover. SRQ2 reported on turnover dynamics and consequences on polytechnics' sustainability vis-a-viz national development.

In summary, the analysis and discussion indicate that polytechnics are important and contribute significantly towards the sustenance of the Ghanaian economy. The next chapter concludes this thesis by summarising the contribution of the study to theory, methodology and practice, policy implications. Also discussed are studies' recommendations, limitations and future research directions.

## **Chapter 9: Summary, Conclusions, Recommendations, Limitations and Suggestion for further Research**

In the penultimate chapter, analysis and interpretations of the qualitative interviews were presented and discussed. In this final chapter, a summary of the study and conclusions drawn from empirical investigation are presented. First, a summary of the study is presented; followed by a discussion of the three main contributions i.e. contribution to theory, methodological contribution and contribution to public policy. Next, a publications plan is discussed. This in turn is followed by recommendations for future research as well as the study's limitations. Finally, the chapter summarises the entire study.

### *9.0 Summary of the Study*

The main motivation for undertaking this study is borne out by the researcher's desire to probe the contribution of Ghana's polytechnics to its economic development; their management and challenges that has engulfed them since their inception in 1992. The study established that polytechnics are indispensable to Ghana's development agenda (Barr 2000; Baum 2004; Cunningham 2006). Polytechnics are nonetheless challenged in many ways. In particular, they are beset with inherent difficulties such as inadequate funding; infrastructural constraints; poor staffing; out-dated curriculum; unstable academic calendar and negative government attitudes which have led to a negative public perception of polytechnics. This has resulted in a mismatch between enrolments and resource allocations and most importantly high staff turnover. Highlighting on turnover, the study established it as rife across polytechnics and induced from multiple sources (Muchinsky and Murrow 1980; Boxall et al 2003; Branham 2005). This findings further established polytechnics as having lost crucial talents to other establishments. It also unravelled some measure of intra-organisational turnover-an indication of dissatisfaction with the system.

Specifically, findings established that the sustainability of Ghana's polytechnics is threatened with a high spate of faculty turnover. The current staffing situation is rather weak as over half of current faculty are under qualified and what is most worrying is the fact that employees on whom the polytechnics invest so much by way of training are those who normally quit to join other institutions. This is against the backdrop that polytechnic education is the second most patronised tertiary programme in Ghana. Moreover, their ability to contribute to economic growth in this liberalised environment is very much threatened with high faculty turnover. To

address these problems, three main research questions (RQ's): RQ1, RQ2 and RQ3 and two subsidiary questions (SQ) were couched and pursued (See Section 1.3.1 page 13).

### *9.1 Generalisability of Findings*

The data for this study were drawn from seven out of the ten (10) existing polytechnics, policy makers' former rectors and former faculty members in Ghana. In all, a total of 65 interviews were conducted from six case groups i.e. polytechnic administrators (19), current faculty (12), former rectors (6), students (8), policy makers (10) as well as resigned polytechnic faculty (10). The scope and extensiveness of these participants covering a wide range of polytechnics allows for generalisation of the findings to polytechnics in Ghana. The primary objective of the study is to typify polytechnics in Ghana but not to generalise its findings. The study is not only generalisable to Ghanaian polytechnics, but perhaps to other African nations such as Nigeria, Serra Leone, Liberia, Kenya, Tanzania and South Africa due to similar demographic characteristics in these countries and their economic situations. However, additional research is required to establish the degree to which findings can be generalised to other higher educational institutions (HEIs) in Ghana particularly public universities (PU) and colleges of educations (CoE).

Turnover is a crucial HR issue that affects all forms and types of organisations, professions and sectors of the economy. However, turnover of academic staff is unique in respect to their primary responsibilities which include teaching, research, advising and preparing students for life-long career. However, if academic staffs are dissatisfied, they will eventually turnover, hence the need for their retention. Similarly, retention of non-academic staffs is equally important for the overall wellbeing of Ghanaian polytechnics. Turnover comes in various forms and types; each with its own ramifications. Regardless of the type or form, turnover affects the health and productivity of organisations, their products and service quality, as well as profitability. It also results in the loss of valuable tacit knowledge as those who turnover do so with the accumulated experience and skills. As argued earlier, replacement costs due to turnover is usually high and finding suitable skilled replacements can be daunting. Yet investments in training are not so assuring as those on whom training investments are made are the ones who turnover fastest.

## *9.2 Key Contributions*

This section highlights the theoretical, methodological and practical contribution of the study. The study uncovered a host of interesting findings, which will contribute to a holistic understanding of the role of polytechnics in socio-economic development; their management and how faculty turnover impacts their sustainability. These findings have crucial theoretical and policy implications concerning polytechnic management and turnover in particular.

### *9.2.1 Theoretical Contribution*

As an integrated study, this study investigated the role of polytechnics in national development; their management and constraints with a special lens on turnover. Therefore, the study makes three unique contributions to theory to reflect the diversity of its coverage.

### *9.2.2 Benefits of Polytechnic Education*

Numerous studies investigated the relationship between education and development. Whilst some (Barro 1990; Gyimah- Brempong et al 2006; and Nelson and Phelps 2006) used cross-country data with emphasis on the growth effects of education; others such as (Baldin and Borelli 2008; de la Croix et al 2008) used cross-state and time-series analysis data and found a positive correlation between education and growth in income achieved through technological innovations, better health, enhanced savings and investments (Growth 2010). In the same vein, findings agree with Mironsky and Ross's (2003) study that found a positive relationship between education and improved quality of life. Further, this study agrees with Kasozi's (2003) position that HE brings in its wake larger social returns to investments than private. Whilst Kasozi's (2003) study focused on universities in Uganda, this study is different as it is nested in Ghana and focused on polytechnics. Similarly, this study agrees with Owoye and Oyebade (nd) who recognised the crucial role universities play in the achievement of national and international goals; enhancing the quality of life; generators of wealth and trainers of high-level manpower. However, this study differs from the works of Owoye and Oyebade since the former focuses on polytechnics and latter on universities.

Likewise, many researchers highlighted the importance of education and particularly HE as an essential component of national economic investment strategy for sustainable economic growth (Bloom 2005; Barr 2000; Baum 2010; Cunningham 2006). Additionally, findings of the current study agree with numerous studies that argued that HE does not only lead to high earning potential but also make useful contribution to national tax revenue (Barr 2000; Baum

2010; Cunningham 2006). Whilst agreeing with previous findings (Barr 2000; Baum 2010; and Cunningham 2006). There are factors other than education that undoubtedly impacts the individual's present and future earning potentials i.e. parents' socio-economic position for instance, has the potential of affecting one's present and future earnings (Haverman and Smeeding 2006; Wilson, Smeeding , Miller and Haverman 2007).

Whilst most HE studies are discussed in isolation, this study develops a new understanding and therefore contributes by providing a fresh interactionist perspective. Finally, the study developed a unique framework (fig. 11) that examines the benefits of polytechnic education in the context of Ghana. It does not only add-up to the discourse on education but pulls together the arguments of previous scholars regarding HEs contribution to national development. By highlighting the interconnection between individual and collective benefits of polytechnic education, this study further enhances our understanding of polytechnics and national development.

### *9.2.3 Managerial Constraints of Polytechnics*

Despite a wealth of research on HE managerial constraints, there appears to be few studies that focus on polytechnics in particular. More so, these studies are either discussed under the generic umbrella of HE or narrowed to universities. For instance, this study agrees with Teferra and Altbach (2004) who highlighted the constraints facing African universities. While their discussion is both insightful and illuminating, they highlighted the constraints of HE with emphasis on universities. Current findings is in accord with (Afeti 2003; 2005; Effah 2005; Nsowah, 2011); however, their study relied on secondary data whereas the current study used both primary and secondary data, however, they failed to discuss the impact of each factor and how they integrate and influence each other as represented in chapter eight (figure 12).

Adeyemi and Aviomoh (2004); and Ugwuonah and Omeje (2010) usefully expatiated on the challenges of Nigerian polytechnics. Whilst, their findings are in accord with current study, they relied more on secondary data, whilst the present study used both primary and secondary data. Also, they reported their findings without a framework as is the case with current study. Moreover, their study did not relate the linkages and how each affects the other compared to current findings. Likewise, the current study is in tandem with Ekong and Ekong's (2009) study that explored management styles in Nigerian HEIs and found authoritarianism as a major constraint of HEI management. Further, this study agrees with Ekundayo and

Ekundayo (2009) study that highlights constraints of universities in Nigeria and their impact on their ability to expand with emphasis on ICT. However, the current study highlights the constraints in Ghanaian polytechnics-with emphasis on turnover. Whilst Ekundayo and Ekundayo's (2009) framework resemble mostly closely the current framework, their framework failed to integrate the various constraints and how they link up to influence each other as represented in figure 12.

Figure 12 schematically describes the varied constraining factors; their interaction with each other and how some factors such as public perception and government attitudes have the potential of causing faculty turnover. This study represents an initial attempt to explore the managerial constraints of polytechnic using an interactionist style in a developing country. The integration of the various constraints was undertaken with a mind to offer a deeper understanding of these constraints with particular reference to polytechnic management in Ghana. The recommended framework has set a platform that explicitly provides a road map on how to deal with constraints confronting HEIs. Furthermore, the framework could be adopted by other HEIs in Ghana and Africa that may be facing similar constraints.

#### *9.2.4 Dynamics of Turnover*

Findings of this study confirms turnover as complex and multifaceted (Muchinsky and Murrow 1980; Weiler 1985; Boxall et al 2003; Reynolds et al 2004; Branham 2005). However, whilst current study ascribes equal weighting to the factors, earlier findings such as Muchinsky and Murrow (1980) found economic factor as the predisposing determinant. Further, while current study agrees with Muchinsky and Murrow (1980), they differ in one respect. Muchinsky and Murrow (1980) study is based on meta-analysis while the current work is empirically grounded. Like the present framework, Muchinsky and Murrow (1980) developed a framework that focused on both the causes and consequences of turnover. Similarly, the current study's sample differs markedly from earlier samples i.e. mining sector in New Zealand (Boxall et al 2003); hospitality industry (Reynolds et al 2004); and US public sector (Selden and Moynihan 2000). The framework developed from this study considers the causes of turnover as well as its consequences whilst other models approached turnover differently. For example, (Mobley 1977; Hom and Griffeth 1991); models seek to explain the relationship between turnover intent and actual turnover. Similarly, (March and Simon 1958; Mobley 1977) models focuses on turnover process while (Lee, Mitchell, Sablinski, Burton and Holtom 2004) highlights employee dissatisfaction.

Further, current findings are consistent with (Selden and Moynihan 2000) who found the reasons to be multifaceted. Also, both studies were undertaken in the public service of US and Ghana respectively. However, Selden and Moynihan's (2000) framework differ from the current framework. For example, while the current study considers turnover causes and consequences, Selden and Moynihan's (2000) framework fell short of the consequences. Another area of disagreement lies in the ordering of variables under each cluster. Findings also agree with Egu et al (2011) that found the reasons of educator attrition to be multiple. However, unlike the present study, Egu et al's (2011) findings have not been integrated. Like the current study, Egu et al (2011) prosecuted their work with a single approach using qualitative method.

Findings also agree with Guin (2004); Terry and Kritsonis (2008) findings who suggested that educator turnover disrupts the system resulting in low instructional quality and students output. However, the geography and sample differs from the current study. Both findings are valid regardless of difference in context. Unlike the current study, Gardner (2012) used a mixed method and found the causes of turnover as multiply induced. The order of reasons also varies with current findings even though the sample is similar. Further, Gardner's (2012) findings are based on HCF, which has a feminist appeal while current framework is applicable to both genders.

As noted by (Lee and Mitchell 1994), although turnover has been widely investigated, there is as yet no collective framework that fully explains the phenomenon. In view of these deficiencies, this study developed a unique framework that offers a more comprehensive view of understanding faculty turnover from a Ghanaian perspective. The framework (fig. 13) contributes to theory as it does not only add to the plethora of frameworks that have evolved over the years in explaining turnover but also offers a more holistic view of understanding faculty turnover from a Ghanaian perspective. It does not only discuss the factors in isolation as is the case for most turnover research, but also shows the inter-relationships between individual factors, their interconnectedness and how they contribute to influence turnover as well as its consequences. Another innovative contribution of this study is that, while most previous studies are undertaken in Europe or Western soils, this study is nested in Ghana; this cross-cultural extension represents a significant contribution to the current discourse on turnover.

### *9.3 Methodological Contribution*

Most studies on turnover have been quantitatively done and thus fail to provide a holistic picture of the phenomenon. As recommended by Weiler (1985), using alternate methods will provide a lead towards a fuller understanding of turnover. This study is methodologically informative as it employed a qualitative approach using in-depth interviews. This represents a departure from the traditional approach that uses quantitative techniques informed by positivism. The use of qualitative methodology has added some methodological insights to the discourse on methodology and has contributed to a fuller, transparent and more comprehensive way of understanding the roles of polytechnics; their management and challenges with particular reference to faculty turnover. The study relied on participants as knowers and interpreters of their experiences; and thus negotiated the construction of reality from their unique experiences on the issues investigated; this yielded fertile textured data. This is supported by Reissman (in Beoku-Betts 19994:413) when she argues that:

... a researcher will 'hear' nothing in the process of data collection and analysis unless s/he allows the narrators to speak for themselves, take cues from them and listen with a minimum of interruptions.

As noted by Prasad (1993), methodological approaches and perspectives used in data collection and analysis represent a methodological breakthrough. Similarly, Crotty (1998) suggests that an inter-relationship exists between the researcher's theoretical posture, methodology and methods used and thus depicts the researcher's view of reality.

Another methodological contribution of the study is that the use of qualitative interviewing compensated for the limitations of other similar studies that used quantitative approaches. Furthermore, the qualitiveness of the study did not only reveal the complexity of patterns and trends but also their revelations (Gummission 1992). Also the use of qualitative methods enabled researcher to listen to the stories of participants from their own perspectives and thus co-constructed reality with the researched (Easter-Smith et al 1991). This thus contributed to a fuller understanding on participants' views on the issues investigated.

### *9.4 Implications for Policy and Practice*

This study presents an integrated view of HE management and constraints focusing on turnover. Studies in these areas have long been presented and analysed quantitatively whereas this study does so in a qualitative fashion through the co-construction of reality by the researcher and researched. Practically, this study contributes by providing useful insights for stakeholders to appreciate the role polytechnics have played to Ghana's national development



effort. Also, the study brought forth their managerial constraints whilst at the same time highlighting the dynamic and cumulative nature of turnover as a process and its causes. It further examines the implications of turnover on sustainable polytechnic education. Specifically, it contributes to the frontier of knowledge in the literature of HE management and faculty turnover in Ghanaian polytechnics.

Findings of this study are relevant to all forms of organisation as turnover is ‘no respecter’ of organisations and sectors. This information can help address the pertinent organisational concerns raised by stakeholders in polytechnics. It can also be used in developing policy regarding staff retention and the execution of these plans.

Results of this study have many policy and practical implications for Ghana’s HE sector and polytechnics in particular. By systematically examining the contribution of polytechnics along with their constraints, the study explored several management practices which government and polytechnics can pursue in order to minimise the threats while at the same time attract and retain the best and the brightest human resources (HR). With the high subscription of polytechnic education, the need to have a dedicated and satisfied workforce is more crucial than ever before. This is reinforced by Keller (1983) when he noted that the vigour and quality of HEIs’ faculty is crucial to them staying competitive.

Both government and HE managers can apply the findings of this study. The study identified funding of HE as one major policy area that needs urgent attention. This is against the background that funding to TE remains low; and GETFund that was established solely for HE is now being shared by the other sectors of the educational pyramid. Government, employers and other stakeholders in Ghana’s HE should evolve more innovative system of funding TE since the GETFund is being oversubscribed. To this end, the suggestion of the University Rationalisation Committee (URC) recommendations for employers to contribute 1-3% of annual turnover to an Education Fund is worth revisiting. Furthermore, it is recommended that the matching of funding to performance be vigorously pursued - i.e. allocating resources to areas where there is need for accelerated development. Equally, the basic and secondary sectors should be resourced to make them supportive of the tertiary sector.

Polytechnics perhaps must re-engineer their image by engaging in proactive marketing in the same way that pro-market institutions create and maintain their images or reputations. Polytechnics and its stakeholders should strive to create and enhance a positive reputation to the outside world. They could engage public relation (PR) specialists to systematically

respond to the negative publicity and publications surrounding polytechnics - through press releases, open days, exhibitions, visitation to secondary schools, community services and most of all by using successful polytechnic graduates as ambassadors. These ambassadors might help re-shape the public mind-set regarding polytechnic education-an action that perhaps will attract prospects into polytechnics. As suggested by Budu-Smith (2005) Ghanaian polytechnics should 'cast a friendly light' onto themselves through corporate branding - focusing on their strengths whilst at the same time projecting their successes and achievements as a way of enticing more prospective students. Additionally, polytechnics must revive their corporate social responsibility as a way of upping their reputation, which in a way can attract the best of staffs and students. In this globally competitive environment, a good reputation, particularly for the quality of research and teaching and services to the students is a major defence to staying competitive (Tolafari 2005; and Paramewaran and Glowaka 1995).

Another policy area where this research can be applied is in the area of remuneration. The remuneration policies of an institution can heighten or dampen employee morale. As argued by Evans and Jordan (2007), the payment of non-competitive salaries leads to high rates of turnover. Similarly, Chimanikire et al (2007) observed that the commitments of academic staff tend to diminish with the erosion of salary increment. To improve retention, polytechnics must whip-up organisational commitment of its faculty (Buck and Watson 2002). A satisfied workforce leads to enhanced productivity (Robins 1998).

Findings revealed a high level of dissatisfaction with salaries and service conditions compared to analogous institutions. It is therefore vital that polytechnics evolve a reward policy that is industrially competitive (Afolabi 2007; and Evans and Jordan 2007). To retain high quality faculty, polytechnics must implement attractive reward policy that is not only objective but also shared by staffs-constituents (Rebore 2000). This way, staff will be motivated to strive for higher achievement (Graham and Bennett 1998).

Staff improvement drives should also be vigorously pursued. Current polytechnic staff, particularly faculty should be given the opportunity to upgrade to the required qualification to function or advised to quit. The network must collaborate with local and foreign universities in designing tailor made programmes for the affected staffs to enable them to upgrade to the requirements of tertiary within specified time periods. The network should at the same time evolve a comprehensive and pragmatic HR drive to attract candidates of the very highest

calibre, backed by coherent training as well as continuing support. As noted by EG (1998), a skilled and motivated workforce is crucial to institutional excellence.

Likewise, polytechnics should prioritise their training by allocating funds to areas where critical HR are lacking for the speedy development and growth of both polytechnics and the national economy. Further, training should not only be continuous but supportive of employees' work output and career development. Also, training programmes should integrate personal goals with those of the organisation. Findings explicitly demonstrate the existence of corporate commitment to T&D within polytechnics. However, there are perceived problems associated with selecting beneficiaries for T&D. Polytechnics must couch out a fair, transparent and workable T&D scheme so as to address the problems unearthed from the study. It is only when the system has a pool of highly- skilled workforce that they can stay competitive.

Another lesson for polytechnic management is in the area of participative management. Findings uncovered that most staffs felt being shut from corporate information – i.e. a feeling of non-recognition and non-appreciation. To enlist faculty cooperation, management should vigorously pursue an assortment of participative management practices such as, employee involvement programs, empowerment and work place democracy as a way of deepening participation across board (Cabrera, Ortega and Cabrera 2002; Tettey 2006). Likewise, William (1961) has noted that for managers engender the cooperation of their staff, they must learn to 'listen, explain, respect and appreciate' their employees.

Promotional prospects of organisations correlates with employee commitment and JS. Promotions results in the realisation of employee dreams – i.e. employees who anticipate that their effort may someday be rewarded with a promotion may stay (Renz 1999; Flessner 1997; and Gearhart 1995). Findings established that Ghanaian polytechnics do not have a clear-cut promotion policy; and thus allowed management to do things arbitrarily. Findings propose that polytechnics must craft a fair, transparent and workable promotion policy devoid of partiality (Lambert and Paoline 2008). This should be communicated to all staffs using all available communication channels.

Information Communication Technology (ICT) and information sharing is critical to the survival of organisation, particularly HEIs. Therefore, the government of Ghana must invest heavily in ICT infrastructure across HEIs, particularly in polytechnics. Such investments will

go a long way to support teaching, researching and lifelong learning (Ekundayo and Ekundayo 2009).

Regardless of the rates of turnover, polytechnics must institute exit interviews for departing employees. Such interviews will lay bare employees' frustrations and reasons for quitting or changing roles internally (Sherman et al 1988). Findings revealed that polytechnics do not undertake exit interviews even though they ascribed to its importance. Study further revealed that staff-management relationship has been acrimonious and thus does not countenance such interaction. In order for polytechnics to generate useful information that can be applied to the concerns of stayers, they must invest resources and time into exit interviews (McConnell 1992; Harris 2000; and Nece 2000).

There is need for management to provide life-enhancing amenities such as schools, clinics and hospitals on their campuses as is obtainable in PUs in Ghana. This it is believed will save lots of time spent by staffs in commuting to and fro to drop and or pick their wards from school or to attend to the hospital. Furthermore, management will need to embark on vigorous infrastructural development such as staff bungalows, hostels, libraries and office accommodation. Providing life-enhancing amenities can help retain polytechnic staff (Arikewuyo 2006).

There is the urgent need for existing legislation on tertiary sub-sector to be revised to allow for a fair polytechnic representation on boards such as the Scholarship Secretariat and National Council for Tertiary Education (NCTE) among others. Also, such legislation must include other recent HEIs such as colleges of education, nursing, and agriculture training institutes.

Similarly, a national policy on credit transfer should be implemented to facilitate transfer of students from one HEI to another. The current system where HND products desirous of obtaining university qualification have to start from level 100 is a sheer waste of resources. The earlier qualifications of pursuits of such students should be recognised and built-on. Equally, *top-up* programmes run by the all HEIs should be a build-up on earlier qualifications.

Management need to create and sustain an enabling environment that will endear the organisation to its employees. Findings from study have proven that some staff left their institutions because of perceived management style. While managers are required to bring out

the best from their employees some managers because of their management style have tended to bring about the worst from their employees.

Management need to blend both intrinsic and extrinsic variables to reflect the diversity of its workforce. As noted by Lidner (1998) the most complicated managerial function is employee motivation. This is perhaps so because of the complexity of human (employee) motives. Flowing from this, De Cenzo and Robbins (1996) calls for the variation of rewards and tailoring it to the needs of all. Also, each person's rewards must equal the effort expended. As suggested by Mengel (2001) rewards should be immediate, fitting and private. Having a mix of rewards will enable management predict and prevent turnover.

The curricula of polytechnics must be revised to reflect industrial reality. This should be done in consultation with captains of industry, employers and other stakeholders. Also, the fast changing global environment and its demands must be factored into such revisions. The government must of necessity provide the resources needed to undertake this all important exercise.

Given that a majority of qualified candidates (51%) are unable to access TE because of resource constraints, there is need for facilities have to be expanded to cater to the high number of qualified candidates unable to access HE. Additionally, affirmative action is required to bring up female candidates with weak grades to enrol. The same dispensation should be extended to rural based schools in order to increase their numbers in the total enrolment as was initiated by KNUST some years ago. Action is also required in promoting the patronage of science and technology courses across all HEIs in order to stimulate growth.

### *9.5 Discussion of RQs*

This section discusses the levels to which the RQ's that facilitated the study are answered. It began with a recap of the RQ's captured below.

The research pursues three RQs: RQ1, RQ2 and RQ3 as follows:

- 1) What is the impact of the polytechnic network to the socio-economic development of Ghana?
- 2) What are the managerial challenges confronting Ghana's polytechnic network?
- 3) What are the factors influencing turnover of academics in Ghana's polytechnics?

Further, two subsidiary questions (SRQs) were formulated:

1) To what degree does demographic variables such as age, gender and qualification influence turnover in Ghanaian polytechnics?

2) What are the consequences of turnover on the productivity of polytechnics?

This study adopted a qualitative method approach using interviews. As an exploratory study, the RQs were designed to meet the needs of a qualitative research and thus delved into the bowels of participants' in order to have a detailed understanding of experiences and insights. Qualitative research provides detailed description of settings and phenomenon and thus emphasise what Bryman (2008:387) describes as 'the importance of the contextual understanding of social behaviour'. Furthermore, qualitative research aims to gather in-depth understanding of participant's actions and the underlying reasons for such actions or behaviour. The data was sourced from semi-structured interviews involving six case groups. The questions were open-ended and designed to open up the research terrain and also to identify any similarities or variance in opinions by participants regarding Ghana's polytechnics; their management and constraints as well as turnover. In accordance with Weirisma's (1991) proposition, the study drew 65 participants across six case groups based on the study objectives; context; attributes of participants as well as the suitability and relevance of sites to the study. The instruments were piloted and accordingly updated before the final administration of instruments. As argued by Teijlingen and Hundley (2001), pilot testing allows the researcher to develop and test the suitability or otherwise of the research instruments. Further, the study sourced secondary data from literature on the subjects.

RQ1 investigated the contribution of polytechnics to the socio-economic prosperity of Ghana. Based on 10 semi-structured in-depth interviews among 65 participants involving current staff, polytechnic administrators, policy makers, former rectors, resigned staff and students were interviewed and their responses digitally recorded; transcribed and analysed for themes on the contribution of polytechnics to the development of Ghana. Though the themes generated were many, researcher settled on the eight (8) most relevant ones. These themes did not only provide answers to the RQs but also have the potential of provoking further research on the topics. The use of semi-structured interviews in eliciting the data allowed for the collection of rich qualitative data that enhanced the study's trustworthiness and legitimacy. For instance the triangulation of data across the six case groups enhanced the reliability and validity of the study. Responses to the qualitative interviews were thematically analysed. To lend credibility and support as well as evidence of the study, direct quotes of

some respondents are detailed in chapter seven, however, only the demographic characteristics of the resigned group were used in answering SRQs1&2 that analysed the relationship between demographic variables such as: (age, gender, tenure, educational qualifications) and turnover.

The second source of data that facilitated the answering of all three RQs was sourced from secondary data. A variety of document sources and other archival data that are pertinent to the study objectives were consulted. These sources include official government documents such as Acts, laws, statutes, reports, news bulletins, payrolls, pictures, internet sites, journals, newspapers publications and internal documents such as brochures, manuals, speeches - matriculation and congregation among other sources. This facilitated the triangulation of data. Triangulation encompasses the use and integration of varied data sources to support and reinforce researcher's interpretation and conclusions (Mertens 1998). The essence of triangulating is to lend credibility to the study. As in RQ1, data for RQ2 was also sourced through in-depth interviews and literature sources on a range of issues and constraints confronting the HES and polytechnics in particular. These interactions were equally recorded with a digital devise, transcribed and later analysed for themes.

RQ3 and its two SQRs were derived through multiple sources: questionnaires, interviews as well as documentation. Questionnaires were administered as a pilot scheme and thus facilitated the generation of themes and questions for the interviews. In undertaking the pilot study, instruments used in earlier studies by Klass (2007) and Samuel (2008) were adapted and modified to suit the present study. The electronic questionnaire comprising 41 questions with a four (4) point scale (agree, uncertain, disagree and strongly disagree) on turnover and its consequences was hosted at Survey Monkey web site for administration by the current staff category only. The questionnaire contained five different sections and each section tailored to specific issues and how they influence and or impact turnover. Section A dealt with demographic issues such as respondents' age, gender, entry qualification as well as present qualifications. Section B evaluated respondents view about real opportunities elsewhere; whilst section C assessed issues bordering on salaries and benefits; section D delved into turnover and its impact; while section E considered the impact of turnover on the professional autonomy of lecturers.

Fourteen staff was randomly drawn using the 'hat and pick' approach. The sampled participants were contacted for their e-mail addresses and cell phone numbers. An e-mail

with the link was later sent to participants for administration. After a period of silence, the participants were given several reminders via emails and cell phones reminding them of the survey and urging them to complete and submit their responses. Of the fourteen contacted, two-thirds of the participants responded by submitting their responses at the close of the survey. For purposes of triangulation, the same set of current staff was seen through the semi-structured interview as was done for the other five groups. After the close of the survey, the data was analysed statistically by an in-built analyser from Survey Monkey. These summaries were later exported to Microsoft Excel for further analysis and afterwards imported into Microsoft Word for further analysis. These data made use of descriptive statistics as such figures, graphs and tables to present an outline of the participants' responses and detailed significant relationships established relative to the variables investigated. These analysis provided lead-in to the generation of themes for the main qualitative study.

Another veritable source from which data was sourced to answer RQ3 was done through literature review on the importance of HE, the contribution of polytechnics to the developmental agenda of Ghana and employee labour turnover in Ghanaian polytechnics.

Overall, the data collected were analysed separately but have been integrated into the analysis and the outcomes and elucidations were used as proof to offer answers to the specific RQs on which this study is based. The use of qualitative interviews enabled the researcher to gather pertinent data that in turn led to the answering of the three (3) RQs and its subsidiaries; and further provide a holistic view of understanding the issues investigated.

#### *9.6 Research Limitations*

No research design is proof free or completely perfect; there is no such thing as error free research. As Patton (2002) observed, *there are no perfect research designs. There are always trade-offs*. Similarly, McGrath, Martin and Kulka (1982) have noted that it is impossible to undertake an unblemished or flawless study, as any research method chosen places restrictions on the conclusions to be drawn thereof. This research study had a number of limitations.

Firstly, the study is limited to a cross-section of the major stakeholders (polytechnic administrators; academic staff; resigned polytechnic faculty; former Rectors; students as well as government officials like policy makers (Ministry of Education (MoE), select Members of Parliament (MP's), NCTE; National Accreditation Board (NAB), National Board for



Professional and Technician Examination (NABPTEX), Council for Technical and Vocational Examination and Training (COTVET), a Chairperson of Polytechnic Governing Council (GC) as well as student leaders at the local and national offices) in Ghanaian polytechnics were interviewed. Additional research is needed to determine the extent to which these findings can be generalised to other HEIs in Ghana and beyond.

The second limitation had to do with resource constraints. Time and logistics constraints also had a limiting toll on the study.

Thirdly, as a qualitative study, the researcher engaged in depth-interviews and was thus the main instrument for the collection, transcription and analysis of data and this may have affected the reflexive role of the researcher. Moreover, being a current member of faculty of one of the polytechnics had its positives and negatives. On the down side, researcher's prejudices could have impacted the collection, analysis and interpretation of data. Similarly, the tendency for colleagues to have provided socially desirable answers could not be over ruled; this phenomenon, if present, could equally have impacted the collection, analysis and reportage of the study in one way or the other. On the positive side, being a staff member allowed for greater insights into the nitty-gritty of polytechnics to which an ordinary investigator would be oblivious.

Moreover, the study was started at a time when POTAG had just resumed work after a two-month nationwide strike to press home demands for better salaries and conditions of service. Also, coincidentally, the study was being concluded at a time when tensions were mounting on polytechnic campuses over delays in the payments of B&R allowances for the 2010-11 academic year. These historical events could have impacted the responses provided by respondents. The study did not investigate the impact of the two-month strike action of POTAG and also how the payments of B&R allowances by government to polytechnic lecturers impacted, as it was cross-sectional. A longitudinal study would have delved into the long-term impact of these historical events. Generally, the researcher had difficulty reaching out to participants but most especially the resigned staff since most of them had relocated to other regions of Ghana. However, with patience and resilience, researcher was able to reach out to most respondents for interviews. This in part perhaps explains the gender imbalance of the sample. For instance, Sunyani polytechnic which is 334km from Tamale was visited twice as a scheduled interview was put off for three weeks by a key respondent on call for a national assignment in Accra.

Also, the under development of the IT infrastructure and internet connectivity on the polytechnic campuses slowed the timing and pace of the research as most respondents had to be reminded severally, both on phone and by e-mails before they completed the survey. At the close of survey, only about a third of the respondents who were reached did not submit their response. Some institutions did not have current data on issues such as vacancy rate and resignations. Furthermore, most institutions do not undertake exit interviews even though they acknowledged its importance. Only Kumasi Polytechnic had up to date record of staff that stretched back to 1992 when the polytechnics were established. It is instructive to note that, only recently have most polytechnics filled HR positions. Across the sampled institutions, only Koforidua polytechnic has a speciality in HR. Until the appointments of substantive HR officers, the HR function was subsumed under the office of the Registrars.

To the extent that the study covered only seven of 10 polytechnics in Ghana, findings apply to only these polytechnics but can also be generalised for all polytechnics in the country since they exhibit common characteristics and most of all operate under similar schemes of service. Although polytechnics have a peculiar history and characteristics which might not hold for other educational institutions such as the basic, secondary and colleges of education, the finding is still applicable to all levels of education in Ghana.

Another limitation of the study borders on the sampling technique employed. As earlier presented, a purposive sampling approach was used for the study. Purposive sampling has the tendency of bias as the choice of respondents is based on their perceived knowledge of what is valuable to the research objectives. For this study, the potential sampling problems are tied to geography (location); perception of respondents; their current state of affairs; the social distance between respondent and researcher. For the resigned staff category, their biases were clouded by the circumstances surrounding their exits from their institution.

Finally, this study has a likelihood of been influenced by the consequence of selectivity or forgetfulness regarding participants' experiences. Being qualitative in nature, this study likely missed out some vital pieces of information or had them over-emphasised by respondents due to the effects of selectivity and forgetfulness of participants. As noted by Tomas (1997:75) 'recall of experience is always selective and there will be many absences or gaps. People forget things or choose not to tell things or are not aware of things-for all sorts of reason'.

### *9.7 Recommendations for Further Research*

This study broadly examined the evolution and contribution of polytechnics to Ghana's socio-economic development. Polytechnic education in Ghana is currently the second most attractive tertiary option after university education. The study represents a bold step taken to understand the contribution of polytechnics; their management and operational constraints; with a slant on faculty turnover. However, owing to resource constraints, this study was limited to only seven of the 10 institutions. Yet, there are many important areas that remain to be explored and clarified. Future research should be extended to the three other polytechnics that the present study did not cover.

Moreover, other levels of education such as basic, secondary, CoEs and PUs were excluded from the study. Further research should broaden its scope to include these other sectors. The research approach adopted for the study was qualitative. Future research could employ a stand-alone approach of either quantitative or qualitative stance or mixed methods. As argued by Rafaeli and Pratt (1993), in a single study such as this, it is difficult to exhaust all its concerns because of inherent complexities. As the focus of the study centred on polytechnics and their contribution to economic development, it will be worthwhile to undertake a tracer survey to assess how far polytechnics have contributed to national productivity.

Secondly, there is need for a study on the constraints of polytechnics with a lens on one issue as in this study; for instance, the impact of public perception on sustainable polytechnic education.

A third recommendation is that whilst the present study dealt with turnover, further research could look at the impact of turnover on productivity. Also, additional research is needed to determine the extent to which these findings can be generalised to other HEIs in Ghana and Africa. Correspondingly, one polytechnic can be singled out as a case study for an exhaustive and thorough study of turnover and its consequences. This way, the sample can be increased and the methodology narrowed to either a quantitative approach or mixed methods. Alternatively, such a study can be approached with equal weightings – i.e. 50% qualitative and 50% quantitative.

While the present study offers valuable insights towards the understandings of polytechnic management with emphasising on turnover, it is only a brief snapshot obtained from a cross-sectional study. In order to better understand the contribution of polytechnics and their

management, it would be ideal if a similar study was approached with a longitudinal lens. A study involving a LD will afford future researchers ample time to observe in more details the contribution of polytechnics to national development; their management and constraints; and how high faculty turnover impacts on their contribution to national growth in both the short and long term (Babbie 2010).

Fourthly, the study established the presence of internal turnover. Future studies could focus on intra-organisational mobility within Ghanaian polytechnics to ascertain its impact on productivity. Also, future studies could investigate intentions to stay as this is a precursor to staying or quitting.

Another recommendation is that this study was narrowed to only academic staff of polytechnics. Future studies could focus on the turnover situation among administrative staff of polytechnics in Ghana.

Finally, while acknowledging that seven out of 10 polytechnics is wide enough a sample, it is crucial that the study be replicated to other sectors of the educational industry. Nonetheless, it must be reiterated that perspectives on what constitute reality is varied and the reflexivity of the researcher can have negative or positive impact on replication. Nevertheless, replication will enhance the validity of the present findings.

In this study, turnover in polytechnics was of interest to the researcher but this was narrowed to only academic staff in Ghanaian polytechnics. In order to examine the study's generalisability, this study could be replicated in other settings with identical samples to test the consistency or otherwise of the current study.

Overall, impending investigations that address these recommendations would push further the research initiated here, and thus provoke further understanding of polytechnics contribution to socio-economic development; their managerial challenges and turnover's effects on their sustainability of polytechnic education.

### *9.8 Publication Plans*

This thesis has been approached from a multiple perspective. It investigated the contribution of Ghana's polytechnics to Ghana's development, their management constraints and the impact of turnover on service delivery.

Publication of findings in this study is aimed at several stakeholders. One, it aims to contribute to the academic literature. Two, it aims to reach a broader audience to enable them

appreciate the motives behind the establishment of polytechnics and the constraints they have endured and how these have impacted on their goals. Thirdly, it is aimed at influencing policy debate on HE in Ghana by proffering some recommendations for the improvement of polytechnics and TVET sub-sectors in particular.

To fulfil these broad objectives, several international and local journals have been pencilled for publication purposes. The Journals at the international front include: the Academy of Management Review; Journal of Management; Journal of Management Studies; Journal of Human Relations; Journal of Human Resources; Journal of Teacher Education, Journal of Human Resources Review; Journal of Organisational Behaviour; Management Journal of Higher Education; Asia Pacific Journal of Human Resources and the Journal on Education and Development, Journal of Emerging Trends in Educational Research and Policy (JETERAPS) among others. Journals considered locally include: the Journal of Polytechnics in Ghana (JOPOG); Journal of Educational Management (JEM); Journal of Management Studies (Ghana); and Social Policy (Legon) - thus broadening the conventional audience of an academic thesis.

It is fervently hoped that these findings will fall on the listening ears of stakeholders particularly policy makers. The speedy implementations of the study's recommendations will lead to some interventions that will rejuvenate the network, reposition them and make them poised for action. Further, it will help raise their stature as centres of excellence. Following from this thesis, future studies could be replicated to other populations such as universities, CoEs, nursing as well as other lower levels such as basic and secondary with an eye to understanding the problems holistically.

### *9.9 Appraisal of Ghanaian Polytechnics*

Polytechnics are part of Ghana's tertiary sub-sector established two decades ago (1992/93). As part of their mandate (PNDC Law321), they are expected to contribute to the national developmental agenda by providing training for middle-level manpower in the technological areas. This law has since been replaced by polytechnic Act 745 2007; which empowers polytechnics to award their own degrees and certificates as their counterparts in the universities. For polytechnics to achieve these noble ideals of training young minds in the technological areas requires serious financial commitment from government. Within the last two decades, polytechnics have become very attractive and have consistently been second to universities in the tertiary menu since their establishment. This consequently has resulted in

high enrolments and its attendant problems of large and unmanageable classes; which flow to difficulty in assessment and overall training of trainees. Also, government funding to the HE sector has hovered around 30% of the sector's budget. The GETFund since its establishment has also been supportive in supplementing government effort but it's been over stretched as funding now extends to the other sectors of the educational ladder previously unanticipated.

The reality is that, most polytechnic students opt for polytechnic education as a second option. Yet, there are quite a significant number who do so as a matter of choice. The choice of polytechnic education as a secondary option partly explains the low public perception. In addition, because of the liberalisation of the tertiary sub-sector, polytechnics compete with universities, CoEs and particularly the private universities for students; as some private institutions compromise their admission criteria by admitting students with grades above the stipulated national minimum. In a country where the public has a bias towards university education, the activities of these institutions have the tendency of affecting enrolments into polytechnics.

Polytechnics have since their creation been demanding attention from government and other stakeholders. Due to these challenges, the polytechnic sector has been turbulent and unstable leading to various stakeholders taking turns to strike for one demand or the other - all in a bid for better salaries and conditions of service for the various employee groups. The instability of polytechnics makes it extremely difficult for them to undertake any meaningful planning. Also, the incessant strikes have made the polytechnic environment somehow less attractive to investors and prospective students alike. Additionally, it goes to endorse the already ingrained negative image polytechnics have endured since their establishment. The unfavourable working conditions of polytechnics have resulted in the loss of massive human capital to other competing sectors of the economy where salaries and conditions are relatively better. These developments have hampered the achievement of their goals and their contribution to national development effort.

Ghanaian polytechnics have shifted from their primary focus of being practical oriented to being 'bookish' or theoretical with emphasis on rote learning or recall. This has resulted largely in the training of graduates with theoretical orientation – producing graduates who are theoretically grounded but practically deficient. This type of training affects their employability.

Government has tertiary policy of 60:40 for science & technology and the humanities respectively. This is hardly achieved, as there is a drift from the sciences to the humanities across all tertiary institutions. In polytechnics as in universities, the ratio has always being lop-sided in favour of humanities. In the history of polytechnic education in Ghana, the science, humanities ratio reached 55:45 only in 1996/97 academic year and has since favoured humanities as was the case before 1996/97. For instance, ratios achieved for 2009/10 academic years was 60:40 and 79:21 for universities and polytechnic respectively. The over concentration in humanities leads to over production and unemployment. Furthermore the over production of students in humanities as opposed to the more growth oriented courses (sciences) narrows economic growth. To establish harmony, polytechnics must provide equal weightage to science technology based courses as it does for the humanities.

Furthermore, government gender policy of 50:50 ratios for males and females is yet to be achieved. The achieved ratio indicates gender imbalance in tertiary enrolment and even more pronounced in polytechnics. The gender ratio for the 2009/10 academic year revealed yet another imbalance in favour of males; 67:33; 70:30; 56:44 for universities, polytechnics and other teaching institutions respectively. The GETFund has since its establishment made some interventions towards achieving these national policies with respect to the science and gender (females) in particular. It is fervently hoped that with these initiatives the gaps will be narrowed and/or equalled in the coming years.

In spite of the myriad of constraints facing polytechnics, they should stay focus in their delivery as unique tertiary institutions with a special mission. To achieve this, they should establish ladders and bridges in the tertiary front within and outside the country; intensify collaboration with industry and other stakeholders; ensure some measure of stability on the campuses; keep turnover in check; redeem its public image and most of all getting the needed governmental support. The survival and sustenance of polytechnics can only be guaranteed through effective governmental support, collaboration and encouragement.

In sum, while polytechnics are operating under a series of interrelated constraints, they have a huge potential to improve their performance of training and providing requisite manpower needs of Ghana, if the needed resources, support and constraints issues are adequately addressed. The long term progress and stability of polytechnics will ensure that they continue

to perform their mandate and thus continually support national growth. The next section presents the study's overall design, conclusions and lessons.

### *9.10 Overall Design of the Thesis*

In this section, the overall summary of the study is presented. The study is organised around nine chapters. Chapter one discussed the background and rationale of the study. It also laid out the objectives; aims; RQs; justifications; importance and summary of research methodology. Chapter two discussed the geo-political and educational development of Ghana with emphasis on higher education and its management whilst chapter three and four focused on the review of literature on turnover and management of higher education respectively. Chapter five provided a methodological overview of the study. Chapter six presents the descriptive statistics of the pilot study whilst chapter seven presents the qualitative data of the study. The penultimate chapter (8) discussed the empirical findings of the study. Chapter nine in turn presents the summary, conclusions, limitations, and key contribution of the study and recommendations of the study as well as the direction for future research.

### *9.11 Chapter Summary*

The study has been multifaceted in nature, encircling three areas: HEI's and their contribution to national development; HE management, its constraints as well as turnover and its impact on service delivery in polytechnics. Integrating the literature of all three areas, specific RQ's were carefully couched and qualitative methods were employed to explore and investigate the study. Relying on a concurrent nested strategy, two inter-related studies were conducted: exploratory and qualitative. The exploratory segment of the study consisted of an on-line questionnaire directed at current polytechnic faculty. This fact finding session generated themes that facilitated the crafting of interview questions. The qualitative portion was achieved through semi-structured interviews with selected case groups including the faculty. Both strands of data were analysed separately; however, all findings were integrated into the final analysis.

Findings established polytechnics as useful and contributory institutions to Ghana's development. Study also unravelled many constraints afflicting polytechnics. Of these, turnover and its effects were dealt with highlighting its effects on the functionality and sustainability of polytechnics.



Also, findings generated three unique models. Figure 11 provides an insight on the broader benefits of polytechnic education. Fig 12 on the other hand extends our understanding of constraints in polytechnics, their interrelationship and how each variable contributes to turnover. Finally, fig 13 highlights the dynamics of turnover from a Ghanaian perspective – thus contributing to the reservoir of knowledge in HE management; constraints and turnover.

Findings are vital to the polytechnic network as turnover of staff takes a toll on their resources by way of finances and time utilised in organising recruitment and selection sessions arising out of separations. Consistent with previous studies, the study further confirmed the multi-dimensionality of turnover (Muchinsky and Murrow 1980; Branham 2005). It also uncovered that turnover determine the well-being of any form of organisation.

At this point in time, it is anticipated that this piece has offered a veritable extension of the well-known theories and research and points the direction towards future research that can further contribute to a broader or deeper understanding on the development of HE and its management as well as turnover management. Overall, this study has provided some scholarly basis for further rational discussion on polytechnic education, their management and constraints focusing on turnover.

Considering the importance of polytechnics to Ghana's development it is important for polytechnic management to take due cognisance of the issues raised and couch out practical and lasting solutions rather their current fire fighting strategies.

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Tamale Polytechnic -Four Year Strategic Plan of 2008-2012

Wa Polytechnic 1<sup>st</sup> Congregation Brochure, Saturday, 19 September 2009

**Introductory Letter 1**  
**Appendix AII**



University of Edinburgh Business School  
29 Buccleuch Place  
Edinburgh  
EH8 9JS  
Tel:

Dear Sir/Madam

LETTER OF INTRODUCTION

The bearer of this letter, Mr. Iddrisu Sulemana is a postgraduate research student at the University of Edinburgh Business School. He is collecting data from your institution for the purpose of writing his Dissertation as a requirement of the programme.

I would be grateful if you could help provide access to participants and data from your institution. Kindly give the necessary assistance that Mr. I ddrisu Sulemana requires to execute the project.

Dr. Tony Kinder  
(Supervisor)

**Introductory Letter 2**  
**Appendix AI2**

TAMALE POLYTECHNIC

Post office  
Box 3 ER  
Tamale  
Ghana.  
Tel:+233-71- 22771, 23850  
Fax 233-71-23849

Email:tamalepolytech@yahoo.co.uk

Date: December 2, 2010

Our Ref...TP30/VOL.7

TO WHOM IT MAY CONCERN

Dear Sir/Madam,

LETTER OF INTRODUCTION  
MR. IDDRISU SULEMANA

The above named is a lecturer in the Marketing Department of Tamale Polytechnic. He is currently on a Government of Ghana Scholarship for a PhD in the UK.

Mr Sulemana is currently in Ghana for his field research.

We would appreciate it very much if you could offer him any assistance he may need.

Thank you very much.

Yours faithfully

Yakubu Iddrisu

(Registrar)

**Consent Form  
Appendix AI 3**



[University](#) of Edinburgh Business School  
29 Buccleuch Place  
Edinburgh  
EH8 9JS  
Tel:

CONSENT FORM

Title of research: Management challenges of Higher Education with particular reference to labour turnover in some selected Polytechnics of Ghana.

**Name and position of researcher:** Sulemana Iddrisu, second year research student, University of Edinburgh Business School.

*Please initial box*

I conform that I have read and understood the information sheet for the above study and have had the opportunity to ask questions.

I understand that my participation is voluntary and that I am free to withdraw at any time without giving a reason

I agree to take part in the study

*Please tick box*

*Yes No*

I agree to the interview being audio recorded

<input type="checkbox"/>	<input type="checkbox"/>
--------------------------	--------------------------

I agree to the use of anonymised quotes in publication

<input type="checkbox"/>	<input type="checkbox"/>
--------------------------	--------------------------

Name of participant:

Date:

Signature:

Sulemana Iddrisu (researcher)

Date:

Signature:

## Current Staff

On line Survey on the Management challenges of Higher Education with particular reference to labour turnover in some selected Polytechnics of Ghana

Dear Respondent,

I am a postgraduate research student at the University of Edinburgh Business School and investigating the Management challenges of Higher Education with particular reference to turnover in some selected Polytechnics of Ghana.

The purpose of the study is to assess the extent to which the objectives for establishing the polytechnics have been achieved and also explore the impact of high turnover on the staffs that remain in the polytechnics of Ghana.

You are kindly requested to complete the attached questionnaire. It should take 20-30 minutes to complete. Your responses will be confidentially analysed with others.

Your participation in this study is voluntary and you may withdraw from the study at anytime. Additionally, you have the right to request a summary or copy of the results of the study.

If you have any queries regarding this project, please contact me via telephone 07812387010, + 23320 8166645/2332490055 or email me at [S.Iddrisu@sms.ed.ac.uk/sulesakabu@yahoo.com](mailto:S.Iddrisu@sms.ed.ac.uk/sulesakabu@yahoo.com)

Thank you very much for your time and cooperation.

Sincerely Yours

Sulemana, Iddrisu



**Questionnaire  
Appendix AQ4**

STRICTLY CONFIDENTIAL

**SECTION A: DEMOGRAPHIC INFORMATION**

Gender     Male     Female

Age:  under 25     26-35     36-45     46-55     56 and above

Entry Qualification:  
Present qualification:  
Designation:

In the following section, please evaluate the statement by using the following keys:

- 1= Agree
- 2 = Uncertain
- 3 = Disagree
- 4= strongly disagree

**SECTION B: PERCEPTION AND REAL OPORTUNITIES ELSEWHERE**

I plan on looking for a job outside the polytechnic	<table border="1"><tr><td>1</td><td>2</td><td>3</td><td>4</td></tr></table>	1	2	3	4
1	2	3	4		
I am happy with my conditions of service.	<table border="1"><tr><td>1</td><td>2</td><td>3</td><td>4</td></tr></table>	1	2	3	4
1	2	3	4		
I enjoy my work	<table border="1"><tr><td>1</td><td>2</td><td>3</td><td>4</td></tr></table>	1	2	3	4
1	2	3	4		
There are barriers to my promotion.	<table border="1"><tr><td>1</td><td>2</td><td>3</td><td>4</td></tr></table>	1	2	3	4
1	2	3	4		
I feel a sense of loyalty to my polytechnic	<table border="1"><tr><td>1</td><td>2</td><td>3</td><td>4</td></tr></table>	1	2	3	4
1	2	3	4		
I find my job challenging.	<table border="1"><tr><td>1</td><td>2</td><td>3</td><td>4</td></tr></table>	1	2	3	4
1	2	3	4		
I would recommend working here to others.	<table border="1"><tr><td>1</td><td>2</td><td>3</td><td>4</td></tr></table>	1	2	3	4
1	2	3	4		

**SECTION C: SALARY AND BENEFITS**

My current salary is commensurate with the job I do	<table border="1"><tr><td>1</td><td>2</td><td>3</td><td>4</td></tr></table>	1	2	3	4
1	2	3	4		
I am entitled to allowances for overtime work	<table border="1"><tr><td>1</td><td>2</td><td>3</td><td>4</td></tr></table>	1	2	3	4
1	2	3	4		
The allowances I receive are motivating	<table border="1"><tr><td>1</td><td>2</td><td>3</td><td>4</td></tr></table>	1	2	3	4
1	2	3	4		

There are fringe benefits available for academic staff.

1	2	3	4
---	---	---	---

Our welfare scheme a positive factor

1	2	3	4
---	---	---	---

Training and development opportunities are available for academic staff.

1	2	3	4
---	---	---	---

#### **SECTION D: TURNOVER AND ITS IMPACT**

Turnover generally has a negative impact on the polytechnic.

1	2	3	4
---	---	---	---

Turnover is counter productive to the achievement of the polytechnic's goals

1	2	3	4
---	---	---	---

The exit of staff increases the workload on the existing staff.

1	2	3	4
---	---	---	---

High turnover disrupts planned teaching schedules.

1	2	3	4
---	---	---	---

High turnover leads to anxiety amongst the remaining staff.

1	2	3	4
---	---	---	---

High turnover can be a subtle way of encouraging those remaining to exit

1	2	3	4
---	---	---	---

The absence of unfilled posts due to turnover affects my job satisfaction

1	2	3	4
---	---	---	---

High turnover results in low morale of the remaining staff

1	2	3	4
---	---	---	---

High turnover affects productivity.

1	2	3	4
---	---	---	---

High turnover results in the loss of skilled manpower.

1	2	3	4
---	---	---	---

High turnover makes me stressful.

1	2	3	4
---	---	---	---

High turnover affects group cohesion.

1	2	3	4
---	---	---	---

Excessive overload due to turnover is detrimental to my output.

1	2	3	4
---	---	---	---

Turnover brings in its wake the infusion of wider/new competencies to expand the curricula.

1	2	3	4
---	---	---	---

Turnover provides opportunity for the infusion of some best practices.

1	2	3	4
---	---	---	---

Turnover provides opportunity to hire more qualified employees.

1	2	3	4
---	---	---	---

Turnover positively challenges routinist and old fashioned practices.

1	2	3	4
---	---	---	---

Some degree of turnover can bring about enhanced morale of the remaining work force.

1	2	3	4
---	---	---	---

Some attrition creates promotion opportunities for the remaining staff.

1	2	3	4
---	---	---	---

Exit interview provide inputs to managements for the purging of the system.

1	2	3	4
---	---	---	---

**SECTION E: PROFESSIONAL AUTONOMY**

I take pride in being a polytechnic lecturer.

1	2	3	4
---	---	---	---

High turnover limits my ability to take and act upon professional judgement, as a lecturer.

1	2	3	4
---	---	---	---

I have authority to enforce discipline on students.

1	2	3	4
---	---	---	---

## Interview Schedule for Current Staff

### Appendix A5.1

**Demographic Information**

**Gender:**

**Age:**

**Marital Status:**

**Qualification:**

Introduction	Question	Examples
	What roles do polytechnics play in the economic development of Ghana?	
	To what extent has the objectives of the establishment of polytechnic been achieved?	
	Are you worried about the sustainability of the polytechnics? : financial; intellectual	
	What are the implications if the polytechnics become unsustainable? stakeholders : policy makers; lecturers; students; government; and the general public	
	Are you aware of turnover in your polytechnic?	
	Do you have examples turnover affecting your (a) workload (b) stress level(c) health?	
	Have you thought of resigning from the polytechnic?	
	What could be your motivation if you thought of resigning?	
	Do you intend to in the polytechnic for the next 5 years?	
	If yes, what are your motives for wanting to stay to stay in your polytechnic?	
	If no, what are your motives for wanting to leave the polytechnic?	
	What factors make you satisfied to want to stay in the polytechnic?	
	What factors make you dissatisfied to want to leave the polytechnic?	
	What factors do you think cause lecturers to leave?	
	Can you suggest 4 ways by which turnover can be controlled in your polytechnic?	

**Interview Schedule for Rectors**  
**Appendix A5.2**

**Basic Information**

**Age:**

**Qualification:**

**Gender:**

**Marital Status:**

Introduction	Question	Examples
	What roles do polytechnics play in the economic development of Ghana?	
	To what extent has the objectives of the establishment of polytechnic been achieved?	
	Are you worried about the sustainability of the polytechnics? : financial; intellectual	
	What are the implications if the polytechnics become unsustainable? stakeholders : policy makers; lecturers; students; government; and the general public	
	Are you aware of turnover in your polytechnic?	
	How long have you been on your job?	
	What is the staff strength of your polytechnic?	
	What number is academic?	
	As the manager/CEO of this institution, can you enumerate the challenges that confront you in the sustainability of the polytechnic?	
	To what degree is turnover a problem in your polytechnic?	Figures: absolute & percentages
	Would you say the turnover in your institution is high or low comparing to other polytechnics?	
	Is the turnover across both genders?	Figures
	Is turnover across all faculties or it is peculiar to one faculty?	Examples, figures
	What programmes in your institution has been hard hit by turnover?	Examples
	What in your view are some of the reasons for lecturers leaving?	
	What is your strategy to resolve the root causes of turnover in your institution?	
	How is your council responding?	Examples +/-
	What is government's response?	Examples +/-
	Do you now have a clear strategy for dealing with turnover in your institutions?	
	How often do you organize replacement interviews?	
	What is the cost like in organizing the replacement interviews?	Advertising, panel etc

**Interview Schedule for Human Resources Mangers**  
**Appendix A5.3**

**Gender:**

**Age:**

**Marital status:**

**Qualification:**

Introduction	Question	Examples
	What roles do polytechnics play in the economic development of Ghana?	
	To what extent has the objectives of the establishment of polytechnic been achieved?	
	Are you worried about the sustainability of the polytechnics? : financial; intellectual	
	What are the implications if the polytechnics become unsustainable? stakeholders : policy makers; lecturers; students; government; and the general public	
	Are you aware of turnover in your polytechnic?	
	How long have you been on your post?	
	What is the staff strength of your institution?	<u>Figures</u>
	What are the ratios for academic and non – academic staff?	<u>Figures</u>
	As the HRM can you enumerate some of the problems you encounter in the sustainability of the polytechnic?	<u>List 5</u>
	What is the turnover in this polytechnic in percentage terms?	
	What processes are needed in people leaving the polytechnic?	Voluntary/involuntary
	What is the impact of turnover on the sustainability of this institution in the long -term?	Examples :teacher-student ratio
	Is the turnover equal across gender or not?	
	Is the turnover across faculties?	Examples
	Why do faculty members leave this polytechnic?	3 reasons
	What programmes in your institution has been hard hit by turnover?	examples
	What is the cost like in organizing recruitment process interviews?	

	What is the turnover within the critical areas? How much is it costing you in terms of (a) productivity (b) innovation?	Examples/instances
	Do you normally conduct exit interviews for those leaving? Do you address the issues raised in the interview by taking action on them?	Examples: content how is it done?
	What strategy have you evolved to reduce turnover in this polytechnic?	Examples: how workable has it been?
	In what circumstance has turnover been beneficial to the polytechnic?	Examples.
	Do you have a formal career development strategy?	What is the make up?
	Do you have a formal channel of communication?	How is it used?

**Interview Schedule for Policy and government officials**  
**Appendix A5.4**

**Gender:**

**Age:**

**Marital status:**

**Qualification:**

Introduction	Question	Examples
	What roles do polytechnics play in the economic development of Ghana	Explanations with figures
	To what extent has the objectives of the polytechnic been achieved	
	Are you worried about the sustainability of the polytechnics?	
	What are the implications if the polytechnics become unsustainable	
	What is the staffing level in the polytechnics a problem?	
	Is the staffing satisfactory in terms of(a) quality( b)number of students	Justification
	What is the current teacher- student ratio?	Figures
	What is the statistics of turnover in the polytechnics?	Figures
	How does the teacher student ratio impart on the current staff and their delivery?	
	What are some of the management challenges of the polytechnics	
	To what degree is turnover a problem?	
	What policy interventions/initiatives are in place to control the turnover of academic staff in Ghana's polytechnics?	Examples
	Any suggestions/ recommendations to control the turnover trend in this polytechnic(s)?	
	What would you recommend for inclusion in the current HND curriculum?	



**Interview Schedule for Former Rectors**  
**Appendix A5.5**

**Gender:**

**Age:**

**Marital status:**

**Qualification:**

Introduction	Question	Examples
	What roles do polytechnics play in the economic development of Ghana?	
	To what extent has these objectives been achieved?	
	Are you worried about the sustainability of the polytechnics?	
	What are the implications if the polytechnics become unsustainable?	Stakeholders: government; students; public
	What has been your challenge as a former manager of a polytechnic?	
	How would you prioritize turnover as one of the management challenges you encountered?	
	How did turnover impact on your management of the polytechnic?	
	How did you respond to the impact of turnover?	Examples
	What recommendations would you put forth/forward in order to control/minimise turnover?	Examples
	Any suggestion for the update/ improvement of the current HND curriculum?	

**Interview Schedule for Resigned Staff**  
**Appendix A5.6**

**Gender:**

**Age:**

**Marital status:**

**Qualification:**

Introduction	Question	Prompts
	Qualification of entry	Reasons :3
	Qualification at exit	How was it generally?
	Present qualification	
	How many years did you serve? Which department?	
	How important are the polytechnic network to Ghana's development?	
	How sustainable are the polytechnic?	
	What are the reasons you left the polytechnic?	List 3 reasons
	What are the effects of your resignation to the polytechnic?	
	What was the relationship between you and your supervisor?	General supervision
	Would you describe the performance review of the polytechnic as fair?	
	How would you evaluate the pay structure of the polytechnic network?	
	Were you satisfied with the promotion policy of the polytechnic?	
	What were the things you liked best about the polytechnic?	Justifications
	What were the things you disliked?	Justifications
	How would you appraise the polytechnic's communication generally?	
	Has the polytechnic a training policy?	Have you benefited? How will you rate it?
	How would you describe the polytechnic's organisational climate?	
	Would you want to return to the polytechnic fraternity?	

	Did you have an exit interview?	
	What has been the response of your Governing Council to some of the concerns for which you left?	
	What has been the response of government to some of the concerns for which you left?	
	What recommendations will you offer in order to reduce turnover in the polytechnics of Ghana? /curriculum?	

## Interview Schedule for Students

### Appendix A5.7

**Gender:**

**Age:**

**Marriage Status:**

**Qualification:**

Introduction	Question	Prompts
	What role do polytechnics play in the economic development of Ghana?	
	To what extent has the objectives of the polytechnic been achieved?	
	Do you see the polytechnics as contributing to the middle level manpower needs of Ghana?	
	Are you worried about the sustainability of the polytechnics?	
	What are the implications if the polytechnics become unsustainable?	
	Are you aware of high turnover in the polytechnics?	
	From the perspective of students what are the challenges of polytechnic education in Ghana?	
	What in your view cause lecturers to leave?	
	Do you see turnover as a challenge to the achievements of the polytechnics' objectives?	
	How does turnover impact on the remaining lecturers? Curriculum choice and the quality of teaching and learning?	
	How does turnover affect you as students?	
	Have the exits of some lecturers being perceived as a negative to the school?	
	Has the exit of any particular staff being seen as positive to the institution?	
	Do you perceive turnover as affecting your preparation as a student?	
	Any suggestions as to how the problem of turnover can be addressed in Ghana's polytechnics?	
	Any suggestion for improvement in the current curriculum of the HND? How do unfilled positions affect curriculum choice and quality of education?	

**ANTICIPATED SAMPLE SIZE**

**A5.8**

<b>Sample description</b>	<b>Population Description</b>	<b>Number</b>	<b>Total</b>
	<b>Polytechnic Rectors</b>	<b>1x6</b>	<b>6</b>
	<b>Polytechnic administrators: Registrarars; Planners; HRM etc.</b>	<b>1x6</b>	<b>6</b>
	<b>Current Staff</b>	<b>2x6</b>	<b>12</b>
	<b>Resigned Staff</b>	<b>1x12</b>	<b>12</b>
	<b>Former Rectors</b>	<b>1x4</b>	<b>4</b>
	<b>Student representatives</b>	<b>1x8</b>	<b>8</b>
	<b>Policy Group: Governement Officials and MPs</b>	<b>1x12</b>	<b>12</b>
	<b>TOTAL</b>	<b>55</b>	<b>55</b>

## Sampled Interviews

### Appendix A1

#### Reverend Wood – Current faculty - Accra Polytechnic

**Introduction:** Ok Rev. Good afternoon, I am Sulemana Iddrisu, a staff of Tamale Polytechnic and currently a research student with university of Edinburgh. My work is calved around the management challenges of higher education with particular reference to faculty turnover in some selected polytechnics of Ghana.

**Question:** Reverend may you introduce yourself?

**Answer:** My Name is Rev. Anthony Wood; I am a lecturer in the department of civil engineering. The immediate past Dean of the School of Engineering. Currently, I am the coordinator for the new program in distance learning.

**Question:** Thank you very much. How long have been with this polytechnic?

**Answer:** I have been in this polytechnic for the past fifteen (15) years.

**Question:** Did you enter with a first degree or a second degree?

**Answer:** I entered with a second degree.

**Question:** Have you improved yourself in any other way by of qualification since that time?

**Answer:** Since that time, yeah short courses and not a higher degree.

**Question:** Your age if I may ask?

**Answer:** Well, am just about 49 years.

**Question:** So, as somebody who has been in the polytechnic fraternity all these while. What roles in your view has the polytechnic played in the socio-economic development of Ghana?

**Answer:** The polytechnic has played a lot of roles. The mandate of the polytechnic is to train middle level personnel for the nation. So, I believe over the years it has worked so hard to fulfill that mandate of training middle level students for the

country; in that sense yeah it has so hard. The number of students been turnout of the polytechnic keep increasing and a lot of them are well placed. In fact some people even prefer our students because they have hands on experience and in the work place they are more practical oriented as compared to those form the traditional universities. In that sense yes I will say that it has really helped a lot in developing our nation.

**Question:** So, would you say you that the objectives for which polytechnics were set up have been achieved?

**Answer:** Yes, you know, the polytechnic in 1992 were turned into tertiary institution. The aim was to be able create career path for those from the technical and vocational institutions and of course those form the traditional secondary schools. So the objective of setting the polytechnic has been achieved in that those form the vocational schools you know they have a career path, from vocational schools you can come to the polytechnic and even now with the B- Tech which is in the pipeline; and of course we have started for some of them (B-Tech) so they can progress in their academic path they choose to be in the polytechnic. So, yes we have not deviated from our objectives at all. We are still following the objectives of the establishment of the polytechnics so far.

**Question:** Considering the fact that polytechnics have helped in providing middle level manpower, what are some of the threats to the sustainability of polytechnics in Ghana.

**Answer:** I think the threat has to do with people's perceptions. Many students from second cycle institutions come to the polytechnic as their first choice but may (be) as there is no other opportunity, so let me be here for a while when I get the chance I go the university. And that is the creation of society, that sort of perception where we place more value on people from the university than those from the polytechnics. Despite the fact that in many cases those from the polytechnics have more skills, hands on skills than those from the universities. So this sort of perception from the society is really giving the polytechnic a negative image. We have a situation where somebody comes to the polytechnic and along the line moves to the university. Then also there is the situation where we don't have a clear-cut career path between the universities and polytechnics. So that for example when somebody is in the

polytechnic, you know that if I get to this level in the polytechnic I can move to the university at this level. That thing is probably now developing and it is developing in the traditional universities partly because they have known the private universities have created opportunities for polytechnic graduates to be able to join and progress to the university. Otherwise a year or two ago, you would hardly find the traditional Government universities admitting HND students at a certain point within their system. Other than that they would ask you to come and start from the scratch which is a waste of resources and time. And of course it doesn't encourage people to come to the polytechnic. That kind of coordination, I believe, should be there between the polytechnics and the universities so we can have a good working relationship; so somebody can decide to move from the University to the Polytechnic and we can say that if you move from the Polytechnic to the University you can join at this level. I believe that these are some of our threats, so perception of society in general, perception of people in authority most of whom have been trained from the traditional university and also of course the attitudes of the managers of the traditional universities. I think these are some of the threats that we have. I think also there are others issues like the issue of support from governmental institutions like National Council for Tertiary Education (NCTE), now in my position I work with the heads of department in planning new programs, new programs for the polytechnic like our BSc programs. The last time we went to the NCTE for instance, you will see the attitude of the managers of the committee that we met there tossed us; to me it was negative, look at the infrastructure that we have got compared to some of the private universities which have accreditation to run degree programs. They have only one structure, some of them their structure is even less than this building that we find ourselves in but they have been given accreditation and they don't have lecturers- they have part time lecturers. Look at the facilities that we have, look at the lecturers that we have. We have a situation where people who sit there with all their biases against polytechnics always try to discourage programs and so it is like the BSc and so on. So, it's rather unfortunate societal perception, people in government, people from traditional universities, even the governmental institution that has to help the thing grow, they are also helping to drag the thing backwards. So, really I believe these are some of our threats. Having said that, am hopeful that a time will come people will realize the fact that we cannot do away with polytechnics and the



polytechnics have a key role to play. So, I believe time will really tell and I believe many of these institutions have undergone the same thing. Even where you are taking your course- UK, we are running a program with one of their institution and it used to be a polytechnic, but now it's been made a university. And the same thing, we have some people from Netherlands coming here, Netherlands Universities of Applied Sciences, they all used to be polytechnics now they are all universities of applied sciences and they tell us that their universities are the universities of first choice, because they have hands on experience, it's not the paper, it's what you can do. I believe with time and maybe motivation from our leaders, capacity building within the polytechnics, we can prove our worth and disprove the perception that people have of polytechnics.

**Question:** Granted that the threat of perception is anything to go by, what will be the implication if for instance a polytechnic failed to be sustainable?

**Answer:** Well, the implication, I think is going to be a lot on the Government itself, the nation, because the kind of people that we train, the universities don't train such people, we train people with hands on experience. The universities train people who are research oriented. So they cannot fill the gap if they are to be there, so I believe that it going to have an import on the nation as a whole it going to have an impact on the general public because we going to have an impact where all these number of students that we raise in the polytechnic have nowhere to go, if you take apart from B-Tech for example, our student population is close to ten thousand (10,000). Imagine we don't exist, where will the ten thousand students go? I believe that we are playing a big role so if we fail to be sustained and we become extinct for example, then, we going to have a situation, its going to affect the general public, national development, the students themselves, we'll have a lot of street children and then of course we the lecturer may have to look for another place to work.

**Question:** What is the state of turnover in this polytechnic?

**Answer:** Well, I can't give you with facts and figures. That one can be provided for by the personnel office, but I what I know is that a lot of the new lecturers hardly stay, a lot of them, they come here because there is no other opportunity, and so, for a lot of them, with the least opportunity that raises its head, they are gone. That is partly

because the salary is not the best. I think it's a national problem, so, as soon as there is a better opportunity then away the person is gone. So we have that sort of things. With the older lecturers, somebody like me, if I leave here then I must go to a better place. Maybe a managerial positions somewhere, but to move to another polytechnic, I will not go because when I go, I will have to start from the scratch.

**Answer:** To another polytechnic, isn't it possible for you to transfer?

**Question:** I will have to start from the scratch because I have done fifteen years here. So, if I move to another polytechnic, it means am starting from first year, so and then of course my family is here in Accra. On the whole, it looks like to me it is much of a problem because there are no opportunities in the system; there are no jobs. In Accra here, we have a lot people who have their masters. Recently, the polytechnic has employed a lot of people because of the B-Tech program. So, really, I don't think it's much of a problem. With other polytechnics it may be but with Accra, because we have a lot of qualified personnel around, one person leaves another person comes, but we don't have a lot of people leaving. We have a situation where somebody is a lecturer here and maybe doing part time elsewhere just to beef up his salary. Basically we don't have much problem with labour turnover

**Question:** With your understanding of labour turnover, how does its impact on the remaining lecturers vis-à-vis their health?

**Answer:** Well, if for example somebody leaves there are options. The workload may not necessary fall on others, it may or may not, this is because we have part time people around, a lot of industries around, we have people in industries who want to do part time. So, if you take my department for example- civil engineering department, we only have to go to some of these civil engineering companies around, consultants around and they are willing to teach because the part time is not too bad. So, if someone leaves it doesn't put so many loads on the individual or the lecturer. Maybe if the workload is going to increase, it will be for a short period and therefore it doesn't add so much to our stress level. I will say that sometimes to me I see something to be a stress if you do it without enjoying it. If you enjoy it, it wouldn't be a stress. We have a situation where a lecturer is doing so many periods- maybe doing some here, doing some elsewhere and because of the monetary reward, he is enjoying

it, to him it's okay. Now, we don't have so much of that somebody doing so much. So I don't think it has any impact on the health of lecturers

**Question:** Okay, for the 15 years that you have been with Accra polytechnic, have you thought of resigning or leaving the polytechnic fraternity together?

**Answer:** No, I haven't thought of that.

**Question:** So, what has been your motivation?

**Answer:** Well, I like challenges and I like improving wherever I find myself. I believe if you have a situation which is not good but you can improve on it and make it better. So, that has been my desire and motive. So, wherever I find myself, I try to maybe shine there and make the place better than I came to meet it. So, I don't believe in running away from challenges, because problems are there to be solved and it helps you improve. I can recall when I was head of department for the civil engineering some of the things that I did for the department still exist. Like, I wrote this tally proposal for the department and installed some equipment as a result of the proposal. I became a Dean for the school; I wrote a proposal for the school and had some many computers and some software for the school of engineering; it's because of the work that I did. I wrote a proposal for HIV workplace document and I even have it here, the document is now complete they just brought it just this week. So, I believe wherever I find myself I have it made the best and improve the situation, because the fact is that not all of us can go the university, even though I have applied to teach in the university before, I later changed my mind and I thought if we can make this place better, maybe better than the university or all equal to the university then we create the opportunity for the future generation. So that is really my motivation. To make the place better so that the future generation can also benefit from it. We are passing out but we must leave a good legacy for them, so that is why.

**Question:** So, do you intend to leave the polytechnic for the next 5 years?

**Answer:** Well, God willing I will be here.

**Question:** And if you really intend to be with the Polytechnic, what is motivating you to want to stay?

**Answer:** Well, as I said the issue of trying to help the next generation is one. Then also you know I have served here for fifteen years and you know I don't know how your polytechnic is like, but here there are challenges and we still have challenges as far as challenges are concerned. I think if I were to be in another polytechnic, I would have been promoted already. Looking at the number of publications I have, looking at the documents other polytechnics are using and so on. Up till now, no lecturer has been promoted here in Accra polytechnic and that is a de-motivating factor for somebody to just leave. Sometimes, you put a lot of things together; thus you leave and go to some place and start from the scratch. Okay here, as it is now, am not hiring any accommodation, but go to other place and I would have to hire. My children are here, you look at thing and you say okay let me stay. If am going to stay here I will make sure I have received my promotion. I wouldn't want to change just because of my children but looking at the work I have done, the effort I have put in, the promotion must come. So I will stay here and probably I would not want to retire completely maybe after fifty five I will leave and start something new or go and do other things, but really I think for the next five years I am going to be here.

**Question:** So job satisfaction is very complex concept and it doesn't appear from our interaction that you very satisfied here.

**Answer:** Well, am satisfied because I get my satisfaction in the work that I do. The fact that you are making a difference that is where my satisfaction is, you making a lot of difference in people's lives, the polytechnic and in the society where you find yourself. I think that am satisfied so far except that the issue of promotion, it is very thorny that we are fighting over here. It is an issue of de-satisfaction, yes some are going on leave because of this problem, you see you put one and one together before you leave so it I think it's a big problem.

**Question:** So what factors do you think cause lecturers to leave?

**Answer:** Well lack of promotion could be one, poor remuneration, probably the perception of society. Oh, he is lecturer from the polytechnic, the perception about the polytechnics and universities could be another factor, and maybe somebody gets a better organisation paying more, he says, well, let me go, these are some of the factors which cause lecturers to leave.

**Question:** So, if you have to rank or itemized them for instance we have four issues: poor remuneration, lack of promotion or delay in promotion, getting an opportunity elsewhere if you have to rank then which one will come first? Which one issue have most people cited?

**Answer:** I think it will be the money, the remuneration, because the remuneration is closely tied to promotion. Once, you know you are going to get more money; you will work and get yourself promoted. Promotion is one of the problems.

**Question:** So what suggestion do you have for us to help improve the situation of faculty turnover?

**Answer:** I think we should make the salaries okay. I think also, the working environment can also be improved, by working environment am talking of a situation where we have lecturers who don't have offices, when you come you just hang around, because of that the lecturers don't stay. So because of few offices we have that kind of thing, I think it could be dissatisfaction for some people. In between lectures you know where to sit, thus when for instance you have one lecture at 12pm and another at 2pm; so between 12pm and 2pm you find yourself hanging. When you go to the library, there are students there, you go to the staff common room, and maybe they talking about sport and maybe politics. You can't have any concentration to do your work. You can't have a good place to sit down to do your work or maybe your research. I think that we have to look at the salary; the working conditions must be improved.

**Question:** Do you have any suggestions as to how the current curriculum of the HND can be improved?

**Answer:** You know, the HND curriculum as we have it now, we have been using this curriculum for the past ten (10) years. Apparently, because it is national, no individual polytechnic can change anything, even if you change it, it is not going to be examinable; because we have an institution- an examining body which controls everything. What I think should be done is that there should be a concerted effort to get our curriculum improved on regular basis. Elsewhere, every five years, the curriculum is improved, so that we match up with industries. We have individual

polytechnic mandated to do its own review, the thing fails to become a national thing. If it's a national thing, then the national examining board for HND examination NABPTEX should ensure that there is regular review.

**Question:** So in terms of the review what do you think at the moment is lacking?

**Answer:** I can tell you there are some courses been taught in mechanical, I know these courses because I used to be the Dean. Those courses are so old, the technology is so old. As you may know, mechanical is one area where technology changes so fast, now the technology has changed and we are still using old technology. So, you see that we are not moving alongside with industry; so sometimes you see that the industry is far ahead of us and we are behind. So I think that apart from reviewing regularly to ensure that whatever content that we have is upgraded to meet current challenges, you know that one is key. And then of course also, there should be the opportunity for the polytechnic lecturer and other lecturers to meet not only in Ghana but also outside, so that we can get to know about things which are going on. So, really these are some of the things I think we can do to improve our curriculum. It appears to me sometimes though that even though we know what to do, we are not doing with that vigor. We are so relaxed about it; we are not pursuing it aggressively. I think that we must be more aggressive than what we are doing so that we keep reviewing so that we get the best.

**Question:** Do you have any suggestions as to how the performance of academic staff can be improved?

**Answer:** As I mentioned earlier, we need to have interactions with other polytechnics, universities and tertiary institutions within and outside the country. Two, we must have the opportunity to have industrial attachment, so that we can be attached to some industries, more especially the new lecturers who come into the system. We don't have that situation of attachment, somebody just finishes the university and he comes to teach, he doesn't know anything as far as practical experience is concerned.

**Question:** Do you organize orientations for the new hands that are employed?

**Answer:** Yes, the orientation is organised for them, but internal orientation may not be adequate. Mind you, we are servicing industries, so whatever we do here must be

industry oriented. If we train students who cannot be employed by industries, what have we done? Or cannot employ themselves. In fact, I think that there must a system whereby the lecturer will automatically may be absorbed into the industry maybe for some one or two weeks at different times once a year or so up to the point to which we can say this person has gotten the experience and then maybe some linkages elsewhere too outside the country and short courses also if we have them available am sure it will help a great deal, or may be some new ideas that has come up. So I think that those are some the things that could be done to improve the performance of academic staff.

**Question:** Do you have any suggestions as to how the management of polytechnics can be improved- as a head of department and dean who has been in management before?

**Answer:** *Yeah*, I think that the polytechnic as we have it now, if you take Accra polytechnic for example, the various faculties, the heads of the faculties, they are not well empowered, empowered in terms of financial decisions. Everything in terms of funds has been centralized in Accra Polytechnic. So, all the requirement or the request for money in all the units or departments will go to one place, but we have proposed but remember in 2008, before I left office early 2009, we proposed that the faculties should have some kind of autonomy in terms of financial autonomy, so they can have their own accounts, after the budget has been decided for the school, the money for that faculty is lodged in the faculty account and maybe a dean and somebody else maybe signatories to that account. The account office can have their officer there to check that the accounting is been done but when you have financial problem, you can do a lot of things because you know that you have been given so much so let me plan with it. Now, we don't have it here, everything is so centralized, and I think that is one of the things and it looks like, if you take this issue of promotion, I don't know why our management don't understand or realised it be a source of dissatisfaction and therefore reduces productivity. I don't really know because, I thought that if you want to get a higher productivity, motivate the person and one of the things you can use to motivate him is to create the opportunity for him to get promoted. If you keep shifting the goal post- we are not kids here, and I mean nobody is a small boy here. I think that we should do the right things if we want things to be done right.

## **Interruption**

It is because people are peeved down with it and they won't come and tell you this and that because they are peeved and I believed that it is one of the things, so let's create the opportunity so that people can express themselves, they know that once I work hard, whatever is due me, I have no problem I have no complains and I think that we can manage the situation better if we do certain things well. So, that should be looked at, the issue of decentralization, financial autonomy should be there, then the issue of the things which motivate people like their promotion. Once the person is motivated, he knows the rules are clear and it's not going to change and keep changing as if we are playing chess here. You know, that kind of games it really annoys people. I will tell you am not happy about it, I think that if it A tell me it's A and let's play the game loudly, but today this tomorrow that, I believe that if the managers could look at that it will improve the situation and people will work. People are really willing to work but once they are well motivated, you know so many things can motivate people sometimes not just even the money, sometimes creating the good working environment, working conditions etc. My office is one of the good offices for the lecturers, so many lecturers do not have office like I do and it's not motivating enough. I believe the managers of the polytechnic can do more, make sure they provide offices for staff, a good working environment so that the person is motivated not because of the money but because he loves the job, he wants to do it and whatever is due him comes to him without struggle. We have situations where people struggle for their due before what is due them come.

Reverend it's been nice speaking to you, I do hope that I can always come back if there are any gaps for them to be filled later.

**Thank you very much. It's been a pleasure talking to you**



## Appendix A2

### Halm Spencer – Current faculty -Tamale Polytechnic

Good afternoon Mr. Halm Spencer. I'm Iddrisu Sulemana a research student from the UEBS. I am researching into the management challenges of higher education with particular reference to labour turn over in some selected polytechnics of Ghana.

**Question:** Mr. Halm can you give me a brief introduction of yourself?

**Answer:** Am a lecturer in the department of statistics in this polytechnic

**Question:** Your age if I may ask?

**Answer:** My age is 46 years.

**Question:** How long have you worked in this polytechnic?

**Answer:** I have been working here for about sixteen (16) years

**Question:** In your view what roles have polytechnics played in the socio-economic development of Ghana?

**Answer:** The polytechnics so far have trained manpower for the nation and the manpower trained have in their own ways contributed to various economic activities in the country. Apart from the training that the polytechnics have provided, these establishments themselves have also provided opportunities for other economic activities. In our institution at the moment, we have a business development unit for instance; its activities have enhanced the economic activities within the Metropolis. Other small businesses that have been set up because the polytechnics are in existence have also benefited and are contributing to the economic development of the nation. All this little, little businesses are themselves paying taxes to the government which is been used for the development of the country. To that extent I think that they have contributed well to the economic development of the nation.

**Question:** To what extent will you say that the objectives to which the polytechnics were established have been achieved?

**Answer:** From my understanding, the main objective of the polytechnic was to train middle level manpower for the nation. When I look around I don't think that they have made as much progress as I will have wished we did. I say so because, I think that still the middle level manpower is lacking in the country. We have tended to focus more on the kind of manpower produced by the universities, so more or less high level or top level manpower. That, I think has not made us achieve the objectives for which the polytechnics were set up. I would have wished that we emphasis on the practical training of the products in the areas where we think that they will be needed most for national development. I think in the initial stages we tried to do it but some way, somehow we departed from the course perhaps because of lack of funding. I am making reference to the industrial attachment component of the training programmes. It provided the opportunity for our students to work in industries and gain some level of experience. Working in industries at the levels that on graduating they will fit into. So that kind of training was good for them but now that we no longer emphasis that and have rather tended to look more academic, we now function like second class universities, but I think our path should have been different. We should have chartered a path for ourselves to properly train the type of manpower we want to serve the nation the way we think are best.

**Question:** So do you foresee any threats to the sustainability of polytechnics in Ghana?

**Answer:** I don't see much of a threat.

**Question:** Currently, what are the major threats to our operations as polytechnics?

**Answer:** I think that for as long as we continue to function as second class universities we are rendering ourselves redundant. If we do not refocus and begin to play the roles for which the polytechnics were set up, I think in no time we will become irrelevant. Especially now that other tertiary institutions are also springing up like the universities, private universities we will soon become irrelevant in the nation.

**Question:** Granted that there are threats to our existence as polytechnics in the country, what do you think will be the situation for instance if the polytechnics crumble.

**Answer:** You can imagine for those of us who are in the classroom as lecturers will have to look elsewhere for jobs. Obviously, the students who are training will longer have that opportunity. They will have to compete with those who are going to the universities. Their chances I think will be slimmer. Government embarked on this programme in the view of solving a certain national problem. At the level of government, I think we seem to have failed and any future attempt to solve some of our educational problems will face some difficulties. Because, reference will be made to the failure of our polytechnics as one of such projects. It will make it difficult to attract the kind of assistance we need.

**Question:** As somebody who has been with the polytechnic for over one and half decade, what do you think is the state of labour turnover in the polytechnic?

**Answer:** That is a bit difficult for me to say. There are a couple of staff I came in with who have left and are no longer around and at the same time to there are others who have joined. I think by and large we all seek to go to places where we will be better remunerated for whatever services we offer. But as we are going out, there are others too who are coming in and seizing the opportunity.

**Question:** With this background how does the turnover affect our work load and the stress level? Example we have lecturers leaving midstream. How does it impact on the work load of those who are staying, their stress level and possibly their health?

**Answer:** Certainly, when these things come suddenly or midstream those who are on the ground will have to take on extra responsibility and certainly, if one's work load is higher, definitely stress is raised and the higher the stress level the worst the effect on your health. It's consequential, once you are under more stress you expect your health to suffer.

**Question:** Have you thought of resigning from the polytechnic since you joined it?

**Answer:** At a point yes.

**Question:** If yes what was your motivation?

**Answer:** That was at a time when I thought that salary levels were been not attractive. Since then, those things have change and it's been better than then before. I think

largely it's because of improve remuneration and on the other hand a certain personal desire to make a kind of mark on the lives of students in this institution because of the opportunities I see in them. That is why I have decided to stay.

**Question:** Do you intend to be with the polytechnic for the next five years?

**Answer:** For the next five year that is likely but beyond that, it depends

**Question:** For instance you thinking that you may be around for the five years. What could be motivating you that you want to stay around for the next five years?

**Answer:** I personally think that is a certain contribution I am making to the lives of students especially in this institution which I can continue to make until such a time that other factors are compelling enough for me to go. Every now and then I get little feedback from some of my products and I think I get little satisfaction from the reports they give me and I think that as long as I can continue to do that. Except as I said if it gets to a point if there are other compelling factors.

**Question:** For now what factors make you satisfied to want to stay in the polytechnic?

**Answer:** I am happy to know that when students leave the institution they give you feedback on how I have contributed to their being. And especially the kind of lessons they are able to apply in the world of work. It's not only the academic aspect but other aspects of their lives.

**Question:** Apart from the satisfaction do you have others that make you feel dissatisfied to want to leave the polytechnic.

**Answer:** Leaving the polytechnic if I have to, I will go to the university and serve. The reasons then will be the compelling working environment .It is so unhealthy that I will prefer to be out of it until such a time that we can accommodate whatever situation is here. It is quite a bad administrative situation which will make you want to go out.

**Question:** In your view what factors do think cause lecturers to leave?

**Answer:** My interactions with those people if I rely on what I have heard is largely remuneration.

**Question:** Apart from remuneration what else?

**Answer:** Apart from remuneration, there are unfair practices as far as dealing with management is concern.

**Question:** Can you expatiate on it a little?

**Answer:** Some staff have sometimes thought that certain opportunities that should have come to them are passed on to other staff and feel unfairly treated. Despite efforts to get some of this issues addressed we have not succeeded and once this have been going on and they have seen other opportunities elsewhere they are quick to join.

**Question:** Do you see promotion as an issue under this as one of the reasons why lecturers leave the polytechnics?

**Answer:** I wouldn't put it to promotion I think I rather see remuneration at the end of the day. If somebody is not promoted yet is better off than a colleague who is promoted. I don't think that staff will be so worried to leave the institution. So, for me, it boils down to the kind of practices that is the administrative practices. Again the aspect will be the remuneration.

**Question:** Can you suggest some ways for which turnover can be controlled in this polytechnic?

**Answer:** My approach to these things has always been to know the root causes and then you will be able to figure out the appropriate solutions. I guess until we have been able to put a finger on some of these things we wouldn't be able to solve them. We may make suggestion but we may not address the root causes of the problem. I said earlier on that some people will leave when they are not satisfied, when they think the administrative practices are not fair or on the other hand when they see better opportunities of remuneration in other institutions and they will jump on to. Perhaps what our institution can do is to begin to find out at least for those who are engaged afresh - a system of finding their reasons for leaving their previous institutions to this institution. Documenting these things, asking the staff their expectations in coming in to this institution. Providing for such staff the opportunities to air whatever grievances they have while on the job and also making available to

them other options they have for addressing these issues and given the opportunities to choose from which other options, I think over time we will be able to lay our hands on what staff like. Once, we know what staff likes and we are prepared to do that for them, I think we can be sure that we can keep them around as long as they are here. Until we get to know some of these things it will be difficult.

**Question:** Can you suggest some ways by which some of the current curriculum can be improved?

**Answer:** If you recollect, I made reference to middle level manpower, our inability to link up with industry I think is not helping us. Perhaps, if we strengthen our collaboration with industry and do good market survey and know the direction the nation is heading then we will be able to prepare our manpower for those areas and then train them. So, in improving on the curriculum I think we need to get into research, get into industry, get to the ground and find out what is needed most in the various sectors, together with industry when we collaborate we will know how to improve the system. Using statistics I would have thought that for the last census for instance, HND students in the country would have been the first choice for the survey. It will have provided an opportunity to train these students on their return given their feedback then we will know what to do with our curriculum so that for further census or further application to statistics then we will know how best to go about it. This is for statistics I think if we apply it to engineering and the other sectors the same may go for them. The curriculum for engineering, if our students may get attached to Japan Motors and the like for the new products that are on the market, I think we can bring them into the institution to study them, their designs, trends, we will have an opportunity to see which direction we are going and so we will take the curriculum, we will know that this is the way we must now go so that we can meet the need of industry.

**Question:** Can you give any suggestion on how the performances of academic staff can be improved?

**Answer:** We started something some time ago this annual staff evaluation and assessment by students. Fortunately, we have a quality assurance unit and if we get back to that practice it will help we provide feedback, all of us need feedback in

whatever position that we occupy. Until we get that, we are likely to be doing the same things which may not be right. To be satisfied, with what we doing, we need that feedback from our students or our supervisors. Those who are supervising us, we need feedback from them, our performance and assessment, the kind of staff appraisal.

**Question:** Do you have any suggestions on how the general management of polytechnics can be improved?

**Answer:** I had the opportunity to serve on the polytechnic GC some time ago. I think that if our GCs can change the mode of operations or begin to take a keener interest in the operations of the polytechnic it can help. For instance, in our institution I would have expected that at the beginning of the year there is a programme of action from Council that is the highest level and then their milestones. As we go along, then we ask of management how far we have gone, why have we not been able achieved a, b, c? When we have heard from management what the reasons are, then, we fashion out new approaches to dealing with the problems you have identified. So for me, I think the greater responsibility is on the GC to begin to exercise the oversight responsibility a little more than it is done. May be, if I was not on Council, I wouldn't make the kind of suggestion I am making. I am inclined to think that Council needs to get a little more involve and ask some serious questions. May be, when that is happened, a lot more of things will begin to change. I think it's human nature, until you get to know that there is some body higher up watching, you take things for granted. So, when you get to feel that chief is around you may not take things for granted. I think the GC should take the lead in the management of the institution.

**Thank you very much Mr. Halm for your time and your inputs. I may be getting back to you for more if there are gaps to be filled.**

### **Appendix A3**

#### **Florence Manamsor – Current faculty - Bolgatanga Polytechnic**

**Introduction:** I am Iddrisu Sulemana, a staff of Tamale Polytechnic and currently a research student with the UEBS. I am researching into the Management Challenges of Higher Education with Particular Reference to Labour Turnover in some Selected Polytechnics in Ghana. May you please introduce yourself?

**Answer:** Am Florence Manamsor, a lecturer in the Marketing Department of Bolgatanga polytechnic.

**Question:** Your age if I may ask and designation?

**Answer:** I am 31 years,

**Question:** Your gender please?

**Answer:** Female as the name will clearly tell you.

**Question:** Your qualification if I may ask?

**Answer:** My first qualification currently is professional Post-Graduate Diploma in Marketing, CIM UK and currently I am also doing my masters- MA with UCC.

**Question:** Thank you very much, how long have you been working with this polytechnic?

**Answer:** Since January 2004, I think the beginning of the business courses.

**Question:** In the first place, why was the polytechnics set-up in Ghana, what was the rationale for the establishment of the polytechnics?

**Answer:** Yes, I cannot vividly quote exactly, but I think it is to enhance middle level manpower needs of the nation.

**Question:** So, have the polytechnics played this role in the socio-economic development of Ghana?

**Answer:** Though I do not have the figures, empirical evidence to support, but I will say that in the case of labour, the polytechnics have turned out graduates who are



currently contributing to the industries, the companies, the government and government institutions. So, in terms of labour the polytechnic have contributed but as to how much I do not have the figures.

**Question:** So, to what extent have the objectives for which polytechnics were established been achieved?

**Answer:** I think, I have spoken about labour, but then polytechnics are supposed to give hands on training to their graduates who would go into the field, the industries to be able to innovate, to be able to modify. The system is such that we send students out on industrial attachment during their long vocation, so this enhances their knowledge and skills levels, so they are able to contribute that to industry.

**Question:** So, as somebody who has been working in the polytechnic all this while, do you see any threats to the sustainability of polytechnics?

**Answer:** Yes.

**Question:** What are some the threats you can figure out?

**Answer:** Government is currently funding if not fully, partially, government is funding the polytechnic. So, should government decide to withdraw its funds, then there will be a question mark there. You talked of salaries because this polytechnic for instance is new, it's not old like the others, it is not developed and so IGF, I mean our IGF is not all that strong to be able to take care of salaries and the other expenditure. So sustainability there can be or might be a threat.

**Question:** Any other threats you can think of?

**Answer:** Oh yes, examination are moderated by external body called NABPTEX. So, it is NABPTEX that moderate questions and accept the questions. It is NABPTEX that awards certificates for polytechnic graduates. So I don't know if all polytechnics are in the capacity currently to be able to take up this functions, should NABPTEX withdraw it services today that can also be a threat in that area, so that is how I see it, personally.

**Question:** Any other threat, you are into polytechnic education, you are a product of the polytechnic?

**Answer:** Yes, we have for graduates I would say we have graduates from other institutions; we are turning out graduates who go out to search for jobs who go out there to compete with graduates from training colleges, from nursing training colleges, from universities who compete for the same job vacancy out there. So, I see those graduates as a threat to polytechnic because if your graduates go out and they unable to get jobs and graduates of other institutions from the universities, from the colleges are getting jobs. I think we will be losing our students to those institutions. Moreover in terms of jobs, if other institutions, like the universities, I think that we are losing some of our lecturers to them.

**Question:** Yah, we will come to that.

**Answer:** No problem, so I see those institutions as threats.

**Question:** What about private universities?

**Answer:** Universities yes, we are losing our students we are losing our staff to these universities, so I see them as a threat.

**Question:** Granted that there are threats to polytechnic education, what in your view would be the implication if the polytechnic crumbles, for instance, if they are no more? What would happen to students, the nation etc?

**Answer:** A lot, a lot, for instance you talked of students, now imagine polytechnic weren't in existence, you can imagine what would have happened to most of the people we have turned out into the system. It's not possible that the universities probably both public and private and training colleges can absorb all those who completes from SSS level and other technical institutions. Moreover, the polytechnic have a program where they train technical and vocational graduates for one year(Pre-HND) to enhance their English and Mathematics level and then to bring them in for HND, the Higher National Diploma programs, the universities do not do that, so what happen to those people and even those who have the qualification to come in, the universities cannot absorb all of them, the colleges cannot absorb all of them, so what happens to them, so it can be answered in that direction. And then talk of staff, in terms of staff, lecturers would be unemployed because it is not everybody that can get employed in the universities because I would say that most of the universities are

choked now in terms of staff vacancy so to talk of a lecturer, or even an administrative staff people will be unemployed and that will lead to high unemployment level in the economy and that can affect incomes or disposal incomes. Directly it can even affect businesses and indirectly or nationally it can affect economic development of the nation, and the government can also be affected if those who are employed currently pay taxes, income tax, *do you get it*, if they are unemployed, what happens it means the revenue that the government gets from them through tax, government would lose them and these things are used for social and other development projects.

**Question:** Right, you were talking about lecturers leaving this polytechnic to other places, what is the state of labour turnover in this polytechnic?

**Answer:** Frankly speaking, I cannot, I don't have the figures.

**Question:** Not the figures, but a cursory look at it, how would you describe the state or situation?

**Answer:** I will say that the situation is worsening, just that if one may not realize that because of the fact that people come in and then you see that vacancies are being filled again. But then I will say that I came with most people and I think majority of them have left to UDS and to other places.

**Question:** What in your view are the causes for lecturers leaving?

**Answer:** It has to do with salaries, it has to do with conditions of service which is an external issue, *do you get it*. Because lecturers are not well paid. There are better service conditions in the universities both public and private universities than those in the polytechnics. And we also have internal issues, job satisfaction, managerial issues, sometimes you have poor [ ]; I don't know whether to call it poor management, let me just say that it has to do with job satisfaction, people are not comfortable working within a management at a particular period of time, so even if they are well paid, but because there is no job satisfaction, they will leave.

**Question:** So, does the exit of lecturers have an effect on your work load for instance?

**Answer:** It does, because some of them when they leave, immediately you may not get people to replace them. So their courses are shared, *so do you get it*, to existing lecturers. It adds up to the workload.

**Question:** So what about your stress level?

**Answer:** Really, it is becoming stressful when lecturer leave, because already with the existing courses we take, let's say you have accountancy like this, you have a lot of students there, you can have over hundreds -150 and over in a class, and then imagine marking those numbers of scripts and then adding more courses to it, *do you get it*. It is very stressful, and you do not have time to rest, it affects your health, you don't have time for your social activities, because you need to entertain yourself, we are human beings *do you get it*, you need to do research and you do not have time because of marking of scripts and preparing for lecturers.

**Question:** Right as somebody who has been working in this polytechnic, has it ever crossed your mind of resigning?

**Answer:** Yes for me, what I told myself was that I would not want to retire working in this polytechnic. Even if not in this polytechnic but any government institution. At least, I should be able to establish something for myself, let's say an enterprise, it can be goods, whatever before I retire so that I will be able to do something for myself.

**Question:** So, your motivation is that, you don't want to end your career in the classrooms?

**Answer:** Yes, because I don't for now, what I get doesn't motivate me. It is not much, so I just see it as a stepping stone; I should be able to get something to be able to start something for myself.

**Question:** Now, do you intend to work with this polytechnic for the next five years?

**Answer:** I don't if all things go on well, I don't, I will also want to leave for the university.

**Question:** What would be motivating to wanting to move to the university?

**Answer:** There are better conditions there, in terms of salaries, accommodation and other non-salary items.

**Question:** But what if the situation improves here?

**Answer:** If the situation improves here I will stay.

**Question:** Do you see yourself as a satisfied person to want to stay in the polytechnic?

**Answer:** Currently no. I am not satisfied.

**Question:** What factors make you dissatisfied?

**Answer:** Salary is not encouraging compared to others; not only in the universities but even in the private sector. I have colleagues with the same qualifications -they are far better than I am in terms of salary and services conditions.

**Question:** Can you suggest ways by which we can control the rate at which people resign from here- the polytechnic?

**Answer:** Oh yes, externally, the external stakeholders should come in, that is the government should play a role here, the government should see polytechnics to be doing, if not equally exactly the same work that universities are doing. Because those that resign or those who leave mostly they leave to the universities; and if they have the same qualification, they are able to work here and universities pick them to do the same work why wouldn't the government make better their conditions here for them to stay. So, the government can do more on that. Now, polytechnics could also engage in more IGF programs apart from the formal program, if the polytechnics could organise other certificate and maybe non-certificate training programs, just to be able to generate more income so that they can use that to support the staff- the salary and the conditions part of the staff. I think that can even help the polytechnics to be sustained in the long run if not in the short-medium term-should government withdraw it services.

**Question:** Can you suggest some ways by which we can improve the current curriculum that we deliver in the polytechnic?

**Answer:** Oh yes, as I said earlier on, the polytechnic aim is to provide practical and hands-on training for its students, but then my course for instance, I teach marketing and other business courses, but then, you would realized that we are mostly in the classroom, so it is much of theory but I think the polytechnics aim is to train practical students. So, I will suggest that, the curricular should be revisited with more focus on practical work. Apart from the long vocational industrial attachment, because the industrial attachment is such that students vacate and then they are sent out , even sometime we don't know if the supervision is well done, because if the person goes and he doesn't learn, how will you know and even the person doesn't get a placement to attach him or herself you cannot go out there to create a place for the person to attach himself/herself especially in the North here where we have limited industries to absorb students for industrial attachment. But in the course of the semester, in the course of the teaching the curriculum, if we have field visit as part of it, where specific lecturers, tutors or instructors take the students on field visit, guide them or moderate them through the processes. I think that would also help them to get hands on and experimental skill training so that they can build upon their skills for the job market.

**Question:** So, that is it in terms of the curriculum, in terms of staff performance, do you have any suggestions?

**Answer:** Yes, though I spoke of monetary motivation, I think human resource development is also key. Not only long term but then we can have on the job courses, we can have short term training courses, so the polytechnic should source funds, scholarship if they do not have even IGF to support they should source funding from government, from GETFund and if they build links with private and government universities both internal and external so that the staff can enhance their training and skills development. I think it will motivate them and they will stay.

**Question:** What in your view are some of the management challenges in the polytechnic sector; management challenges, even though we talked about the threats already there could some other issues?

**Answer:** Yeah, one key thing I have observed is the rate of change in the Chief Executive positions. They are kept there to manage the place for a period of four years

and after four years their performance and other factors assessed. Imagine somebody begins a policy (ies) and some projects, the person doesn't complete them and then another person comes to takeover. That person may not continue those things well or that person may damp them and change or initiate different policies. So, these frequent changes are really distracting the smooth running of the polytechnics.

**Question:** In that case, you are suggesting that their tenure should be a little longer than what it is now. Are you suggesting that even if we have a situation of bad management- we should leave him to continue with that bad practices for that longer?

**Answer:** Not really.

**Question:** What in your view, I mean how many years will you suggest instead of the four years?

**Answer:** I cannot suggest because this should be a group decision.

**Question:** No, no, a group decision sometime they can pick useful inputs from me and you.

**Answer:** So, yes, but what I am saying is this. I have observed that and seen that as a challenge, *do you get it*, but whether the so-called good manager or the so-called bad manager is really the true picture, *do you get it*, it shouldn't be a factor to use in changing that position often. I think that is the point I am trying to make.

**Question:** Do you have any suggestions as to how we can help in the management of the polytechnic better, so that management of the polytechnic can be improved?

**Answer:** One, we have lecturers, okay, and this lecturers work with this polytechnic, they get to know about the systems, okay and then some of them have got experience and qualifications related to some managerial aspect of what? The polytechnic, and I think that putting lecturers or some staff of the polytechnic who are at lower level, promoting them to some higher level, it would be another strategy.

**Question:** Should the promotion just be by merit or the person wants somebody to be there so he promotes him?

**Answer:** No, it should be by merit, that is the reason why I am saying experience, qualifications and other things, *do you get it*. For instance, take the position of a Rector, if you have somebody who moves from lecturer to senior lecturer and the person has a doctorate degree (PhD), the person has the relevant qualifications and experience because the person knows the polytechnic system and that position becomes vacant, why don't you assess and then get somebody within to fill that position other than bringing somebody outside, *do you get it*.

**Question:** So any more suggestions?

**Answer:** Yah, for now, we also talked about training, people are brought into manage departments, to manage units and sections, if they are not well oriented, *do you get it*, if they are not given training to be able to do the work very well, some of them are in the positions but may not know what to do, what they are supposed to do and what they are not supposed to do- *do you get it*. So, there should be training for them at the beginning and then they can revisit or they can retrain them through refresher courses to put them on track. And then, I think the issue of evaluation, I don't know how serious it is in polytechnics, but if people are evaluated and if that would serve as the basis for promotion, I think people will be more serious with their work and they do the right thing.

**Question:** But do you see anything wrong with the move of polytechnic to be like universities- everything that is done in the polytechnic now seems to be such that the polytechnics are now seen more or less as a second rated university.

**Answer:** Polytechnics are now seen as second rated universities, it has to do with salaries and service conditions, *do you get it*, if you look at the positions of a Rector of a polytechnic- even the name, this is a Rector and this is a Vice Chancellor, *do you get it*. The conditions differ but it is possible to see both persons holding the same qualification and experiences. So why do you think the polytechnic Rector would not be comfortable in such a situation in terms of salary, in terms of conditions. One is evaluated more than the other and they do the same work, even though they are both tertiary institutions.

**Question:** Thank you very much for your time and inputs



**Answer:** You are welcome, but before you sign out, additional information for you on the polytechnics.

**Question:** Ok, what about it?

**Answer:** They are losing most of their students to the UDS Business School. So that is a clear example of a threat and then UCC and KNUST have developed programs, 'Top-up' programs for HND students and these universities are taking students that the polytechnic could have taken for B-Tech programs. 'Top-ups' for bachelor programs, so the polytechnics are really losing a lot and I think if the polytechnics are able to develop curriculums, 'Top-up' programs for their graduates to come back and do bachelor programs(B-Tech), that would contribute to the IGF of the polytechnic.

**Right, thank you very much. It's been a pleasure speaking with you. I may be contacting you if there is a need to fill some gaps.**

**Answer:** I also hope that my input would contribute positively to the work that you are doing.

## Appendix A4

### Abebrese Joseph – Current faculty - Sunyani Polytechnic

**Introduction:** I am Iddrisu Sulemana, a staff of Tamale Polytechnic and currently on study with the University of Edinburgh Business School. I am researching into the management challenges of higher education with particular reference to turnover.

**Question:** May you please introduce yourself?

**Answer:** I 'm an instructor in the B-Tech Department

**Question:** How long have been in this polytechnic?

**Answer:** I have been in the polytechnic for the past 10 years.

**Question:** Your age if I may ask?

**Answer:** 37 years

**Question:** Your Designation please?

**Answer:** Principal Technician:

**Question:** Your qualification please?

**Answer:** I have Diploma in Education and now pursuing a BSc.

**Question:** How long have you been working with Sunyani polytechnic?

**Answer:** Just as I said –the past ten years.

**Question:** What was the rationale behind the creation of polytechnics in Ghana?

**Answer:** Yea, actually, the rationale behind the establishment in Ghana is to provide HR for the technical base of the economy and also to provide the technical-know-how for national development. If I may add, to develop material resources to manage the technical institution and the industrial economy. I think these are the few that I can state.

**Question:** To what extent would you say that the objectives for which the polytechnics were established has been achieved?

**Answer:** I will say it has been fully achieved,

**Question:** Can you explain yourself a bit clearer?

**Answer:** Actually, looking at the polytechnics- let me be specific-Sunyani polytechnic since it was established in terms of admissions; IGF let me say students and lecturers relationships everything has gone on well. We have not seen any mishap within the sector since its establishment.

**Question:** Here, I want you to look at it per the objectives for which they were established?

**Answer:** Oh, hmm, I don't know if you may come again?

**Question:** Have the polytechnics been able to provide the middle HR base for Ghana?

**Answer:** Yes of course, yes,

**Question:** How do you explain yourself?

**Answer:** Oh yea, looking at the industry, actually, we have been able to train a lot. Many of our students are working in the industry, others too are able to establish businesses of their own; at least we have them in the private sector. Actually, we have been able to achieve the objectives.

**Question:** Can you give examples of organisations where HND graduates abound?

**Answer:** I can give you some, go to the industries, for instance, Oteng Yeboah Wood Industry-they are there. Go to Volta River Authority (VRA), they are there and other organisation. So, some of our products are able to fix themselves in other organisations.

**Question:** What are some of the major threats of polytechnics in Ghana?

**Answer:** Actually, the threats? Oh there should be an effective collaboration between the government, industry and the polytechnics. The institutions can actually be sustained. Let me also add by saying that if we are able to introduce innovative and accessible programmes. Let me put it this way- innovative and accessible programmes should be introduced to sustain it.

**Question:** Do you see lecturers leaving for the universities and industry as a challenge, do you see funding as a problem? Do you see the provision of accommodation as a problem?

**Answer:** Absolutely, all what you have mentioned is a problem to polytechnic education. I don't know if it is all the polytechnics, but Sunyani Polytechnic as an institution is facing that challenge. Here, because most of the lecturers have left for some of the universities. For instance, when the polytechnic take the pain to sponsor these lecturers, they attain higher qualification to help solve the problems here but when they come- looking at the challenges here, they are not able to stay because (1) accommodation problem is here (2) the condition of service is also another problem. If you attain a higher qualification, may be you will be able to make life comfortable for your family. So, if you are here and may be things are not well managed the option is to get a place where life will be okay for you. That is it. People have actually left and its one of the main challenges facing the polytechnics.

**Question:** Can you figure out any other problem that is threatening the sustainability of polytechnics?

**Answer:** Oh, job placement, academic progression. Come again?

**Question:** You are an HND product- what about academic progression of HND students?

**Answer:** Actually, yea, yea after the HND programme we have many challenges. Some of them can go to the universities and then do higher programme let's say the B.Sc. degree. Yet, the focus of the polytechnics is to train middle-level manpower, if the polytechnic graduates now moves to the university, then there is a problem.

**Question:** Aren't you sure that we are defeating the very purpose for which polytechnics were established?

**Answer:** Yea, over the years, student leaders have been on agitation over certain issues that affect them as polytechnic students. Those were the issues I was talking about. After they graduate from the polytechnic, at times they find it very difficult to further their education. If you go to the job placement it's very very difficult for them

to be placed because looking at them and the university graduates, they don't even know where to place them. They fight over this issue, so it's one major problem. Even, if I may add, they also claim that they prefer the university graduates and do not want to employ them as polytechnic graduates-that is another major challenge.

**Answer:** What do you think will be the implications if polytechnics become unsustainable?

**Answer:** Actually, let me say pupils or candidates will not get places for HE.

**Question:** How?

**Answer:** Because, if they become unsustainable how are candidates going to get access to polytechnic education? Lecturers will be also redundant and it will increase the unemployment rate in the country. Also, government will lose the middle-level manpower resource required to manage the technical and industrial sectors of the economy. The last one, the general public. *Aaah* we will also lose the benefits that flow from accessing polytechnic education or the direct benefits it provide the public sector. So if the polytechnics become unsustainable these are some of the problems we are going to face.

**Question:** What is the state of labour turnover in this polytechnic? I mean the rate at which lecturers resign?

**Answer:** Yea, actually I'll say it is satisfactory.

**Question:** I want you to rate it in terms of whether it is high or low?

**Answer:** It is high, it's high, it's very very high. Because I said I have been here for the past 10 yrs and if you look at the number of staff, qualified staff that have left this polytechnic it is quite serious. And then one can't put the blame on them or the government. It's their own choice; they take their own decisions and then leave. But I will say it all boils down to the conditions to service.

**Question:** Do you think labour turnover can affect the health status of those who are left behind?

**Answer:** Of course, the maximum load is twelve (12) hours and if you are doing anything extra will attract overload. By all means if you doing anything, because how can you stand and talk seriously for twelve (12) hours. By all means, the stress involve is serious, when you do this continuously for a month, you will be down. So when they leave it affects the rest of the lecturers.

**Question:** As somebody who has been with the poly for ten (10) years- have you thought of resigning?

**Answer:** Oh, I will say no.

**Question:** If no- what has been your motivation for staying or wanting to stay?

**Answer:** I will say (1) *Mmmmmm* study leave with pay, sabbatical leave and then maybe my ability to access further education.

**Question:** What factors make you satisfied to want to work with this polytechnic?

**Answer:** Oh if condition of service is, if they make sure the conditions of service are good, some of us will stay.

**Question:** Just the condition of service?

**Answer:** Accommodation, rent allowance, it all includes the condition of service. If they will increase these- rent allowance, transport allowance. If all these could be increased it will serve as motivation for us to stay.

**Question:** What factors normally make you dissatisfied as a worker?

**Answer:** For that one I will say I don't see any factor.

**Question:** Generally, what factors make lecturers to leave the polytechnic?

**Answer:** Better conditions of service from the allied tertiary institutions, I think that is the main reason for people leaving.

**Question:** Besides the condition of service, what other factors make people leave?

**Answer:** It is a very good question. At times, favoritism and nepotism is also another contributory factor. This man is due for maybe HoD but because he's not in the good

books of the higher authority, they will try to backslide you which is very painful. When we are of the same qualification, we came in the same year but before I realize you are made a HoD whilst I would have held that position before you. So at times when it happens like that, it makes one downhearted.

**Question:** So any other factor?

**Question:** Can you suggest some measures that we can help control or keep lecturers?

**Answer:** If the Condition of Service is made good for the lecturers. Also, if these favoritism and nepotism are stopped.

**Question:** How will it be stopped?

**Answer:** In a tertiary system if this man is due, then give it to him.

**Question:** How do determine how someone is due? Is it determined by an individual, a committee or what?

**Answer:** Oh yea, at times it is a committee but the CEO you know when he takes his decision ,Ahaaaa, though you can tell what he's doing is not right, he put in people he thinks can help him do the work. He puts him there and you have no option, objection. At times it is a committee that decides at times the chief disciplinary officer.

**Question:** Is it that the committee system is not effective?

**Answer:** At times it is effective. Maybe Abebrese is in the good books of those in the higher position it work. But if I am not in the good books of those in authority it's not effective. Actually, I'm telling you the fact.

**Question:** Can you think of any other factor that can make lecturers stay?

**Answer:** Apart from those you have mentioned. Well I will say, if the job satisfaction is enhanced, like car loan etc

**Question:** Do you think that the car loan can keep people in the system?

**Answer:** It's another contributory factor. Just as the Ahaaaa. I could say if you look at the trend-car loans, a whole year may be they will give a senior staff *aaaahh* (2) two

senior members three (3) so the whole year they will give 5 lecturers you are on the list , it can take you 10 years for you to access the loan. If the whole year only one or two are able to get car loan, by all means, definitely they will leave. Actually, car loan is not the real issue that makes lecturers to stay- there are other things.

**Question:** Do you think salary advance can help lecturers stay?

**Answer:** Salary advance is also one of the motivations being given to staff. I can assure you.

**Question:** Can you suggest some ways of improving the current HND curriculum?

**Answer:** Actually, if the course content and then the programmes should be innovative. That is putting [mounting] programmes that will not be beneficial to students. Say, they shouldn't also be pursuing some programmes such that when they leave it will not help them.

**Question:** So can you give an example of what you think we can add to the curriculum so that when the student goes out there he/she will be able to meet the challenges out there.

**Answer:** In terms of industry, here it is practical oriented, say you should make sure they learn what is expected of them so that when they go out, they will be able to perform what is expected of them. So in other words we are talking about collaboration between industry and the schools and even some of the sister institutions.

**Question:** Do you have any suggestions as to how the management challenges in the polytechnics can be improved?

**Answer:** Mmm, I will say that these bureaucracies must be reduced or eliminated. I will suggest there should be a fair decentralization system. Because at times, if the Rector is not there, and the month is almost ending they will tell you he has to come to sign before the salaries' are taken to the bank. If you need salary advance and he is not there, you have to wait until he comes. The same thing goes for the F.O. When these key officers are not there it looks as if everything ceases. So, I will say we should decentralize, if Rector is not there, the Vice Rector should have his limit in



terms of salary advance. He can sign in case we need some materials, he can also sign when you need some material to embark on some projects; they will tell you apart from Rector nobody can sign.

**Question:** Any other suggestion as to how polytechnics can be effectively run?

**Answer:** I will suggest that there should a fair collaboration between the management staff and then staff because if you see yourself as somebody at the top and you will like to distribute the load to those below, actually, it creates a very big problem *aaaaahh* that sort of collaboration between management and staff.

**Thank you for your time and inputs. It's been a pleasure speaking to you**

## Appendix A5

### Atintande Francis – Current faculty - Bolgatanga Polytechnic

**Introduction:** I am Iddrisu Sulemana. I am a staff of Tamale Polytechnic, but currently am on study in the United Kingdom, specifically with the EUBS, I am researching into the Management Challenges of Higher Education with particular references to turnover of academic staff in some selected polytechnics of Ghana.

**Question:** So, may you please introduce yourself?

**Answer:** I am Atintande Francis. I am in-charge of research and development and also lecturer in the statistics department.

**Question:** Mr. Francis in your view what roles do you think polytechnics have played in the socio-economic development of Ghana?

**Answer:** The polytechnics basically train middle-manpower for the country. The objectives of the polytechnic are to turnout students who are practically oriented and are hands on, and so that is basically our rules in so far as Bolgatanga polytechnic is concern. We train our students in line with that. So, graduates of our schools, in particular they go out to join industry, others join the private sector and that is what is happening.

**Question:** So, to what extent would you say that the objectives for which polytechnics were established have been achieved?

**Answer:** I think about sixty percent (60%).The reason being that the tools that we are supposed to use in training the students are lacking and so in some course areas little is done on the practical aspect and so when graduates from these departments come out I think they rely heavily on the theory and so I'll say about 60% achievement on some of these fields.

**Question:** Can you give me specific examples in some of these areas?

**Answer:** Areas like civil engineering, Agric engineering, you see they're supposed to be practically oriented but most of the tools are not there and so you see the students

relying heavily on theory. The practical is little and so when they come out they do not really know what to do practically.

**Question:** How long have you been in the polytechnic?

**Answer:** Since the establishment in 2003.

**Question:** What was your last place of work?

**Answer:** Last place of work was Bolgatanga Girls. I was a teacher there.

**Question:** If I may ask, your qualification?

**Answer:** I came as a first degree holder and I equally had my masters in the UK. So, am happy you are coming from the UK.

**Question:** Alright, okay do you see any threats to the sustainability of polytechnics in Ghana?

**Answer:** Yes, I think the polytechnics would be sustained if there is a commitment on the part of governments to provide equipment to the various polytechnics.

**Question:** Is it only government is or other stakeholder?

**Answer:** The government, the private sector, NGOs, yes if only they're able to provide equipment and tools I think polytechnics would be sustained if not, education in the polytechnics would move alongside that of the universities and that is 'bookish'.

**Question:** So, does it mean that currently most of the programmes in the polytechnics are 'bookish'? -That is a threat of a kind, so it kind of departs from what the objectives are supposed to be.

**Answer:** The syllabus are nicely designed but when you come to the practicalities of it because of lack of equipment and tools you cannot carry the syllabus through, so, you end up teaching more theory than practical.

**Question:** So, has the syllabus been reviewed periodically?

**Answer:** Yes, from time to time to match with the moving trends of our country

**Question:** So granted that there are threats to the sustainability of polytechnics in Ghana- what in your view would be the implication if for instance polytechnics crumble?

**Answer:** That means that we have less middle man power and that would be a threat.

**Question:** Ok, so in that case what would be its impact to lecturers, to the government, and to students?

**Answer:** To the students if it comes to that far the lecturers may have to search for jobs in the universities if you qualify. It would also be a threat to the students because we have only fewer universities and they may not be able to absorb all the students. And as I said already the middle man power requirement of the country would not be met.

**Question:** What would be its implication to the general public for instance, if the polytechnics for instance crumble?

**Answer:** To the general society, I think we have so many workers in the polytechnics and so if the polytechnics cease to function it would give rise to unemployment and as they also located throughout the regions they kind of give employment to the people around. So, business people too would experience some faults because the students wouldn't patronize their businesses. Private developers too will also suffer the consequences.

**Question:** So, as somebody who has worked in the polytechnic since its inception, what is the state of labour turnover in this polytechnic?

**Answer:** The turnover is high

**Question:** Is it in some particular areas or just across all the faculties?

**Answer:** It's across all faculties

**Question:** And do you have it across gender?

**Answer:** Yes

**Question:** Do you have instances where some females have also left the system because our lectureship across all the polytechnics are male dominated anyway across the country?

**Answer:** Yes, and here too is the same, its male dominated.

**Question:** But am just trying to tease out are there situations where females have also left?

**Answer:** In this institution our female populations are now about twelve (12). For now only one female left but the males since the inception of the polytechnic there are more than 15 of them who have left to join the universities.

**Question:** To what extent does the turnover affect your work load, your stress level, and health?

**Answer:** It has a softer impact, normally between the time a lecturer leaves and the time recruit we look for somebody to handle the course. Apart from that, now there are also people readily available for employment wanting to teach in the polytechnic. So in actual fact, I think the impact is not so much.

**Question:** But is it just because there are people wanting to teach or they really can do the work?

**Answer:** You know, there are many applications on the file. So, anytime a lecturer leaves, we scan through, look for relevant people with the relevant qualifications, and invite them for interviews. But the only thing that affects the school is that, the school will use its money to sponsor people abroad and they come because they have had higher qualifications they leave. And that is a heavy impact to the school because you use your funds. And we have three of such (3) cases.

**Question:** Are they on Government of Ghana (GOG) scholarship?

**Answer:** Yes GETFund scholarship.

**Question:** Do you know of any move by the polytechnic to possibly prosecute such people?

**Answer:** You know, they are moving to public institutions and you know the law says that you should serve for at least three (3) years. So when you do that and you are moving away, the polytechnic cannot do anything. But I think, we started persuading people who go for studies to at least extend the period of stay more than the three years.

**Question:** Is it three years for all the programmes of study?

**Answer:** Yes, when you come back you should serve the polytechnic for three years, irrespective of the programme you studied. Whether is a one or two year programme, but we've not gotten to the three year programme yet.

**Question:** Because in my polytechnic when you do a PhD, the law is , if you spend three years , then three years plus one and if you spend one year MA, then one year plus one. But if your MA is two then you spend three years.

**Answer:** But for Bolgatanga now it is three years.

**Question:** Currently we have some number of PhDs on the ground, about three or four and many more. As somebody who has worked in the polytechnic have you thought of resigning?

**Answer:** No.

**Question:** If you have not thought of leaving this polytechnic what has been your motive?

**Answer:** I think am also writing my proposal to go for my PhD. Am a statistician, so, I am leasing with the UDS Navorongu campus so that I could have a programme on while I teach.

**Question:** Is that the only motivator- the only thing that is keeping you here?

**Answer:** Am busy doing my research, trying to see if whether I can get promoted.

**Question:** So do you intend to be with the polytechnic for the next five years?

**Answer:** Yes.

**Question:** So, if you intend, what are your motives, what is your motivation?

**Answer:** I think the job is rewarding. I get my pay and it is closer to my village. So, that is my motivation. I left school around 1989 and started working from outside. So, I came back properly settled, get my children in school so that is my motivation for staying back now because I have served from outside.

**Question:** So where did you start?

**Answer:** I started teaching; I taught briefly in the Central region and came back to Bolgatanga Girls and from Bolgatanga Girls to Bolgatanga Polytechnic.

**Question:** Even though you have answered these what factors basically make you satisfied to want to stay in the polytechnic?

**Answer:** I think my programme in the school- statistics and student are cooperating and I enjoy working with them and think for now even though it not as rewarding than that of the universities but we can't all leave to the universities to teach. So I just decided that I have to stay back and fight for better conditions.

**Question:** Even though you have never thought of resigning and you intend working with the polytechnic for the next five years, but I believe you may have some dissatisfiers, certain issues that sometimes make you dissatisfied on the job, can you enumerate some of them?

**Answer:** I think one is salary levels of lecturers in the polytechnic via- a- vis in the universities. It is demotivating as compared to the universities. Because if you complete with somebody from the university, you've all done statistics and one is employed in the polytechnics, another one joins the university, the salary gap is too much and I think that is what is disturbing us, POTAG in general not only the lecturers in Bolgatanga polytechnic but the whole polytechnics in Ghana. Apart from that I think, things are fine. We used to have problems in the school but with the exit of our former Rector who was not cooperating. Now things are moving better, because we all take decisions collectively, and so things are fine.

**Question:** So, what in your view are the factors that cause lecturers to leave?

**Answer:** I think the differences between salaries in the polytechnics and that of the universities are high, because if you have the same qualification with somebody in the

university and he collects far more than what you earn in the polytechnic, I think if one gets the chance to join the university, he'll gladly do so.

**Question:** Apart from the remunerations what other factors?

**Answer:** Like I already told you, lack of equipment, it should motivate you to do what you are trained to do, and so if you do not have the equipment to carry them out I think is not motivating enough.

**Question:** And then you mentioned management style, how does that impact on the staff and their wanting to leave?

**Answer:** If you want to take a move to help the students and you are not given the chance. Ehhh the best way then is to find a better working place where your views can be carried through.

**Question:** So in your view can you suggest ways by which the trend of turnover can be controlled in this polytechnic?

**Answer:** Yes, one way as I said is the salary disparities. If government is able to work out *eeemhh* such that wherever you work, whether in the polytechnics or in the universities you get the same reward it will minimize the turnover of faculty moving from polytechnics to universities. Apart from that, if the Rectors are ready to work with the lecturers, take their opinions and consider them and take decisions with them, if you are happy with where you are, I don't think you'll leave because of money.

**Question:** It implies that money is not the only reason for which people leave?

**Answer:** Yes, if you have a very nice place to live, decent accommodation, whatever you suggest that will bring about improvement for the students is taken serious by management. I think it serves as a motivation and you would not want to leave. If things are done transparently, appointments are done in a transparent manner; people are treated according to their qualifications, and their length of service to the institution, I think you would be happy to carry on.

**Question:** What about promotions- Is it another issue?



**Answer:** Yes, that is the reason why I talked about transparency, if it is that if you publish three papers if it is properly followed –if whatever the statutes stipulates is properly followed, I think everybody would be happy. But if in one particular place it is this and another time it is that then people will feel cheated and so they find better place to leave.

**Question:** As somebody who has worked in the polytechnic fraternity there could be certain issues as a lecturer you could be found lacking in the content of the HND curriculum/ programme. Can you suggest any such things that can be included so that the next crop of HND graduates we would be putting on the market would have some enhanced enrichment than those we already turned out?

**Answer:** I think, they're already running a course in entrepreneurship but as I told you the necessary equipment are not yet there .So the students even though they apply all the needed skills when they complete they have nothing to work with, so, if government will make it a policy such that the equipments would be made available to the schools and that if the students completes they are able to able to apply their entrepreneurial skills to depend on their own not necessary relying heavily on government for employment. I think if this is done it would be nice. Unlike the developed countries where they get the training, you come out and the necessary materials are available for you to work with, you see, that alone is a motivation .The students come out they have done the entrepreneurship, they know what to do but what would help them carry out what they know is not readily available that is not promoting enough.

**Question:** Do you in your area of study do you have the necessary statistical packages that the students are supposed to learn?

**Answer:** For now we have only two packages SPSS and [ ] but we need more than that.

**Question:** Would you recommend that such programmes should be across all board or it should specifically be for statistics students?

**Answer:** The SPSS is a programme that is widely used it can be across all programmes and there are also some subjects specific packages, if they are able to put them on board I think it would help the students.

**Question:** Do you have suggestions as to how the performance of the staff can be improved?

**Answer:** I think the schools should be ready to sponsor people who have served their mandatory period to go for further studies either to go for doctorate (PhD) or those who have their first degree to go for MScs, M Phils and come back so that it will broaden the intellectual base of the school- the lecturers in particular.

**Question:** Do you have any suggestions as to how the management of the polytechnics can be improved?

**Answer:** Yes, I think that when a Rector is to be appointed they should appoint someone who is experienced in dealing with polytechnics. I think, for now, we rely heavily on the university and the curriculum in the university is quite different from that of the polytechnics and so if someone come from the university with a high title like a Professor he looks down upon those in the polytechnics, and I think that is not the best. It is high time we focus on the polytechnics and make sure that the human resource comes from the polytechnics if it is an appointment of Rector, he should have had working experience in the polytechnic and he should have some practical training himself to be able to appreciate what goes on in the polytechnics .

**Question:** Would you also suggest that when for instance with these things you have talked about when rectors are appointed some management training be given them?

**Answer:** Yes, yes, I think so.

**Question:** Besides the Rectors, what other issues do you think as a country we need to do as a union POTAG, as citizens of Ghana so that the polytechnic can surge forward?

**Answer:** I think as teachers we have to give our best and I think, government too if government can give as practical training from time to time, orientation courses organised up and down, I think it will help because we are in a changing world. What

was there yesterday may not be the same today. If you had your certificate ten years ago it may not be current with present issues so with the orientation given to us, I think it will be nice.

**Question:** I think the very last bit of it, I think I asked of your qualification, you entered with a first degree and you upgraded yourself,

**Question:** Your age if I may ask?

**Answer:** Forty six (46) years

**Question:** Then your designation?

**Answer:** A lecturer, I did MSC statistics

**Thank you very much Mr. Francis for your time and inputs. It's been nice speaking to you.**

## Appendix A5

### Alhaji Fatawu – Current faculty - Wa Polytechnic

**Introduction:** I am Iddrisu Sulemana, a staff of Tamale Polytechnic and currently a research student with the UEBS. I am Researching into the Management Challenges of Higher Education with particular reference to labour turnover of academic staff in some selected polytechnics in Ghana.

**Question:** May you please introduce yourself?

**Answer:** Acting Dean of Students Affairs.

**Question:** How long have you worked as Dean of Student Affairs?

**Answer:** Two (2) years.

**Question:** How long have you worked with the polytechnic?

**Answer:** Four years.

**Question:** You're entry qualifications?

**Answer:** MPhil Development Studies.

**Question:** Your age if I may ask?

**Answer:** I'm 52 years.

**Question:** Your designation please?

**Answer:** Lecturer

**Question:** What was the rationale behind establishment of polytechnics?

**Answer:** Well, I think the polytechnics exist to fill the gap in the employment sector especially with regards to high technical skills. So, in a way, it's in line with the tertiary like the university, but with special focus on hands on training/experience.

**Question:** Would you say that the polytechnics have been able to fulfill the objectives for which they were established?

**Answer:** To some extent yes. The feedback we get is encouraging. The industries seem to be comfortable with the polytechnic graduate because of their orientation.

**Question:** In percentage terms, how would you rate the performance of the polytechnics vis-à-vis their objective?

**Answer:** Well, just like any institution, we have challenges. I can't place an exact percent, but in my opinion at least we can make a measurement of around 60%-70%. There's no statistics- empirical evidence to support that but wherever you go you could find a polytechnic graduate.

**Question:** What are the main challenges facing polytechnics in Ghana?

**Answer:** Well, the perception out there as to what the polytechnics stand for. People still read and compare the polytechnic to the university. In a way, polytechnics different from the university. Even as tertiary institutions, polytechnics as institutions are rated below universities. Instead, they fail to look at what the polytechnics stand for- that is one challenge. There's that kind of bias from government. In a way, they highlight the universities more. As I just mentioned by responding every time quickly to the universities demand to the detriment of polytechnics. Whenever they hear any cry from the university they seem to pay attention to that compared to polytechnics.

**Question:** Are these the only challenges you can figure out?

**Answer:** Well, we have physical challenges, I mean, just as I mentioned, government response to our needs, for instance, we don't have faculty building, we are talking about it, we have no hostel that will in a way attract students-which makes student management difficult or even knowing their needs. We have difficulties with facilities especially within [...] context. It has been there for the past three or four years and up till now it is not yet completed.

**Question:** Anymore of the challenges?

**Answer:** Well, the challenges are there. Just as your topic is concerning labour turnover, our people feel insecure when they are within the polytechnic. Because we are small in number, we [each] seem to know what the other is doing. So, it has in a way, made the atmosphere not too liberal. Unlike the universities, so people feel in

secured. Then, the salary disparity- you are holding the same qualification, doing the same job .this in particular serve as a demotivation and people feel like getting out of here and then going somewhere.

**Question:** What do you think will be the implication if the polytechnic collapse?

**Answer:** Well, I don't expect it to collapse. The only thing I expect is that, polytechnics by their nature is supposed to be a community type of institution. It is a matter of marketing ourselves and letting the community or the country at large realize the essence of polytechnics. We have a different focus, and when people begin to appreciate this, I mean, the community itself, they wouldn't like it to collapse. Like I mentioned, we have to go down there to explain to potential students- they are our main clients-customers- to tell them why we are here and then the sort of programmes we have and then what benefit they are likely to get and with this- particularly with this entrepreneurship programmes, our focus should be on how to create jobs rather than seeking for jobs [...] people are seeing the results. If I become a mechanical engineer and open my shop and can have a plant pool somewhere or even if that has to do with agric, an accountant, you open your own consultancy. The entrepreneurship type of skills is high in giving practical skills.

**Question:** What is the state of labour turnover?

**Answer:** Well, I don't have figures but mmmhmm. I was HoD of Accountancy. Any time we interview people they pick the appointment, wait a while and leave. Even recently, attracting qualified lecturers in a way is becoming a problem. Then I observed that for some time now we have UDS just around us and they are in a way poaching some of our workers here and lecturers. So, that's my observation but I can't say much because I don't have the figures but I have observed that trend.

**Question:** What is the impact of turnover on the existing staff?

**Answer:** Like you expect to build on your experiences and move forward. If they move out, it means we have to recruit; train and that in a way definitely will slow down the growth of the polytechnic. Teaching itself, your presentation after sometime improves, when such people are poached, then, you have to look for replacement and to give them another orientation, training etc we have problem with the polytechnic.

That is why in a way, we are not getting focused- concerning the practical aspects because after some time people move out, you have to recruit. Some other set of people will have to get them trained and if they have not worked before, that even become more serious/problematic. So, the impact is just that the rate at which you want to grow, you may not be able to grow as anticipated and this may affect the quality of our output. The graduates we are turning out, obviously if we don't get quality students; in that respect the output may not be too good as we expect but I think we are getting there.

**Question:** What about workload?

**Answer:** Well, if two or three persons are to do something and only one person has to do it becomes stressful. Sometimes, the number of students, even though we are not as large as others, the numbers we are managing here are big too. It means in terms of marking of scripts and processing results and doing the right thing makes the job very stressful. Because, if you are having two or more courses and you have about 300-400 or 500 scripts to mark, definitely it will affect ones stress level.

**Question:** Have you thought of resigning?

**Answer:** Well, it was earlier on really.

**Question:** What was your motivation for wanting to leave?

**Answer:** Just as I noted earlier, the perception that polytechnics are in a way a lower level institutions. But over the period, I have been thinking about it, I thought about it, but from now in a way I'm not. I feel that when I move out of here I'll be running my own affairs/ business.

**Question:** Do you intend to be with the polytechnic for the next five years?

**Answer:** Ahhhh, hopefully. I hope to be, but for instance, I have been thinking of retiring at 55 years but I'm yet to consider that. I don't have an immediate intention of leaving the polytechnic.

**Question:** What factors make you satisfied to want to stay with the polytechnic?

**Answer:** Well, the motivation is just when people accept you and recognize your contribution, appreciating what you are doing, no matter any other lucrative offers somewhere, you'll feel like been with them because in a way, the top- management recognize and appreciate one's contribution. Also, one has good relationship with the students too; they seem to appreciate your contribution, so all these things I find it difficult to in a way deprive people of what I have.

**Question:** What factors make you dissatisfied?

**Answer:** Yes, the only thing is just that accommodation is a problem. In a way too, I have my family somewhere and I'm here and sometime there are many issues that come, then you feel like what am I doing here? This distant type of living. We are being deceived by the communication gadgets as if you always in touch. That sometimes cross my mind what am I doing here? Let me get out of here. Working with people around here I am very okay.

**Question:** What are some of the reasons for which lecturers leave the polytechnics?

**Answer:** Well, like I earlier mentioned, the remuneration is one. Recognition by the society is another. Sometimes when I tell people that I'm going to Wa, what readily comes to the mind of people- is you are with UDS. Then, when I mention the polytechnic- I myself, I feel as if I'm degrading myself, but because of the earlier motivation I said[.] and then I think it's just the perception. May be [in such] a small environment you could have interpersonal problems with those in management; somebody doesn't like you, I don't agree with this person, whereby you think[...]that gap in terms of society's perception about teaching. People see teaching generally as very restricted. They think that you don't have alternatives to grow especially in terms of research/remuneration; so, when they get jobs elsewhere as FOs they leave. And also, looking at management especially lecturers and ...you see that sometimes you have the qualification to occupy some position then somebody in the administration feels that it should not come your way. Management in a way [...] so, this kind of conflict, I can deal with you. You also fear that he can deal with you. So, the atmosphere is not all that conducive. Once you are in small corner of management you are secured but others also feel that, if you are elsewhere as an administrator you could also be secured.



**Question:** Any suggestion on how to make the polytechnic a better place?

**Answer:** You have to educate the public to change their perception about polytechnic education.

**Question:** How do we do it?

**Answer:** Through education-like marketing various polytechnic and you can imagine you finish HND and feel like going back to the university to start in the first year. There is a gentleman like that, he even had first class here and had to go back to Legon to start all over again. So, in a way to market and to reduce that level of perception as regards polytechnic graduates. Then also, how to retain experienced lecturers. You see that, if you don't have that right caliber of people, the polytechnic will turn out low quality. But if you are able to retain experienced lecturers, obviously, your quality will improve and to do that let the government; when I talk about government, the civil society, and the community realize that you matter. I don't know what this single-spine will do, that will put everybody at the same level. If you have your PhD or Masters and you are paid the same rate as somebody in the university. I don't see the motivation for moving out of this place. The perception should reduce. If that perception reduces, definitely, the people will like to stay because we are doing the same job. Even though, I don't know, if you get to the university[...] what we are even doing here like the polytechnic after he left for Legon he was saying that what they have learnt here is even of a higher standard than what they are teaching and that he sometimes assist even those ahead of him to resolve certain issues.

The perception that that if you don't have a degree you are not recognized and appreciated. Currently, our internal auditor didn't go through the university, he wrote professional examination-ICA and has chartered. There are quite a number of others too who have gone through such programmes. With an HND for instance, ICA will exempt you from about two stages, you go to the third. Why then do complete the polytechnic and then go back to do a degree. So, it's a waste of resources, so the government can just take a bold step and make the conditions in the polytechnic the same as they are in the university. Normally, the argument is that we use lower level of instructors. But if we are not paying the same rate, how would people come? If I

have my masters, somebody else has his PhD or masters and we are paid the same rate why should I move? So, the polytechnics have to fall on the available resources, even then, it in a way continues to highlight the perception that the polytechnic is of a lower quality compared to the university.

**Question:** Any suggestion as to the curriculum of the current HND?

**Answer:** Well, that is the problem. The problem has been that, just because people feel that polytechnics are sort of, in a way moving towards the theory rather than the practical that we are supposed to be doing. So, if for instance there is some programme that is going on with some departments in engineering or CBT. So, if we could concentrate on the practical rather than the theory.

Well, the third is rather [say] how you repair it. You list down and that is it. You ask students for something like computer -whatever you ask for about a computer he's never touch it, he's not used it. He feels keyboard is part of the computer without really knowing the functions. So, we should in a way emphasis about 60% of practical work.

**Question:** How can we?

**Answer:** Yes, we can in a way reduce the theories. Theories are very necessary like somebody will say but an engineer has to know some theory here was to be a repair. So, they tried all possible means but he couldn't. So, he tried all possible means. Then somebody said just some simple thing and you are charging 1,000 cedis. Then he said that one hundred is the hitting and the 1000 cedis knowing where to hit. But emphasis should be on the practical- if he knows-if that fellow know theory fine, but if he doesn't know the practical, things will not work. You have to combine theory and practical. If for instance, the first semester of every year could be devoted for theory and the second semester- you go to do it elsewhere, you go and come back to study another theory, apply it, study another for three years rather than the present situations-where you come back, do the same theory and examined without practical. Even though there's industrial attachment, how effective is it?

**Question:** Performance of staff?

**Answer:** Well, what do you call it? Always, there are new things coming and there's the need to be informed. If you always employ, then, they should give you all necessary equipment to you in the present dispensation. We should have access to ahhh- internet, laptops and we should in a way have access to new ways of doing things. And also, I feel always problems could be asked to....or even though we always go through research and come out with some preparation and presentation. I feel that, maybe we should be able to adapt new ways of doing something and make it work.

**Question:** What you do think if it is made mandatory?

**Answer:** Yes, you are promoted if you are able to produce ABC so that you tell us the new ways of doing it in your department. It may not take any elaborate ceremony or anything. It's just a year, this department you should tell us the new ways of doing things. Every day you renew your curriculum. But most often it all boils down to funding. Look at B&R allowance, up to now nobody is telling us anything. *You see*, how you are going to go about it. Well, you use your own private money and resources. Once, the resources aren't coming from elsewhere, the motivation is just that you want to rise up. We just have to use our private resources to enhance our knowledge.

Well, the current arrangement is very okay *ahhh* but there should be an orientation especially between the non-academic leadership and academic faculty. There should be some orientation because sometimes when you talk they ask you: *Who are you? What are you?* And we are all to work towards the same goal or I'm higher than you or most of the guys you find out that most are Chartered Accountants. Some Finance Officer wields a higher power than you do- when you send some request because he controls the funds, he may delay your request- so these are the challenges.

Even when you look at we those in management. You have Vice Rector and the Registrar who see you as nobody-do get that or along the line. If you are becoming a Rector-that unless of course you are able to put your foot down. So, there is the need to have some orientation, maybe some kind of defining roles of who is what [....].and

what about because in away, from my own perception, observation, I think we are supporting-really.

**Question:** Generally, what are the problems you have relating to your office?

**Answer:** Well, the challenges are there. These are adult learners-they are not like children where you have a cane and shout on them. Basically, you will see them having some small small conflicts. Quite apart from seeing to it that you have accommodation even small conflicts. A lecturer wants a lady and a student boy is in a relationship with this girl. So, all these things are there. In a way, how do you manage these conflicts? - There is need to establish a counseling unit for both academic and non-academic staff to counsel them on their social lives- they are like as I said adult learners.

**Question:** What about student accommodation?

**Answer:** No, we don't have, that is the problem. We started one but the contractor is not at site. So when students come from other regions it becomes a problem. But in a way the SRC help them in getting accommodation.

**Thank you for your time and inputs. It's been a pleasure speaking to you.**

## Appendix B1

### Dr. George Afeti - Former Rector - Ho Polytechnic

**Introduction:** I'm Sulemana Iddrisu, a staff of T-Poly and currently a PhD candidate with the UEBS. I'm researching into the management challenges HEI's with particular reference to labour turnover in some selected polytechnics in Ghana.

**Question:** Doctor, may you please introduce yourself?

**Answer:** My name is George Afeti; I was a former head of one of the Polytechnics in Ghana, Ho- polytechnic. Currently I'm heading the National Inspectorate Board (NIB) of the GES which seeks to look at quality at the pre-tertiary education level.

**Question:** How long did you work with the polytechnic fraternity??

**Answer:** Well, I was Principal of Ho polytechnic for 13 years from 1993-2006. 13 long difficult years, aahhhhh, and challenging years actually.

**Question:** Does it mean that you started when the polytechnics were upgraded from technical institutes to polytechnics?

**Answer:** Yea, actually, I was one of the first two or three Principals that were appointed to head the then newly upgraded polytechnics and of course I was also involved in the processes leading to the establishment or the upgrading of the polytechnics.

**Question:** What was the rationale behind the establishment of polytechnics in Ghana?

**Answer:** Well, I think the basic idea was to provide the HR, the technical HR that the country needed in order to drive the economy. The emphasis was; if you like the training of young minds and hands to be able to drive the engine of growth. So, basically, that was the main idea, that's the rationale, but how do we get the technical HR with the necessary skills in order to be able to quickly grow the economy through the manufacturing sector to the business sector and so on. So, basically, it was about developing highly skilled technical people to drive the economy.

**Question:** What roles have polytechnics played in the socio-economic development of Ghana?

**Answer:** Well, aahhh, it's being quite full of very good, let say, I should say- let's say, I should say, if you like, the polytechnics have turned out quite a number of skilled people. In fact, today, if you go to many banks, many financial institutions ,you will see a lot of polytechnic graduates working in these areas- the banking sector, insurance sector, aaahhh, you'll see quite a number of polytechnic graduates in this area.

But, aaamm, we have not been so successful in training the, if you like the technical, the more technical- the engineering graduates- people who should really be involve in manufacturing and so on. Simply because we didn't have, if you like, a manufacturing sector that was developed, *you know*, this sector is still very depressed. *You know*, the manufacturing sector in Ghana is still very depressed, so you are not able to get a lot of graduates who'll then find employment in this industrial sector. And of course, the other reason was that the secondary schools were producing too many non-science graduates who came here from the Senior Secondary School, so, we didn't have enough materials to train in the industrial sectors of the economy. *You know*, basically, you realize that in many cases we have about 70: 30% ratios in terms of the business students as against the technical, technology- engineering based students. The ratio is much much skewed in favour of the business students, business section- although a government policy really is to have more of students in the science and technology areas. But as I said, one of the major difficulties is that you don't have enough students coming out from the SSS to the polytechnic- who have the science background that is necessary for academic work or for training in the technological areas. That was one major difficulty. As I said, that was one major reason and of course the second reason was that employment opportunities in the industrial sector were just not there, so, it was difficult to get people to go into these areas.

**Question:** To what extent would you say that the objectives for which polytechnics were established have been achieved?

**Answer:** Ahhh... I would be quite honest. I don't think that we have really being able to achieve the primary objective which is to train technical people-highly skilled people for industry. We have not been able to do that. I would suggest that in terms of providing HR for the business sector *you know* as against the industrial sector- we

have succeeded, largely in that area, we have really succeeded in getting quite a number of well-trained middle-level HR for the business sector but in terms of the highly skilled technical or technological sector we have not really been very successful.

**Question:** In percentage terms, how would you rate the performance of polytechnics?

**Answer:** Well, I'll just briefly say that, if you want to really rate our performance as polytechnics against the initial objectives- then, we can say that we are just barely satisfactory. Barely satisfactory may mean that we are just about 50% or thereabout, yes.

**Question:** Do you see polytechnics as sustainable?

**Answer:** Aaahmmm, there's a new, if you like phenomenon in the tertiary landscape in Ghana now, whereby polytechnic graduates frequently want to go out to take traditional university degrees in the traditional universities because of the perception by the job market that the basic qualification of the polytechnic graduate- the HND is not rated highly by employers. So, you'll have a situation where a lot of polytechnic graduates with HND qualifications want to or strive for the traditional university education in order to be able acquire university degree, which is much more, if you like, appreciated by employers. So, there's a danger there, that if nothing is done to ensure that the polytechnics are well resourced or the polytechnics are able to train their students to the level required and demanded by industry, then, we are going to have if you like a drift of polytechnic graduates going into traditional university degree programmes and that could really be a problem for the sustainability of polytechnics. Fortunately, there seems to be some, if you like some awareness of this danger in the sense that a number of polytechnics now are mounting 'top-up' programmes for HND graduates. This could perhaps, be a way of reversing the trend of polytechnics graduates switching over to the traditional university degree programmes but rather concentrating in their own line of training to a higher level. The trouble is that, if polytechnics are not well resourced in terms of training materials, training equipment, and above all in terms of, if you like, highly trained teachers, then, the quality of the polytechnic graduates either at the HND or B-Tech level will not measure-up to what industry wants and if that happens, then, that again,

will, if you like put the sustainability of the polytechnic in danger because an institution is sustainable by the quality of its products and how industry and employers view the graduates of such an institution. So, the guarantee for sustainability of the polytechnic is their ability to train highly skilled people to whatever levels either at the HND or the B-Tech level, the guarantee for sustainability is the quality of training that the students receive in the polytechnics. So, this is where perhaps, where we need to really do a lot of work, we need to really put a lot of resources to ensure that we deliver quality training at the polytechnic regardless of whether we are at the HND level or B-Tech levels. As I said, what makes an institution great is the quality of its graduates. So, once, the graduates are highly trained, then, of course they will be highly valued by industry and then the polytechnics will now have a reason to continue to exist to produce more of the highly trained graduates that they have. So, basically I think that, sustainability is a question of the quality of the products of the polytechnics.

**Question:** What are some of the major threats to polytechnic education in Ghana?

**Answer:** The very first is the availability of teachers who themselves are highly trained, especially, if you look at the technology based courses and programmes, then its desirable to have teachers who have some industry experience, who have some work experience, *you know*, practical experience—not only in the academic qualification but the technical skills that they can impart to their graduates. If you don't have that, then, you have a problem of raising the image of the institutions, so, one, there's a lack of not just academically qualified lecturers but more importantly people who are very competent in the technical areas that they teach so, that is a major threat-HR availability of competent, qualified technically skilled HR is one threat. The other are threats to the existence of polytechnics really, is the ahhm if you like the perception, the general perception of polytechnics as, if you like, the perception , the general perception of polytechnics, if you like as baby universities or in fact, in a worst case scenario some people even look at them as preparatory schools for the universities because, this is what the students themselves think they are, otherwise, they'll not be clamouring to enter the university after going through three(3) years of polytechnic education. But they are not to be blamed, the important point is that, if the polytechnics train their students to a level and to a quality level



that is required by industry then of course, they'll get jobs immediately and when they get jobs it means that, that can lead on to a change in the perception of the public, but if you have graduates that are half-baked, they are not well trained, when they come out they don't get jobs, then the only, if you like the only avenue opened to them is to find out how they can obtain university degree which perhaps may be better appreciated by industry.

So, the threats are quite numerous, one, the availability of adequate HR in terms of teachers, in terms of technicians who train, in terms of those who manage-who lead the polytechnics. *You Know*, all these things are important. The second of course is the perception. The third is the fact that the graduates must be well trained in relevant areas that are needed by industry so that they can either create jobs or get jobs. Once, we get these three things together, then, you will see that more and more of our secondary schools students would want to enter the polytechnics because if you know, if you realized that, once you pass through the polytechnic, there's a job waiting for you- there's something you can do, then most people would rather like to enter the polytechnic. But if you don't get that right, i.e. if you don't get graduates that are able to get jobs, then, the perception will linger on and if you want to get graduates that can get jobs then they must be well trained, and if you want to train students to a higher degree of competence then the teachers themselves must be highly trained, competent and qualified and must have of course the necessary tools to train the students. So, if you work backwards, you come back to the same problem-the teacher, the lecturer is extremely important because that also gives a different perception to the public. If you look at the faculty of a polytechnics and you see the titles of the guys who are teaching there, then, of course, nobody has to tell you that, this must be a real, real if you like, world class institution but if you look at the institution's staff list and you don't find people with the requisite qualifications that are expected at the tertiary, at the higher education level, then you would probably[...]because you can't even convince the public that you need to be well paid; if you don't even have the stature. So, the polytechnics will survive if we can get teachers who really are competent, well qualified and who can make an impression. Not only the public but our own students and employers, so, to me the biggest threat is the availability of competent, highly qualified lecturers and teachers in the polytechnic.

**Question:** What in your view will be the implications if the polytechnics become unsustainable?

**Answer:** Well, ahhhh, I don't really foresee the polytechnics, if you like, crumbling. But I see a situation where the polytechnics may become some second rate universities, if no action is taken to ensure that they (polytechnics) keep to their original mandate and the original mandate is to train for economic growth, to get people to really stimulate the economy, i.e. the main mandate of polytechnics, quite unlike the traditional university where you train people in all areas in order to enrich the society as a whole- literature and what have you, so very well and good, but that is not the job of the polytechnic. The polytechnics have a mandate, their mandate is that they must support the economic development of the country and that mandate may be lost if the polytechnics are not able to do this because to do this, you need as I said, highly trained, competent and practical oriented teachers and you need expensive equipment to train on, you need greater collaboration with industry, the business sector and so on. If they are not able to do this, then, they will be tempted to run traditional university programmes like taking degrees in only business related areas and that may then transform them into a second rate university because they can't attract the same level of faculty as the university as at now, in order to produce graduates that will be seen as being of the same level as university graduates in the same area. So, it's important for polytechnics to stick to their original mandate, to carve a niche for themselves- to try to develop their graduates in those areas where they have a competitive or a comparative advantage. So, I don't see them crumbling, but I see them metamorphosing into second rate universities if the threats are not addressed.

**Question:** What were your main challenges as a former manager of a polytechnic?

**Answer:** Ahhhh getting the right caliber of staff was a real problem. You need to really get people who are highly qualified, highly competent and are willing to accept the lower salaries paid by the polytechnics with respect to what the universities enjoyed and also what the business sector is willing to pay for such type of people. So, you have a situation where you need highly qualified people, but the polytechnics we were very much in competition with the business sector, prepared to pay higher

salaries for similarly qualified people and also the universities that were also in a way better placed to pay aahhh bigger salaries to people who have similar qualifications as the polytechnics needed. So, that was a real challenge, how do you, given your status as a lower level tertiary institution compete with higher level tertiary institutions, if you like. tertiary institution that have a longer history of TE, that have more or less established themselves in the minds of the public as the pinnacle of tertiary education, so, that was the main challenge and how do you get the requisite HR under such very difficult conditions,-competition with the business and industrial sector, competitions with the universities was also a real problem. The second one of course, was the fact that, because the polytechnics were just growing, just beginning to find their feet, there was quite a lot of misconception about the role of polytechnics by both the students, some polytechnic teachers as well as even politicians, because a number of politicians felt that the polytechnics were there to absorb the graduates of the SSS who were unable to enter the universities, because, *you know*, with the expansion in the secondary schools enrolments, we have lots of people coming out and with the stagnation of the capacity, the absorption capacities of the universities, they come to suddenly realize that there were many more people knocking on the gates of the universities, so what do we do with them? So, some politicians had this rather, if you like, unfortunate impression that, why not have the polytechnics so that those who are not able to enter the universities can go to the polytechnic. So, in a way, it was more or less finding a social outlet for the pressures that were on the universities, it was not, for them, it was not a question of getting highly skilled people for a particular job in industry or a particular activity in the employment sector. Their primary goal was that—let's ease the political pressure on us; let's ease the social pressures on us. Let's find room for those who leave SSS and not able to enter the universities. This was a huge mistake at the beginning of the upgrading process. I'm not too sure even at this stage, whether we have still gotten over this mentality, that if you not able to enter the university, and then, perhaps you can go to the polytechnic. So, it's an either or situation but that really shouldn't be the situation/case. It must be pointed out that the polytechnics exist as special institutions with a specific mandate, so anybody who gets to the polytechnic must bear in mind that you are in there in order to be trained to support all the other sectors of the economy, so it is not a question of just because you can't to go to the university then you must enter the polytechnic but this idea was

so pervasive that you had a situation where students went on demonstrations asking for their qualification to be at par with university degrees and so on . This is all because of this misconception about what polytechnic education was all about and that because of the fact that even as I said, parents, politicians also thought that if you have tertiary institutions and you put them through either the university or the polytechnic, then they are all HE graduates. So, there's this problem that, what I use to call a crisis of identity of the polytechnics. And this was also one of the major difficulties that we had, so, in short, there were three 3 major headaches as managers of the institution. First of all, finding the right caliber of teachers. Secondly, how to ensure that you keep them when in fact; there are people with better remuneration packages waiting to grab them. Thirdly, how do you ensure that the public even the students themselves, the politicians themselves understand the mandate of polytechnics. What the French will call *raison d'être* -why the polytechnics exist? That was also a very big headache for managers of the time because almost everybody thought that, instead of thinking of polytechnics as different type of tertiary institutions, they were regarded as lower level tertiary institutions this was really, one of the, if you like, basic threat, basic problems that dogged polytechnics at the initial stages.

**Question:** How would you prioritize labour turnover as one of the management challenges you encountered?

**Answer:** Labour turnover really I'll say yea ,yea, *you know*, it was a big problem in the sense that, as I said, a number of lecturers with qualifications that qualified them for teaching at the university level will normally want to enter the university level faculty or whatever but of course the universities have their own constraints, budgetary constraints(but) so you (we) have a situation where people with university level teaching qualification or teacher qualification, first of all decided to just go to the polytechnics because we were in dire need of staff- so we were there opened arms to receive teachers with the minimum qualification of a master's degree at the time, but then, you quickly realize that quite a number of them were just marking time at the polytechnic whilst they got the opportunity to teach at the university. So, there were quite a number of people who passed through the polytechnic system at quite a faster pace, in other words, spent a semester or two and then off they went

ahmm and but then you can have the , very active; very negative turnover which is what I'm saying now. The negative one, yea, people come in wait for a while, when they get a better offer in the university and they leave, but then, there was also, the other, if you like, passive turnover of academic staff in the sense that the polytechnics also wanted to train their own staff, so those with lower level qualifications- first degrees and so on got the opportunity to go out to study or do courses in the country. That also produced of course a shortage in the available human resources at the time. But these were more or less passive, if you like a passive sort of turnover which was not as serious in the beginning as the active one where people just come in for a while and go. But the passive one became more dangerous, in the sense that after spending resources ( on them) so much on them, getting them higher qualifications, then you suddenly realize that because of the poor service conditions of the polytechnics regardless of the fact that you have spent some money in training them. They get attracted to the universities or to some other establishments. So, turnover was really active- people with the requisite qualification coming in to wait, buy their time and then move on and the passive one- you train people to higher levels and because you train them we dug our own graves and then they moved out. So, we have these two (2) types of staff turnover linked to the fact that conditions of service, remuneration packages were much poorer in the polytechnics for people having similar qualification to those in the universities.

**Question:** How did turnover impact on your management of the polytechnic?

**Answer:** Oh, I just/guest ahmm, one way out was to employ a lot of part-time staff. Part-time teachers were employed, but of course yes, part- time teachers could not be counted upon to be as dedicated as full time staff, so definitely, there were problems of delayed submission of students' records, examination marks and so on. There was of course the fact that, part-time lecturers were a drain on the resources, financial resources of the polytechnic. So, you realize that, that was quite very very difficult for the polytechnics- the non- availability of staff was really a problem. The other difficulty was that for polytechnics in the rural areas , if you like, those which(who) are not in the urban centres, the major cities, the problem was even worst in the sense that they couldn't even get part-time teachers from the localities and so they had to bring part-time teachers from outside.

Get part-time lecturers from the locality, so, they had to bring in teachers from outside. Sometimes staying hundreds 100's of kilometers away, and sometimes that also meant that if you like a heavier financial burden on these polytechnics. So, the problems were really, in fact, negative impact on, if you like academic activity, negative impact on the financial resources of the polytechnics.

**Question:** As a former manager, what recommendations will you put forth in order to control the spate of turnover in the polytechnics of Ghana?

**Answer:** The basic recommendation is that, the polytechnics must re-engineer their image. It's not even the question of salaries. The polytechnics must re-engineer their image. What I mean by that is, the polytechnics must be seen as unique institutions different from the universities. They must be able to project themselves as special institutions that have a role to play in the socio-economic development of the country. You see, once, we have an institution that has a positive image- that whose image is really appreciated by the public. Then, whoever is associated with that institution, has no problem, even, if you are not paid as much as some other institutions.

Also, the image of the institution will sort of brush off on you in a way, I have always said that image is everything. It's the image that you market, actually its nothing else but the image. All the institution we have been talking about it is the question of the image they have. Because you can have some well qualified faculty somewhere else but if you are not able to cultivate this image of excellence; this image of uniqueness, then you loses out. But the image is so important that even highly qualified people would want to be associated with you rather than elsewhere. So, I think the very first thing to do is really to see how the polytechnics can re-engineer their image to make them more special, more relevant to the needs of the country, less of a belligerent class of people always asking for this or that advantage or salary increase. All these things will come with the image. Once, you are able to get that image, then you then you don't have to tell anybody that you need to get this amount of money. You can get that by yourself, so money should not be, higher salaries shouldn't be the problem, you can be paid higher salaries, but, if you not able to cultivate this image that is unique,- make your face excellent, people will see through it and not really take you seriously and of course, the question then is how then is how do you cultivate this

image that I'm talking about. The very first thing is aaaaahmm, you must get always managers who themselves understand really the mission and vision of the polytechnics and espouse this in a very relentless manner. In other words, you get managers who are at the forefront of selling, of marketing the polytechnics. And to do this is simple; you can do this in been very selective even in the students you admit. Because, once you let people know that the students that enter your polytechnic are not rejects of the system, they are the best- that is one sure way of letting people know that, this polytechnic, before you get there you better have to be tough, otherwise you wouldn't get there. It's one way of looking at the image but that was what I was trying to do at Ho Polytechnic, but then, some teachers didn't quite understand because I was saying that you will have the qualification that is necessary but I'll get you through an entrance examination.-the idea is to let people know that you can't just come in so easily. So, you'll need to have a certain level, psychological, if you like, sort of effects on your students, then, they themselves will begin to feel that no, they are better because they had an entrance examination before entering the polytechnic so, they feel better, they are proud *you know*, that is one way. The other way is to develop very close collaboration with the business sector, with employers, with the people in industry. It is extremely important, because once you get them on your side, once they realize that products of these polytechnics are highly trained, then they are willing to employ them, the image is there, you have that, so collaboration with the business and industrial sector or employment is extremely important.

The third thing is- do your publicity. I mean don't sit down in your chair as head of the polytechnic- and expect somebody to sing your song for you. You need to go out; you need to do documentaries on your polytechnic. You need to project the best of what you have. So, marketing the polytechnic is extremely important. As head of institution you are the face of your institution, so, you must be confident enough to speak about polytechnic education, to be involve in debates on TV and radio. *You know*, just let people just hear your voice on radio and you'll get the image. So, there are other things that can be done- actually community wok for example, volunteerism-get the students to support the community and so on. So, countless things that can be done in order to really build the image or reengineer the image of the polytechnics and once, this is done; *you see*, this is where the dividends start to

come. Once, this is done, then, you will have so many teachers' qualified-teachers who may feel perhaps a bit if you like, side stepped or marginalized in the university outside the country or whatever then they want to be associated with a winning polytechnic. The polytechnic that is making the waves and then people come and once people come then you have a situation where because industry is supporting you, you can have ways and means of ensuring that there's collaboration with industry can give me you dividends where you can support your lecturers with additional pay. So, money should not be the starting point. You will fail if money is the starting point, the starting point must be making sure that your image is right. Once, the image is right, people will pay you anything because they want to be part of that successful image.

So, I think that is what we need to get the polytechnics to do. Let me digress a little bit. You know in Ghana, these days' people talk about the low morale of teachers even at the basic education level. This is what I'm working on now that actually. But *aaaaahh* morale is not only about money but in Ghana; we always think that you need to pay teachers highly before they can deliver. It's a fallacy. Because you can pay teachers twice as much as the university professors but, if the conditions are not right they will still not deliver, but because it depends on so many things. Teacher motivation depends on so many things; one for example is if you like the orientation of the teacher himself. *You know*, if you go to Finland, in Finland what motivates you as a teacher at basic level; first they will tell you that it is the success of my students. If I see my students succeeding, then I'm motivated so they want to work hard and make sure that their students' come-up top with respect to students from other schools. It's a real source of motivation for them in Finland. In Cuba, it's different. In Cuba the motivation is that you want to let the world know that socialism, communism pays, so, we have the best system of education because you are communist. So, that is the motivation. It is a philosophical thing, *you know*, of course in other countries too, aah its money like Ghana, but it's all because of poverty and it is also because of the fact that in situations where excellence is not rewarded, then nobody wants to be excellent in the way he does things. So, there are different ways of defining what makes somebody a better performer. So, as I said, in my opinion, the polytechnics will need to re-engineer their image and there are several ways of doing that.



**Question:** Do you have any suggestions that can help us upgrade the current HND curriculum?

**Answer:** Oh yea, I think, we have been talking about it for a very long time, but somehow, we have not yet gotten round to be able to implement the changes that we need. Ahhhh it's simple, it's a question of what we are supposed to do- these HND graduates. They are supposed to drive the economy; they are supposed to support the industry- they are to ensure that businesses operate more efficiently and so on. So, if that is the case, then, we must go to industry and collaborate with them in designing the curriculum, *you know* to find out what they need, that is the only way we can improve the curriculum. *You see*, there's no way that teachers in the polytechnics alone can, especially when they don't have the experience of work in industry, there's no way that they can know what's going on in industry.

And another reason of course, is that because of the rapid technological changes at the work place, you can't expect teachers in the classroom to be able to quickly develop or design curriculum to match the needs of employers. So, the very first thing we need to do is to work more closely with industry players. That is what we have to do. But as I said in doing that we need to also be very conscious of the fact that industry or employers can't employ if there are constraints....our economy itself is kind of bit depressed. I always tell people that it's no use just training people; you can train people to the highest quality level possible. But if the other economic conditions of the country do not promote the creation of enterprises, the expansion of industries, then we have a problem because training in itself does not create jobs so, it's important that in looking at the curriculum of the current HND curriculum, we have in mind the fact that it's industry, it's the employment sector, it is the economic environment which will dictate the sort of training, the sort of people that you produce from the polytechnics.

**Question:** Do you have any suggestions as to how to overcome the challenges of TEI in Ghana?

**Answer:** I think that we need to perhaps, aaahmm find out more how the different elements of the TE system can collaborate. You see, there's a no way or there's no reason why we shouldn't have parallel streams within the tertiary education family

where the different institutions do not communicate. So, I think the most important thing is to find a platform for dialogue between the different sectors of the HE players. University Vice Chancellors (VCs), should be able to dialogue with Polytechnic Rectors, we need to get teachers at either level to be able to talk about issues, *you know*, collaborate areas of research. Universities can develop new ideas; polytechnics can try to make prototypes. So, there's need to have some flexibility and fluidity within the TE system. And there's also the need for what I'll call ladders and bridges within the system. I have said that we don't have to make the polytechnics behave like preparatory schools for the universities but that doesn't forbid interaction with or between these two sector, and this can be done if there's more dialogue between the players, then of course, there can be a system if you like bridges and ladders where some people even from the university you have a first degree, you discovered that what you really want is not to have a degree in Economics but first degree in Accounting which is perhaps better delivered in the polytechnic, there's no reason why that ladder or that bridge can't be available. So, instead of having a degree if you know in the university you don't. So, we shouldn't be too rigid in the TE family but we must have our roles clearly identified, but then, that doesn't preclude interaction which of course means the establishment of ladders and bridges where people can climb up or cross over or go down, pick something else and go up. I mean we should have a system that is really fluid and flexible, yes.

**Question:** Anything on funding?

**Answer:** I think that in Ghana, we are one of the most innovative systems of funding education which is the GETFund. I think, it's a very unique, if you like, system of funding education, and perhaps, we should continue to do that but I would edge that we match funding to performance. In other words, government must be able to allocate funds to areas where there's need to get HR for accelerated development. So, I think that, we need to look at the if you like the performance –or ,if you like strategic based funding of TE programmes, where we put emphasis on where we think, where government thinks that perhaps, these are the growing sectors of the economy, the emerging sectors of the economy. These are areas where we to need get HRs for future expansion. Then funding should be targeted to those areas without

neglecting the others but the emphasis more attention should be paid to areas that support HR development for the growing sectors of the economy.

**Thank you for your time and inputs. It's been a pleasure speaking to you.**

## Appendix B2

### Professor Ralph Asabre - Former Rector - Accra Polytechnic

**Introduction:** Prof. I am Iddrisu Sulemana, a staff of Tamale Polytechnic and currently a research student at the UEBS. I am researching on the management challenges of higher education with particular reference to labour turnover in some selected polytechnics in Ghana.

**Question:** Prof may you please introduce yourself?

**Answer:** Professor Asabre, former Rector of Accra Polytechnic and now President of Bradford University College, Accra.

**Question:** Thank you very much for that brief introduction. Prof you have been with the polytechnic, you had been the manager of the polytechnic?

**Answer:** Yes, I have for six years.

**Question:** So, what was the rationale behind the establishment of polytechnics in Ghana?

**Answer:** To train high manpower needs especially in the technical areas of the national economy. That was the initial rationale; later on it was expanded to include liberal arts, to be training in all areas of liberal arts and visual arts. And the reason for that was that, they were not getting enough students in the technical areas and these problems still persist, if they want to train for only the technical areas, they won't have enough students.

**Question:** What roles have the polytechnics played in the socio- economic development of Ghana?

**Answer:** The polytechnics are there to complement the manpower resource of the economy of Ghana through from SSS and the technical schools and other areas, get there to be trained in various areas of specialization, so that they will help in the economic wellbeing of Ghana.

**Question:** To what extent would you say that the objectives for which polytechnics were established have been achieved?

**Answer:** They have been achieved to a larger extent, but I think there are still bottlenecks.

**Question:** Can you expatiate a little on what you said- it has have been achieved to a larger extent?

**Answer:** There are a lot of polytechnics graduates and students who attended the polytechnic in the economy of Ghana. They have being contributing their quota in almost every sector of the economy, so this is where the achievement is. But the bottom-line is that are that certain things about academic progression and recognition to which HND in certain quarters have not been fully achieved.

**Question:** So do you see the polytechnics as being sustainable in the long run?

**Answer:** Yes, it sustainable in the long run, because they have achieved more than they haven't achieved. There is no reason to doubt their sustainability.

**Question:** Granted that there are threats to the polytechnic system, what would be the implication if for instance the polytechnics become unsustainable?

**Answer:** They won't be unsustainable, I mean, the threats and so on you are talking about to me they are really not founded. It is for the polytechnic community and the student, alumni and so on, they must identify these problems and so on and try to tackle them one by one and they will eliminate it, because most of them have been eliminated now. I mean, gone are the days when polytechnic students were considered as juniors staff members and so on. Now, a lot of companies/ establishments consider them as senior staff, I mean the problem was staffing, gone are the days when polytechnics were not given the authority to offer degrees or degree programs, now they are allowed to offer degree programs even master's degree they can offer, that is why the polytechnic law has been changed, a new law is in place, there is no reason to doubt the sustainability of the polytechnics, these problems must be tackled by the polytechnic community and by polytechnic community, am talking about lecturers, students, Rectors, the major stakeholders and then government.

**Question:** So as a former manager of the polytechnic, what have been your challenges?

**Answer:** The perception about the low caliber of the polytechnic institutions as compared to universities. The perception that the quality of students that enter the polytechnic is lower than those that enter the universities. The low self-esteem of some of the polytechnics lecturers as compared to lecturers in the universities, and then sometimes, the lackadaisical attitude of the government towards the problems in the polytechnics-the conditions of service in the polytechnics.

**Question:** So, are these the main challenges or there are more?

**Answer:** Yes, there are some more but as I said in the beginning they can all be resolved. Some of the challenges are infrastructural development; some of them are facilities in the workshops and the laboratories and so on. Begin to revamp them, make them nicer than they were, but all these things depend upon the polytechnics themselves.

**Question:** I remember I have been in a meeting with you at SJNC where you were commenting about the turnover of the polytechnic staff, when you were COPP-chairman then. How would you rate or prioritize turnover as one of the challenges you encountered as former Rector?

**Answer:** Yes, yes as former Rector, I encountered a very big turnover of about twenty staffing a year, staff turnover, but we resolved the problem. Before I left, the turnover was very very low, about two per year. Now, the turnover is normally due to poor, unequal remuneration and allowances given to polytechnic lecturers with respect to the universities lecturers, that is the main cause for turnover.

**Question:** How did turnover impact on the management of the polytechnic?

**Answer:** It didn't really impact very badly, because the situation was arrested and remember I put on human resource development plan.

**Question:** How did you go around it?

**Answer:** That is what am saying, put in a lot of human resource development. I remember I sponsored 75 of the staff member for Bachelor, Masters, HND, and PhD. So administration was really strengthened from master's degree holder, we had about ten in the administration and then so on and so forth. And then other conditions

improved, we talk of allowance and loans and very good enticing condition of services.

**Question:** I read on the daily graphic about a report when the select committee on education visited you, it was reported that the situation is now stabilized due to the provision of accommodation. Can you digress on this?

**Answer:** Yes, accommodation, allowances, offices, scholarships, loans, so many of them. Even up to the extent of 'trotro' allowance, 'don't tell' your wife allowance, because we had exhausted all. We had rent loan, rent allowance, furniture loan, fridge loan, emergency loan and so on, those things really stabilized them.

**Question:** Still drawing on your experience as a former administrator of higher educational sector, what recommendations can you put forth to help curtail or minimize the turnover in the polytechnics of Ghana?

**Answer:** The gap between the remuneration, the allowance of polytechnic lecturers and the universities must be bridged, that bridge must be bridged as early as possible. Then facilities in the laboratories, in the workshops should be upgraded and improved.

**Question:** Okay, any further recommendations?

**Answer:** Accommodation problems of workers should be resolved as quickly as possible either by constructing bungalows or giving them loans to rent apartments. Their children education should be taken care-of- I am talking about polytechnic primary, JSS schools should be established. In fact I was going to do that for Accra polytechnic when I left.

**Question:** In the case of Accra polytechnic where were you going to get the space?

**Answer:** In the school, in fact I was going to put up 30 structures in the school, ten storeys' here, ten storeys there, ten storeys that side, it was approved by Ghana government, GETFund, in fact everybody approved it.

**Question:** Nothing is been done since you left?

**Answer:** In fact I don't know why they didn't do it, everybody in Ghana, Finance Ministry (MoF) MoE, and GETFund they all approved.

**Question:** In the case of Accra polytechnic do we have any, once you were there, did you have any primary school.

**Answer:** With the primary and JSS the schools it was for their children. Then hospitals, polytechnics should have hospitals, so we even built a clinic there, that one they did it but they didn't do it fully, because I wanted my house that is where I sleep this should have been the actual clinic, then two bungalow there, one for resident doctor and then the other for the nurses and all these things were done, agreed by Council, this new council who came they've not even added a block yet, you've been there?

**Question:** Yes, I just spoke to the human resource officer. I had an interview with him this morning before I came to you.

**Answer:** So, why haven't they done anything, when they were doing congregation, I went there I was sad.

**Question:** Anybody who is associated with the polytechnic system, I have also lamented about it.

**Answer:** That is it; this is a program that was laid down, accepted by all these people, so it's just a matter of going to GETFund and telling them that maybe 1 billion this year and then they start. You know the fashion block, they were supposed to finish it in March 2008- up-till date, three years down and the money is there and your counterpart funding by the Dutch Group in fact, we were the only people who (bordered), because it was like schools under Dutch scholarship were not going to sign, here we are you come, want to bring computers and we can't carry them on our heads, we don't have any place to do the structure where you can keep them, though the project doesn't entail the building of structure and this and that, so they took it back to their parliament that I said I need a structure, they gave us \$300,000 initially so I took it to Ministry of Finance, counterpart funding, then later on they gave another \$200,000, then Ghana government also came in it should have been finished by March 2008.



**Question:** I think some of these things have to do with the person, isn't it?

**Answer:** It's not the best. It hurts to do that- you spend 14-15 hours a day for a course and when you leave everything is abandoned. These projects should have been continued and not abandoned.

**Question:** That notwithstanding am sure you have left a very strong legacy there.

**Answer:** It is not the legacy am interested in, the legacy of making sure that posterity, the children who are coming, who don't take part in decision are not punished, that is what we doing in this country, we are punishing innocent naïve children, we sit talk, talk, talk, take plenty decision but it does not go anywhere. One of my cardinal things in Accra polytechnic was to increase admission and I did from 2,400 to 9,000 before I left. You know and it was because, I don't agree with the grade cut-off, and there is no space, and every matriculation, 5,000 people applied due to lack of space we took it down to 1,000, the following year you come and repeat that same thing, and if you were a Vice-Chancellor for 4 or 5 years, you've repeating the same thing, they are not responsible, somebody gets aggregate 20, you say no chance and you(he'll) go and bring the grade to aggregate 16, and there is still no chance.

**Question:** So what do you want the person to do?

**Answer:** Ahhaaaa, you see, we are leaving them behind all the time, so that was what I went there to do and that is what I'm doing here. Everywhere I go, it is not the legacy of me- Asabre did this or that, but it should continue and I laid down everything that it should be continued and because of this I did everything in meetings, meetings, if you came here looking for me, am in a meeting. Because I didn't want to do anything alone, so that it would be team work and when I leave, people are behind. The accountant I called him, what are you doing, I did everything with you, visitors came, we did everything together, so what are you doing, what is happening, only to hear last week that, what?

**Question:** Big scuffle?

**Answer:** No, no, 4x4 runner.

**Question:** Ok, ok, one other staff lamented on that as well.

**Answer:** I was there for 3 years I didn't have a new vehicle. I used the old, old, vehicle, our IGF brought the money and I think I left billions of cedis. In fact, even the dollar account was about \$500,000 from \$19,000. I never traveled even once for per diem, not even once, from \$19,000 to \$500,000. I raised it and you come *boom, boom, boom* and there is nobody in the whole country telling anybody hey, what are you doing? This is the situation we have in this country. Some of us, we'll be bitter till the end of our life's. I am not a happy man, because when I think about what goes on in Ghana here is something. I think that I also helped in Accra polytechnic, think about what the Finance Ministry with a worthy course, they couldn't tell me there wasn't money, no, no; I did take a loan to finance a project. So, while Tamale was taking 1 or 2 billion, I was taking about 15 billion, because I was pushing, pushing and pushing, I was listening and nosing around.

**Question:** You were talking about accommodation, hospitals, and schools for the lecturers' children?

**Answer:** Yes, yes, even if they don't have a place they can just go,... even Accra polytechnic the plan was.... after the accommodation. Those five flats 1,2,3,4 flats they accommodate 80 staff members, each accommodate 20, 2 bed rooms on each. After that one, we were supposed to go for a land somewhere, we even scouted and then continued with the accommodation, another 4 like that, put some buses over there and then catch them. So, if there is no space even in the school, we could do that and then just build a big polytechnic village, but Accra polytechnic I was going to put up 37 structures there and 20 storey structure behind, all approved, I brought the GETFund people, they inspected, you know the western gate, the gate which goes to Tudu, that structures there, we were going to buy two plots there, then construct twenty storey structure hostel with a bridge overpass from the road into the school. GETFund were there, they inspected everything and it was okayed. All the time we spent in the drawing and in the meetings, inspections and so on useless? The Architect was here last time. I called him, I want to construct 8 storeys, 8 storeys, thus 16 storeys so we are looking for a loan may by we'll get it by the end of this month and you see. So I asked him what happened to the 30 storey. You know they say, they say, who says? Oh, am not a member of the management committee, am not the

principal officer, so when they meet I don't know what goes on. Have you been to my former office- the Rector's office?

**Question:** Yes, when you were the Rector, I think I have been there.

**Answer:** And what about when I was no longer the Rector.

**Question:** I have been there?

**Answer:** What did you see? Kpogas furniture, when I was there I didn't know Kpogas furniture -90 million. I didn't know that, the most important thing to me is that the children, the children, the posterity of the country, I don't know, some of you, you don't know how I feel, from secondary school, I went to Legon and one person was sleeping in 4 rooms. I went to KNUST- one person was sleeping in about 5 rooms why? The rooms were empty, so you could sleep anywhere and then the person started pairing, pairing, why? Are we beast, animals or human beings that it is taking 30 years to compound problems and you sit as if you can't do anything? Somebody built the structure, so somebody should manage it. Someone built it, how did he do it? We have to expand and we can expand, look at how many storeys- 4 storeys, 5 storeys I put up in Accra polytechnic in the years, even the last year I don't count it, because I was almost on leave throughout the last year. So five (5) years, how many structures 1,2,3,4, 20 times storey's and then the 4 storey 1,2,3,4, 16 times storeys and then the others. So we can do the same.

**Question:** I was talking about any suggestion you will have for the improvement or update of the current HND curriculum?

**Answer:** Oh yes, they should make it more relevant to what pertains in the industries. And by that I mean, if we are talking about civil engineering or Geological engineering, talking about building technology, you should go to Hotel Catering and Institutional and Institutional (HCIM) what equipment is there, what they are using and then refer that in the syllabus for now. Otherwise, we will be training for nothing, they go and they will not be able to perform. And then in the syllabus they should have the practical component, they should make IT stronger than it is now. Actually, I would expect those managers, captains in industry to come to the schools to teach what they do there, so Tema Oil Refinery (TOR) people should be there to teach what

they do if they have Oil and Gas program there. Tullow should be there, some staff there, this is how we drill the oil, this is how we do it, these are the machines, this and that and that and that, so there should be a fusion of this and that, it should not be separated, but I started with HCIM and it was so successful. Hoteliers Association in the region, I had so many meetings with them and they were teaching in Accra polytechnic in HCIM every semester, 1<sup>st</sup> year, 2<sup>nd</sup> year, 3<sup>rd</sup> year they had their 1<sup>st</sup> slot, 2<sup>nd</sup> slot, sometimes, they had to bring their equipment to the school to show them and the students had to go there for practical training. Lecturers were also going there for practical training, so it was not so "bookish", academic that you go and start what you haven't seen before. So, the practical aspect must be revamped. Really they can't do it alone, they have to do it with the industry with various industry.

If you take the Accounting profession, the ICA people, the chartered accountants must be there and then show them for instance, bank reconciliation this how we do it. If you have to pass an entry this is how to do it, teach them in the classroom, you know the way people who are very bookish academically, they themselves they did their masters in Accountancy, they haven't worked anywhere before and they are going to teach them. Because I had a situation on my hand where I wanted to involve the students, I did involve them but it was difficult at the beginning, the wall around the school it was built by our students, but in the beginning the students, the lecturers were not able to do the profiling, the lecturers themselves could not do it. They had to take some mature technical students and people who had worked before to show them how to do the profiling before the blocks are erected. Because we have masters Architecture in (BT) building and technology from KNUST and other places who have worked in the field before and the polytechnic cannot afford to go that way, you know the situation in Ghana where engineers, pharmacist, don't go on practical training at all, when they go, they do photocopies, BSc Administration every morning I have to teach them 10 minutes in office practice, typing, catering, memo writing, this that, that, every day and then complete. Aahh, what then were they doing there, 4 years BSc Administration from Legon, and he got aggregate 8 from secondary school to go there, so powerful, second class upper and the guy got 1<sup>st</sup> class, you see these are things that are completely lost in the system, I mean they have to refuse, I don't know what happened, we had a group, which were dealing with industrial liaison

problems, the group was headed by Ghana Employers Association(GEA), polytechnics were there, universities were there, UNIDO was there, JICA was there and so on. We had so many meetings, so many suggestion to push the students in for practical training but it came to a point that when we had to say that, because of the practical training, universities and polytechnics should stagger their opening date, because when we all go on vacation at the same time, there are too many students to fit into industries, because if you come close in January, another one February, whiles your students are leaving the industries other would be going there, and so what they did a lot. I leave and everything is quenched, what is happening, what happened? I did a lot *oohh*, I become sometimes emotional when am talking about issues like these because they were so many things that were 90 % done.

**Question:** Prof. the very last question, do you have any suggestions on how we can overcome the challenges of higher education generally in Ghana?

**Answer:** I think the whole education system in Ghana needs a completely overhaul. The whole educational system, I don't agree with the government changing SSS from 3 to 4 or 4 to 3 years. The question is why did they and if they were not good, is it not because the students were not good, is it not because their JSS was bad, if their JSS was bad, is it not because their primary was bad. So our educational system, how can you go and take one chain and change the whole cycle and say you are changing that place, why? So, you see, you have to know that kindergarten people are teaching best, and they are been taught by people who are qualified, not dropouts. I taught my children from the age 1 or 2 to the university and I got to know that there was a big challenge between me and the children. Teachers say this is right, but the teacher is wrong and I had to go to the teacher, two of us, we sat down before my child would accept mine, the teacher had an upper hand, but the teacher is also wrong, why? The teacher is a drop out, right from nursery drop-outs, they feed them with the wrong things, many of them, so nursery, kindergarten necessary I expect to see qualified, competent people there, talk about how many people are under trees and so many, many problems here and there. So the teaching should be very, very ...and then the infrastructure for the primary schools and so on should go on, secondary schools everything. They should see to it that things are moving there before we come and talk about higher education, because they feel it is bad, whatever you do here it is bad,

and then for practical training, there has to be some law compelling foreign companies to accept students for practical training, maybe for some tax rebate. So students from polytechnics, universities and other HE should be placed for practical training. To do that you have to get somebody, you have to get some law, for instance 5% or 2% of financial turnover should be given to practical training and for that the state should also use tax rebate or something, so that because it is a law we cannot say that, if we want placement, they will say they are full and we have to force them to accept that.

Again, research and consultancy a special percentage of it should be given to higher institutions by law. So if you finished your PhD and still have enough knowledge, why should a company or NGO follow you come here, pay somebody, they should bring it to the polytechnic and then that case the polytechnics would generate some cash to improve themselves. Individual researchers would have some cash and then they can grant some PG scholarship the least said about it. And then so much involved for over 5 years we wrote, we saw Chief of Staff, we had meetings as a board member of NCTE in charge of scholarship and education, we did that, did that, NDC 1 came, we did that, 1997/98 then NPP came they wouldn't, then they went, when? Look at PG studies, it's in shambles, you will send somebody like you, as an example to go and study and they will not even bring the money at the end of the month, why? So we send people to go and run, we use Embassies and High Commissioners to collect data on how much and the frequency of payment and how scanty the money is and then PG study in Ghana. Somebody takes 6 years for two years program because supervisor were paid GH¢100 and below, ¢10 for masters and ¢30 for PhD. All the masters I supervise and accept the modular courses ¢10 and then PhD ¢30. So we made all the suggestion that PG students doing PhD should be given one laptop each, printer, this that, they should be given such an amount of money, ¢18m every year for their pocket money and this things they never see the light of day. Tomorrow the next day you hear them bringing another committee to do the same thing.

**Question:** The input may not be major to what was done already?

**Answer:** Even, if they see what was done already was major, they will copy and come and present it. HND job placement I was the chairman, we were able to cover

about 90% and 10% still adamant, nobody has even thought of covering them. The banks still considers HND, a lot of them. Bank of Ghana as junior staff, nobody is going there to cover those areas so that it will be 100%. Any work we do here it looks like it is not my job, it is for the government. I don't care. Me personally, I don't like those kind of things, because somebody did it for you. Those kinds of things, because somebody did it for you, President Atta mills, he went to the university free, former President Kuffour and Rawlings all went to school free and others free, free. When I went to KNUST, do you know what I saw? These students I saw, I was in secondary school form 1 and he was in the university year 1, year 2, goes to the cafeteria and all foods were there, so does it and waited and then trailed. All Ghanaian foods I saw and then a waiter would follow him. So, that is how they went to the university, they will eat, somebody will wash them and the least you can do is to maintain the status quo and they could not maintain them and now people would have to go school, struggle, 10 in a room, struggle for food, struggle for this and that. In PG studies, I remember we suggested that student loan scheme, give them the money, you give ₵5m why not ₵10m, ₵20m, so that they will feel fine and be patriotic, but they have to struggle through school and to hate the nation so much so if would put a plane or ship here students would rush to it, give them ₵10m, ₵15m maybe ₵5m for upkeeps and 10m for pocket money, you can buy books, you can do this, you can do that and feel fine and the following year that, by the time you finishes ₵60m to pay, even if it is ₵8m, he has twelve years to pay, so he has ₵7.5m every year to pay and sums to ₵60m a month, you know it is not a big burden at all, normally they take 40m, 50m when they finish, so when he has to pay ₵60 out of ₵600 that is not a problem, but then he would have developed some love, he would have gone through schools, those of us who come from .... we have problems, they won't do anything to make a living, what is happening and sometimes they will tell you there is no money, who told you there is no money? If Accra polytechnic can go and buy Prado forGH₵90,000 and the rest at ₵70,000, ₵70,000 and you say there is no money. That money is sufficient to give them a loan, we are talking. Me, I have talked, talked, talked, nowadays I don't even go anywhere. Last time I saw Hon. Tetteh Enyoh, former Education Minister. I worked with him on a board for 3 years and he knows me so much. I went to him and he said nowadays you are quite, I have given so many solutions to our problems, nobody listens, nobody says anything, what should I do, putting children's under trees

and when you go there, the hand's is there, this is how they read, destroying their eyes and when it is raining or shinning everybody runs away and he must write the same examination as those who are housed. Is it their fault? They were born under that condition and some of you, you were all like that, this is what hurts me. The way I went to school, poverty, poverty, so when you get out of that you will understand and you must recognized that people are still in the problems, but they are not. That time and this time, IT, IT is going to be there and if IT is going to come in..... and under trees and other hopeless ramshackle structures are going to write the IT. So, they are pushing for it to be core, is there any electricity there? Yeah, as we sit, it our generator, Accra, East Legon, generator, generator, we spend almost ₵1m almost every day on diesel and what about those villages. I am in-charge of about 1,507 Catholics senior high schools, so it takes me to Kaleo, to Saboba, to Keta, to Half Assin and what I see, all the technical and vocational schools are collapsing. The intake some of them from 200 to 10 and nobody seem to care, nobody cares and there are some primary schools under trees and stand there and look and look, and then I estimate how much money they need to improve their lives and all of a sudden some ₵1b vehicle will pass veemm, veemm, veemmm,haahahhhahaha, that ₵1b.

**Question:** Besides this suggestion, do you have any more?

**Answer:** Hahahahhha, when Atta Mills was coming, I was very happy, *hahahah*, but he has disappointed me, he should also go, I thought he was going to banish all this foolish, foolish things and come on, we have to uplift education, because today, education is number one (1), it is not health, it is not health, how many people gets sick, those educated and those who are not educated.

**Question:** Even health they must be educated before they can work as doctors, nurses and pharmacist?

**Answer:** Oh yes, oh yes, and even when the person is educated he doesn't even get sick by heart, he knows what to eat, he knows hygiene, this and that, and that, but education is down, completely down, if I should give you statistics, today you won't eat, in education, last year for instance, BECE 410,000 wrote the exams and only 178,000 passed, what about the rest? What about the rest? And it's been like that for the past 12, 13 years, we are just leaving them behind like that, we are leaving them



behind, every year, the 178,000 that passed only 150,000 will get chance to go to SSS, about 60,000 would get chance to go to the polytechnics and the universities including private. So the percentage works to about 8% of the 410,000 who will get to the polytechnics and the universities, about 410,000 only 8 % of them, The one for last year is there, last two years , last three years, last four years, they are all there like that, very gloomy and this is the root cause of what? The shanty towns and cities, this is the root cause of all the boys and girls you see here and expect them to go back to their villages, what is there to be done. The land is no longer fertile, it's been over used, you don't have access to the land, when they have access, it is over used, no water, no river, what should they do there? They will come and starve here and every year, you push so many people inside, so many government secondary schools, about 520,000 as against 17,000 primary schools, about 17,000 to about 500,000, how do they get in, how, not even 1,000.

**Question:** Ok, Prof, it's been a useful encounter, since I have started; I have not got this stuff of inputs. Am so grateful, Thank you very much, but when I transcribe and I have any difficulty I will get back to you.

**Answer:** Do you have my number.

**Question:** Yes,

**Answer:** You said you were coming the other time, why, why, what happened?

**Question:** I went home they were a lots of problems

**Answer:** Coming from education?

**Question:** Yes,

**Answer:** All the problems we have in the house, all coming from education, look at you, look at this, look at that, all this people have been educated to that level, to me everybody should go to SSS free, everybody and then the universities, big load for everybody to go, that is all, polytechnics, universities, private one's ₵20m the following one ₵20m. So as I calculated GH₵60 per month is nothing, every in Ghana here is doing BSc campaign, because 40, 50, so why are you disturbing people, why do you have to have your mother alive, be rich, this that, that, before.

**Question:** I intend going to the north to cover Bolgatanga and Wa maybe around the weekends.

## Appendix C1

### Mr. Obour – Registrar - Sunyani Polytechnic

**Introduction:** I am Iddrisu Sulemana, a staff of Tamale Polytechnic and currently on study with the UEBS. I am researching into the management challenges of higher education with particular reference to turnover. May you please introduce yourself?

**Answer:** My name is Samuel Obour, Registrar, and Sunyani Polytechnic. Thank you

**Question:** Your age if I may ask?

**Answer:** 46 years.

**Question:** Your marital status if I may ask?

**Answer:** Married

**Question:** Your current qualification?

**Answer:** MBA Management, Masters-Management, Professional Qualification: Chartered International Certified Administrator.

**Question:** How long have you been working in this polytechnic?

**Answer:** This is my 14<sup>th</sup> year. I was here as an Assistant Registrar and then by dint of hard work when the position became vacant in 2004 I became Registrar.

**Question:** Where did you work before joining Sunyani Polytechnic?

**Answer:** Also, at Ho Polytechnic, also as Assistant Registrar before coming here (Sunyani). All in all, getting to about sixteen (16) years in the polytechnic system.

**Question:** What was the rationale behind the establishment of polytechnics in Ghana?

**Answer:** The polytechnics were established to (provide support to industry middle – level especially so that our industrial set-up will have personnel who will man them practically (the support staff) .Because if you have industries and you don't have the support staff middle level who will carry out the work, those who have the technical skills, those who have the know- how, then it means that the country cannot progress. But the polytechnics were established to provide that gap, because there was a gap, you have the lower-level, i.e elementary and secondary and then you have the

university and others, but there was the need for a bridging of the two. The polytechnics were established to fill that gap, to give the needed impetus to the industrial growth of Ghana i.e. (train the middle- level manpower requirements to fill the various sectors of the economy and to provide career-focused education and skilled training for students. They also have responsibility to ensure that they assist in solving some of the problems in their catchments areas.

**Question:** Would you say that the polytechnics have been able to play these roles for which they were established?

**Answer:** To a large extent yes. Even though a tracer survey has not been conducted yet, from reports that we receive from some of the industries our products are doing well. Yes, they are doing well.

**Question:** Which are the prominent areas where polytechnic products are featuring?

**Answer:** In accountancy like this, if you go the Controller and Accountant General's Department, (CAGD), government establishment, Assemblies our products are all over there. Go to hospitals and go to some of the key industries-VRA, ECG, Ghana Telecom they also employ our graduates. So these are some of the areas. You know in Ghana, the industries are not many. But wherever we have industry, we have the polytechnic graduates working.

**Question:** In percentage terms, how would you rate the achievement of the objectives for which the polytechnics were established vis-à-vis what they have been able to achieve?

**Answer:** Okay, because we don't have tracer survey (studies) it will be difficult to give a specific percentage, but I will rank it at about 65% at least.

**Question:** As somebody who has worked with the polytechnics fraternity all these while, are you worried about the sustainability of the polytechnics?

**Answer:** Yes, I am very much worried. Mmmm, I'm worried because it looks as if like every year we have agitations from staff of the polytechnics for better conditions and then you know, the tertiary requirement now is if you don't have a minimum of a Master's Degree you can't be in the tertiary system and most of the staff now they

have that qualification, so now if you compare the polytechnics to our friends from in the Universities, they also have similar qualification. So I don't see the reason why we should discriminate when it comes to remuneration - payment is the bane of the whole problem. *Mmmm* it's not the best. If you can motivate them they will give up their best.

**Question:** What are some of the major threats to the sustenance of polytechnic education in Ghana?

**Answer:** The threats are what I have just told you. One of them is that the motivation aspect, government should look at it especially the salaries and conditions of service. The government should look at it. So that these polytechnics staff can take almost half of what the university lecturer is taking. It is not the best. If you can motivate them then, they can also give up their best. GETFund was giving us one scholarship a year, now they have stopped. We have to rely on our IGF for most of the sponsorships which is not good...like the Edinburgh that you are in now, which polytechnic can get IGF to support you? How many students or staff can they support? *ahaaan*. That is how it is. So, if they can increase at least the number of scholarships to the staffs, then they can upgrade themselves into PhD, then they could give our polytechnics a new turn around.

**Question:** Have polytechnics been able to fulfill their mandate?

**Answer:** To a large extent, they have been able to fulfill their mandate but however, there are financial challenges that are restraining them from pursuing technical programmes for which to me forms the bases of their establishment.

**Question:** What will be the implication if polytechnics become unsustainable?

**Answer:** It would have being a failure on the part of stakeholders especially, government, lecturers and the general public. It would also lead to unemployment.

**Question:** Do you see the polytechnics as being sustainable?

**Answer:** If the polytechnics are able to take pragmatic measures to generate income to finance their activities, adopt good administrative policies such as transparency etc they would be sustainable. We have to rely on IGF.

**Question:** So, granted that the polytechnics crumble/collapse, what will be repercussions?

**Answer:** The polytechnics will not collapse, what I see is that we have challenges, but as for total collapse, I don't think that will happen. Because (1) the government is paying the salaries that is a sustained one and then through GETFund too they are funding some projects, the funding levels are now coming down but for the polytechnics to crumble, there is no way. I don't see that there is no way the polytechnics will crumble. We hope that they will rather flourish.

**Answer:** It would have being a failure on the part of stakeholders especially, government, lecturers and the general public. It would also lead to unemployment.

**Question:** What is the state of labour turnover in this polytechnic?

**Answer:** Okay, it is not here alone but other polytechnics as well, because, for instance, we have Catholic University here and the universities, they pay higher than the polytechnics. For instance, you take about two-third (2/3) or in some cases one-third (1/3) of what the universities lecturer is taking. So if you have the same qualification, logically, and then proximity why don't you leave. We have five (5) of our staff who have left within the last 3 years; we have five of them just here. Apart from the CU other private tertiary institutions are also taking our staff. I'm giving you this so that you can get the actual figures on the ground. It's high, but I am not in a position to tell you the percentages.

**Question:** How long have you been on your job?

**Answer:** Eight years.

**Question:** What is the staff strength of this polytechnic?

**Answer:** Okay, we are about 450 but divided.

**Question:** What is the breakdown of staff figures?

**Answer:** The breakdown is as follows: 185 Academic- 160 males and 25 Female:  
Non- academic: 269-168 males and 98 female

**Question:** As somebody who has been in a managerial position in the polytechnics can you enumerate some of the challenges that confront you in the running of the polytechnic?

**Answer:** One of them is what I have just told you. Staff motivation, because you if don't motivate the staff most of them will leave. So, what we have done internally is to institute what we call the car loan system. We have categories, we have the junior staff they are entitled to bicycle, the senior staff entitled to motor bikes and then we have the senior members they are also entitled to car loan. It's a sustainable loan where every month if you have benefited we deduct from your salary, then it sustains it[...]. Which is deducted at the end of the month? So we have categorized them into various quantum. So, if you take our loan it will be very unfair on your part when you have benefited from the loan then you leave the polytechnic. So, all those who have benefited they are still around. It is a strategy we are now using. We are now introducing part-time programmes, and the par -time programmes other polytechnics were doing it and they were complaining that other polytechnics were doing it and we were not doing it. If they teach, the numbers of periods they teach they also have to be paid so it will also supplement the normal income they were receiving. And then to also to [ ] this is what we have done to upgrade the staff. We have used the IGF to sponsor many many people to go the universities and other professional institutions in Ghana to upgrade themselves. Because GETFund was giving us one scholarship, and they have stopped, so this is the area we are concentrating on, but when we started we have seen that the turnover is reducing a little, but it has not stop anyway, but, it is better than the initial when it wasn't there.

**Question:** Any other challenges?

**Answer:** Another challenge is that when we started, the GETFund was doing very well. If you at look at all the buildings- they are all GETFund projects on campus. Science and innovation park multi billion project, if we are able to complete that project, we will not have much of a problem with classroom accommodation. Because we have place for where people from the industry will come and train (stay), offices for training so, it is the interplay between the polytechnic and industry. We also have auditorium, classrooms and all that, but if I look at the pace of work there. It will take

us not less than 10-15yrs before it finishes. It is about 66 billion old Ghana cedi project. But if you look at the releases, there's nobody at the site. The contractor has taken loans from bank and the GETFund has not paid him so, he's stopped. Another project which is also a classroom block - but because they don't pay the contractors and prepare their certificate well enough they are not at site.

**Question:** To what degree is turnover a problem in this polytechnic?

**Answer:** It is problem, because the paradox is that you use your IGF to train, let's say we train you and immediately you serve your bond period the person becomes a hot cake somewhere, he says I have served, I am taking leave of absence, he takes the leave of absence for 1year and the next year he says he is resigning because he has got a bigger offer. Meanwhile you have used your IGF to train the person and you cannot also retain him because he thinks he's got a better deal elsewhere. So we need to solve this problem, which is why we took the matter to Council and we want to make sure that, if you run the part-time programme. Just like those in Accra, the part-time HND and other part -time programmes, so when they come on weekends they can get money and then it will supplement their normal income that they receive. It's sustaining some of the polytechnic staff.

**Question:** Would you say that turnover is high or low compared to other polytechnics?

**Answer:** Ooh, I think that it is high; I know that other polytechnics are also suffering it. Ours may not be the highest, but I think that in my own assessment, it is a bit high. Just last year three or four people going to the CU at the same time because they had gotten better offers, it is not good. It is low but I cannot compare our situation with other sister polytechnics.

**Question:** Would you say that turnover is across gender or it is peculiar to one?

**Answer:** It is high across gender both gender. We have lecturers of both gender leaving, but the number of males is comparatively higher. The females are not even many.

**Answer:** Yes, higher with male lecturers



**Question:** Is turnover across faculties or is it peculiar to one faculty?

**Answer:** Ooh mostly, aaaahh those in engineering and HCIM .Ahaaaa, but in the case of the business we don't have people going as much as with engineering because it is much in the engineering because they are hot cakes. Institutions find it very difficult to get people with electronic and electrical engineering. *Ahaaaa* and so on and so forth. So, it is not across, we have some little in business it is the engineering areas that have the problem. It is associated with one particular School (Engineering).

**Question:** Which departments are hard-hit by turnover in your polytechnic?

**Answer:** The programmes that are hard-hit by turnover electrical/electronics, Mechanical and Carpentry and Joinery(C&J) departments in the school of engineering.

**Question:** So, what are the basic reasons for lecturers leaving?

**Answer:** They will not tell you, before you realize they are gone. Sometimes the reason they state is personal. Nobody has resigned and indicated that it is because of the poor salary and conditions that I am leaving. They don't indicate it, *ahaaaa*, but they will write that it is due to personal reasons. There was only one instance that the person wrote that he wanted his appointment to be converted to part-time because he has gotten full-time appointment at CU. And eventually we advised him that he should resign because he was having two eyes looking elsewhere .Ahaaaa, they don't normally give the reasons but unofficially, if you interact with them they tell you it's because of unsatisfactory conditions of service.

**Question:** Can you share some of the reasons obtained from such unofficial interaction?

**Answer:** Unofficially, they will tell you that the salary he's taking there is twice what he's taking here, so, why does he stay?

**Question:** Besides the salary, has there been instances resignees cite unfair treatment for instance, in promotion?

**Answer:** No, that one we haven't had it. When it comes to promotion you may be aware that's why I was away for about three weeks. We were working on the

promotion criteria, you see, it's here, we are submitting it to the various GC's and AB's- because, for somebody to work for about 10 years without promotion. Even, we took our own initiative using the old promotion criteria to promote some staff the work was not fair. To work for about ten (10) years without any promotion. But now that it is clear, those who are due aaaahh those who were due will get it.

**Question:** Was it that there wasn't a clear-cut promotion policy?

**Answer:** Yeah, no clear cut, each polytechnic had its own promotion criteria. There was one draft from CORP, but some polytechnics accepted it while others rejected it. But we were using the existing criteria to promote people, but now that we have finished these, the next CORP meeting it will part of the agenda, after which it will be given to the to the unions, if they have comments then they will call us those of us who have prepared it. It's a committee of experts, we are 3. I chaired it, then Finance Officer of Accra polytechnic and the registrar of Accra polytechnic. We three worked on it. We have just finished. I wouldn't give it to you.

**Question:** What are some of the institutional strategies you have adapted to be able resolve the problems of labour turnover among the academic staff?

**Answer:** It applies to all as I said. The car loan system we have instituted is one of them. The next one is the training.i.e. Sponsoring them on further studies and the next one is what I am telling you what we have just done i.e. the part-time area. And then the next one is the promotion, so that if someone is due for promotion because of the lack of criteria we couldn't promote.

**Question:** You have anything on accommodation?

**Answer:** Yes, if you have accommodation outside the campus, we pay you 25% as an incentive to you. *Ahaaaan*, so it has also motivated some of our staff. If you are able to find accommodation, then, we will go in then get room and then we negotiate with the landlord/lady and pay 25% as a subsidy to you and you will pay the rest and we will be deducting it from your salary. So, that is how accommodation is handled so it also serving as a motivation to them and the next one is salary advance. Somebody wants salary advance to pay the children school fees, to do something, it is processed very fast. I think this is the fastest polytechnic that processes salary

advance. I have heard from other polytechnics. So that's why when you want salary advances it doesn't delay so it is also one of the motivating factors.

**Question:** Are you doing this in consonance with Council?

**Answer:** Yes, it is council that approves. You cannot do anything without getting Councils' approval. All these things I am telling you, they are all coming from Council. The polytechnic has instituted some motivational packages like car loans, rent advances/subsidies and salary advance to staff. The polytechnic is also sponsoring teachers to pursue further studies. These are some of the measures put in place to reduce turnover.

**Question:** In your view do you think that government is responding fast enough to the labour turnover problems in the polytechnic?

**Answer:** In my opinion, I don't think it is responding very fast, because, look at the number of strikes almost every year POTAG goes on strike over this. So, I think that, now that the Single Spine Salary Structure (SSSS) is coming it should solve the problem once and for all so that, at least, they know that they have been fairly treated, they normally do this by comparing even with tertiary institutions. If that problem is solved so that if it comes to allowances then we can also solve that problem. Every year there is agitation on our campuses- POTAG taking the government to court and POTAG defeating the government and all these it's not fair. This is the first time that a body like POTAG, they have defeated the government. So this is it .If the matter is solved once and for all i.e. they want to migrate us now, our salary to CAGD's. There was a team that came and I told them that we are not migrating because there are technical problems. For instance, somebody stops or resigns the next day we can stop or delete his name from the payroll. If it were CAGD's it will take long time before the name is deleted and he will be collecting the salary. So, that is one of the disadvantages of the migration. Now, if you want salary advance, i.e. hell under CAAGD's, you ask those who are there. Here, you apply, less than a week you get it to solve your problem. And those under CAGD's it has to go there for processing and so on and so forth and when they implement it. For instance, if you go and there is some two cedis against your name by mistake , now and it will take a long time for you to get the problem rectified, so, where are you going to get money to sustain

yourself ,so, these are some of the implementation difficulties that we have foreseen but we have told them. So, they said they doing test running last week. It is hoped that the problem will be addressed once and for all.

**Question:** How is your GC responding to the labour turnover issues?

**Answer:** The polytechnic is seeking approval from NAB to introduce part- time and sandwich programmes to generate enough funds to benefit lecturers directly to raise their income levels.

**Question:** What is government's response to the labour turnover issue in the polytechnics?

**Answer:** The government is doing all that it can to improve the conditions of service of polytechnic teachers. The strategy that the institutions is adopting is now to motivate teachers with the incentive packages above and part-time and sandwich programme yet to be introduced. I hope these measures would help reduce the turnover rate.

**Question:** As an institution how often do you organize replacement interviews?

**Answer:** As and when necessary. Yes, even though we have the normal schedule the normal schedule is that we have at least three times a year but we don't restrict ourselves if we need to employ, we have to organize interviews, sometimes if very urgent we give temporary appointment like the electrical- the critical areas then we regularize it later on after serving the probation period

**Question:** What is the cost like when you organising the replacement interviews?

**Answer:** That one, it doesn't cost more because it's only lunch we give to the panel and they are small- i.e. Rector, Vice Rector, Registrar, the Finance Officer (FO) and if it is coming from electrical electronics –the HoD and the Dean, that is all. So, about seven or eight people and some snack for them so, it doesn't cost much even the sitting allowance is peanut. It used to be ten Ghana cedis or twelve Ghana cedis

**Question:** Were you working it as a committee of Council?

**Answer:** Yes, because it is not motivating enough to sit the whole day and get two cedis.

**Question:** How is it in other polytechnics?

**Answer:** It is 75% of Council yes that is it 75% of the AB depending on the committee 75% of Council you understand? Aaahaaa if it is the AB it is not 75% it's a certain %, it is not as much as the Council. Because if you do that you will collapse the system say 300 Ghana Cedis, you look at the members of the AB if everybody is taking this amount and it is coming from IGF- it is not coming from central government.

**Question:** Generally, what recommendations do you have to help us solve some of the managerial problems in HEIs?

**Answer:** My recommendation is that( 1) the funding levels of the polytechnics are low; because we are starting we need more funding than the established institutions that still have higher funding levels than polytechnics. The government should try and increase the funding levels for all the polytechnics and then the GETFund projects that we are undertaking they should ensure the successful completion of the projects. Otherwise, we will have to face classroom problems- people will have to sit outside for lectures which are not the best. And then, the scholarship scheme which has been discontinued, they should restore it and then the research grants for conferences and all these should also be increased so that staff can attend international conferences, present papers and even locally, that will help *mhmm*. And then, they should solve the salary problems of the polytechnics.

**Question:** Any other recommendations?

**Answer:** What I just told you all these things, when you do it, they will motivate the polytechnic staff so that you don't look anywhere because, one, if you have your own salary, you have something that is supporting you. If you have been able to put up a small building, your own vehicle, your family where are you going? There's no point. It is better to stay so it will motivate the staff and then the polytechnics can achieve their objectives.

**Thank you for your time and inputs. It's been a pleasure speaking to you.**

## Appendix C2

### HR Officer - Koforidua Polytechnic

**Introduction:** I'm Sulemana Iddrisu, a staff of T-Poly and currently a PhD candidate with the UEBS. I'm researching into the management challenges of labour turnover with particular reference to labour turnover in some selected polytechnics in Ghana.

**Question:** May you please introduce yourself?

**Answer:** I'm Phillis Tetteh, the HoD for HR.

**Question:** Your age if I may ask?

**Answer:** I'm a lady, with my age. I'm in my very early fourties. Okay, I'm 42.

**Question:** Your marital status?

**Answer:** Single.

**Question:** Your qualification?

**Answer:** MBA Human Resources Management (HRM).

**Question:** How long have you worked with Koforidua polytechnic?

**Answer:** *Ahhhhmm*, this is my 1<sup>st</sup> October, 1998, so this is should be my 12<sup>th</sup> or is it 13 years

**Question:** What was the rationale behind the creation or establishment of polytechnics in Ghana?

**Answer:** Ahhhh, government says to train middle- level manpower.

**Question:** Just that?

**Answer:** To train middle-level, to improve technical education. You know, these technical students, when they complete it is difficult to further their education. So, it's an avenue for them to further their education, so yes. But in all, the purpose is to train middle –level manpower for the country.

**Question:** Do you see the polytechnics as having performed these roles by providing the middle –level manpower?

**Answer:** To a certain extent. Yes, I mean to a certain extent. We can say they are delivering on that area but the problem is you know job placement, so now you see a lot of our students going to the university to further because they can't see their progression- how they can progress beyond the HND. So now, you see a lot of them going to the universities. But yes in all, we see industry going in for them, so yes, to a large extent yes.

**Question:** What roles have polytechnics played in the socio-economic development of Ghana since their establishments?

**Answer:** Ooh socio-economic development. Yes, we are training these students for the job market. We organize research conferences, I mean for the community. We invite people to share their knowledge with us. We also share our findings, research findings with the community.

We are involved like Koforidua polytechnic; we are involved in the traditional area. They have *ahhmmm* it is one of their cultural festivals is it Akwantu Kesia. The polytechnic actively support part of the programme and so yes, we are playing major, major roles in the socio-economic development of the country and our community too.

**Question:** To what extent would you say that the objectives for which the polytechnics were established have been achieved?

**Answer:** I said to a large extent; to a large extent.

**Question:** Can you expatiate a little on that?

**Answer:** The polytechnics were established to create or develop or to train people or students for middle-level and we find them in industry. We find them all over. The polytechnic students or graduates are really contributing. Some of them are doing their own businesses, you know.

**Question:** Recently, Accra polytechnic, I heard that the students themselves have formed a group to encourage themselves to employ themselves after graduation.

**Answer:** So, yes, they are. That's why I'll say to a large extent.

**Question:** In percentages terms, what percentage will you give the polytechnics?

**Answer:** In percentages terms, ooh, I'll say 70%.

**Question:** Are you worried about the sustainability of the polytechnics?

**Answer:** Yes I do. I do sometimes, yes, because of the emergence of these private universities. Yes, it's a problem, because you know, the polytechnics are public tertiary institutions so we go strictly by the 6-24 aggregate- 3 core and 3 electives. But these private universities are not doing that, so somebody with aggregate 25 will be admitted here to do DBS, but the person might get admission at the private university. So, why will I go to the polytechnic and do a DBS programme which is non-tertiary when I can just pay a little higher and do a degree in a private university. So, sometimes, if we develop the technical courses, if we develop the engineering courses well, if we structure it well, then may be, we can say that the future will be bright. But for now, I'm sometimes worried; I think that with time it will affect the numbers of students who apply for admission.

**Question:** What are some of the other problems that we encounter in as far as the delivery of polytechnic education is concerned?

**Answer:** It used to be *aahhm* personnel- teachers who'll teach the subjects. But I don't know, may be, with the Single Spine Salary Structure (SSSS) coming on board and I mean government pegging us with the universities that may not be a problem. But yes, personnel, getting lecturers to come and teach. I mean qualified with the requisite qualifications, sometimes it's a problem so that could also be a problem. And then, our level of remunerations is very low. So, sometimes that influences the turnover. For now, it's getting better, but when we started, the turnover was very very high. People coming here and leaving but if the SSSS comes in and then the differences between the university lecturers pay cheques, if the difference is not much, then and that is solved, but for now, that could be seen as a problem.

**Question:** Can you figure out any other problem?



**Answer:** For now no, but as we go along, if I figure out any new problem, I'll let you know.

**Question:** What will be the implications if the polytechnic for instance crumble?

**Answer:** Crumbling, no, they will not. But yes, the implications will be serious. *You know*, because we can't be sure of what the private universities are giving to the students, *you know*, we can't be sure. If the polytechnics collapse, if they are not sustained, then that chunk of manpower will not be properly trained, *you know*, there are some organisations - they prefer the HND graduate to the university graduates, like Accountancy. I have been told that, they have detailed knowledge, on the job market knowledge than the university graduate. That chunk, that base that mass will be missing. It will be serious, dire consequences. I hope we don't get there. We'll not get there.

**Question:** What is the state of labour turnover in this polytechnic?

**Answer:** Initially, it was high, initially, on year on-year average, it was about 20-25, but for now, last quarter we had only one exit and then this quarter we don't. So, now, it's stabilizing. But before, we had a lot of people leaving. For now, it's better.

**Question:** What is the staff strength of the polytechnic?

**Answer:** We have a total staff of 514. The breakdown is as follows: senior members 110; senior staff 190; junior staff 199; part-time 10. We are many because we do small small courses. In the school of engineering, we have a lot of courses, may be, you might think that we have too many staff.

**Question:** As the HRM can you enumerate some of the problems you encounter in attracting, retaining and keeping your personnel?

**Answer:** Ahhhh, right now, we don't really, like HR problems...why this people are going because the system is not growing. Our economy is not growing whereby we have a lot of organisations employing people. So, now getting a job is difficult, so the movement from one place to another is really not there. So, maybe, that's the more reason why a lot of people are staying at one place. But yes, as an organisation, we'll surely have problems, *you know*, because of the low levels of remuneration, we have a

lot of lecturers complaining, staff complaining. You know that they need to be motivated and so; the polytechnic itself should have a certain structures in place and use IGF to motivate them. But because the numbers are also not increasing the way we want, and then, the developmental projects that the institution also wants to undertake-motivating staff with financial incentives to a certain extent is becoming difficult. But for now, we don't have that problem of getting people and making them stay, because the system itself is not growing. So, if you leave, where are you going? *Ahhhh*, and so that is the problem.

**Question:** What processes are involved when staffs are leaving?

**Answer:** When staffs are leaving through resignations, they are supposed to give us a notice, if not, then pay in lieu of notice before leaving us. According to our conditions of service, its three months but the labour law stipulates one month and so now and *you know* where the labour law and the conditions of service is in conflict, the labour law takes precedence. By the labour law if you have worked for three years and above its one month, less than three years its two weeks and so now that's what we are using.

**Question:** What is the impact of labour turnover on the sustainability of polytechnics over the years?

**Answer:** It means that the lecturers will not be there to teach. So, it means that you mount courses and you wouldn't get lecturers to teach or you go in for people who are not qualified. I know, when we started, we were going in for first degree holders to come and teach HND, I mean, it was creating problems. Now, if you don't have your Masters degree, now, the base is the masters. If you don't have your masters, you will not be allowed to lecture and recently, we even put in an advert for people. We are looking for people with PhD; institutions are looking for PhD holders with experience. Now, we looking for Professors and Associate Professors to come and teach. If we have a lot of people leaving, it will affect the growth of the polytechnic. People will not want to come here if you don't have lecturers. The students will not even come; they will not apply for admission. *Ahaaa*, so that is a serious matter, but hopefully we are getting there.

**Question:** Is the turnover across both genders?

**Answer:** I don't have the statistics, but yes, we saw a lot of young men leaving, we saw a lot leaving, and we saw a lot of professionals especially, the engineering lecturers. We saw a lot of them coming in and leaving within the first six months especially electrical engineers and those mechanical engineers. We saw a lot of them. Some of them came, within the next six months they left for school, others also got employment at electricity, VRA so, they also left and then the school of business and management studies a lot of the lecturers also left here for industry.

**Question:** Is the turnover across faculties?

**Answer:** Yes, we had a lot of people leaving the School of Business and Management Studies (SOBAMS) and the school of engineering but, with the school of Applied Science and Technology it wasn't that high. So, across yes and SOBAMS and School of Engineering (SOE) were high but School of Applied Technology (SAT) wasn't that high.

**Question:** What's the cost like in organizing replacement interviews?

**Answer:** It's expensive. Because you put in the advert and the advert is very expensive. You put in the adverts, we have external assessors who come, you invite them, so, you have to invite them, they will come from KNUST and then one from Accra polytechnic and then we have a Council member and you have to pay them. They have to sleep, if for two days and then you pay the Appointments and Promotion Committee members who will do that job, so, it's expensive. Here, our applicants who we shortlisted for interview, when they come, we refresh them and we also you give them T& T back home. So that is a lot of money, that is a lot of money.

**Question:** As an institution do you conduct exit interviews?

**Answer:** We have not officially, not properly but sometimes, when they want to leave, I ask them why? Is there something? What is the problem or what is it that we are not doing? *Ahaaa* so, sometimes, unofficially, they will tell you that we have a problem with this, we have a problem with that. So we don't have for official records but unofficially yes- they are willing to tell you the problems that they have.

**Question:** Can you share some of the unofficial reasons?

**Answer:** Mostly, it is about remunerations and then sometimes it's about the job prospects. They think that other organisations offer them better prospects than the polytechnic; and sometimes it's family. They just want to join their spouses-they want to be at one place.

**Question:** Do you have instances where somebody resigns because he has problems with management on issue related to promotion, incompatibility with HoD etc?

**Answer:** *Aaahhhh*, no, except one gentleman who left because he had problems with the first Rector- and so it came to a head end and he left.

**Question:** As an institution have you evolved any strategy that will help you reduce turnover?

**Answer:** Oh yes, mmm the lecturers or the evening school programme, so, now, the evening school programme. It is seen as been organized by the polytechnic. So, the number of periods you have, they pay you, so, that's in addition to your regular income. And then with the non-teaching staff, the proceeds, we have a formula; it's shared 57% to the lecturers. Whatever we make 57% goes to teaching-paying of claims whatever and then twenty something percent (%) goes to the institution in terms of cost and related things and 17% or less, let's say 12% goes to the non-teaching staff and then 6% for our provident fund *ahaaa*. The non-teaching staff, that 10 or 12% is shared, *you know*, after the semester. Let's say two times in a year. We started it this academic year. So we have had our first share, the next share will be due in August 2011 when the second semester ends, and then, the second trench will come.

**Question:** Is this the only strategy you have?

**Answer:** And then, we have fridge loan- it is not much. So, I don't want to talk about it. Car loans, rent advance and furniture loan. We have instituted all these to make work here a little bit comfortable for the staff.

**Question:** As a professional, in what circumstance has turnover been beneficial to this polytechnic?

**Answer:** In two instances that I would not want to be specific. It benefited the polytechnics because the lecturers involved were also full time employees somewhere, so we got to know, we have a mechanism in place because we got to know that I mean, we complain and things[...]. We are always in touch with other institutions. So when our members get there we are informed; and then in that circumstance it was better they left because they were more committed to that institution. So, we said okay, you can do the work- you can part-time (PT). We were thinking that they can do the work as PT lecturers. But if you want to do fulltime (FT) then fine, then resign. They didn't understand us. And eventually they left. In that case it benefited us (polytechnic).

**Question:** How is the formal channel of communication in this institution used?

**Answer:** Formal channel, GC is the overall body and so that should be the last body. If you are in a department-your HoD to your Dean to the Registrar or if you are a [ ...]to the VR to the Rector. But for us from the department to the Registrar to the Rector to Council, but sometimes you see people side stepping the channel.

**Question:** Basically, how is information transmitted?

**Answer:** Through the phone and mostly through memos and then the notice board.

**Question:** Do you find any problem with the channel of communication?

**Answer:** Yes, sometimes with the notice it takes a while before you see it. Sometimes, there is a seminar or a workshop and you just see the notice today and you are supposed to be at the seminar or workshop the following day. Sometimes, the late arrival or whatever.

**Question:** Do you have any challenges in the recruitment process?

**Answer:** Yes, for politicians and opinion leaders in the community. But we have tried very much not to allow that to influence our decisions. Sometimes, this politician would call that this is my whatever, so please help out and we tell them if your applicant qualifies s/he would be short listed for an interview. We tell the person, if the person qualifies we will shortlist him or her for the interview but picking him/her would be based on his/her performance. But most times they say if the person comes

and he doesn't perform don't take him/her. That one yes, it is challenging- where the request is coming from makes it difficult to turn it down.

**Question:** Have you had instances of prosecutions for the breaking of bonds by faculty?

**Answer:** Yes, we sponsored a gentle man to Australia and when he came back before we were aware he was gone. You know Koforidua polytechnic is a new polytechnic. We are evolving, we don't have the structures, so when he came back, he was complaining he should be given an office, there was no office to be given to him but we had the senior common room, so we pleaded with him to start using the senior common room while we get him an office accommodation. Before we were aware he had left, so it was difficult. Apparently, the information he gave us for his guarantors were not correct. When we chased the guarantors we noticed they didn't exist- the names and phone numbers and things like that. But because it was government scholarship we reported him to the Scholarships Secretariat and so I think that they are working on it. But for that, we haven't had any problem with people that we work with here.

**Question:** What other suggestions can you offer?

**Answer:** I think this one is a little bit difficult for me because I think that we the polytechnics must curve our own identity. We are supposed to train middle level man power, so let's curve our own path our own identity. But here is the case we are always comparing ourselves with the universities, *you see*. The university is like this, so let's do it their way .When we want something and they tell us in the university it is like this, then we say no, no. We are always comparing ourselves to the universities-so, that's one major challenge. Let's all agree that this is where we want to go and not to follow the universities. We also want to chart our own path if we are able to settle that then all issues would be handled out properly and peacefully.

**Question:** Any other suggestions on the way forward for polytechnics in Ghana?

**Answer:** That's what I would say that remunerations-staff should be motivated. Staffs should be the given the equipment to work with. I think you have gone round and then most lecturers do not have offices and they are supposed to do research,

publications, attend conferences. They don't have offices; they don't have facilities for internet-I don't think if the net is working. These are all challenges; these are problems that militate against polytechnic education. If they provide some of these things. If they give them offices, give them facilities, equipment to work with, like you said you are from Edinburgh University, the facilities are there; you just go 'pah' and then you get the information, but here it is difficult. This morning I have just been trying to open my inbox and send information –the whole day. Since morning, the whole day it's not opened. I can't get it. You see, but where you come from, you see it is there, everything is there for you to do your work, you can type whatever. Most of our friends who went outside typed their own work-project work. Here you can't do it because you don't have the facilities, so that's the major problem. And then the school-the polytechnics should encourage staffs to affiliate themselves to professional organisations-I mean the marketing–CIM, purchasing- CIPS. They should facilitate this. The school should help them to become members of these professional associations. Because we are developing middle level man power, we need to have professionals- we are technical people we need to be abreast with current trends.

**Thank you for your time and inputs. It's been a pleasure speaking to you.**

## Appendix C3

### Vice Rector - Koforidua Polytechnic

**Question:** What is the objective for establishing polytechnic in Ghana?

**Answer:** The objective of polytechnics is basically to train the middle level manpower for industry

**Question:** Is it basically for industry or other sectors as well?

**Answer:** Well, our students when they graduate find themselves not only in the industry- some teach and some engage in serving other activities. But the primary purpose it to train, though our courses are career focus, those in accounting, those in marketing, engineering and so on. So we give the practical oriented training in the engineering areas and the skills that will make marketers and accountants out of them. So that when they are out of here, they can fit into industry in education and so on.

**Question:** So what extent would you say the objective for polytechnics were established has been achieved?

**Answer:** Obviously our students face extreme competition from other analogous institutions. But looking at the employment trends, we realize that most of them are employed in these banks as in the rural banks, in these telecommunication industries, in engineering setups, so we think we've been able to reasonably, I may not be able to give the exact percentage that most of our students after here get employed into. When we go around, especially during the industrial training visits, we are able to see a lot of them working in these places; so I think we have been able to achieve our purpose.

**Question:** Do you see the polytechnics as sustainable?

**Answer:** A big question, yes because we realized that most of our students when they graduate do *top-up* programs in other tertiary institutions, specifically universities. So we are trying to diversify by introducing *top-up* programs and also introducing additional career oriented courses that will make our products more as it were, competitive in the job market. So the fact that we are introducing *top-up* programs in the form of B-Tech and other areas like in computing and so on, which now has a



very high demand, is what I think gives the impression that we will be sustainable. Introduction of new courses that are very attractive that will prepare them for opportunities that will give them work to do in future is also the secret which I think is the reason why our programs would be sustainable.

**Question:** What are the threats or challenges facing Ghana's polytechnic system?

**Answer:** Admission requirements appears to be uncompetitive because you see, we are insisting on aggregates that people cannot even tells us who defined them- 24 for SSS and 36 for WASSCE whiles the other institutions that we compete with, for example here in Kumasi, the All Nations University, they do not look at these things whiles we are insisting on 24, they take students who have 25, 26 or whatever. Students normally and naturally prefer to have university education compared with polytechnics education that is supposed to be the general impression. So that puts us at a disadvantage.

Apart from that we face challenges from the NABPTEX, now accreditation board. Now, when you want accreditation for programs that will make us more competitive, they put a lot of impediment in our way, we tried the door step program, we have virtually had to give it up, we want accreditation for B-Tech in Accountancy- they say no, that students should go through the professional chart meanwhile you require a minimum of masters for people qualify to teach in polytechnics. So, these are some of the things. Infrastructure is an issue, equipment for course delivery is also an issue and sometimes molding test but of course we trying to sought that one through the catholic system to access most of the journals and other things which might help in course delivery.

**Question:** What is the state of labour turnover in the polytechnic among academic staff?

**Answer:** High, because you see, what appear to be the major reason is better opportunities that are being offered in terms of emolument, remuneration, compensation for work done, here there is pressure on people to research- an issue which is limiting the number of hours they should do and the fact that they have do limited hours implies that they cannot get enough extra income, so for these other new

universities, private ones which are offering better conditions of employment we lose staff to them- that is the main thing. Accommodation here is an issue and I think it is the same for most of the other polytechnics. People get employed they are not able to get money to rent places, when they get rooms, the interest rate are high, it becomes a burden on them for a long time. In cases where we give them employment and they come and start work, we realize that they don't have any other avenues that will make them generate some funds or income for themselves and we know the salary alone isn't adequate. A few of them try to do some other things like writing textbooks, handout in our polytechnic for example we have given that right to the institution, therefore that small small money would have otherwise come to them at the commencement of every new semester have been taken away through an arrangement we had with the institution. So, we have done one of the writing of the textbooks, we have been paid, that avenue have been closed. So in our system for instance, it doesn't appear as if people get money apart from basic salary and the one that is gotten through the evening school that we run and additional hours, government has said you cannot do your main plus fifty percent for morning school and in the evening school. For fairness everybody has had to get just about the few hours and the amount that is earned from that activity is also not much. I feel that is why most people when they get better offers leave us.

Apart from these, there is also the problem of advancement. You know, people come here with dreams, some starts as instructors with HND background with the hope that through the system, they will get the chance to develop to become lecturers by going to do masters and so on. But the number of people that get that opportunity is limited and for those who stay in the queue for a long time and get frustrated, whenever there was a better opportunity else where they move out.

**Question:** As the Vice Rector, you just assume office; can you enumerate some of the challenges that confront you in the day to day running of the polytechnic?

**Answer:** Well too early, the usual signing of documents. Yes, attending meetings, yes, but I wouldn't say there has been any extreme challenge for me for now and that is because I have not been on the seat for a long time. May be with the passage of time when the pressure begins to mount then I can be able to appreciate how difficult

the challenge of working in the office is but for now everything appears to be smooth. That is why I said I might not be able to provide you with you with something reasonable.

**Question:** What is the impact of turnover on the delivery of quality polytechnic education?

**Answer:** Pressure to get new staffs as replacements. Some of these people come in without the needed job experience because most of them are graduates who have just completed masters and because it is a requirement that you must have the basic- at least minimum masters, we bring them in, we discover the certificate, yes they have but the teaching experience might be lacking, so it takes another time taking them through some orientation, showing them how we set our questions, how we do our marking, scoring and so on. We spend a lot of time and effort going through the same things over and over. When staffs get all these experience, they then move out.

**Question:** Has turnover destructed any of your programs over the years?

**Answer:** No, for here what we try to do is we give people enough time to indicate their intension to stay on or move out. So, management is able to plan ahead of time - know people who are likely to move, unless there is an emergency anyway. So the succession plan, the staffs' replacement plan is good such that when one moves, there is almost always another person to replace. So effect on academic work I would say hasn't been that bad.

**Question:** Is the turnover across faculties or it's peculiar to one faculty?

**Answer:** It looks like with our engineering here, we are in the first place not getting quality staff. Anyway, because most of them prefer to be in industry and the school of business and management studies for example, we have had a very stable work force over a number of years, at least we count the last four years. One or two though move out but that it for reasons such as inability to further their education, lack of adequate motivation in terms of pay levels and so on. But on a whole we haven't had many people of extreme situation leaving, so work has not been affected much I must say.

**Question:** Do you have people resigning across both genders?

**Answer:** Administration we have lots of females, academic just a few ladies, they are rather more stable, it's the men who move out most of the time.

**Question:** What are some the reasons cited by lecturers for leaving?

**Answer:** Basically better opportunities, inadequate opportunities for career advancement are the two main ones.

**Question:** Any other reasons apart from these?

**Answer:** Not that which I can remember immediately.

**Question:** As an institution do you think that you have been able to evolve a strategy to be able to address these problems?

**Answer:** What we are trying to do in the area of career advancement is to encourage, you know most of them want to travel outside but we realize that the money that come to us, government support and IGF is such that if we want to send people outside, one, two, three people and the money is finished. So we are trying to encourage everybody to identify institutions in Ghana where they can attend for as long as the courses they want to pursue are delivered there so that we can spread the little money that we have across many people. So that is how we are trying to solve the problem of the opportunity to advance.

The other one has to do with people moving out because they feel they get better pay at some other places. That one, what we are trying to do is to introduce more new courses as one. Two, to also be able to expand the idea base by coming out with programs, not only formal programs but programs to train artisans, driving school to train drivers, and a few others, hospitality restaurants so that we can be able to boost the level of our IGF and reward ourselves at the end of the year in the course of the semester and so on; so that people can have something in addition to their salaries to make them happy to stay on.

**Question:** Do you think the GC is responding well enough to this particular problem?

**Answer:** In this respect their role is limited, they are only encouraging us to identify alternative funds generating activities but they cannot provide money, so they are supportive in terms of what we can do for members in the polytechnic community,

what we can do for members outside, so that when we go through those ones the staffs can be able to enhance their income and continue to stay. In that perspective, yes, they are doing their best to help us.

**Question:** What about the response of government?

**Answer:** Government provides the subvention beyond that once a while some scholarship funds. Apart from these supports any other thing that is an alternative means of getting money is internal, and so an issue for management. I wouldn't say yes, because apart from this subvention, we virtually do not hear from government.

**Question:** What I'm trying to say here is, is government responsive enough to the turnover issues in the polytechnics?

**Answer:** We have not observed anything much, the effort is internal like I was saying but of course for as long as there is opportunity for the institution to bring in new staffs while existing ones leave, I should say that is the only way I see government as supportive but it's not useful as far as I'm concern because we would rather find means of getting those inside to stay rather than letting them and then we encourage people seeking work to come in as new.

**Question:** Do you see your polytechnic as having evolved a clear-cut policy to dealing with this problem?

**Answer:** Clear strategy yes that one boils down to the same IGF issue. We trying to open up by incorporating into what we do activities that are in a way income generating and the idea is that if people are leaving because apart from basic salary they don't get anything that will help them solve their financial difficulties then these are the things we need to do and in that area we are not doing badly at all. We want to add on a weekend school, we have the morning session and evening session. We want to add on a weekend school, certificate programs for artisans, training for drivers, open up some restaurants, set up a block factory. Even there are discussions for us to enter into farming, fish farming and so on. These are things we think we can do in order to raise income for ourselves.

**Question:** Already are you into water production and sale?

**Answer:** Yeah, that is right we also have a sachet water, “*clear water*” that is the brand name; we are into that one already. So everything is being done to encourage staffs to stay so that by way of getting them to stay and that is management’s effort internally.

**Question:** How often does your outfit organize replacement interviews?

**Answer:** We do that once in a year, we advertise around February every year and we start by letting heads of departments bring their staff requirement, management will have a discussion on it and when the areas are accepted, they formally advertise and go through the selection procedures for a few of them to be employed; a few or many depending on the requirements. So it’s once a year.

**Question:** So what is the cost like in organizing the replacement interviews?

**Answer:** It’s expensive because we bring people outside to help the process. Somebody comes from KNUST, University of Ghana and industry. *You know*, we need them to actually ask questions, we train people for some of these areas and we need them to come and ask questions that will bring out what we must require for somebody who wants to teach. Apart from the basic interviewing, we let them demonstrate, HoDs are brought on board if it is the turn of interviewing people for their department, deans sits in throughout, the rector will be there, the vice rector, because of the number and everybody gets paid. I cannot give you off- hand how much is involved but the number that undertake the interview is high, as a result, that expenditure is equally high.

**Question:** One last thing, a formal introduction of yourself because we didn’t start with that, so that I will be able to identify who fed me with this information?

**Answer:** My name is Seth Osei Tutu; I have been around since 1997. Of course I went out briefly, came back finally in 2002. I have been head of marketing department, dean school of business and management studies and I assumed this office on the 1<sup>st</sup> of April, 2011.

**Thank you for your time and inputs. It’s been a pleasure speaking to you.**

## Appendix C4

### Alhaji Pelga – Rector - Tamale Polytechnic

**Intro.:** Good afternoon Alhaji, I'm Iddrisu Sulemana a research student of the University of Edinburgh Business School. I am researching into the management challenges of higher education with particular reference to turnover in some selected polytechnics in Ghana.

**Question:** Alhaji may you please introduce yourself briefly.

**Answer:** My name is Alhaji Dr. Yakubu Seidu Pelga, Rector for Tamale Polytechnic

**Question:** Your age if I may ask?

**Answer:** I and am 56 years old.

**Question:** Alhaji, what in your view are the roles that the polytechnics have played the socio-economic development of Ghana?

**Answer:** I think the polytechnics have played a great role since their coming into being by the Act of 1992- PNDC Law that brought polytechnics into being; specifically to address the needs of middle level man power or higher middle level man powers in various subject areas. I think the polytechnics have fulfilled or done a lot towards the achievements of those objectives for which they were set up. Although they are not on the page as it were, some may be ahead of others in terms of programs and the objectives that they have set for themselves and what they have been able to achieve over the years. But if you look at the industries and business area, a lot of businesses in the country have polytechnic graduates in various positions. HCIM is one of the areas, Carpentry and Joinery, Welding and those craft areas are there and then the engineering areas also have staffs who are employed in various places within the Ghanaian industry. We may not say that we have entirely achieve what government wanted to achieve by then but these may have other forces in terms of resources available, in terms of funding, staff requirement, remuneration and so on. There are several factors built into that may be we would come into detail later on when we go further.

**Question:** In your view how sustainable are the polytechnics, in other words what are the threats and challenges to sustenance of polytechnics?

**Answer:** Well, polytechnics came into being at a time when government was of the opinion that we needed a certain trend in education, not just theoretical but practical hands-on training of our graduates to be able to handle the manpower requirements of industries and therefore that objective is still vital. However, the thrust of the sustainability of that objective is the funding that should come from government because currently for instance, after the years of development, the trend now is to move polytechnics towards what we call the Competence Base Training (CBT) which requires that all programs in the polytechnics should be modeled on that CBT learning or teaching and if those things are actually practicalised, it requires a lot of money. Just recently, I attended a meeting at the NABPTEX which was organized by the Council for technical and vocational education and training (TVET). It is a new council which is supposed to coordinate all technical educational institutions and it is backed a Parliamentary Act. But the funding that should make it possible is what is required now. We have done about five years of pilot projects in the various CBT. In Tamale for instance, did a pilot in Agricultural Engineering but we do a lot of other courses. It has a great demand in terms of contact hours by staff and students. It demands a lot of practical placements and training, it demands a lot of equipment especially in the practical areas which have to be provided somehow. Now, if these are not forthcoming then we will only have beautiful proposals that cannot be practicalised and therefore a threat to the very survival of polytechnics. Polytechnic education is expensive particularly this new trend, so funding is key.

The other threat is the issue of staff remuneration as compared to other tertiary educations particularly the universities in terms of staff salaries and allowances and so on. Although polytechnics were upgraded to tertiary level they are not exactly equated to the universities and staff salaries and allowances are not the same. There is some discontent and this affects the turnover. For instance, if you have a second degree in a specific area and a colleague of yours is also having the same degree and you come to the polytechnic and he goes to the university, immediately he gets a salary which is perhaps twenty five to thirty percent (25% - 30%) higher than what you get with the same qualification. Therefore it is a threat to the survival of polytechnics in that staffs



move directly from the polytechnics to the universities and not the other way round except at the top management level which also has its draw backs.

**Question:** Are there any other threats?

**Answer:** Yes, I mentioned this staff movement which affects intellectually; which also means that if you don't have the right caliber of staff, if you cannot recruit the best staff, you are not competitive in that direction, that you can't offer the best salaries and allowances, you can't offer the best working conditions then you are going to have staffs who may not give off their best or you will have staffs who are not exactly the best and that can affect the output of polytechnic training. Legally, I think that the threat at the moment is a challenge that although the polytechnics Act came into being in 1992, the White paper to make it operational was not done so we have been operating more or less on an incomplete document. Part of that is the requirement that in 2007/2008 the new polytechnic law came into being which mandated the polytechnics to run not just the Higher National Diploma (HND) but degree programs as well up to the highest level. However, the requirements to do that are also said to be based on the requirements that you must have a Presidential charter for which you have to be affiliated or under the tutelage of an existing tertiary institution for about four to five years and you cannot just go ahead and run a degree program. So, although polytechnics have been in existence since almost nineteen years (19yrs), there are legal issues that hold back the polytechnics; and to get your proposals approved to run new program -even HND, you have to pass through the system which uses criteria same as are used for the traditional universities to access the polytechnics program for acceptance. In a sense, it is right because they are all tertiary but the focuses are not the same and therefore you are more or less trade jacketed to run a race which is unequal.

**Question:** So what in your view will be the implications to stakeholders if the polytechnics crumble for instance?

**Answer:** That will be too serious for the nation.

**Question:** Do you see the polytechnics as crumbling?

**Answer:** No, the threat is there, and it is real but I think government is realizing it; it just doesn't have the clout to implement what it know to be right because there are all kinds of criteria, and government also face external pressures. I do not see the polytechnics crumbling. I see that they may be competing as they are doing right now for students' number because whiles the polytechnics are required to go through very stringent measures even to have their programs approved, take for example when the new Polytechnic Act came into being saying polytechnics should run degree programs. Polytechnics have since been tasked to come up with make *top-up* programs for their HND graduates. For instance, anybody with an HND has to do an eighteen months *top-up* course to get a degree (B-Tech). Again for these things to happen polytechnics are supposed to be under the tutelage of a university and right now the universities are doing those top up courses; so they have encroached into the territory that were supposed to be for the polytechnics and the universities are now running those top up programs for the same HND students thereby depriving the polytechnics of that opportunity to grow and even have the experience. The implication for the nation is that we lose a lot of the skilled man power that we require because the universities are not exactly the places to train middle level man power, the focus is still not on academic studies and therefore the nation is going to lose critical mass of manpower; industries may not get what they require in terms of the practical skill personnel they are looking for. If even industries do not get that then production is going to suffer in the long run.

**Question:** What in your view is the state of labour turnover in your institution?

**Answer:** The labour turnover actually is something that we came to realize quiet earlier and in 2009 we actually asked our planning unit to do a research on and this is the document I'm holding- which details out the number of staffs we have lost and which have been updated. It isn't as bad as one would have thought if you consider that we have staff population made up of teaching staff of about hundred and thirty to a hundred and fifty and if just look at the number here you could actually make it up as they are not even up to forty over a period; but that is still a loss for us in terms of staff moving from the polytechnic to the universities in particular, so that is an issue we are facing. The report gives us indication as to the reasons why these things happen. I think that this problem is a national one facing all polytechnics that

ultimately we losing staff to the universities in particular and a few to industry. Those going to the industry are just few but those that go to the universities are much more because of the conditions of service that are much better in the universities.

**Question:** So far how long have you been on your job?

**Answer:** Since March, 2006. I took office in March, 2006.

**Question:** Would you say that the job here has been very exciting?

**Answer:** Yes, if you define excitement as challenges of positive and negative nature; for actually there is a Chinese proverb which for them it is a curse to say that 'may you live in interesting times'. Interesting times means times when you are faced with problems and difficulties. Having moved from the university myself to take up this position, I was in the university for twenty two (22) years and once a HoD and vice-dean of a faculty. I must say that this experience in the polytechnic is a completely different one because I have to face a lot of challenges which I never experienced in the university. Perhaps the polytechnics are still developing and peoples' mentalities are still at a level that they just came out second cycle institution status. So, the mentality is still tied down to second cycle thinking instead of the tertiary level institutional thinking so it has been challenging I would say.

**Question:** So do you have the figures for the staff strength?

**Answer:** I asked the finance officer to get it but they are not here. What I have here is the one on the staff turnover.

**Question:** As the CEO of this institution can you enumerate the challenges that confront you in the management of the institution?

**Answer:** Well, for me immediately I took over, I made a tour of the whole institution from department to department, school to school, and office to office; some of the issues that came up at that time were concerned with staff discontent, in-fighting among staffs of different levels, discontent to some financial management, discontent with management at the school and department level in terms of headships appointment and office holding. There were issues about allocation of subjects even for teaching, there were issues about promotions and how they were done, and there

were issues about scholarships for staff and how they were done, so all these were issues that I have to face up. Those were challenges that I had to confront and I must say thankfully over the years from 2006 to date we've been able to resolve almost all of these problems.

**Question:** Of these problems which are the most recurring one?

**Answer:** Currently, I think the financial issues are largely resolved because one of the first things I did was to have an external assessor come to do a reorganization of the finance office staff and come out with proposals on the various categories of staff and their responsibilities which will define and make it easier for staff to be held to accountable for their works.

Currently the issues of scholarships is one major problem we are still facing because of the staff numbers and Tamale is peculiar; in the fact we are the only polytechnic that have the non-tertiary institution attached which incidentally came about due to a collaborative arrangement which I just found out recently- because when I came in that issue was raised and I realized at that time that a Ministerial Commission had come to study the polytechnic and recommended that the tertiary and non-tertiary should be together and the staff should be considered as part of the polytechnic. A large number of the staff did not have the qualification to teach at the tertiary institution. At the moment, we still have about little over hundred and twenty (125) staff who still require upgrading and training but because we have only a few scholarships annually- we do not get up to eight, Sometimes, it is one or two and we have allocation from the GETFund which we then have to distribute; so it means it is very difficult because we have a lot of staff who are at the lower degree level with HND and first degree and then we have those who have to go up for training for their PhDs and master's degree and for those that go outside it's very expensive. One person's fee could take up the whole allocation for the year. So, we have a mass of the staffs on the ground that needs to be trained and we don't have the resource to do that. Relying on GETFund and the scholarship secretariat is not very sustainable and so we have looked into our own coffers and see if we can do that and so often we have to find money for staff to do training by giving loans to the individuals and also support those who go outside. Occasionally we have to give loans to others to support their

studies especially when they have to do field work which of course is not sustainable and so that is a big challenge.

As for the promotion it has been largely addressed because we have put in place promotion criteria to design forms that are adopted from those used in the universities for promotion. They have three levels of assessment, the department and the school level and then the appointment and promotions board are used for that, so it makes things much smoother now. It is the staff development which is still a problem for me because of funding which I'm addressing currently.

**Question:** To what degree is turnover a problem in this polytechnic?

**Answer:** If you look at the spread of turnover from the report that I have before me, you will see that it is actually spread across, from the administration side we had one from the library, one from the accountancy department, statistics department; the break down for the teaching and non-teaching staff together is as follows:

Accountancy - 1, Marketing – 2, Central administration- 4, so lost four from the central administration, finance department - 2 that is also an administration unit, statistics - 1, audit - 2, procurement unit - 1, mechanical engineering - 1, agric engineering – 2, industrial arts – 2, fashion design – 2, language and liberal studies – 3, transport unit – 1, carpentry and joinery – 1, estate – 1, electrical engineering – 1 and Secretaryship and management – 2. So, you see that it cuts across; only that the numbers may not appear large but if you put them together it's substantial over the whole polytechnic. By addition you will get a sum of thirty and that includes both administration and academic staff. If you put the two together it's over five hundred getting to six hundred staffs, so percentage wise it may not be significant but from my point of view it is still a significant number to lose especially if you have spent money to train these staffs.

**Question:** What programs in your institution have been hard hit by turnover?

**Answer:** If you just look at this it appears that the administration had been hit more because if you put the central together with the finance which forms part of the administration. Well with academics I think accountancy and marketing.

**Question:** What are the reasons for lecturers leaving the system?

**Answer:** Several reasons came up. Some of them gave the anonymous letters as reasons for their resignation. Low remuneration was one of the reasons; denial of promotion, denial of allowance, incompatibility of staffs and their head of department and poor relationship among staffs, denial of accommodation, improper job placement and denial of promotion were all some of the reasons for staffs leaving the system. These are mainly administrative issues, only that some of them are external. The issue of remuneration is an external factor because salaries and allowances are fixed from outside and then denial of allowances that is an issue from the finance department which is a perceptual issue; actually because if a staff, assuming that you are entitled to an allowance they should be paid and they were not paid over a period and it was accumulated up to two years as at that time they were not paid and that kind of frustration could lead staffs to resign their position. Then incompatibility of staffs and their heads of departments, these are personality clashes and then poor relationships also the same personality clashes.

Denial of accommodation which a factor that is difficult to contain because the polytechnic haven't got its own bungalows to give to staffs and so the few that are available are being occupied by staffs until and unless those staff go on retirement you cannot take them away suddenly. So the next alternative is to rent places and you can't rent for everybody. So some kind of prioritization have to be done for the most senior members and the rest have to rent their own places and then they are given rent subsidies which was part of the condition of service, the minimum amount given from government to top up which is not enough actually because the staffs have to pay a lot more and that is also an external factor. Improper job placement, I do not know how that come because I think that issue was something that may be from the administrative point of view or when staffs were recruited at first if you apply for a job that is what you get so you will only be put where you applied for. Re-designation is an administrative lapse because if you have schedule of meetings and the appointment under provisions is brought us - we meet every quarter and if they miss on that quarter, the next time they are going to meet is within six months and until they meet the staffs will not get placement and the institutional head as manager cannot sit in the office and say place that person then also get a charge of acting

arbitrary and contrary to laid down procedure which was a specialty of POTAG of which you were also the chairman. These are still some of the challenges, because if schedules of meeting are not kept for whatever reason some meetings do not come on especially the critical ones like that appointments and promotions and if they do not come on then it affects such matters as promotion and re-designation and so on. However, whatever the situation when the appointment and promotion committee does not meet, whenever they meet, the effective date is the date when your staff got the certificate so you can get a back dated appointment; so it doesn't matter if actually there is a delay in the meeting. If they are supposed to meet this quarter and they bring it and then they meet the next quarter, the effective date for promotion is what is on your certificate; so, you don't lose, you will still get your back pay. Recently I saw that some of our secretaries in the office salaries were equivalent to mine, some were even higher as the rector so I thought somebody was playing some games. I immediately called the finance people to come and explain and they said oh these people were promoted recently and that is their back pay which has accumulated to that.

**Question:** What is your strategy to resolve the root cause of these reasons?

**Answer:** Actually when we got these report we came up with some recommendations which we have actually taken steps to address and a lot of those issues are resolved particularly those that are within our mandate- our authority as management we have addressed them but those that are external, issues such as of low remuneration, we are still struggling with these because as you know this year POTAG went on a long strike and went to court with fair wages and so on. So, those are external factors but within as much as possible in my own role as the head of this institution I have had some kind of discussions with POTAG in particular to address some of the issues of allowances which we did internally even whiles the negotiations were still ongoing. We have done restructuring of the administrative department, designing staff profile with job descriptions and stuff, we've asked the Registrar to circulate his staff not to keep them at one place for too long, so they move them around, in the schools now they have administrative assistant, secretaries to department and then we also as part of the strategy have employed a lot more senior assistant registrar to help beef up the registry department with qualified staffs. So we have assistant registrar academics,

assistant registrar personnel and then recently we also added the public relations. The planning officer is one of those that are recruited to handle such things and you can see that he is doing a lot because it is his studies that are coming out with all these.

Stressing on quick responses to staffs request especially allowances has been streamlined. So that right now when staffs make their inputs especially like the extra teaching and those kinds of all the allowances that were problems, we have now actual control over that so staffs allowances are paid promptly now; and based on inputs from departments especially school of business, they did a good job in coming out with some proposals to help manage the system with and issues of over load of teaching the extra teaching of part time courses. They actually came out with a proposal stating admissions numbers, fees as against income and expenditure and what staffs are entitled to in terms of allowances. Rate of allowances were agreed, so that document helped so once it comes in the finance office have no option they have to apply it; it goes through audit and everybody is satisfied, so those are the kind of things that we've done.

With the issue of scholarships, apart from the Scholarship Secretariat allocation and GETFund allocation which doesn't come in good time, what I asked the school to do was to submit their own priority list from each school and that is what we have used to address this. We allocate to the staffs base on their placement on that list. But I still found out that it was too slow and therefore I have been working to get a more comprehensive package like the one I just did to the Executive Secretary of NCTE and copies to the Ministry of Education, GETFund, and the Chairman of Council and so on. So that we get a package deal like they did for the polytechnics when they came into being in 1992 and I'm still talking with the key stakeholders at the Ministries and the supervisory bodies. At the recent meeting with NABPTEX, I mentioned it. I also talked about it at the GETFund board education committee of which I happen to be the chairman because of my position as chairman of CORP and then also at the NCTE board because I was also representing CORP there. I have taken that opportunity to highlight this and they all now see the need and that is actually why I put in this proposal which they actually asked me to do. So, hopefully if we get this package it will resolve a greater portion of that and then we will be able to manage the other numbers for instance those going for higher degrees will be



smaller and easier to handle. We have also given staffs soft loans to pay their school fees, those whose applications have been approved by us for study leave and the money is not coming from GETFund, we give them soft loans to pay the fees and then we take the receipts and go for refund from GETFund and that is how we've also been addressing this issue.

We also addressed the issue of appointment and promotion by putting into place the procedure, designing forms, for both administrative and academic staffs promotions which you have to fill in yourself and it has to be commented on from your department and the school before it comes to the appointment and promotions board for approval.

With the issue of headship, we address it by instituting a rotation system among the equals as of course, so you have people taking office base on rotation for two years and those who are deans it is a three years.

**Question:** What about the Governing Council, how is the council responding to this issue?

**Answer:** A lot of these were management issues so even if I report to council, they will ask that administration should address it, unless it was a critical matter, if it's the issue of scholarship for instance, they will say well we have look at the ways of getting other funding in addition to the GETFund or individual council members will use their lobby to do contacts to see how they can assist because some are government appointees. The issue of anonymous letters was in council for a long time, at that time council came into it and the council chairman met the administration and concern staffs because we did not know where this letters were coming from and of course although some of them were resolved, others went to court and the outcome of course we all know; ultimately we had to withdraw the case from court and settle them internally. Largely that matter has died off except for one particular individual but we looked at them and find that it appears to have some personal interest or some disgruntled individuals behind him are pushing him to write something but at a point council thought we should just ignore those piece because we spend a lot of time and money because base on anonymous letters, we set up committees, fact finding committees and we spend a lot of money ultimately the issues are not things that you

can hold. A few that came up that concern administration lapses we addressed particularly admissions procedure and admission of students who were not qualified which we addressed by setting up the central admissions committee led by the Vice Rector that has gone a long way. Although there are still problems because you get people who corrupt the system, who still manipulate the system and want to avoid the structures put in place. You have students who forge documents and they apply for admission, you don't immediately get the culprit on time, so these are things we are doing to address some of these matters.

**Question:** What about the response of the government to some of these problems?

**Answer:** As far as the government is concerned, we deal with government through supervisory bodies such as NCTE, NABPTEX and NAB. In response to some of these issues, the anonymous letters in particular, the three supervisory bodies set up a fact finding mission - a five member committee were sent to the polytechnic to follow up on some of those issues and they came up with their findings. At the same time Council also set up a fact finding committee which also came with its finding and together, we put them together and I also as Rector set up a committee so we had three different committees working on those anonymous letters and charges of improper placements. A lot of findings came out particularly in the admissions area of students who didn't have the right grades and so on and then we addressed them. Some we had to write to students to make up their grades before they qualify or before they graduated. Staffs who were involved were penalized; some staffs who were involved in financial malfeasance were sacked and some suspended for about six to nine months and so on. It is only recently that some were reinstated. The responses from government have been through the supervisory agencies.

**Question:** What about the response from government in respect of the conditions of service?

**Answer:** Government works through the Fair Wages and Salaries Commission (FWSC), the sole body for that and they have been dealing or negotiating with POTAG. The stalemate was that, the FWSC wanted to put in place a structure to deal with all categories of staffs, meanwhile POTAG was saying that before they do that they should negotiate on their conditions which last expired in 2006, so that was the

stalemate and this is what took them to court. But of course the court ruled in favour of POTAG and so they've gone back and are now working on the road map. At that time I was CORP chairman, so to help address that I also called a stakeholders meeting of all polytechnics workers and the unions POTAG, PAAG, GAPA, TEWU, then the directors as well and the finance officers as well. I brought all of them together in Accra and then asked them to draw up a comprehensive harmonized condition of service for all polytechnics -which documents we now handed over to POTAG to use as the means of negotiations that is what they are working with. In addition, I also realised that the frequent industrial arrest in the polytechnic was sometimes due to misinformation, misunderstanding and miscommunication and so on. So I also organised a workshop for all the Rectors, Registrars, Finance Officers, union executives such as POTAG, PAAG, and TEWU in Kumasi on conflict resolution, advocacy and negotiations. It was a five day workshop by some resource persons from GIMPA and it was well attended and all the polytechnics were there in their numbers and at the end of the day, they said they have never seen anything like that in the history of polytechnics managements. It went a very long way to bring management and staff unions together in the polytechnics. Right now, we are working hand in hand to address the issues of concern. Now, POTAG understands management, unions understand the administrative staffs and they are working with the same document because after that we also put together a team to go and work on the common document of the condition of service in all categories from lowest to the highest and now we have that document and that is what they going to use for the negotiations with FWSC. I just got a report from the Rector of Takoradi that the document is ready but because of the comprehensive nature, a lot of changes came into the existing conditions so they want to hold another meeting to look at it and I agreed because now instead of having separate piece for everybody you go and negotiate and you have one comprehensive document for all categories of staffs. I think that we also addressed the issue of discontent, the issue of low remuneration and people assuming that others are chopping at the expense of others.

**Question:** As and when people leave how often do you organise replacement interviews?

**Answer:** First of all, if staffs leave and often at the department level, the management starts at the department, because if you are a head of department and one of your staff leaves and you don't report, we may not know it until it is too late. That is a bit slow because when heads don't report and we get to know it later and the numbers are very small because organising appointments interview is expensive; we have to get a panel both internal and external and resource persons, also you have to advertise it. So it take it takes time, and so if it is just one and we have some already as an applicant, sometimes we just asked the head to recommend.

But often when the registry gets such request, we will ask for them to collate, then we will see the level of staffs concern, the qualifications that are necessary and then we do an advert, and then do the interviews. It takes long because you do an advert you have to give people sometime to respond and you have to organise the interviews. The problem that I have now is that the administration takes too long in writing the letters of appointment. The other thing is the last one we did we had to seek clearance from the Ministry of Finance that we want to do recruitment and the last time they told us that our budget does not cover that but if it is just your current staff strength and some of them leave then you can replace them. But because students numbers are growing, staff requirements also grow and for those that you need clearance from the Ministry of Finance before you can do recruitment.

**Question:** What is the student population?

**Answer:** The student population as at this year 2011, we are about nine thousand (9000).

**Question:** On the average, what do you think the costs are like in organising replacement recruitment?

**Answer:** It is expensive because the appointments and promotions committee is a sub-committee of Council, and the Council allowances are quiet huge and for the sitting allowances, every member takes 75% of the Council allowances and if an interview panel is made up of eight people for each area and if you look at the numbers that we have to interview, often the interview has to go on for several days because of numbers so the bill becomes very huge; so it's expensive that is why the

administration also does not come up when they just interviewing two people, they will rather wait until they have a bigger number before the organise the interview, so that stretches the time to fill in the gaps.

**Question:** Do you have situations where you've recommend someone to staff before the person is actually interviewed?

**Answer:** Some departmental heads do that when they have a gap and we have not done the interview and there is somebody whom they think can work, so they will recommend that we take this person temporary although some of them do it arbitrary without consulting administration first. They just give the person the job and later they will tell us that they took this person and that disrupts the appointment process because then if you have to do an interview more or less they have already appointed the person. So it makes it appear as if we are doing deals with somebody which is not the case.

**Thank you for your time and inputs. It's been a pleasure speaking to you.**

## Appendix D1

### Antwi Bosiako - Executive Secretary - NABPTEX, Accra

**Introduction:** I'm Sulemana Iddrisu, a staff of Tamale polytechnic and currently a research student with the UEBS; I'm researching into the management challenges of higher education with particular reference to turnover in some selected Polytechnics in Ghana.

**Question:** May you please introduce yourself?

There was this University Rationalization Policy (URP) that was done somewhere in the early 90s and one of the things that were recommended was to turn the polytechnics which were then under the Ghana Education Service (GES) into tertiary institutions. The aim was to let the polytechnics train people for middle level man power. But we must remember also that at that time universities had gone on strike for a long time, we had about two years backlog of SSS people and the universities could not take all of them. So this idea of turning polytechnics into tertiary was also to absorb the backlog of the SSS batches. That explains why the same admissions requirement for universities was made for polytechnics and those who didn't get admission to the university came to polytechnic. That has been the problem because some people eager to enter the universities but could not get admission and came to the polytechnics; after they have completed their HND, decided to go the university, so there are people that after three years in the polytechnic would like to go back to level 100 and so somebody's first degree was costing the Ghanaian tax payer seven years and this is not good at all. If we have been getting admissions from the technical institutes that idea of training middle level man power would shift because now those who are supposed to occupy the middle level man power, all of them want first degrees, masters and so on. So the picture that we have is that we are creating a structure, that we have the foundation but the middle is hollow because they are all leaving and they want to go to the top, so what type of building are we trying to create. We therefore need to get people who would actually meet the needs of the polytechnics that are the middle level manpower.

**Question:** What roles have the polytechnics played in the socio-economic development of Ghana?

**Answer:** Right now, we are doing tracer studies and we have noticed that some of them especially those who do Agric Engineering are doing a good work in certain areas. They have actually helped to bring about sanity in certain areas in the agricultural sector such as innovations and so on. A visit to Ho Polytechnic for example, those currently doing the CBT, when they went for their practical attachment, some of the industries didn't want them to come back because they felt that they have even completed school but they told them that they have to go and complete school first. They were highly impressed and they said that they would take them on immediately after their school and I also remember when we went to Takoradi Polytechnic last year somewhere April to talk about the CBT because we realised that students were not prepared to collect the CBT Certificate which did have first class, second class and so on because with CBT certificate it is either you are competent or not yet competent. We would not have any first class or second class because companies are not after first classes, they are after competency. Some few weeks after we left, some oil company came to Takoradi to recruit staffs for their offices and they asked about their engineering programs and they realised that civil engineering were the only one doing CBT, so they asked the management why they are not turning all the other programs into CBT; and they made it clear to them that for us we will not employ anybody who hasn't got CBT on his certificate, so asked how many student do you have with CBT and they said ninety and they said we will employ all of them. So that has informed NABPTEX to organize series of workshops on CBT.

**Question:** What do you think about the sustainability of polytechnics in Ghana?

**Answer:** The polytechnics can be sustained, right now we know GETFund is doing a lot but it is not enough; the polytechnics must create customer jobs in the various departments. The HCIM for example should be able to provide services in for instance, provision of foods, sometimes they can advertise when there is a function, they can even take over the service of refreshments and send these students there and that will give the department some source of income. The building section for

example can undertake some construction works and then the profit come to the department. But one thing that I have realised when NABPTEX started and we got an office, I approached Accra Polytechnic's furniture department, I said I didn't want private people to get that money; it should go to the polytechnic. So I invited them to produce furniture for the offices, it took me several months going up and down and eventually I had to go outside to do it. Sometimes, even when they will do it at all, I don't know whether it is because they have not been getting jobs and so on, when they get one job they want to get rich at a go. The fees that they will quote for you, the former principal of Kumasi Polytechnic was telling me that when he wanted to make a fence wall around the polytechnic, he wanted the building department to do it, the fee that they quoted, eventually he brought somebody from outside to do it and he did it at about one third of the cost. If they will be a bit reasonable in their assessment of prices, then I think that they should take on customer jobs.

When you go to Kumasi, KTI the auto body shop, I taught there some time ago and they are one of the best auto body shops in the country. People take their car from Accra to Kumasi for auto body shop and the auto body shop; they have employed some of the past students. They are working there and it's not the school that is actually paying those that they have employed, they get money to pay them. If the departments can do something like that it helps. The other time I gave a talk at Accra Polytechnic Automotive Engineering department for example look at the vulganizers we have in the country how many of them have been trained; you can organize short courses, one month, three months, six months courses to train them. So, these are some of the things that they have to do to sustain the programs at the polytechnics because money is not coming from anywhere apart from the GETFund and the central government which is not enough. The demands on GETFund is getting too much; the GETFund was purposely set up for the tertiary but now it is going to basic schools and private institutions are even asking for support from them.

**Question:** What in your view will be the implications if the polytechnics become unsustainable for instance? You talked about their being able to organise certain courses in other to get some funds to be able to sustain them.



**Answer:** Apart from their organising those courses they can also produce certain things and sell, they can also team up with companies. In 2002, Mr. Effah the former NCTE Executive Secretary and I travelled to France, and we visited a university in the northern part of France; they took us to a company where we saw students and some of their lecturers in a motor vehicle company and we were told that most of these Renault vehicles that come, the designs are made by students. At that time they were working on a project which they said they were trying to produce a vehicle that would not use ignition key to start and now they are in the system. They have been able to do it, and this was done by students and lecturers and Renault organised competitions where you design vehicle and they give awards for all these things and they buy it and pay the university for developing such models. So this is what the polytechnics must also do. They must go into research and do all sort of things. We went to Holland with this CBT thing and went to place students on attachment and the company went to deals in herbs. They collect all sorts of herbs, the herbs pass through some processes and there is a certain chemical; when they see that it is beyond a particular level that means it is not good for human consumption. Then they have to look at what that herb can be used for. We have a lot of these things here that can be done but we are not actually making use of all our resources.

Look at the sawdust we have, is it not possible that we can turn these sawdust into something that can be used for firewood or for heating because now we don't want people to use charcoal because they are destroying the forest. Sometimes these sawmill companies have to hire people to dispose the sawdust and the sawdust is even becoming an environmental problem but I know in my home town where they make cups or coppice, the saw dust when you set fire to it; it takes a very long time before the fire can get extinguished, so sometimes when this women make pots they put the hot pot in the sawdust there, cover it and if you don't know and you step at that place, you will be burnt. So, for the saw dust that can retain heat, I think we must research into it, do something about it, if can even get the sawdust into something like coals that can be used in place of charcoal or can be made in form of logs to be used like firewood or something. I believe that something can be done with that and this something that must be done. Takoradi Polytechnic said the coconut stem they can used it for furniture and they did some little exercise and now it has gone waste, they

are not developing it again. We need to actually explore all these avenues and make sure that what we have we can work on it.

**Question:** To what extent would you say that the staffing situation in the polytechnics is a problem, given the current staffing situation?

**Answer:** Well first of all, all the polytechnics I think they are under staffed, simply because first the conditions of service aren't good, so when even people come with their master and doctorates, after sometime they leave. They leave the polytechnics and go to the universities or private institutions and they are getting more than twice their salaries. If we want the staffing situations to improve, we must work on the conditions of service. Then also most of the staffs at the polytechnics were not made to teach in the polytechnics in the sense that they lack industrial experience. For instance, somebody teaching automotive engineering and the person has not had any attachment with any automobile industry, somebody teaching mechanical engineering let's say plant has not had the chance to work in any factory. So, the person is actually teaching theory and I strongly believe that if we want people to teach in the polytechnics and teach very well, there should be a formal attachment for them and promotions should even be based on attachments; where you have been and what you have been able to do.

In the academic universities you have to show proof of academic of having contributed something to knowledge before you are promoted but with the polytechnics it should be the practical skills or attachments you have undergone and what you have done. I have also been suggesting that even students who go on attachments the project works that they have been writing; I don't consider these things as project works at all. I saw somebody's project work "The role of the human resource manager at a particular organization", this one you can get it from any book but I expect somebody who has done attachment with NABPTEX, electrical engineering to come and tell us why anytime it rains in my area the lights go off or why is that electricity can power this, so you try and solve a problem and if you do this to solve a problem in NABPTEX, I will be prepared to pay for it and if when you have finished your course, I will even be prepared to employ you. So the polytechnics must help themselves, the system must help to correct some of these things. Let

student produce project works that are related to where they go to do their attachments to solve problems there. When they go for any attachment they must open their eyes to see what they can do to improve conditions and situations there and when such things are done you will realize that the polytechnics and these industrial institutions will have a very cordial relationship and they will sponsor a lot of activities in the polytechnics.

**Question:** My next question has to do with statistics, I don't know if you have it readily but I could have it later; looking at the teacher students' ratio in the polytechnics.

**Answer:** This figure I think it will be NAB that can give you because it is one of the areas that they look for but I know that it is very high. We just finished Sunyani polytechnic 2009 examination results and Accountancy alone, I bet you is over six hundred (600) students, so if one teacher takes such a class, no wonder they can't set mid-semester examinations test and so the continuous assessment is not done well. So it's a problem, meanwhile in the engineering programs the numbers are very low. I remember in Accra polytechnic one particular year there were only two students in the refrigeration and air-condition, one pass and the other one failed.

**Question:** What about the statistics of turnover in the polytechnics, because I read about some stuff on Ghana web where you were lamenting about the fact that your outfit will have to organize workshops upon workshops because of the high turnover of lecturers, what that meant was that the exits of the lecturers made it difficult for you to have the same people on the ground, so each time new people were hired, you had to come around and organise interviews.

**Answer:** This one also I don't have the statistics but the polytechnics themselves will have because what I have noticed is that, especially the Test Item Workshop, you do it this year, the following time you go they say, their head of department, this and that. So in our interaction with them we realised that the people are no longer on the ground but the actual figures I don't have.

**Question:** How does the student teacher ratio impacts on may be the current staff and their delivery.

**Answer:** Well where the student teacher ratio is very high definitely teaching is not effective. As I said earlier on, they cannot give the required number of assignment and quizzes for the continuous assessment. What we have noticed here is that for the continuous assessment of forty marks, most lecturers are just giving out marks at their discretion and the marks normally ranges from sometimes from 35 to 40. I remember one day I took some results that we received from one polytechnic, I wasn't convinced with what they were giving us, so I took the whole results and their statistics back to the polytechnic and met the academic board and there was this student who have got 38 out of 40 in continuous assessment. So, I asked them if a student get 38 out of 40, what type of student is this person. They said then that is a bright and very good student, I said well somebody who had 38 out of 40; at the end of semester examination this person got 6%, is it possible; then all of them said no. So, I produced the continuous assessment and pass it out and said look at this and you will see how the man had used correction fluid to effect changes, so I asked what your comment on this? Oh, the man was not sure; he just gave some marks out of his own discretion. So I said well how do I accept this thing, I am giving you two weeks, in three weeks' time the NABPTEX board is going to meet to look at results, within the next two weeks put the proper marks there, I am not accepting this. In one particular program there were about nine students who got first class out of about thirty or so and when they went back and did their homework well, it came down to two and what they produced you could see that was a reflection of what is on the ground. So when people are not teaching well, they just want to cover up by giving marks as they wish.

**Question:** As a stakeholder in the tertiary sector, what are some of the management challenges of higher education especially in relation to polytechnics?

**Answer:** First of all, everything that we do here, the information that we need to work must come from the polytechnics and the polytechnic is a very volatile area. Anytime there is unrest at the polytechnics, it affects us, you need any information, and they are on strike. POTAG is on strike, so we don't touch anything academic and that affects our work. So we would like to see that there is calm in the polytechnics. But sometimes I wonder if they are even running shifts on strike, after POTAG has finish then it the turn of students or TEWU or PAAG; so this a big problem and we all want peace to prevail there so that we can do our works well because most of the time you

hear on air NABPTEX delaying our results but they are supposed to work on this. As we speak right now, the other time I rang Accra polytechnic, they are supposed to bring their scripts for vetting and they are not bringing the script for 2010; meanwhile by December last year Takoradi polytechnic had graduated and we've given them 2010 certificates. Then you hear somebody saying I completed in 2008 and I haven't got my certificate when you don't bring us the things that we need, how can we do the work. So this is a serious problem affecting our work here. It looks like the polytechnics don't respect deadlines, eight weeks before the commencement of your end of semester examinations bring questions they wouldn't bring questions; sometimes, one week to the time then they bring questions and they want us to moderate for them. The normal practice is that six weeks after examinations have ended; you should submit the scripts and most of the time even three months to four months the scripts are not marked. So this problem facing us here and once the polytechnics get their things right, our work will also be easy. The students also cannot escape blame, they know that their photographs must be put on their certificates, some of them will leave; even I understand when polytechnics are taking photographs and they put up a notice that may be on Wednesday of the so and so date between 2pm and 4pm all marketing students we are coming to take your photographs, when they have given this notice to students, they will still go and find out that a number of students are not there, they won't take the photograph and yet they want certificate. So that problem is there and also they are supposed to collect examination fees for us, when they collect we expect that they will pay this promptly and some of them will not pay at all, they will collect and use the money, you will find them using IGF, they use to give loans to their staffs to buy cars and all sorts of things while we are here; we have to pay for moderators and verifiers and then use part of the money to organize workshops for lecturers. Even where they want to pay the money at all sometimes they will not tell us the exact (amount) money because they hide the numbers and we always tell them when you coming to pay give us the number of students you are paying for. Just last Monday, one polytechnic brought a check like that with no covering letter so I rang them and said am not going to give you any receipt unless you tell me how many students you are paying for. We have collected the cheque but if you don't do this you will not get a receipt to cover the

payment and so they are planning to come and say tomorrow or so they will bring the necessary documents. We have to work in faithfulness.

**Question:** Because turnover is a problem the issue of the strikes you talked about and then what about infrastructure for instance?

**Answer:** Infrastructure is also a problem, in fact I travelled a lot because this conferences and anytime we attend conferences we visit educational institutions and I cannot say that the facilities we have in our polytechnics are good, they aren't. We went to Singapore and visited an ordinary technical institute, KNUST doesn't come anywhere near that technical institute and so somebody who have trained from that technical institute, the skills that this person has acquired, the competency that he has acquired cannot be compared with somebody who has a degree- not at all. I think the time has come for this country to do away with the degrees and what not, we must pay people for the competence that they exhibit not the degrees, the first class and the master degree or doctorate degrees that they have that they cannot help to produce anything.

**Question:** As part of the challenges as an examining body are you worried about the bookish nature because polytechnic are gradually departing from this banking type of education where the teacher comes in and he loads everything unto the students into the CBT?

**Answer:** Right now, in our tertiary institutions, lecturers just produce handouts and they teach, it's just recall, recall. So they set recall questions and it is not helping our students to think. They cannot do questions that demands analysis, that demands evaluations, questions that demands let's say any higher other form of comprehension and what not because they set from the handouts and they make it in such a way that if you don't buy the handouts they produce you won't pass. Some even go the extent of writing names of those who have bought the handouts.

I remember during one of our monitoring examinations, I visited one polytechnic, they were writing exams and handouts where outside the exam hall, I picked up one handout and went through the contents column I saw they've written in pencil, question 1, question 2, five questions in the contents column and when I entered the

examination room and I took a question paper and I conferred with what was there, the topic that the person have written question1, there was this question on it, the same thing for the five questions and all the questions are equal. So it is no wonder that our students are not performing in the mathematics and science related programs because they are not given the type of questions that will challenge them to think. They know that this teacher once you get the handout this question will come, so chew pour pass; they just go and chew and then present it. So the quality of teaching is not what we like as an examination body and that is why the other time we had a workshop and said that there shouldn't be more than 30% questions on recall. We should have higher order questions so that at least what they had learnt; in polytechnic what you have learnt you should be able to put it into practice. So this how we fill about it.

**Question:** Still on the issue of turnover, we have talked about turnover in the polytechnics but do you see it as a problem that requires some solution?

**Answer:** Oh yes, it is and I think the solution is the condition of service. If they are paid well, if they are satisfied on the job, you see in some developed countries you will find people moving from industry to polytechnics to teach or people from even the universities, they can take their sabbatical leave and then come to polytechnics to teach but it is not the case here, it is just the other way round. It is only the rectors who move from the universities to the polytechnics but it is not the best, so we need to work on the conditions of service then see how this turnover can be curtailed.

**Question:** What would you recommend for inclusion in the current HND curriculum, it appears the curriculum have not been revised since the inception of polytechnics?

**Answer:** That is what we are doing, it's all boils down to money, you will budget for it and you don't get money.

**Question:** I'm saying that, what is it, that is lacking in the old syllabus that you think could be factored into the current one?

**Answer:** The world is changing fast so the curriculum at most every five years should change because the way of doing things some time ago after five, ten years may change and you need to change, especially now with ICT and all things. We need to

make sure that we review curriculum regularly but we don't get the fund for it. For instance, look at secretary-ship and management studies who needs shorthand these days and our students are doing typing and short hand, now we are in computer age. I'm sure Tamale poly still uses typewriters, for what? When they finish are they going to sit at the old post office and type for old men. So that particular program for example we should take out the shorthand from it.

Sometime ago people learn shorthand and then they will be taking notes at meetings or even journalist who interviewed people will use it, now even common cell phone can record verbatim and most of our students are failing the program because they cannot pass the shorthand. We don't have very good teachers to teach shorthand, those who are teaching shorthand, they took this thing very long time ago and they run out of ideas, they are not updating their knowledge. So why do we saddle this people with all these things, after all when they finish also they are not going to use it. If we want them to have a fair idea of it well one semester in the first year or second year that's okay for them to have an idea of shorthand then that is it, then we do things that will actually help them. Now, almost every manager is a secretary by himself, my niece wanted to go government secretarial school to do secretarial course in typing and what have you and I said what do you need this for, these days every manager has his own computer or laptop doing the typing himself, who employ a secretary; you need to learn something that is why we say secretary-ship and management, now it is more of management or managing the office, managing the front desk, managing this this and so on. Not the secretary-ship type some time ago when you need a secretary then you press a bell then a secretary will come, no!! So this secretary-ship and management program, you give them more of management then little bit of accounting even and human resource. Eventually, you need to review the courses as frequently as possible.

**Question:** It means that in terms of the review of courses your outfit has done something except that you have some financial problems.

**Answer:** We've done something with core and in fact I have to say that the polytechnics inputs were very encouraging. We started, we drew up the program but just as we were about to start when we sent letters to them, we invited them, POTAG



was on strike and we felt that with POTAG going on strike these lecturers will not come but they came in their numbers and they worked very hard, so now seven engineering programs are on the way to become CBT programs, it just need some few touches here and there then we will call on stakeholders meetings and look at what has been and then any comments or additions that may be corrected before this can be used.

**Question:** As a major stakeholder in the higher educational sector do you have any suggestion to some of these problems you have enumerated, how we can overcome some of them, some of the managerial challenges of higher education?

**Answer:** Well, apart from the conditions of service, the polytechnics also internally, they also have to work on their weaknesses. One basic weakness in all the polytechnics is lack of records keeping, the record keeping in polytechnics is very bad and with CBT if you don't have very good records keeping you cannot actually monitor the progress and then assess students very well. So, this is one area that all polytechnics must work on. Sometimes students take even resit paper and you go the department and there is no evidence of the resit and sometimes I just don't understand. So we need to work on that, it's very important.

**Question:** This time around I'm narrowing the discussion to you outfit, what are the challenges of your outfit such that you having some difficulty achieving the objectives for which it was set?

**Answer:** I will say that the polytechnic law that was actually passed some time ago was a bit challenge; that is the Act 745, the 2007 one. That one nobody is against the polytechnics issuing its own certificates but the right thing must be done. In that Act, a lot of things went wrong, NCTE holds the purse for tertiary education and NCTE takes a decision whether this particular program is of use to the nation, whether we will be able to fund it or not but if you take that Act from page one to the end, NCTE is never mentioned in the Act. I have been telling the Minister, that look if I were a Rector of a polytechnic and I wanted to mount a program in the Act so long as the academic board and the Council have decided that this what we want, then we go about it then we sell without making reference to NCTE and even without coming to NAB and it is only in the case of HND that you will see NAB being referred to there

that they must come to NAB for accreditation. But we know that the policy is that without accreditation by NAB you cannot pursue any program but this was not captured in the Act. Then also polytechnics are the apex of the TVET system, where is COTVET and I told the Minister some time ago that if I were a Rector in a polytechnic I wouldn't have anything to do with COTVET and I know that the Rectors response to COTVET is just out of courtesy. There is nothing in the polytechnic law binding them or telling to work with COTVET or whatever but this was no taken care of. The COTVET law was made just some few months before the polytechnics law so this should have been taken care of in the polytechnics law. As we sit right here, one of my officers is in Koforidua, there is a stakeholders meeting, a new curriculum that they want to implement and when the guy who brought the letter came here and asked about how they went about it; they started without going to NCTE, you know it's an HND program and you want NABPTEX to award certificate, and we are not part of the development of this; now you have done the thing and stakeholders meeting you want us to come so what inputs will I make. That program is an engineering program or applied science program or what and then he said it is an engineering program, is it in the CBT mode? No. But the policy is that any program in engineering should be in the CBT mode, so what have you done?

Bolgatanga polytechnic Vice Rector was here yesterday with some questions for us to moderate, it was then we realized that they have started a new program there in Procurement Logistics. We are to go and moderate the questions, we don't have a copy of the syllabus here so we are not part of it, so when we take it to moderators what are they going to implement. All because, may be people feel we have the polytechnic law, we can do our own thing but here is the problem. So that law is creating a lot of problems, even though now polytechnics have decided to work with NABPTEX, all of them to stay with NABPTEX for a while. I feel that once they are with NABPTEX, they should learn to do things in the right way so that when they are of age they can wean themselves off and start their own thing.

In the UK when it started, Center for National Awards (CNA) was awarding HNDs and others. Now, almost all the polytechnics, they are awarding their own certificates, even the polytechnics are nonexistent now, they are all universities. I remember in 1985 when I was in Bolton Institute of Higher Education and Bolton was trying to be

given polytechnic status even though masters' degrees and what not were going on in Bolton Institute of Higher Education, they were refused, they said they have not gotten to the polytechnic status, now it's a university, Bolton University. Here in this country we rush to do things, we don't take the necessary steps to do things in the right way.

**Question:** What about your personnel do you have the requisite personnel to help you in their numbers and with the quality in your office?

**Answer:** As far back as 2008, we wanted to added seventeen more staffs, we were granted the permission to do that but the Ministry of Finance was not ready to give us clearance, now we've clearance and even we noticed that we need more staff than we have requested; because now there are even others things that have been added to our mandates. We are going to run examinations for technical schools in the core areas- English, mathematics, science and social studies with effect from this academic year.

Then also we working with the Ministry of Transport, we've noticed there are numerous incidents of road crushes and the Road Safety Committee, DVLA, Government Training Institute and some other organisations, they have come out to say that they are going to have a national drivers academy where drivers especially commercial drivers will have to undergo some training and then be awarded certificate and NABPTEX is supposed to give them the certificates. When you look at the number of drivers even here in Accra alone, the other time I spoke with those who are organising the training, transport academy from UK because they are also doing a similar thing there and in the very near future, they want to extend this to; we will have a way of working with the polytechnics, where the polytechnics can also assist in this.

The drivers will be trained there in the polytechnics and take the exams there. With the polytechnics in each region, it will be very easy for those in Northern Region to be trained without necessarily coming down here and even to start with, they want to organise training of trainers' course and they want to train people in Accra here and tell them to go to Tamale and practice driving. If they are doing the training of trainers' they want people from Tamale to come, people from Takoradi to come, Sunyani to come; so when they get all of them and they train them, you go back to

Tamale, your own environment and then you work there with it. So this is an added responsibility to NABPTEX which shows that we will have to get more staffs and more office space. A time will come when we even have to open branches in the regions and the districts.

**Question:** I think one of your challenges was that you were leaving in rented premises and I remember I came sometime and your offices were braced for non-payments of rent.

**Answer:** Yes, but now we don't have that problem, I don't dream of meeting a landlady for negotiations, and that is a big relief.

**Thank you very much for your time and inputs. It's been a pleasure speaking to you.**

## Appendix D2

**Mr. Issac N. Newman - Senior Planning Officer - NCTE, Accra**

**Introduction: Introduction:** I'm Sulemana Iddrisu, a staff of Tamale Polytechnic and currently a research student with the UEBS; I'm researching into the management challenges of higher education with particular reference to turnover in some selected Polytechnics in Ghana.

**Question:** May you please introduce yourself?

**Question:** May you please give me a brief profile of yourself?

**Answer:** I am the Senior Planner, Research and Development Officer or simply Senior Planning Officer- responsible for data collection and analysis, policy planning, strategic planning, so basically that is it.

**Question:** As a Senior Officer in the NCTE can you explain the rationale behind the creation of polytechnics in Ghana?

**Answer:** The main rationale, you can find them in two places, one is the White Paper (WP) perhaps you have seen the WP. It is to produce middle level man-power and also to produce an avenue for students in technical schools to access tertiary education; then technical schools, you complete to some level and there is no where you can go, so the polytechnics were established for the economy's middle level man-power development. The idea was that people will get training in the universities perhaps they will come as the managers, those who supervise the factory floor, the actual production of goods and services the technicians will be in the hands of polytechnic graduates and then also to provide an avenue for those who take technical track to upgrade; I mean for progression of those people but I would refer you again to two sources, I have already mentioned one perhaps you've seen the WP, that is one.

The next one is- I saw you reading the technical report on polytechnics, there is also one which if you read it will give you more information and then before the polytechnics were created there was document on organizational studies and portion of it; it was out of this that the WP was written. There was another report which dealt with polytechnic education which analysed the situation before the polytechnics were

upgraded to tertiary; but basically I will say that to help the nation train people because these are the levels, if you want to grow you need many people at that level and then a few managers.

But what will happen in future is that we are training people who would; yes everybody wants to get a master's degree or so, if you need a percentage of leaders, a lot more perhaps first degree at the technician level because they are involved in actual production in every place you go to.

**Question:** What roles have the polytechnics played in socio-economic development of Ghana since their establishment?

**Answer:** I need to provide figures which are very difficult to provide any figures off head. There was a report sponsored by the World Bank- it's even on the web and then NABPTEX have done a lot of rationalisation studies; which they did an employee survey. In the nut shell as I have already said, it is to help the nation build human capital to improve the production base, to train people at the middle level but polytechnics are also into education, they are teaching the technical schools, they are teaching technical subjects and things, they are serving as secretaries, they are serving as procurement officers, they are serving as technicians in several other companies. Another point, perhaps socially, it provides avenue for people to train, normally it is those who do not access tertiary university education who then decide to go to polytechnics. So polytechnics actually play a very important part in the nation's development. But if you want real figures then I will refer you to some of these documents.

**Question:** Do you perceive the polytechnics as being sustainable?

**Answer:** Yes, but they have already become a feature of our educational system. My fear is that if nothing is done about it, polytechnics will just be an avenue to train the poor. Why I'm saying this is that, one, those who pass very normally they go to the well-endowed secondary schools, they access public institution, that is one; two those who pass and do not pass very well they have money, they go to private universities and they pay. So, normally those who can't pay, could not go and can't pay -who come to the polytechnic because what is in my school and other if they can pay they

will not go to polytechnic at all, they will go and pay and go to a private institution but on the long term polytechnics are sustainable because not everybody can go to a private university and then the avenue is for them to come to the polytechnic. I don't support some of the things we say, everybody wants a degree so what is the essence of letting the person pass a three years education in polytechnic and then go and start first year in the university.

Until recently, there were no *top-ups*, some are willing to start first year after three years in the polytechnic, in that case we have spent government money three times on that person. So, why don't we then strengthen polytechnics to do degree? After all, if you go to Holland- they call it the POGUS, the polytechnics they do degree direct and most of the professional base courses are done in polytechnics while the universities do the histories, the philosophies but architecture, engineering all are done in the polytechnics. In the long term polytechnics will be sustainable because there are some who may not be able to afford private institutions and there are also a few who will want to do technical no matter what you do, they want the technical but people don't rationally choose polytechnics. Everybody wants to go university perhaps only about five percent or so say I want to do creative. I think everybody in the main, in Ghana every Ghanaian will not take polytechnic as a first choice, only a few will want to say I want to do fashion, they are few who then after all they don't do fashion in the universities, so will then choose polytechnic as a first choice.

What we have to do is to strengthen the polytechnics. I think we should have full range of courses; certificate polytechnic, diploma polytechnic, HND polytechnic, degree polytechnic so that according to your qualification, you can enter straight away. If we change some of the policies regarding polytechnics education it will be sustainable.

**Question:** What is the staffing level in the polytechnic? I mean do you see it as a problem.

**Answer:** It is difficult to talk about this without the data. Every polytechnic teacher will want to run away, those who don't leave have other avenues of getting money. The idea is that, people get especially in the engineering and other places; they get training, get higher degrees and get out. It's even peculiar to the other faculties

because even the prestige attach to teaching in the university is far higher than polytechnic so there is that pull from the universities so those who get higher degrees, they leave unless they are in certain vantage post like the head of department or so.

What I have seen generally in Ghana is that a lot of people are getting PhD now, perhaps scholarships abound and people are getting PhDs now, some people on their own, GETFund is supporting; the higher education market one day will get saturated and then the staff will have to stay put. If we don't take care and we supply too many PhDs we will have unemployed PhDs. So now the trend is that people are, apart from that some also you know somebody gets the masters abroad try to work for a bank, so there are few burdens. But one thing I have realized with the polytechnic, most of the teachers are young, you see a Vice Principal(VP) he looks so young; that is the reason why Accra polytechnic have a problem, the board thought VP teachers were voting for was a young man. So if they were young there shouldn't be any problem but the young ones are adventurous- they might want to move on.

So the problem, if I'm to quantify the problem, it is the disparity between especially at the public sector, between the salaries and the prestige attached to polytechnic education and the universities. That staff agitation that is the genesis of this problem. As for the students' teacher ratio, we sometimes do it. I don't know whether we did it last year.

**Question:** What about the statistics of turnover in polytechnics.

**Answer:** Oh yes, it will be provided. I don't know, we don't do turnover but if you can compare the data yourself. So you can see whether the staff numbers are dwindling or not.

**Question:** How does the students' teacher ratio does impacts on the current staff on the ground?

**Answer:** I will speak generally, because I don't have the data now. The students' teacher ratio is very important. It impacts on the quality of training. What I see generally, especially with the business subjects, it's high because most of the students in polytechnics enroll for business subjects and they are not readily recruiting many



teachers and that one impacts on the teacher; the teachers is main inputs of education and for business programs it's a big problem.

You may compare the students' teacher ratio to NCTE norms. NCTE have some norms that, have this number of teachers per program and normally if you do the analysis and compare, you see that it is way higher than what NCTE has said. In that case that means that they are lowering standards.

**Question:** What are some of the management challenges of higher education generally? You can narrow it to polytechnics.

**Answer:** The management challenges of higher education for polytechnic, if you start with, the culture, the polytechnics because they started as technical schools, they kind of retained some of the book sense but I can gladly say that the culture of polytechnics with its management issues is evolving and it's going beyond the secondary school, it's trying to attain what it should be. But earlier when the polytechnics started, there was a paper written and published in the first journal. I actually wrote it, I was doing the students' teacher ratio. It normally needs senior personnel to learn from, to mentor and then most of you are already young, you just came out of university which the culture of university management is not engrain there so most of you have to form the polytechnic yourself and you are young, some of you haven't work before and some of you are heads of departments without the experiences of even managing industry or managing tertiary institution; so because of the young nature of the faculty, you have that problem.

Another management problem I see, is people from the university trying to turn the polytechnic into a university, you see it has its own character and that character should be maintained. So, these in the nut shell are the two. One, such young academically spend more time at the administration at the expense of promoting experience is one, lack of very senior personnel to mentor young ones, perhaps for some polytechnics. So these in the nut shell are the two things I will mention and people should come from industry with management experience but most of them are recruited directly and then they didn't come and meet any culture that this is how things are done. It even impacts on quality; he is coming to teach to impact technical

skills, where did he acquire the technical skills. Most of you came there directly with your master.

The first point is that, I for instance did Agric and then I did Development Policy Planning; most of my colleagues went to work for a bank and then sometimes I get torn between why don't you leave but I have come to like the tertiary job especially with my PhD coming soon. So I have come to accept being here because I enjoy do what I am doing now. As I told you, the young nature of faculty, inexperience, they don't have experience from industry or even from academic institutions and regrettably those who come from the universities are trying to turn this into universities. They themselves, some of them don't have any experience in managing technical schools or higher education technological institutions, they don't understand the concept.

**Question:** I think that is the crust of this particular investigation because I do have rectors as a sample that I will be dealing with and then. I'm also interested in what sort of qualifications is required at the managerial level.

**Answer:** Even the fact that they try to change the name from Principals to Rectors means that they are always trying to compete with the universities. Most of the references they always make are to the universities, so they don't have a model apart from the university model, so if you go elsewhere in Holland the guy who was heading the polytechnic that offers degrees and master, actually was in a printing press, he didn't have a Doctorate, he was with masters and most of the teachers too have masters, some first degree and they were teaching first degree people. So people who have worked in industry and even with first degree are much more experienced, so if you rate him, you can rate him like a lecturer. All you want, you look at the years of experience and then you quantify it.

**Question:** May be if your outfit had looked at the technical committees report, there were very startling recommendations they made in respect of these issues.

**Answer:** Ghanaians are good at writing reports and not following the report. It is just written and it becomes an academic thing so they did it but never used it. Now it's a question of more qualifications even if you are experience, you don't have masters'

degree, you will not be a senior member; so who should leave with a first degree from VALCO to come and teach at Accra polytechnic and then you give him that meager salary- he will not come there.

**Question:** To what extent is turnover a problem in the delivery of education, generally.

**Answer:** Well without teachers, if teachers are always leaving, it affects completion of curricula, it affects students moral, if it's rapid, students gets demoralized, it disrupts academic calendar because sometimes they quickly have to look for somebody, it burdens teachers already existing, those who are already are in the system to quickly take up the courses and then start to teach. Overall, it affects the quality of educational delivery. Sometimes, you set your questions and then NABPTEX come in to moderate it. So the academic thing is you need teachers, so if they are leaving all the time it affects the system.

**Question:** I read one other report; you have alluded to the fact that the staffing situations in the universities and the polytechnics were 60%: 40% short of staff. But that has been some time now.

**Answer:** Okay, if you compare that to what we call norms, we have certain norms there but we just call them standards; if you compare them to the standards then you determine the staffing level. So if you do the students' teacher ratio we compare that to the norms then you can see the percentage.

**Question:** So as an advisory body, talking about the NCTE, what initiatives are you aware of that have been put in place to check the labour turnover?

**Answer:** Well there salaries negotiations still going on, now it's been taken out of us, we use to have a forum called SJNC, it's now the Fair Wages Commission, now it's a tenuous thing, people are striking and they always come here. Now, Fair Wages Commission (FWC) handles all those things but NCTE apart from that we have this scholarship from GETFund for staff development-we trying to that make that available for staff, so that is one of the initiatives and then NCTE sometimes organises leadership conference, short courses, sometimes the Rectors and then the

GC on general governance issues in tertiary education and sometimes the secretaries and registrars.

**Question:** What recommendation will you make for inclusion into may be the current HND curriculum, given the back drop that it has not been revised since its inception?

**Answer:** One, for every polytechnic, the courses run there should relate to the local economy, so polytechnics should first of all relate with its local environment and then relate to the national environment because people complete the polytechnic sometimes they go out and do masters, so make sure that first, the courses should be relevant to; if people in Bolgatanga are doing basketry and other things, we expect polytechnics to employ themselves, so if you give him certain training that is not locally relevant how can he employ himself related to the natural resources. The culture of the people there and economic activities undertaken in that region. So every polytechnic should look at it.

The ICT which is international, people should get this from polytechnics. I don't know if any of them have HND ICT; why not, because ICT is everywhere. It should be done at HND and also done to great computer competency in every student because every office needs an administrator not the old courses, so the general courses base on emerging technological trends should quickly be done; and two, if there is basketry what about rural arts as done in KNUST, cosmetics, why don't we improve on shear butter being used. Takoradi polytechnic for instance should do an export and shipping management course- so that people can come out and set up or join these freights forwarding companies; people got to customs with all sorts of certificates, so why not this export and shipping management in Takoradi and Accra. The courses should be of international comparability; it should be relevant to the nation generally such that the school is not a local institution, so that you cannot just say I'm building an institution for the people in the community only and it should be relevant to the local people.

So, these are the three levels at which I want the polytechnics to look at. Even if you do a course in cosmetology, it should relate to the international cosmetology courses done in other universities so that if somebody wants to upgrade, he can go and can be given some exemptions. So, some of the courses actually should, I would if I'm to

quantify it about 50% and if it is locally relevant, it is nationally relevant only that it should relate to the international level. For a course like say book binding, people set up small small things, they are producing cards and they are producing graphic designing, Almost every region you need graphic designers, you don't have to come Accra to produce a book and the government is giving a lot of avenue to produce books so just look at how relevant this is and that is why we have polytechnics everywhere. There is no polytechnic with water like this borehole maintenance, this technology that draws water from the ground; there is no polytechnic that is doing solar energy technology, the sun is shining, Africans we dying under the sun, we are not thinking about harnessing the sun so programs that can create jobs.

So if I'm have to give you criteria, one, local economy, two, job creation; I don't like the term poverty reduction, when you are in the world and your task is to reduce poverty then your thought is I want to be worthy, I don't want to reduce poverty, think about what to eat, no I want go beyond that one; so job creation, international comparability that means that if you are designing the course, that one is with respect to design, compare it to international level so that academic progression will be smooth, national relevance but actually if it's locally relevant, it will be nationally relevant and the fact that also compares to the national institutions if the person wants to go to university, though his course is technology base, he should still have the field to enable him do his masters; skills development for local economy, skills development for self-employment and job creation and then emerging technological trends. So if you compare it, every region you go to you can easily see it; well Takoradi now that there is oil there they are thinking of getting a course in oil.

Apart from that, the nature, the way the courses are, people are talking about competency, practical and those things. Also, I think the polytechnics should be relevant to not just HND but build on the capacity of the local artisans. That is why I think that the certificate courses even like courses done by GIMPA such that you are given a certificate by GIMPA, it is not just for academic progression but it is a certificate of competency. If you like teach it in Dagbani, teach it in Fante, so that the local artisan can come and learn machine molding in his language because you and I when your car breaks down, even your house was built by a local artisan, your car is repaired by a way-side person, so why are ignoring those people.

Look around, the polytechnics themselves should make themselves relevant, they should compete with the universities. Try to establish your unique identity as GIMPA did and then when Professor Addae came. He promoted GIMPA to where it is. At a point polytechnics wanted to shield off certificates and diplomas because if they do those courses it makes them look like secondary schools but these are the courses that are relevant, it helps people to continue education, somebody may get grade 30 or so; so should that person be shut out completely, if he can access through certificate or access through diploma why are you stopping the diploma.

Now they've gone back to pre-HND and now Accra polytechnic is doing evening classes. Now there are several B-Techs all over the place. So I think for instance, in future M-Tech but it will be slow, let's build the capacity of the teachers first but let's reintroduce the certificate, the diploma, the B-Tech whatever- they should be possible to do B-Tech straight away according to qualifications. For instance, why is Kumasi polytechnic only doing Dispensary Technician? They should do them everywhere, at least in every sector, if it is the northern sector, Tamale only will be allowed to do because they have a Medical school, and Takoradi can run it. Takoradi does industrial arts and I know several polytechnics also want to do it. It should have been done long time. So, make yourself unique, people come there and they do certain courses and then they set up.

**Question:** Any suggestions on how we can overcome some of the challenges of higher education in Ghana?

**Answer:** One, challenges of higher education, if you say it, everybody will say funding but I don't think it's funding; it's not funding. You know when we were in school, we were not paying fees, even then the universities survived; now they are paying fees, if you add the fees and the money that GETFund is giving the institutions, they are higher above the private institutions. If you put everything together, the IGF and the GETFund- so let's put funding aside and see how we can solve it.

One, quality assurance, I believe that every school should build some relationship with an institution of an international standing, I don't know where that will be, let call them a strategic partners they are very important. Countries that have run

technical institutions, technical tertiary, we should have relationship with those institutions. That relationship can help your staff development, help in curriculum renewal and help in student exchange.

Two, we should reassess our mission and see whether the very fact that polytechnic is in every region we are constantly looking at the economic environment and supplying the human capital necessary. For instance look at the development of the Tamale economy and see whether we are supplying skills needed, the skills for people to come out and say I can employ myself. So assessing the curriculum very often is important. Apart from that, so, sometimes you develop a curriculum and it stays there twenty (20) years. First one, I'm talking of supply of few courses but reassessing the existing courses whether the curriculum even continue to fit, should be done constantly. Two, whether the floatation of certificate we should look at bringing all of that back- the certificate, diploma and so on, so that people can you use the polytechnic track to gain progression in education.

Management, we should have some tailor made courses. Specifically, we need knowledge in economics of higher education. Economics covers financing, funding of higher education; people do all sorts of courses, they are registrars, they only teach them secretarial; how to write minutes and so on. People should know how to manage academic department. I don't know whether it is necessary to affiliate the polytechnic to the universities, my only fear is that the universities know how to be a university, they don't know how to be a polytechnic so if you affiliate them too, the problem comes again as they will try to spot university values into the polytechnic which might not always be appropriate. So in the nut shell this is what I can say.

**Question:** A very quick one at this, this has to do with your outfit, NCTE.

**Answer:** My outfit NCTE itself is also evolving because if we are to manage people with PhDs that mean we ourselves should. But thankfully, there are several projects that are building the capacity, so I will not say lack, I will say inadequate capacity. Sometimes I look at myself, with my training I'm the only professional here, without bragging; if I get my PhD- Economics of Higher Education, who else have that kind of education. They trained a certain guy, he did educational research but it deals more with teaching and learning curricula, it's not relevant here. The rest, Abraham was a

university administrator well is relevant but is it relevant to policy making, it's not relevant to policy making; we are into advance of it so we need the skills in policy making, people should come here with; but it is not all gloomy, we are training people, we are building capacity, some are getting their masters and the rest.

Another problem with NCTE is, the law does not give us authority to sanction institutions. Say, we should advice the minister but we would; the lapses should be strengthen that if people are floating courses without consultations, building schools, all sorts of things are happening. So in the nut shell, I will not even say lack of funds, because now we share the GETFund, so could you say you lack the funds; its inadequate human resources as to which we are trying to build up.

**Thank you very much for your time and inputs. It's been a pleasure speaking to you.**



## Appendix D3

### Alhaji Salifu Seidu – Chairman, GC - Kumasi Polytechnic

**Introduction:** I'm Sulemana Iddrisu, a staff of Tamale Polytechnic and currently a research student with the UEBS. I'm researching into the management challenges of higher education with particular reference to turnover in some selected Polytechnics in Ghana.

**Question:** May you please introduce yourself?

Answer: Alhaji Salifu Seidu of the MoE:

**Question:** Where did you work before joining the MoE?

**Answer:** I worked as a teacher in a second cycle institution and I also worked at the Civil Service and then also worked at the NCTE- that is where I retired and I'm now doing some consultancy with the MoE but as well I'm the Chairman of Kumasi polytechnic Governing Council.

**Question:** What was the rationale behind the establishment of polytechnics in Ghana?

**Answer:** Basically, the government realized that middle-level manpower in the country was lagging behind seriously and additionally, the science and technology *you know* was also lagging in the middle -level manpower and so, the government at that time *you know*, indicated that a committee should be put in place to see how best to come out to transform the old polytechnics under the GES into tertiary system - bringing them up to the Diploma HND tertiary level and that is why the 10 polytechnics came about-one for each region and they are actually to turn out middle-level personnel in science and technology and also for other programmes that will fit into the middle-level manpower requirements of the country.

**Question:** What roles have the polytechnics played in the socio- economic development of Ghana since their establishment?

**Answer:** In fact, I'll say that the polytechnics have played a very big role. For example, when the government came up with this procurement law we didn't have people with requisite expertise in the country to sort of fill in the gaps at the district, at

the regional and to the national level. But with the programme of purchasing and supply from the polytechnics, we are able to turn out people on yearly basis and these are the people that are been hired by the district, the regional and at the national level and even in some other parastatals organizations who need our procurement officers, they rush so much on the graduates of polytechnics. In fact even in the engineering sector. If you go Tem Oil Refinery(TOR) for example, quite a number of graduates from our polytechnics who have been hired to handle the chemical engineering aspect because of their hands –on expertise. There are many many other areas, but we can't talk about all.

**Question:** To what extent would you say the objectives have been achieved?

**Answer:** Yea, I'll say that *aaah*, if I want to put it percentage wise, I'll say that we have achieved about 70%. I'll put it at 70%. You see, from the beginning, I told you that- they were in two parts (1) to get people into the middle-level area and then (2) the science and technology areas. Whilst we have done so well in the non-science and technology areas, we are a bit lacking in the science and technology areas and *ahhh*, even the NCTE has expressed concern about the introduction of new programmes that are not related to science and technology. The science and technology is the base, but if these were also addressed alongside, *you know*, or handled alongside the other programmes; I think that we would have achieved 90-95%.

**Question:** Are you worried about the sustainability of the polytechnics?

**Answer:** Never, I'm not in a way worried about its sustainability because I have no doubt in my mind that a lot of people- students in the SHS who go through their programmes some of them wish to go to the university- I must concede, but there are many of them who think that they need programmes that can attract *you know*, employers, *you know*. As you know, there are so many people who go into the polytechnics to pursue programmes that'll get them jobs easily and apart from that, you can also see- I have cases in Kumasi polytechnic where people who have being to the universities, have completed and they have come down to the polytechnic to do hands-on courses. In Kumasi polytechnic, I can remember I have some graduates who are doing this *aaahh* what do you called that programme- Textiles-Fashion and Design. *You know*, I have interviewed a number of them. And then, we have other people who

come down to do purchasing and supply, then, aaahhh I know of some others too who have come purposely to do Entrepreneurship. Somebody might ask but in the universities they do entrepreneurship, why is it that they come to Kumasi polytechnic? I'll tell them- what we do in Kumasi polytechnic for example is that, we have people who manage fish ponds, they manage sheep, goat rearing, they manage grass cutter rearing and in some cases they manage farms and these are projects of their own. You see, if you don't have this hands-on experience, you only go to the classroom or the lecturer room to learn entrepreneurship but you don't go to the field *you know* to gather the hands-on experience, you are limited and that's why some people move from the universities to come to the polytechnic to have the hands on training.

And let me add that the population of the polytechnics is rather increasing. It's not going down and I believe that it will continue to go up and that is why I'm convinced beyond all reasonable doubts that, *aaahhh* the polytechnic have a future, yea.

**Question:** Are you satisfied with the staffing levels in the polytechnics of Ghana?

**Answer:** Well, I really have a problem with the staffing levels because for a tertiary institution *ahhhmmm*, the basic qualification to lecture is a Master's degree followed by an MPhil and then by a PhD. But in the polytechnics you can find first degree holders appointed as instructors- which is not good enough. But having looked at all the polytechnics I have realized that there's this staff development but the staff development is not what I'll very much rely on because how many people can they train in a year? With the staff development that the GETFund supports you can only support *aaahhh* two- three people- at best four (4) and then the polytechnic has to use its own IGF to sponsor other teachers. Funds are limited in this area. And so, to get all of the polytechnics to get the required faculty, *you know*, will take quite some time. But it's not a case that is insurmountable. We'll get there.

**Question:** Are you aware of higher labour turnover in the polytechnics of Ghana?

**Answer:** Well, when you say labour turnover I'm not too sure about the word higher. I know certainly, there are some, especially in the teaching area- we have people who, when they acquire higher degrees and qualifications would want to go to the

universities or leave for the banks and other institutions. But I can assure you that, it's safer to be in the polytechnic than to go to some of the universities.

You might be looking at the quantum of remunerations- money. If that is the basic thing that you are looking for, well, that's an individual sort of thing. But I want to believe that teachers who would want to stay with the polytechnic on the completion of their courses have a better future.

**Question:** What's your justification for arguing so?

**Answer:** The justification is that- can I take this for example, If you are a PhD holder in the polytechnic and you decide to move to the university, you are going to start from the very scratch but because of the inadequacies in the polytechnics- when you remain in the polytechnic- your chances of progression will be faster than someone in the university, because in the university they are already choked, there are lots of PhD's already there but in the polytechnic-they are now building- if one sticks to the polytechnic you'll 'move faster. That is why I'm' convinced *mmhmm* some teachers and I believe would want to stay with the polytechnic rather than move to the university, .even though now that even we are trying to rationalise the allowances, *you know*. So far as the Salaries and Wages Commission is concerned, I believe that people will be comfortable staying with the polytechnics.

**Question:** What has been the impact of the inadequate staffing on the provision and delivery of quality polytechnic education?

**Answer:** The problem here is that, *aahhh*, the old system that we used to have which is GES polytechnic system has not completely vanished from the polytechnic system. There are a few polytechnics that still run the tertiary alongside the craft. In fact there's only one polytechnic that runs the craft programmes alongside the tertiary programmes and you would realize that some of the teachers in the craft programmes- I mean age has caught up with them and so developing them to acquire MPhil- MPhil fine, but PhD will be a problem because of the age. And so, it's a worry there's a worry there. Then, there are quite a number of them also who even though they are ready to learn, they don't have the skills of writing papers, *you know* presenting

papers that will be recognised by International journals. So, that is also another headache, if I got your question well.

**Question:** I was trying to find out the impact of inadequate staff viz-a-viz the labour turnover on the delivery of polytechnic education?

**Answer:** You see, if you are a qualified lecturer, like you hold your PhD or an MPhil you would have done a lot of research work. I know for every tertiary institution, it is this teaching, research and extension. Now, if you look at the research that we are talking about there are a number of people who have done their first degree who have not done any research and yet they teach in the polytechnic so, they are limited. If you don't know how to do research, how do you impart the research techniques to your students? There are also people who do graduate studies that are taught courses-not researched based courses and we are thinking that we should stop hiring such lecturers, but sometimes you can't find the lecturers. What do you do? You go in for them-*you know*. So, you have to take stop- gaps measures?

### **Interruption**

Because in imparting knowledge, when you have these deficiencies it affects teaching and learning.

**Question:** What are the management challenges of the polytechnics in Ghana?

**Answer:** Yea, as for management problem .it's a problem generally. The people who are hired to head the polytechnics and then the Registrars, but mainly the Vice Rectors (VR), they are chosen through a kind of election and it may not be because of one's ability, skills or efficiency in handling management issues but because may be for having stayed there for a longer period- or because you have fans, and that kind of thing and -they put you there. But it's a management position. I can assure you that many of the people who occupy the VR positions have never been to even one management training programme. And that is a short fall. You know and you see most of the time the Rector is not available, so it is the VR that have to hold the fort. And so if there's a problem and you don't have the skills , you'll have a problem, you know, o you'll give adhoc solutions to the problem but you'll need solution that are

lasting that will stand the test of time, but these adhoc solutions 'll re-occur . I know this adhoc solution do really occur-*you know*.

Then some of the Rectors actually are hired from the universities and there may be a rationale for that, because, there are indications that the polytechnic are not ripe enough at this time to sort of get people to head the institutions that come from within the polytechnic because of some of these lack of managerial expertise. It's a real problem even in some of the university; they have some of these problems. So, what I think the solution to the problems is that (1) people should be made to be attending some short short courses run by places like GIMPA to just update their skills in management. Also, there are some short short courses that are being run by certain management institutions- the Ghana Employers Association (GEA) has been running some of these programmes they can look at it and find those that are suitable, and then, they can hook on to them and apart from that there are some of the universities that have begun mounting certain programmes that are tailored to suit managers of institutions and I think that these are some of the things that can help. The management skills of our Rector; at the moment it's not the best. We need a long way/term to go, *you know* even, when we talk of management-how to handle workers. Some people think that as they sit at the top there *aaahhhh* they only issue instructions and that is it- they don't go down to be part of the people-*you know* at the base. In fact, when I was doing some management programme/course at the Royal Institute of Public Administration in London. There was one of our lecturers /Professors who told us about a baker who started, he alone baking then he added a few more worker and the thing was expanding. He was at the top, but every day when he comes, he'll go down and see how people were working. One day, he went down and realised that a guy who was very active and always working-on that day his output was not the best, and then he tried to find out what the problem was? The problem was that when he was coming to work that morning the wife was ill and he hadn't money to send her to the hospital. So, quickly the boss had to order the accountant to release some money to him to go and take care of the wife before coming back to work. So, these are some of the skills that you need to have. The boss doesn't need to always go and sit at the top and do not go down. *You know* that is not good enough and then from ... (And this), in fact, how to handle your workers.

You know in the tertiary system, whatever we do is through the committee system. If you do away with the committee system, you would really find yourself in very serious problems and some people think that the committee system is a waste of time. It doesn't follow certain procedures and that kind of thing *aahhh*, so, I believe the managers need to do a lot in the polytechnic and that is why I earlier on alluded to the fact it is important in getting many of them to undergo refresher courses *you know*. We have a problem there and the earlier we looked at that area the better for the polytechnic.

**Question:** What are the basic problems facing the polytechnic education in Ghana?

**Answer:** The first problem is funding because when you prepare your budget in the polytechnics-you give it 100%. What you get from government is between 40- 60%. So, the institution has to provide the other 50% but providing the 50% is very difficult. The reasons are that, there are many allowances that are paid by the polytechnics and they are agreements; these allowances are agreed upon by the various groupings in the polytechnic. We have -POTAG, TEWU PAAG etc and quite a number of them. They have gone into agreements and have signed those agreements and some of those allowances are to be paid from IGF and so monies that are supposed to be used in building infrastructure. Funding, funding...

### **Interruption**

**Answer:** And then the lack of faculty. There are certain areas. You don't have the qualified members of teaching staff. The third area has to do with these- let's put it this way, with the polytechnics, because of the hands-on experience, they are supposed to train students who'll come face to face with the realities and that is why to get the HND you must have done some attachment with some organisations. Now, because of the lack of maybe factories in certain areas in the country, the polytechnics are unable to fix students in these factories. Of course, some of them find attachment to various organisations. But because we are talking about science and technology, most of them are supposed to do attachment. So, attachment is a very big problem, so, if our students get attachment, *you know*, where they are monitored properly that will also help. Then, when we talk about the students not getting attachment- some do get attachment but quite a number of them just hang around other places. *You know*, it

becomes a problem. The other thing that faces the polytechnic is the teachers. The teachers are also supposed to take some time to go into industry, familiarize themselves with certain skills, some new updates, certain new things that haven't come up but that is virtually non-existent. *You know*, but some do actually, but it's virtually non-existent. That is not good enough. Because if you train students to use obsolete machines, and then when they go to work at certain places/industries and they say they come from the polytechnic and they have done ABC and they can't handle some of these machines. Then, that is the problem. So, I think that in such instances these are some of the problems I can give you even though we have other problems that have to do with students and even lecturers.

The other thing is infrastructural development, even though the GETFund is doing marvelously well *aaahhmm* we still are short of certain infrastructural buildings that will support teaching and learning, *you know* if you go to some of the engineering departments, it's not the best. If you go to some of the classrooms, they are so crammed. A class of let's say 500 people, you'll see many people standing on the verandahs and listening to lectures, it's not the best. So, it's one area that the polytechnics are facing and it's about time we did something about it. Actually, the polytechnics could have supported using their IGF but as I told you, because of the allowances they have to pay out of IGF, they can't, they can't.

**Question:** Any recommendations/ suggestions on how to control the trend of turnover in the polytechnics of Ghana?

**Answer:** In fact, the first suggestion is actually to make, *you see*, the salaries of teachers in the polytechnic *aahhh* with those in the universities equal. I want equal qualification for equal pay. I don't mind if there are differences in the allowances. So, if we get this salary issue stabilized, it will bring a lot of stability. People will not be motivated to move, if what I'm supposed to get over there, I get it here, so, what's the big deal?

**Question:** Any other suggestion in respect of controlling the state of turnover?

**Answer:** The other thing is the incentives, *you know*, if the polytechnics are able to put up certain incentives for the teaching and non-teaching staff, *you know*; they'll be



made to stay, like, if they are able to institute awards- yearly awards, best worker from either the teaching or non-teaching staff. *You know*, that reward system is a form of motivation-that'll make them to stay. Then also, they have to have a kind of welfare matters handled. *You know*, their welfare is paramount; you should have interest, else you will lose them. Their welfare scheme-you know welfare matters must be properly handled. Some welfare system should be put in place to support and then, actually the teachers- their welfare is paramount and one should take interest in it. *You know*- a welfare scheme should be put in place, how do you call it? And especially, the teachers, that is where people go...if you give them certain incentives like- car loans, furniture loans and then, as for building it may be it create problems. Building is capital intensive. That one, the banks can come in and help here. The polytechnics can also assist the teachers with some kind of welfare schemes. I wouldn't I don't want to use the word guarantee but to rather facilitate access to loans from the good banks that can give them loans so that when you are tied to the loan in the school you can't go away.

**Question:** Are you aware of any policy intervention initiated by government to check the labour turnover menace?

**Answer:** Well, the intervention that I can really think about is one thing which the government-it's a kind of, a policy; it's a policy which indicates that, there should be more students in the polytechnics than in the universities you understand that alone is not an intervention. But what *aaahh* government intends to do, actually that's the intervention aspect that I'm coming to. The government wanted to give a special allowance to *you know* to polytechnic teachers. At that time they had representative. It was because of a protest, because of a back firing sort of thing that's why it wasn't implemented. But let me start another intervention which was *ahhhmm*, right now, the polytechnics and the universities have gone to negotiate- *you know*, they were given some book allowance, theirs became higher than that of the universities, so at a certain point *you know* that is why I said that theirs was higher, *you know* at a certain point theirs, there was an argument that books purchased by people in the polytechnic especially in the science and technology areas were higher than some of the universities and so it created a problem. As for the interventions..., I wrote something

*aaahhhhh* in that area before but I have to be clear about what I'm talking about before I'll give you, but you are not going now? I'll find it for you.

**Question:** What would you recommend for inclusion in the current HND curriculum?

**Answer:** *Aaahhmm* the HND curriculum, if all polytechnics can, okay some are doing this entrepreneurship programme, it should be possible and let them own projects- this is my project, so that when they pursue it from year one 1- 3 and finish, then when they go out to do their national service, they'll be on their own because of the background they have in entrepreneurship. But I'll also want a kind of regional programmes.e.g. If you take Upper East region- this craft programmes-they should rather do fashion and design, the smocks, like the Bolga smocks, the weaving of hand bags, leather bags and all these other things. I want a situation where Bolgatanga polytechnic can look into the possibility of setting up a course in that area. Then, there's also an aspect especially- Granite, I understand, it's the best so far. They use it in making slaps; they could if they are established under the BT- they could go and use it.

There was another thing that we were thinking about- irrigation. Because, Bolgatanga has the Vea and Tono dams. These two dams can really help them to introduce *aaahhh* that kind of thing. Tamale too, we have Bontanga, we could also do that. Apart from that, there are many other areas. Let's look at this sachet- water- that we throw away making the whole place filthy-it's recycling. Can't we have a course in recycling of this waste material in the polytechnic? These are good for polytechnics. Then Ahhh, there was another area. *Aahhh*...bamboo, we have Carpentry and Joinery(C&J), your place you also have it, yes why can't we explore the use of bamboo. China has been able to do it. Mhhmmm, so, let's look at these possibilities. But all these is funding, funding *oooooh* that's the major problem but that is where I think I'll leave you.

**Thank you very much for your time and inputs. It's been a pleasure speaking to you.**

## Appendix D4

### Honourable Mathias Pozaa – Chairman - Parliamentary Select Committee on Education

**Introduction:** I'm Sulemana Iddrisu, a staff of Tamale Polytechnic and currently a research student with the UEBS; I'm researching into the management challenges of higher education with particular reference to turnover in some selected Polytechnics in Ghana.

**Question:** May you please introduce yourself?

**Answer:** I am Hon. M. Pozaa MP for Nadawli East. Just by way of introduction, I'm a product of Edinburgh. I was in Edinburgh in 1989-90. I was there during the world cup. I have got my masters from there. You might have heard of one, he should be Prof. Emeritus now-*ahhm* Kenneth King. He likes African so much. Okay, now back to your question.

**Question:** Your designation in parliament?

**Answer:** I'm an MP, member of the education select committee and the chairman of that committee. I have been in parliament for *ahhm* this is my second term. In fact, I came with your brother.

**Question:** What was the rationale behind the establishment of polytechnics in Ghana?

**Answer:** Well, polytechnics are seen to be the institutions that are to produce the middle-level manpower for industries and polytechnics all over the world have been very very active in the development of the industries in those countries. Where you are-Edinburgh, for instance, you see, I don't know whether it's still a polytechnic- they use to call it Herriot Watt- it was a polytechnic at the time I was in Edinburgh (1989-90). In fact, polytechnics are really necessary in any country that really wants to see development- industrial development Yea, so in Ghana anyway, we have just a few polytechnics- Cape Coast, Tamale, Accra, Kumasi, and Takoradi. These are the main ones. And then, during the NDC I period they decided to create polytechnics. They just made it a point that every region should have a polytechnic and that brought

along Wa, Bolgatanga, Sunyani and Koforidua. This is really to hasten or facilitate the industrial sector of the country.

**Question:** In your view, what roles have polytechnics played towards the socio-economic development of Ghana since their establishment?

**Answer:** Well, as already said, for instance Takoradi polytechnics for instance were very very useful in the case of the railways when the railways were functioning. I know also that Kumasi polytechnic has been very very useful in the establishment of the Suame magazine and other places. As you may be aware, Kumasi, the Suame magazine is really one of the heaviest concentrations of mechanics. Even some people say along the West Coast. Most of these people are products or they have had some amount of training from either Kumasi polytechnic or the Kumasi technical institute (KTI). So, whenever polytechnics are really active, industry is better or an aspect of industry than the rest of the country.

**Question:** Is it only in the industrial sector that you can find products of the polytechnics?

**Answer:** No, they are also in business too. Of late, in fact, this question calls to mind that the polytechnics are really going away from their core business. So, I think there are lots of polytechnic students, now in business especially accounting. I have a few students who went through the polytechnic and now they now hold Chartered Accountancy. So, I think that they are in all aspects. Even less pronounced in the industry. Marketing officers all over the country- they are products of the polytechnic, catering and hospitality. So, they are all over. I think in short, they still play that role of middle-level manpower, yea.

**Question:** To what extent would you say the objectives of the polytechnics have been achieved?

**Answer:** I'll say to a large extent yes, just as I have mentioned, it is not only in industry but then in business too, they are there.

**Question:** Are you worried about the sustainability of the polytechnics in Ghana?

**Answer:** *Mmmm*, Yes, yes, yes I'm very worried. Worried in the sense that, polytechnics programmes are skewed towards one-way. We expected the polytechnics to be really key or active in industry, the factories and others. But because of lack of *ahhhmmmm* of getting the right students, the polytechnics are not able to recruit the number of science students we need. I know some polytechnics where lecturers that are really underutilized, especially the science faculty. There are some places where the masters-the lecturers are even more than the students. I know there are polytechnics like that.

**Question:** Can you give specific examples?

**Answer:** If you wouldn't mind I would say most of them. In fact, I have had the chance of going through all the polytechnics in the country and I can say that none is engaging 20% of or more than 20% of the students in the sciences- none of them. All of them, even Ho polytechnic, *aahmm* Kumasi we don't have that, so yea.

**Question:** Do you see the polytechnics as institutions likely to crumble?

**Answer:** No, they have come to stay. They have come to stay. And I have been an advocate for special programmes to be run in order to upgrade the students in the sciences (through order). *Mmhhhh*, like I said too to areas that are not there....which are areas that will never collapse- like marketing, accounting, sec/management. Go to the hospitality industry. There are areas that are bound to be viable and will continue to grow. So, it'll be wrong for one to say that polytechnics will collapse or crumble. No, because- I mean they might only not be performing part or some of their core duties but doesn't mean that they will collapse.

**Question:** Can't parliament be blame somehow for that deviation in their core duties?

**Answer:** Parliament can't be blamed. With the review PNDC law 321, having to review that law with polytechnic law 745? Parliament, no, I was part of the team that did that. At best, we tried to make the polytechnics more competitive i.e. by allowing them even to award their own degrees.

### **Interruption**

(1) We tried even to empower the polytechnics to make them more attractive. So, you want to be in the polytechnics to get a degree, you need not go to the university it's there. We gave them some amount of funding very big. So if polytechnics are failing to, if they fail, they shouldn't blame the law, they should rather blame themselves. There's the thinking of many commentators that the law empowers them. Even though they were already deviated, the law gives them more power now to become more theoretical like the university. But then, that is why I say it's the management. You can't blame the law because the law has rather said that okay we give you the opportunity to operate as much as- to the best of your ability. So, it depends on you to device new ways of really getting your institution grow better. It's your duty to get your institution grow better. If you the management really know what it means- is conversant with your core duties, what oversight .....your core you should be moving towards that duties towards that instead of going the softer way. We all know that it is easier to teach the arts than the sciences. It's much easier and many people buy into that. That's why you get more students in those areas. But then, the other question is where the market is? The markets at times determine what the teachers' teach, where are the industries? So, I don't blame the polytechnics, I don't blame the students. You even get our student from the SHS with very good grades in the sciences-aggregate 6,7,8,9 grades they go to the university and opt to do the arts, marketing and other things, accounting in particular. So, that is where the market is. So, when we blame mean the polytechnics, we should rather blame the system too because if it were such that immediately you come out, you have got a job as even a technical grade student. Some of the technical schools then you'll get more people enrolling, you'll get more people preferring to do that, *ahhhhh*. So, I don't totally blame them, I think you are getting my view, I think you are getting my view.

**Question:** In your view, what are main managerial challenges of polytechnic education in Ghana?

**Answer:** Well, *Ahhmmmm*, well, the market just as I have identified. The market, the job market normally determine the sort of students that you produce, that an institution produce. ( So, for one thing, I think one of the main challenges I think is for government itself to re-align, to have priorities right and know that we want this and we work towards it - re-invest in education towards that. For instance, if you want to

produce this number of scientists' - you have to go down to the basic schools-resource that area(I mean that area,) make sure you get the right science and mathematics teachers to give the children a good foundation. Then, it's only there and then that we'll get them to the JHS doing well in sciences, and it's only there and then that we'll get them at the SHS performing well. Without this sort of bias towards science-in favour of sciences, things will continue to be worse-off than where they are. So, the challenge is government's own policy. Then, the other thing just as, in a related manner *3x ahmmmm* science, the job market, one other- stakeholder that I have been looking at seriously is the funding situation? Ahaaa the funding, we have most of our labs, even in the universities- can't go for labs in the true sense of it because the way the laboratory is. A polytechnic is supposed to be a practical hands-on institution and if you don't have sufficient machines for the student to come out with what they are to put in practice what they have learnt then, you are not serious. So, we really need to retool all our polytechnics, the workshops if you want to get anything good.

**Question:** How would you prioritize labour-turnover of academic staff from the polytechnics to the universities and industry as one the managerial challenges? In the first instance, do you see that as one of the major challenges confronting the polytechnics?

**Answer:** Ahmm I do, like I said, I have met many polytechnic Rectors who have been complaining especially when it came to these salaries. Like POTAG came up, one of the arguments which I support is when POTAG trains, I mean when the polytechnic train teachers to get the PhD, immediately they come back they find their way right into the university. Like you are trying to do *ahhhmmmm* immediately they come, they find their way right into the university because conditions are better there. And I don't blame them anyway. Because everybody is supposed to sell his or her skill where they are needed and properly paid for. So, I can't blame them but, until such time that the universities and polytechnics teachers have similar I'm not saying equal, have similar conditions of service, the universities will continue to draw more and more manpower from the polytechnics into the universities and I wouldn't blame them. And more so, these days that we are beginning to have too many. I'll say too many tertiary institutions. Be sure that when we, government struggle to train the polytechnic teachers they finally come and find their way into the private universities

because you can't hold anybody (because) it's a free state- you can sell your labour wherever, so, that's one other factor. High labour turnover is simply because conditions of service are not good enough. If we could bring them up or improve on that.

**Question:** Apart from conditions of services, what are the other compelling factors?

**Answer:** Well, let' be frank with ourselves. In this country people still tend to respect titles-he's a lecturer in the university is more respected than he's a lecturer at the polytechnic. Public perception is so bias in favour of the university such that, even if you take it a step lower; you been a tutor at the technical school, you are not even considered as someone teaching in the second cycle institution. This boils down to the fact that our perception for technical education is so weird. I mean, it's because of the colonial training. When the first people came to train us *ahhhh* in education- their main duty was to produce hands for the colonial administration- Accountants' administrators' pastors and what have you- that' [all, industry]. We were to buy it from home, that's why our clothes, everything from our drinks to anything that you can think of came from home-everything from our cloth to anything you can think of. So, technical education was not part of their priorities; because if you were to produce, who'll buy their goods. So, that's why we have grown to respect lawyers, accountants and doctors. That's why your son will not want to be teacher, that's why my son will not want to be a teacher. I'm going to die a teacher but my sons- none of them want to be in teaching but they'll get through it. They'll get to teaching through the other way because most of them are doing PhD and if you are in academia you are likely to end up, even if you are a consultant, and you are good enough you'll still teach. Somebody'll apply to teach. So, that is the case- the perception.

**Question:** What policy intervention are you aware of?

**Answer:** We are, like we saying trying to make, even this SSSS issue we are of the view (select committee of education) that all allowances that POTAG is agitating for they should be seriously considered and bring them at par, not at par- but to a common level.



**Question:** What's your position/view of the equal qualification for equal pay/salary?

**Answer:** That is it. Because we know that if you are a medical officer in Korlebu you'll definitely be earning more than somebody in my village as a medical officer. Those other benefits can be computed to make the difference.

**Question:** Can you offer any recommendations which if implemented can help in the management of the polytechnics?

**Answer:** Yes, *Ahhhhmm* to revive the polytechnics or to boost it politically. Well, if we are serious we have to look at our science. The issue of science education- we should improve on science education and how do we do that? The ministry, government has to pay particular attention to it. If we want to get anywhere then we have to improve on that *ahhhmm*. Two, like I said conditions should be attractive enough to retain teachers at all levels i.e. basic, second cycle to the tertiary- the conditions should be good enough to attract quality staffs. If I ever become a Minister of Education, you can be sure I'll do everything to make teaching one of the most attractive jobs. Put in the money there and people will come, people, good materials' will come into teaching. For now, people go to teach just because there's nothing else to do. I'll make, I mean put everything in this country to make it happen and that will affect everything else, even our social life. Look at the behaviours of our students, even look at the behavior of teachers. Unfortunately I have say.... with these "concerned teachers" wanted to ....they submitted a press statement to the press and if you look at that letter, the first paragraph is so bad that you wouldn't believe that these are leaders of a group of teachers in other words, the best within that group might have opted to do this .If you read that thing I wonder what we are doing as a country. So, I sincerely believe that, if we don't produce the right teachers, definitely we are going to produce the wrong citizens.

**Question:** What do you find lacking in current HND student?

**Answer:** Ahhhmm, well, that one I can't.

**Question:** What I'm trying to say is that if you find a typical HND graduate, what is it that you find lacking in the person?

**Answer:** Well, the practical knowledge. I think it is not practical especially the internship -since polytechnics are supposed to provide hands-on inexperience, polytechnic graduates are made for the market-they should be good enough to run the office or workshop outside of training without any necessary retraining as is the case right now. So, this is what I would want to see in a polytechnic graduate.

**Question:** Can you give any other suggestion?

**Answer:** Well, like you said get people to teach, get them satisfied and they'll produce the best. And get the workshops right and make sure that the internship is not just *ahaaa*, I mean it's really internship. Students really get on the job training to complement the theory that they have learnt and I think we' will be producing the right good.

**Thank you very much for your time and inputs. It's been a pleasure speaking to you.**

## Appendix D5

### Hon Stephen Balado Manu - MP and Former Chair - Education Committee

**Introduction:** I'm Sulemana Iddrisu, a staff of Tamale Polytechnic and currently a research student with the UEBS. I'm researching into the management challenges of higher education with particular reference to turnover in some selected polytechnics in Ghana.

**Question:** May you please introduce yourself?

**Answer:** My name is Stephen Baladu Manu, MP for Ahafo-Ano South in the Ashanti Region. I served on the committee education committee. In fact, when the NPP government was in power I was the chairman for the committee and today the tables have turned. So, I'm an ordinary member of the committee. I also served on the committee on ahmmm the house committee. So, I have done 15 years in Parliament.

**Question:** Have you all these years served on the education committee?

**Answer:** I have not spent all the time on education committee. I started with Education Committee (EC) *ahmmm* yes I have all the time being a member. Even when I was chairman of the Labour Committee I was still a member of the EC before I later came to be chairman of that committee (EC).

**Question:** What was the rationale behind the establishments of polytechnics in Ghana?

**Answer:** Yes, thank you. The rationale was to train middle level manpower for the country in terms of skills that we needed to industrialise, yes.

**Question:** How far have we gone in terms of the goals for which the polytechnics were established?

**Answer:** In the training of skilled manpower for industry in Ghana, I think we haven't got there yet. Ahhm, but well, we have achieved something, but if you go to our few industries that we have, you'll find people who graduated from our polytechnics who are manning our electrical engineering departments and *ahmm* others have even furthered to universities like KNUST and have come out to be

engineers-very good engineers, builders, surveyors and the like. So, we can say that in a modest manner we have made gains.

**Questions:** How would you rate the polytechnics in terms of percentages?

**Answer:** *Ahmm*, I think I wouldn't be too mean if I gave it may be 52-62%

**Question:** To what extent have the objectives for which the polytechnics were established being achieved?

**Answer:** To some extent, *ahmm* we have achieved the objective. But I say to some extent because our polytechnics education- beginning from the technical schools hasn't been given the needed recognition and support that the institutions need. First, in the psyche of the Ghanaian, *ahmm*, students who find their way to the technical-vocational are erroneously thought to be the good for nothing students who can't gain admission into the secondary schools. That is the erroneous impression. As a result of that it has coloured the respect and the esteem that that we give to our polytechnics and TVET students. Consequently, people are not self-confident and are not too proud when they find themselves in such institutions.

Ahmm, Again, because of the attitude of the Ghanaian towards polytechnics and technical/vocational education, when the graduates come out, the job market becomes a problem. Sometimes, we say their degrees- HND start with a small 'h' and therefore, it's not equivalent to a degree or it's less than a degree. Such nebulous descriptions that are given to the certificates dampen the spirit of the polytechnic students who graduate from such institutions. It doesn't encourage people to want to go the polytechnic. It is for this reason that during the Kuffour administration polytechnics were given a boost by elevating them to tertiary institutions to the extent that, they can now, if they have the human and material capacity to award degrees. Hitherto, what happen was that people will finish polytechnic and because there was no means for them to continue their education in the polytechnic line, they shifted from the technical side and went in for the humanities in the universities. But with the introduction of the B-Tech in the polytechnics it is now hoped that those who are really interested in technical education will further their education through the polytechnic to acquire their first degree and even the masters within the polytechnic.

## Interruption

We have now put the polytechnics and technical education on truck. From what I have just told you, the Kuffour administration came out with the TVET Law and we backed up with COTVET to coordinate the activities of all TVET institutions within the country such that their training and diplomas and certificates they award will have a standard. *Ahmm*, the former times where you go to a madam to learn hairdressing and after that she'll print a sheet of paper for you which can't be accepted by anybody anywhere. Now, the COTVET is coordinating this and *ahmm*, we give it a standard such that if you graduate from a master craftsman for instance, in Kumasi in engineering or mechanical engineering from our master crafts man in say Kumasi and somebody does it in say Accra- the certificate that you'll have will be comparable by the standardization. So, I will say that, with this in place the polytechnics and for that matter TVET education is now being given a new impetus and outlook that is making it more attractive now to students and even parents, yes.

**Question:** What are some of the other challenges confronting polytechnic education in Ghana?

**Answer:** *Ahmm* because of those earlier ones we mentioned, it goes to affect quality of education in those institutions, because, you go to a technical school where they are supposed to be learning auto engineering or mechanics and they don't even have a viable engine, *ahhm* modern engine to practice with. Some are still using some age-old engines which are even not functional to learn assembling an engine and those things make their standard sub-standard. *Ahhmm* so, and another thing because these problems were there we found that polytechnics instead of charting the course of training in skill related courses you 'll find them rather running courses like marketing, human resources(HR) in a polytechnic which is a mistake. You have the privilege of going abroad. How do you go the polytechnic to learn HR *ahhhmm* marketing- that's for a business school; it is not for a TVET school. You go to the polytechnic to learn something more practical. I know that abroad if you go some polytechnics you'll find them-some polytechnic learning economics and things like that. They are looking at the engineering aspect of economics and not the inflation and those kinds of things there. Those are for the Harvard and London School of

Economics and those things. So, yes the challenge and the faculty there is also another challenge because, given the profiles of the institutions and the kind of recognition given them, even teachers who were teaching in the polytechnics were of sub-standard quality-*you know*. The best engineers we could find would want to teach in the university and not the polytechnic unlike South Africa. If you go to South Africa, the best engineers teach in polytechnics whilst here the opposite is the case. In South Africa you would find lecturers moving from the universities to go and teach in the polytechnic because their conditions of service are better whereas here it is the reverse. POTAG has been crying for conditions of services, for even the FWC to meet them, nobody is minding them. So, you see the despondency that can creep up as a result of this kind of attitude towards polytechnics.

Another challenge I find in our polytechnic system here in Ghana-we tend to be spreading parallelly and specializing in nothing. *You see*, if you go to South Africa once again, in fact I'm using South Africa because as a case study because as a chairman of the select committee on education at the time, I had the chance of going to study the polytechnic system in South Africa. There, they have designated the polytechnics for certain courses. For instance, Accra and Kumasi polytechnics- they 'll be responsible for the teaching and learning of auto mechanics- say Takoradi polytechnic and another will be engaged in another area, so that by so doing, you can assemble the materials and HRs from the country to that point, so that any student who goes there and comes out is well trained. But here, you'll find a polytechnic they say they are pursuing electrical engineering, you go there- they have only one teacher who is trying to teach all aspects of electrical engineering and he doesn't have the materials and other supporting *you know* equipment to teach the course the way it should be taught. So, you end up getting the teacher disenchanted. The students are not properly trained and half-baked engineers and that kind of thing. So, I'm willing to see a day when Ghana will come to terms with this situation and try to designate our polytechnics just as we have done to our universities, somehow, if you wanted to train as a teacher you went to UCC. If you wanted to be in administration and other areas you came to Legon. If you went to KNUST, people knew you were going for the sciences and engineering. Though today KNUST is also reading law and other humanity subjects. UCC is also undertaking medicine. You go to Legon; they also

have a medical school there. So, we are in a state where they are just jamming everything up.

**Question:** What about funding?

**Answer:** Funding is one of the challenges. As I indicated earlier I wasn't explicit but I said that the polytechnics and technical schools, they lack the equipment and materials that they need. It means that funding is poor for them to be able to acquire modern equipment and then the materials they that they need. Why is it that the polytechnics and technical is still using a 40 year old engine for training? It is because they don't have the money to purchase the new engine of today. So, they end up using that old engine. The modern engine doesn't have the features that they learnt in school, so they come out to meet a modern engine which is new to them. That is why you'll find a lecturer in auto mechanics having a problem with his vehicle and he has to drive it to Kumasi magazine for the boys there to handle it. It's a shame, yes, so funding is one of the challenges. *You see*, even the teachers- the lecturers in the polytechnic-the faculty in polytechnics and technical schools who cares about them. If it were UTAG they would have run quickly to meet UTAG. POTAG has been crying, nobody minds them. So, you find that the funding and conditions of service is nobody's business.

**Question:** How does the movement of lecturers from the polytechnics affect the quality of delivery?

**Answer:** *You see*, just as I said *you see* that a teacher or lecturer who feels he's good enough to teach in the university and he finds teaching in the polytechnic and his conditions are nothing to write home about, they cry for attention nobody minds. So, he'll leave the polytechnic and join the university where UTAG is respected by government and the FWC. If it were UTAG they would have quickly run there. So, all these go to affect the quality of polytechnic education in this country.

**Question:** Are you aware of any policy intervention that is in place to control the movement of lecturers from the polytechnics?

**Answer:** Oh no, there's no such policy that I know of. I know there's freedom of movement in this country and the labour law doesn't restrict the movement of labour.

Happily, I was the chair of LC when the labour law was passed. So, I know what is contained in there. There's freedom of movement of labour. You can't *ahhmm* restrict somebody to a particular job if he/she doesn't want to be there. So, any lecturer from the polytechnic is free to move to the university provided his/her qualification and expertise are needed by the university and vice versa except that you don't find the other way round where people move from the universities to the polytechnics. You can only find that where the qualification held at the university the person doesn't feel qualified to teach there. These days to be able to teach in a university you must have at least a masters, PhD now whereas in the polytechnic the second degree may be okay for now because they are now teaching for the degree. So, anybody with a good MPhil can handle that one. So I know of that. I also know of effort being made by policy to retain the teachers at the polytechnic. It's not to restrict them to be there but attract them to remain there-to stay that is retention-that is why they are also being given a percentage of their salary as incentives-their salaries and remuneration are at par with that of the lecturers in the university. A percentage of the lecturers in the university. I know they are not too comfortable with it but at least, it's an improvement over what existed before. *Ahmm*, there has been something like Book and Research (B&R) allowances at the polytechnic level. Something that was the preserve of the lecturers in the university. So, the erstwhile government, I say that because I was the Chair of Education Committee when all those things were put in place. *Ahmm* efforts are being made to improve the conditions of services of lecturers in the polytechnic such that it'll at least make the polytechnic attractive and lead to retention of the faculty and staff of the polytechnics.

**Question:** What recommendations can you offer that can help retain staff in the polytechnics?

**Answer:** I'll say that we must begin to disabuse our minds of the fact/allusion that polytechnic education is for second class students and for second class lecturers. We must begin to accept the reality that there are people who are naturally interested in technical and skill education and would want to be in technical education and therefore when they are there. We should not see them as being inferior and should accord them all the needed respect and encouragement *ahhmm* and this should start from the technical vocational institutions. The language like if you don't get



admission into the SHS why don't you try a technical/vocational school is not an encouraging statement. It debases the student and he goes in feeling within him/her that it's a second class domain that he/she is going. And if he/she is not intrinsically motivated it becomes very difficult for him to learn whatever he's being taught there. So, I'll want to encourage that we must change our attitude. Attitudinal changes towards that kind of education. Again, we should ensure that the curriculum at the technical/vocational and subsequent at the higher level-polytechnics are in tune with modern day industry requirements. If we are using laser machines in industry- the polytechnics must be training their students with laser machines, so that when s/he finishes and s/he goes to the industries s/he doesn't he doesn't become a stranger there. He already knows the machine and the machine knows him, so, s/he goes there and it flows. S/he needs no retraining or s/he wouldn't need more retraining there. So, and to achieve this is and I know the polytechnic law has this that industries must collaborate with the polytechnic so that in drawing up the curriculum. Again, internship, while you are a student of say auto mechanics, you must have an industry like Japan Motors where you can have internship and then you can try your hands on so that by the time you come out, you have the hands on experience or *feel*. I remember the school I attended in the US. *Ahhmm*, they had what we called in the school outside course and they had a day within the week for every student to go out of the university/school to go into industry- it could be a skill of your choice, so you could chose to be learning auto mechanics, electrical engineering, so that on that day, you don't come to school. You leave your house, you go to the industry, you have your teacher there who'll be teaching and you'll be assessed and your assessment there is added to your assessment in school. It was scoring, so, your assessment there'll be added to your assessment in the school. So, by the time the student will complete the school. He'll not be like me and you whose electrical iron will get spoilt and the fuse may just get blown and you have to go round looking for the repairer of electrical iron. Your watch may just have some little problem and you'll be moving round all over. I mean you are there in the UK...the intake, before somebody will invite a technical person to the house to handle something, then you know it is serious. Something like little plumbing and those things in the house-electrical-those things and he'll do it because he's had the occasion of learning it while he was in school, but today. So, I think if we begin to think like our people, our brothers/sister

who are outside and we –you people who have the opportunity of studying abroad. I'm not saying because some party is in power-even if that is the case, once you have the opportunity to learn something there and bring it and implement it here. What we have seen is people go, they learn, they come and *ahhm* at their workplace you don't see anything that they have brought which is new. They come and it's the old story. They come and their expertise, whatever they have learnt, then, it's just the certificates you see. Practically, you don't see anything. So, when you come, let's see some changes.

**Question:** What recommendation would you provide for inclusion into the current HND curriculum?

**Answer:** Yes, it's the ability of him to perform on the job. I remember one Mrs. Rose Karikari who was president of GEA once remarked that they employ skill- that they don't employ certificates. Just as I have analysed, people complete polytechnics without having the skills. So, if you employ such a person, you know you have to spend money to go and train him and once he's gotten well trained and he becomes marketable, he leaves for higher paying jobs. So that kind of thing is lacking in our curriculum and for that matter our graduates from the polytechnics is something that I think that we need to work on seriously if we want to benefit much and don't produce unemployable students from the TVET institutions.

**Question:** Do you see the polytechnic as institutions likely to crumble?

Answer: If what I'm saying- if it is not taken seriously and if the steps that I have explained first had not been taken, we were finding that fewer and fewer people were entering technical schools and polytechnics and for that matter polytechnics. So, with time the polytechnics would crumble. But I can say that now that those things have been put in place and we are on track. I can see a new interest being developed in our students who are now polytechnic students who have been able to form polytechnic students association.

**Thank you very much for your time and inputs. It's been a pleasure speaking to you**

## Appendix E1

### Abraham Obeng Sika - GNUPS Secretary

**Introduction:** I'm Sulemana Iddrisu, a staff of Tamale Polytechnic and currently a research student with the University of Edinburgh Business School. I'm researching into the management challenges of higher education with particular reference to turnover in some selected Polytechnics in Ghana.

**Question:** May you introduce yourself?

**Answer:** My name is Abraham Obeng Sika, Coordinating Secretary for the Ghana National Union of Polytechnics Students (GNUPS).

**Question:** Which polytechnic did you graduate from?

**Answer:** I did HND Marketing in Accra Polytechnic.

**Question:** How long have you been on this role at the GNUPS secretariat?

**Answer:** Well. I have been here for the past two years now.

**Question:** As a former student leader and still a student leader, what was the rationale behind the creation or establishment of polytechnics in Ghana?

**Answer:** Well generally, the objectives for setting up polytechnics are one, to provide tertiary education through full time course in the field of manufacturing, commerce, science, technology, social science, applied science and such other areas that may be determined at that time by the authorities and also it was also to encourage the learning of technical subjects at the tertiary level. It was also to provide opportunity for development and research and publications of research findings. So, basically these were some of the objectives of the setting up of polytechnics.

**Question:** What kinds of personnel were envisaged in these objectives to be turnout from the polytechnics?

**Answer:** Well, in the various subjects or courses or programs that were supposed to train middle level manpower- these graduates were supposed to fill the middle level manpower need of the country. Looking at the fact that our country wanted to move to

the industrialized world and that they need technical men. The country as at that time was planning to get the middle level manpower people especially those who were studying at the tertiary level to fill the industries manpower needs.

**Question:** To what extent would you say that the objectives for which the polytechnics were established has been achieved?

**Answer:** Well, I don't know, but I wish I would rather rank the achievement of the objectives. I think that basically between the early 90s till the late 2000, I think the polytechnics basically did more of the technical subjects but unfortunately majority of the graduates or even people admitted to polytechnics now are doing business related courses which in its general outlook does not look more technical as the objectives stated because if you study business courses, they are not technical subjects neither are they related to science and technology and the foundation of the establishments of polytechnics were raised on this. So, it becomes quiet; honestly you can say we are almost deviating from the main purpose.

Of course, unless we want to say that we want to add up to that, then fine we still have it. Because of that you can see that the facilities that are given to the science and technology related courses or programs have been dilapidated over the years and they have not been replaced because management see it to be more lucrative to admit more students who will do business courses and will not need any technical instrument to study in the classroom therefore acquiring more IGF for other projects. So I think we have deviated a bit.

**Question:** Yeah, but would you say that the polytechnics have really contributed to the middle level manpower needs of Ghana?

**Answer:** Well it's undoubtedly a yes answer because apart from the University of Science and Technology which or even to some extent do not do- have practical lessons for their students. The polytechnics basically are those who fill that gap in our economy that is the middle level manpower gap in the economy and so obviously if there are people there that means about 90% - 95% there came from the polytechnics. For instance, if you go to MTN, a research we did last year proves that about 90% of their technical men or technical leaders were all from the polytechnic but if go to their

frontline workers, their customer relations and all that, they had more from the universities. But talking about the technical side which of course also can be classified under middle level manpower- I think they are from the polytechnics.

So currently yes, but I think the reason why I would be saying we are deviating is because we do not have enough of them. I'm sure Ghana will move a step ahead in terms of its economic development if we train more technical men and these are supposed to be trained from the polytechnics.

**Question:** So apart from the technical component, looking at the generality of polytechnic education, where else can you find the graduates filling or performing middle level managerial roles?

**Answer:** It's quite evident to portray. I mean per economic indicators that the service industry is doing well in Ghana and it is one that is driving the economy now, and because we have more business related courses being offered in the polytechnics, you would find out that majority of these people are also from the polytechnics because we have polytechnics all over the ten regions so they are widely spread evenly; because the country and the service industry find them apart from the technical side. So, I think basically that you find them in the ministries, you can find them in other sectors of the economy, in the agric sector you can find them, because some of the institutions in Kumasi, Wa are much moving into agriculture and entrepreneurship that is encouraging the grandaunts to go into their own business, so that is it.

**Question:** As a product of the polytechnic, so are you worried about the sustainability of polytechnics in Ghana?

**Answer:** Very much, I think not even because I'm a product but because I'm working in the office of GNUPS and basically some of our aims is to ensure that we advocate for polytechnics- that is basically what we do. We do research into polytechnic education and how sustainable the polytechnics can be and I can say that currently GNUPS is going to organize a stakeholder's forum and the objective is to just review the polytechnics. So far since the polytechnics were elevated to the tertiary level we've not sat down to look at whether we are performing or not. So this year we are having that with all our stakeholders, the NCTE, NAB, NABPTEX, The Ministry of

Education, POTAG, students and parents. We are going to meet in probably Koforidua and we going to have a three day workshop where we are going to review polytechnic education in Ghana and see whether we are really performing.

**Question:** How soon is this conference?

It will be soon, I will say soon because some of our developmental partners and our sponsors are still looking at the documents because it's going to be a whole comprehensive meeting and so we want to ensure that we have each step right, so that in the end it will be a blue print.

**Question:** So when you talk about soon, is it going to be May, June?

**Answer:** Before the ending of July 2011, we should have that and I must say that I'm very worried. I think personally I'm glad that we are associated with this program because I have been worried about the sustainability of the polytechnics. I mean somebody finishes school after a year in the polytechnic, did practical work and you push the person to Kumasi somewhere in the village to go and teach a subject not even related to his course of study for a whole year, now the person comes back to struggle to get work. I mean the more you practice the perfect you become so that is off and all this issues are going to be addressed.

I have been very worried, also being a coordinating secretary because the research that we conducted shows that there is much more to be done and if basically even the little we are producing is a bit problematic because we interviewed more HR managers in the corporate world; we had a sample of them, and then they gave us their opinions and we think that more needs to be done. We are very worried about the sustainability, because much is not being done by the government.

**Question:** So what in your view will be the implication if the polytechnics become unsustainable for instance?

**Answer:** As a country, actually it is unclear as to what our developmental agenda is, how we want to progress in our economy but if we wish that we become more industrialized that will mean that we have no trouble but to feed the industries with the requisite people to push it and if you want to do this, there is only one answer- that

is the polytechnics. You cannot turn the universities into a practical or training grounds to fill the industries. So that will mean that if polytechnics become unsustainable, then that agenda is not possible or feasible. Is one thing that we have to rule out within our economic map and so if any serious politician wants to go that line the person will want to look at the development of the polytechnics five, ten years from now; so that we know that ten years from now I'm going to produce 3,000 engineers or 25,000 engineers from the polytechnics, ten years from now I'm going to produce 10,000 scientists from the polytechnics, research officers from the polytechnics, statisticians from the polytechnics; and so ten years from now I can have this number of industries and I'm sure will have the requisite manpower needed to push the agenda of the industries. So I think the implications are very serious when it comes to the fact that if polytechnics become unsustainable or is not sustained, these are some of the implications.

**Question:** Are you aware of high labour turnover in the polytechnics?

**Answer:** Yes, I must say but we've not really as a union taken much look at that but I must say we are aware of that.

**Question:** From the perspective of students what are the reasons that cause lecturers to leave the system?

**Answer:** Well, from the perspective of students, even if you did not know in October you got to know because our lecturers put down their markers and said they are not going to lecture again. It was for a simple reason, they think that comparing themselves in one set to their university counterparts they were not being treated fairly. Two, they also think that they were not being treated fairly for the work they are doing among other reasons. Well, basically it all had to do with remuneration-basically that is it and so they went on strike. It was very serious, five weeks continues strike which was very serious and we were fortunate to have GNUPS around to calm the situation. I will say GNUPS because, but for GNUPS the Ministry was not even ready to meet the teachers and the teachers were equally not ready to meet the Ministry, so it became like a centre stage for a middle man to solve this thing.

It is because they are not being appreciated that is why they are saying; and it is true because if you listen to the argument and those of us who have had the opportunity to see some of the documents, it was unfortunate. I think that in terms of management, they are being treated well but the lecturers are not at all and so these are the reasons why lecturers are leaving, that is what we seem to say, we think that they are leaving because they are not being given what they needed to be given- what they must get.

**Question:** Again from the perspective of students what are the main challenges facing the polytechnics in Ghana?

**Answer:** The main challenges facing polytechnics today in Ghana would be infrastructural development and that one is a basic problem. *You see*, in the 1960s when we had more of the polytechnics being established though they were not at the tertiary status- they were more of technical schools and if I just take the case of Accra polytechnics, the campus then was big enough and more than big enough for the then idea that was conceived by the CPP government then. But if you do a fifty year projection down the line you will see that if we going to have the polytechnic being elevated to the tertiary level of course within the late 80s. In 1987, the government set a committee to see how we can reform tertiary status of the polytechnics and all tertiary institutions and I was wondering whether the committee then really looked at; that was the University Rationalization Committee(URC) which was formed in 1987, had really done a projection on the numbers that the polytechnics were taking probably twenty or fifty years down the line and if they did, then I'm sure they would have advised government to start setting up off city campuses but this had not been the case.

It is only, I think Kumasi polytechnic where we have off city campus now and even that we are not having faculties there, so students would still have to move for more than twenty four kilometers down to the city instead, which is becoming a problem. So infrastructural development, I think that we are not really making projections. I think as a country we are not. In all aspect of our economy we are not, so it also affects education which also affects obviously the polytechnic education.

I think that we also do not have the needed manpower; the fact is that now we've been given the right to award degrees, which ever degrees but you and I would ask



ourselves how many professors do we have? How many lecturers do we have? Because a professor who is may be a dean in a polytechnic feels happier to be a lecturer in the university and it becomes quite sad but that is the situation. Somebody will leave the position of a dean- move to a university where he becomes just a common lecturer and will call back his colleagues and say that it's better there and we have to see evidence to all these and so we think that we don't have the needed manpower. Also those that we have we do not give them their financial entitlement- they are not being remunerated well and so they are leaving.

Another obvious challenge is the fact that we as a country have not really oriented, especially the second cycle, parents and community on the reasons or the objectives why we set- up polytechnics. So parents will want their wards to choose the universities and when they do not think that they will get chance there, they will advise them to go to the polytechnic which shouldn't be the case. Parents should understand that my ward is going to the polytechnic to pursue a technical subject at the tertiary level and these are the opportunities in the future for my ward, so you orient the parent to orient the child so that we have enlightened people coming here to study. First year in the life of most-about 50% of the polytechnic students is just a year to consider whether s/he will get the chance in another school and if it is not done then the person begins to think of staying and so it means that the foundation on which you are teaching or lecturing such a student is off because the person does not have the orientation to stay. So when the person gets to the second and the third year, of course you and I know that the foundation is off, there is no business teaching the person in the second and third year and so that also count for the low standard of education in the polytechnics and why people resorts to examination malpractices. We have research into that area and I am saying that based on fact and that is also an obvious challenge when it comes to this and I think that the general public perception about polytechnics or as a country, we do not understand polytechnic education.

In UK, in South Africa, it is working so well. Some colleagues of mine went to South Africa during the world cup and when they came back, they came back with reports on those who attended polytechnic and what they said was that, when you mention polytechnic in South Africa, it was like a reversal of the universities and polytechnics in Ghana. When somebody finish the degree in the university and wants to go to the

polytechnic which has a limited slot because if you go to the polytechnic then you are sure that when you go to the mining sector or you go any of their fields you are going to be chosen; because they believe that when you come, you don't need any orientation, you know the job, so they just go and put you there. So, people are really rushing in but in Ghana it is the opposite. I think in Ivory Coast too, it's the same where if you attend the polytechnic in Ivory Coast, taking institutions like INP that Institute National Profession and Polytechnic Houphouet-Boigny in Yamoussoukro, you have to get a government scholarship because the school fees is even too expensive to attend because it's limited number and they want serious technical men and so they prioritize them to the university. So university if you finish the second cycle, you go to any university but if go to the polytechnic without being a government official's child or you have the connection so that's because they understand the system.

I think in Ghana, we don't understand the system, somebody finishes the polytechnic and the person goes to an office and even the office does not have a better perception about where the person is coming from, they see the person as a second grade and all of that. So, generally we have these challenges. One, the parents do not understand, wards do not understand the objectives of polytechnics, our lecturers running away because it's better somewhere else-in the universities than in polytechnics. I think, I even forget to mention that we don't have a management who understands the objectives of polytechnics and it is very serious. We have conference of rectors of polytechnics who I mean you look at the percentage that have any polytechnic background and you will see that it's very low and so if I am leading an institution and I don't even understand the objectives, understanding of the objectives does not mean you read it and you know this is English, it means this. It is about knowing the core ways and having experience it and so you will do anything to ensure that you sustain it. So these are some of the challenges.

**Question:** Any other challenges that you can figure out?

**Answer:** I think basically that is it and of course I think we talked about nonsupport from our stakeholders like GETFund. It is recently that GETFund has changed its allocation percentages in terms of the universities and polytechnics. For nine years

that GET Fund has been in office or been institutionalized; as at the nine year review they even came out that 70% of the allocations to tertiary institutions was given to the four traditional universities and the other 30% shared between the ten polytechnics and GIJ and IPS, which is quite unthinkable because if you have ten institutions; and if you go to the universities you will find out that these are universities that will be taken about 15,000 in UDS but the rest are taking about 2,500 students and 3,000 and they have the facilities too to accommodate most of these. They don't have problem so much with facilities but the polytechnics have serious problems and still they were given 70% and so to us it is quite unbelievable any way.

You go to NAB and you can see some of our universities around. One building structure university is able to get accreditation to run so many programs and even the private universities are running science technology programs and it baffles me. I'm at a loss, when I see it because in these areas that we have to be very careful as to who goes into it and we have Accra polytechnic there and they are still running HND programs, they want to run degree programs, there are problems. Recently we heard Koforidua polytechnic who said that they are *man* enough to award their own HND. Just the HND and it becomes a problem between NABPTEX and them- because NABPTEX thinks that they should do it gradually and all that. But actually about thirty three private universities in Ghana, all these have accreditation to run serious programs and if you look at the structure, the year they came into being and they getting it (accreditation). And one interesting thing is that all their lecturers are from the polytechnics and the universities. These private universities have a lot of their lecturers from the polytechnics and so these are some of the challenges- the partners themselves do not really understand.

**Question:** How does this labour turnover affect- I mean do you see it a challenge to the achievement of the objectives of the polytechnics?

**Answer:** I think it's an obvious yes answer, yes because like I said earlier, we want to progress academically, given the law- the legal backing and then the men are not there to change the people and so if the men are not there to change. One too is the facility, the students, the lecturer and the management and so if you have the management, you have the facility, you have the student and you don't have the one to impart the

knowledge, obvious you can't cook or bake that meal and it's a very big challenge. It has been and we at the GNUPS are trying to- we are still interacting with stakeholders to see how we will solve that. Gradually, we solving it but not to the higher level where we want to, some institutions like Takoradi and Accra poly want to run an M-Tech now. The question is which professors or PhD holders are going to run that program so it is a serious challenge.

**Question:** How does turnover impacts on the remaining lecturers, if some the lecturers leave what becomes of its impact to those who are left behind?

**Answer:** I was in Sunyani Polytechnic during a 34<sup>th</sup> Annual Week launch this year and I was speaking to some senior lecturers and management officials at the school and one confessed. He said, there was a dean in their school and I don't know about Sunyani polytechnic but in Accra polytechnic if you are a dean it means you are a senior lecturer and your entitlements are a lot-at least the cars that we see them riding, we think that it's okay and the lecturer leaves to a university and called his colleague and say: 'already I'm in the soup with you and I jump into another one, I think it's better there', I will telling you that leave; more especially when we have complaints about situations on the ground. It's just the case of Ghanaians running away to abroad. I go there and I tell you that my brother it's better here, get some passport and come and people are still moving; and until we improve the situation in Ghana, they will still move; it is just the same situation, if we don't improve the situation in the polytechnics these technical men will move especially now that we have oil.

**Question:** I'm interested in the effects of the turnover in the quality teaching and learning- how does it impact on teaching and learning?

**Answer:** If you look at the teacher student ratio, I don't have the document now so I can't state it, I mean a teacher student ratio is supposed to ensure that, this objective we've set, this is the facilities we've provided, if one lecturer is lecturing this number of students, we are sure that the knowledge will go down and so at the end we will have to produce a great product. Let's just take this scenario, if I'm at any of these bottling companies and I'm doing a soft drink and my formula is that if I have one teaspoon of sugar or ten teaspoon of sugar is equal to one bottle of a drink, and I don't put ten teaspoon, I would have not have satisfied the formula and so my drink will

taste differently and so at any point in time that I'm short of sugar. I will either stop production or produce and loose customers because they will say that there is no consistency and of course if you look at the issue of branding you will want to ensure that you are consistent and the teacher student ratio is very bad.

I have one lecturer lecture about, I was a student in Accra polytechnic, my class we were about three hundred and fifty, marketing class and that is one, we have marketing A, marketing B and marketing C that is where ever level you were and I know almost every time if I don't sit within the first fifteen seats or columns and I'm down behind, there is no way I will hear the lecturer, I told you facility is a problem, it is now that they are trying to improve to purchase some public address( PA) systems and all that but during my time it wasn't there- that means that I never heard the lecture; we had conversations behind because we even if you didn't talk the lecturer told you, you have and you can always run away from class and of course what we always wondered is that so these lecturers do they mark all our assignments. In the history, the time that I was in Accra polytechnic, the only lecturer who is always able to send back our scripts to us – that is the mid-semester exams, this is what you scored, so you are sure that at least if you didn't even go through, he tick something; and so we always asked ourselves this question.

So, it has a very serious impact on the quality of the products we are producing from the polytechnic because obviously if you don't hear then there is no knowledge impartation. If there is no knowledge impartation, it means it's a waste of time and it will affect the quality.

**Question:** Do you know of a situation where the exits of some lecturers has been a negative to the school- say you have one particular lecturer, the lecturer leaves the school and everybody is worried that the person has leave?

**Answer:** Well, I will not give a yes to that, the reason being that, in the marketing department, I want to talk from experience, in the marketing department of Accra polytechnic to me all the lecturers are very good and at any point in time that we have a replacement of a lecturer, the person too came with a different *class*. I quite remember we had our sales lecturer being changed and one doctor was brought from

UK and he was very good, so we thought that we have lost a lecturer but it was a good replacement.

There have also been situations where some lecturers have not lectured us, we were expecting them to lecture us in third year, they had not and we heard they want to leave, that made us feel so bad because these were lecturers that we thought were very good, the fact is that they were very practical, they were on point all the time and they knew what they were about. They were also punctual in class and their relations with us students was very good. So we have that, but I won't say that is a major problem where one lecturer leaves and everybody is worried.

**Question:** But do you have a situation where the exists of a particular lecturer is seen as a positive; you know a particular lecturer leaves the system and everybody, students are happy, colleague lecturer are happy, management is happy, where almost everybody in the polytechnic community is happy that the services of the person has been dispense?

**Answer:** Well, I will not want to talk for management, I will not want to talk for lecturers but I want to talk as a former student of Accra polytechnic. I remember we had an accounting lecturer by who it is acclaimed that he is a Chartered Accountant, well, we have not seen his chartered certificate so I cannot say that; but the fact is that we think that his teaching methods were bad and we protested. The good thing about the polytechnic I went to is that, you are allowed to protest officially, so we sent a formal notice to our HoD and copies to the academic board and they looked into it. They checked his performance and they saw that it was bad, so they changed him and we were very happy. He didn't leave the polytechnic, we had a replacement of him but the fact that he went to a different class, and if the class is not so strong like mine he will be there. We were thinking that it shouldn't just be that you are changing the person, but of course there was this reason given that they talked to the person, change the class so that there will be; we would have made him stay but he will have a different thought of us.

Another lecturer like that who came, the same accounting, we changed him, so within one year that we were doing accounting we changed three lecturers and we were happy. We don't know for management whether they were happy. I'm sure some of

the lecturers when they leave it is always been a blessing but like I said in the marketing department of Accra polytechnic the lecturers there were adequate.

**Question:** Any suggestions as to how the problems of turnover can be addressed in the polytechnics of Ghana?

**Answer:** Yes, once again in Accra polytechnic, there are these buildings that were put up by the GET Fund and IGF, we were thinking that they were going to be given to students, they were given to lecturers and listening to the comments of lecturers, they were very happy because one, it was a state of the art modern flat, that was given to them. They had most of the things there for free and I personally visited the place, it was very nice, very peaceful. I think that any worker will be happy with the company that meets its social needs and certain basic needs and so if I'm a lecturer and I have done my masters or PhD- I'm a doctor and I'm in an institution, regardless of it being polytechnic or what and there are certain basic challenges I would want to leave.

Currently in Ghana, there are a lot of companies now that are paying very well and so you would want to compare yourself and leave. What we can do to ensure that we sustain the lecturers and one way we can surely do that is to ensure that we give them the needed remuneration. They are currently doing negotiations with the Fair Wages and Salaries Commission, so that they will migrate finally or draw up the road map for the migration onto the SSSS. We are hoping that, it will be what they desire and whatever the management of the polytechnics can do to support, they should. I think in Accra polytechnic recently, I have seen that there've been a lot of purchase of cars for deans, some management level, management members, the rector, the registrar, the vice rector and school finance officer.

I think that if I'm a lecturer and I see this; obviously I can say though I don't have the fact, that they were bought from IGF and so if I'm a lecturer and I sit on Council and come and tell my people that they have agreed to buy this and this for management members and even the Vice Rector is also a POTAG member and he goes to tell them, they feel bad. But if probably through the IGF, some loans are being made available as car loans and all that I'm sure they will be okay to stay. If well, they bought it for this man but they've made arrangement for me to also have it if I wish to and so we have to sustain the lecturers a lot.

**Question:** How do you sustain them because it boils down to conditions of service, so the question now is what suggestions do you have such that if we put them in place we will be able to keep the lecturers in the polytechnics?

**Answer:** One, I think that accommodations, transportation and some basic necessities needs to be provided for these lecturers free of charge. There should be some allowance for doing industrial attachment and all that. There should be enough money for them to find it good to work with students who are still on vacation. Management should also look at other internal avenues they can use in generating funds. Some schools do this DBS that brings a lot of IGF, some also do the part time which of course the monies do go to the government but it is paid to the school so lecturers find it more lucrative to be around all the time. I think if these things are put in place it will help to put them in a good state of mind to lecture because we don't want the case of Canada to appear where they will say a dog is a horse to the students, they should say a dog is a dog and a horse is a horse; so that we don't have lecturers poor at not giving information to students. So conditions of service if it is what they want, let us give them.

**Question:** As a product of the polytechnic, do you have any suggestions that can help us improve the current curriculum of the HND?

**Answer:** Yes, I think one basic suggestion, I will do this on behalf of the union, is what we are going to do at the stakeholders' forum. We are going to meet all stakeholders' and of course we are bringing some top HR managers from West Africa and Ghana, because what you need to do in today's world is to do; every company; I did marketing so what do we do as marketer is to ensure that we do a research into what the people want, we produce it and put some profits on it and we make our money; and you can never know what the people want until you do research and you come out with findings. When you come out your findings, you are sure that when you put the product out there, you will make the money; because if you know that this is what we are looking for or you know this group of people is looking for this and you go and produce, you package it nicely, they will buy it.

So the suggestion is that we are going to have a stakeholders' forum, where we are going to ask the industries, AGI is going to be there, the employers association is



going to be there. What will industries want; okay they want more of engineers than science lab tech graduates, they want more of this than this, so you can come home and you will also ask them in a practical way. Because if you look at our research that we conducted on the perception of HR on polytechnics graduates, one thing that I'm going to mention MTN, they said that there is a very big problem with polytechnics graduates in written and spoken English and they took us into a room to tell us that they want to employ more of this, they want to take more of this but the fact is that, that has been a serious challenge and so we can go home and address it. This were facts and so what we can do is that, we can research into what they want, what the industries are looking for, what the service industries are looking for, then we come back home and say okay, lets draw our calendar to match this. I find it honestly upsetting, if you go to a school like Accra polytechnic- that there is a Procurement Act and you can't believe it that it's not part of their curriculum. What they do is that, at the third year, the HoD and some lecturers come together and have a different program for all third years, even though I think it's for free, what I think is that, there is a procurement act, you just quickly change it and then you put it into the curriculum, it is very simple, the students should know about it.

Currently there is s a marketing bill when it is passed, I expect that all the polytechnics will quickly assimilate this into their curriculum. We shouldn't wait for people to go and learn it, there are softwares. When I was in marketing, I remember my department the Professional Marketers Association of Ghana Students(PROMAGS), we went to buy a software from UK, it cost us a lot of dollars and when the software was brought, I was thinking that, I mean the suggestion some of us made to the then executives was that they should give the manuals to the lecturers, then we have a workshop for the lecturers as to how to lecture this or if we have one lecturer, even if we had to bring the person from UK, we can to come and give that training so that when it becomes part of our course then all that you need is to ensure that you do it. There are so many software's for accounting now, SPSS, I think the new ones, I have forgotten them and we are not lecturing according to that but these are what everybody is using now and so what we can do is to research into new areas of research and studies then we just fit it into the curriculum.

We are so rigid that within a span of five days if we don't set the room to review the curriculum it becomes impossible to fit in things. But thing is that, how dynamic we become will ensure that the industries will be readily available to employ a polytechnic graduate. If this is the new one and the industries are going by it, all that we need to do is that; there is oil and ask me how many polytechnic graduates are graduating this year when we have started drilling, I mean the whole country. I must say that, what we can do is to do a research and the program that we are going to do-stakeholders' forum, we going to have research and there will be presentation of papers from that so that we change some of these things.

**Thank you for your time and inputs. It's been a pleasure speaking to you.**

## Appendix E2

### Bright Mumuni - SRC President - Bolgatanga Polytechnic

**Introduction:** I'm Sulemana Iddrisu, a staff of Tamale Polytechnic and currently a research student with the University of Edinburgh Business School, I am researching into the management challenges of higher education with particular reference to turnover in some selected Polytechnics in Ghana.

**Question:** Mr. President may you please introduce yourself?

**Answer:** My name is Bright Mumuni Aziz, the SRC president for Bolgatanga Polytechnic. I'm a third year Accountancy student.

**Question:** As a leader of the students on campus, what roles of the polytechnics play in socio economic development of Ghana?

**Answer:** Well, the roles the polytechnics plays in the socio economic development of Ghana cannot actually be down played. As a matter of fact we understand that indeed the main reason why polytechnics was put up or set up was to be able to provide the middle manpower needs of the economy and I believe strongly that indeed this objective is being achieved. If not wholly achieved, at least it's on course.

**Question:** So what extent would you say that the objectives to which the polytechnics were set up has been achieved?

**Answer:** When you visit most of our institutions, when you visit the banks in the country, when you visit industries, lots of other business organisations you will realize that, polytechnics grandaunts are occupying key and sensitive positions and they are contributing so much to the forward match of these organisations they are working with. As a matter of fact, I know lots of them in town. I have friends who actually completed polytechnics and they are working very well for most of the organisations in town.

**Question:** So do you actually see the polytechnics as contributing to the middle level manpower needs of Ghana?

**Answer:** Oh sure, I strongly see the polytechnics contributing so much to that. We may not have achieved so much or may not have done everything but at least the polytechnic is contributing in its own way to the middle- level manpower needs. Well, as I stated earlier on, you go to these business organisations and you realise that some of them- you could term them probably divisional managers and probably unit heads and all that; and all these people are polytechnics grandaunts.

**Question:** Your emphasis has been on the business, is that the emphasis of the polytechnics?

**Answer:** Not necessarily so but we also have them in the area of education, teaching, you have them, some polytechnic graduates teach the basic level, some also teach in the second cycle institutions and considering their contributions and their support indeed we are everywhere.

**Question:** Yeah, and so what about the science areas?

**Answer:** The science areas, yes, when you also go to the science areas probably some of the polytechnics are not offering certain science applied programs but actually most of them are offering that and I believe the few ones that are offering science applied courses indeed their products are also contributing in that direction.

**Question:** As a major stakeholder in the polytechnic fraternity are you worried about its sustainability?

**Answer:** Honestly speaking, I must say I'm worried. I'm worried because I don't know whether it is a perception or it is something that really holds. There seems to be some form of, if you like disrespect of polytechnic education in this country. Over the years we have governments that come and it's like they don't want to pay so much attention to polytechnic education in the country. Most often they try to relate the polytechnic education to other levels of education and would want to make certain attempts that down play the importance of polytechnic education in the country. I see it this way, if this trend continues; definitely the sustainability of polytechnic education in the country will be threatened.

**Question:** So what are some of the other threats to the polytechnics in your view?

**Answer:** The other threats are that infrastructural development at the polytechnic level is not actually anything to write home about. There are just a few are well developed or well-resourced but when you consider especially the new ones that have just sprang up- talk about Bolgatanga polytechnic, the case of Wa polytechnic, you will realize that infrastructural wise, we are not developing and it's like little attention is actually paid to these polytechnics so far as infrastructural development is concern.

**Question:** Are you sure?

**Answer:** Yes, I'm really, I'm very sure. I believe that much should have been done.

**Question:** So with the worries in you about the sustainability of the polytechnics, what in your view do you think will be the situation if the polytechnics become unsustainable, if they crumble, if they collapse for instance?

**Answer:** Oh, God forbid, if that happens honestly speaking this country will be seen as matching backwards because it will mean that there is going to be a very big vacuum created and I wonder how that vacuum is going to be filled. That gap, I really wonder if it can be filled because it means that the middle manpower in the economy will go down drastically, because it's only polytechnics who filled that vacuum and I really wonder if we can have that vacuum filled. The university students or those who actually come out of the university- they have a specific role to play in the economy. I also believe that in the same direction or in the same vein, students who come out from the polytechnic system also have a specific role to play so far as the economy of this nation is concerned. So if it is not sustained then definitely it is going to be a big blow to us as a nation.

**Question:** Are you aware of high labour turnover in the polytechnics of Ghana generally?

**Answer:** Sure, I am aware there is that high labour turnover is an issue in polytechnics..

**Question:** From your perspective what could be some of the causes of lecturers leaving the classroom for other places?

**Answer:** As part of the causes, I strongly believe that the perception that is already created that there is no respect for polytechnic education in the country is actually a major factor. Now you have a system where other lecturers will be pressing for certain demands and those demands will be responded to quickly but when it comes to polytechnic teachers in this country- you have them also pressing for certain demands and it's like there is that form of lackadaisical attitude towards their demands. So definitely people will be compelled or lecturers will be compelled to leave to other places certainly.

**Question:** So from the perspective of students, what are the general challenges of polytechnic education in Ghana?

**Answer:** The general challenges, number one, if there is no respect for polytechnic teachers in Ghana, it's a kind of public misconception; if that continues it means that it also affect the products of polytechnic lecturers are producing. If I don't respect your teacher, definitely I will not respect you yourself. So it's a major factor, I believe we've come of age and we need to begin to give so much respect to polytechnic lecturers. Whatever they are demanding, let's take a critical look at it. Are they really entitled to those things and if yes, why not just give it to them and as we do that their esteem will be high and it will end up boosting their moral to give up their best for students in the lecture rooms.

The other thing has to do with the placement of polytechnic students in the job market. You have certain organization, when you walk up to them and the moment you tell them you are a polytechnic product they begin to think about you in certain way.

**Question:** Can you give some examples of such instances?

**Answer:** Quite recently there was this news item about one secondary school down south. I can't fetch the name of the school right away, it came in papers and it was also on TV, so this headmaster of that secondary school decided to displease the polytechnic teachers- teachers who were HND holders simply because he thought that HND holders were not qualified to teach in the second cycle levels and honestly we as leaders, we came up against that, we kicked strongly against it and he had to

reconsider his decision. I had friends who use to tell me they walk up to certain banks in town and when they walk up to them, all they say is they are not qualified to work there. I think it's high time we begun to change those things.

**Question:** I don't know which ones, but I can tell you for sure that in Tamale for instance I have HND products dotted around all the banks. I can vouch for that, in Standchart for instance I have over ten HND students working there.

**Answer:** Yes, with some financial institutions, some banks we have HND students working there but I tell you there are also some who would not take HND students.

**Question:** Yes, so that's part of the challenges, public misconception, and job placement?

**Answer:** Apart from that when you complete the polytechnic and you are going to pursue your degree course for academic progression, most of us believe that when you go to the university, you should be placed at a certain level but we have the premier university of Ghana- Legon wanting HND students to be placed at level 100 with their younger brothers and sisters from the SS level and I think that this is not the best for us. It is actually not the way to go at all.

**Question:** Is it still the same for Legon, I knew it was so?

**Answer:** Yes, currently is the same for Legon, it just that some of the universities like Cape Coast, understand for them, together with the private universities, fro them it's not so but for Legon it still holds the same and to me it's not the best for us at all.

**Question:** So you need to speak out?

**Answer:** Yes, one other thing has to do with industrial attachments. You see when you come in for your first year course, after the first semester, second semester you are supposed to go for industrial attachment. Now, most of us what happen is you have to go out there and struggle to get a place to do your attachment and most of the organisations even when you go there, they will tell you, and they are not ready for such things and all that. But I think as a people we need to copy things from other countries. I understand in South Africa for example and also in Nigeria, they have this common pool of funds by the polytechnics in the country. Now what happens is that,

each and every business organization contributes an amount of money to that funds and that amount of money paid by the various organisations is to be used to pay for students on industrial attachment. In this case when students are on break, it's rather the business organisations who will be crumbling for the students to come and do their attachment because if you don't do it means that you've ended cheating yourself because you've already contributed an amount that is supposed to be used to pay such people and I believe if we begin to copy those things as a country it will go very well.

**Question:** So, has your leadership suggested that to the policy group in Ghana for instance?

**Answer:** Well it's actually something that I chanced on- on the internet and I'm yet to take it up to our national leaders. But I could remember I raised this issue at our local level here with management.

**Question:** So any more challenges?

**Answer:** Well, the others probably will have to do with the library, the computer labs. As a matter of fact it's just quite recently that this polytechnic acquired fifty pieces of computers. Sometime ago, we used to go to the computer lab which was just made up of the single classroom with about ten computers and we are talking about hundreds of students. Literally it doesn't help when it comes to ICT education in the polytechnic. So, I think infrastructural wise, the facilities are not actually enough and these are also contributing to the challenges facing polytechnic education in the country.

**Question:** So what in your view will cause lecturers to leave?

**Answer:** From the students' perspective, number one, probably for better conditions elsewhere, if they realise that where they are is not actually offering them the best, they probably will want to look out to other places for better conditions. The other issue we have experienced here, well that is the perception is when there is no good rapport between the heads and probably the lecturers, definitely it would also trigger out these things.

**Question:** But do you perceive the promotions system of the polytechnic to be fair?



**Answer:** Yes, as I stated earlier on for those things they do exist. I have heard of other lecturers complaining of such things and have actually left for other polytechnics and others have just decided to leave for other places, not necessarily polytechnic. Some of them complained they've been here for two years, they've not had their promotions, some of them over two years, they've not had any promotions and once others come less than two years, they've had their promotion; so there is that form of perceived unfair treatment and that.

**Question:** Do you see labour turnover as a challenge to the achievement of the objective for which the polytechnics were established?

**Answer:** Certainly, it's a major challenge to the aims of the objectives of polytechnic education in this country. It has an effect on students in the lecture room, if you come into the polytechnic community, your first year, you are assigned to a particular lecture your first semester, the next semester you come from the break only to realise there is a change and there is a different person who is supposed to take you. Definitely it begins to register certain things in your mind and the relationship you had with the previous lecturer, it means that you would have abandon everything and try to reorient yourself with the new lecturer and all these things affects the performance of the student certainly. They also go to raise up certain speculations because students would begin to use their precious time to talk about reasons why this person has left, reasons why this person has not left and all these things; we may not be able to quantify the effect but certainly it has some effects on the students.

**Question:** So do you see it as having an impact on the remaining lecturers, when some people leave?

**Answer:** Well, in every community you will have people wanting to associate themselves with certain people and if I'm a lecturer here I have a very good relationship with lecturer B and all of a sudden I realize lecturer B has left definitely it will have some effect on me. Definitely, I'm going to be thinking, why has this guy just left suddenly and I'm going to be trying so much to get the reasons why he had left and if those reasons are concrete, those reasons I think some time to come are likely to face me I may have to start making plans to also leave.

**Question:** So how does that affect your curriculum, for instance the teaching and learning process?

**Answer:** Sometimes when you have a particular lecturer leaving, it could take a month, two months or even a whole semester for management to get a replacement and with this undoubtedly, it has so much effect on our curriculum activities certainly.

**Question:** How does turnover affects you as students?

**Answer:** Number one, it goes a long way to bring down your academic performance, it may be a bit difficult to substantiate but that it the truth. There are certain lecturers you turn to flow very well with them, when they are in the lecture hall, you are very free with them and you would ask questions for clarifications and all that but when a new lecturer comes to take over, you would want to use some time to study the person, get to know the person's likes and dislikes before you can get along with him or her. Certainly your performance as a student will be affected.

**Question:** Do you have any particular situation where the exit of a particular lecturer has been perceived to be a negative to the school?

**Answer:** Over the few years I have been here, there are a few lecturers who have left and students have complained bitterly. I can site an example; one Mr. Michael Asibi and one Mr. Ken amongst others and probably Mr. Agboko. Most of them and to be honest with you the exits of these lecturers have been a very big blow on students because they were very good at what they were doing- very dedicated, committed, they were very good. So their exits honestly it nearly caused uproar among the student body. So some lecturers have left and it hasn't gone down well with students at all.

**Question:** Do you also have some other situations where the exit of a particular staff is a positive- I mean you see it as more of a blessing to the school that this person is gone?

**Answer:** Honestly speaking, I can't cite an example. If there is a particular lecturer who students think is actually performing, I believe they will speak up but I've not heard of anything like that and I've not also heard of a student being happy or in a jubilant mood because a particular lecturer has left.

**Question:** Because there could be situations where a particular, his presence in the classroom will be more terrible; you know his exist will be finer to the institution and to the students in the class or sometimes because of you own perception, a particular teacher who does his work well wanting to stick by the rules, may be perceived as being difficult and when he leaves students may be jubilating because the *difficult* man is gone.

**Answer:** Well, maybe we are yet to experience it. Well in every society you have certain characters, the less serious ones will definitely not be happy with those lecturers who are very strict but I bet you at this level I don't know whether it is every tertiary institution or it's over here. Here the more serious ones seems to outweigh the less serious ones. Everybody here is matured and when a lecturer is very strict doing his work or his job, no matter how strict that lecturer is, they would want to understand him and flow with him.

**Question:** Do you have any suggestions as to how the problem of lecturers coming in and going can be addressed?

**Answer:** Firstly, I think government would have to play a major role in that direction. If you have the conditions of lecturers in the polytechnics being very favorable, very attractive, then I would want o believe that the rate at which labour turnover is experienced will definitely come down drastically because I strongly believe that it's the major factor here. The other issue has to do with may be having to encourage the heads or the rectors to begin to build some form of good rapport between themselves and the lecturers so that you wouldn't have a lecturer picking a problem with the head and having to leave or may be the head just deciding to ask someone to exit because he has a problem with him/her.

**Question:** So any other suggestions?

**Answer:** When we also try to look at the management set up, may be there should be a way of curtailing some of the powers of the rector so that he wouldn't have that power to decide that this person should go simply because he is not in a good relationship with him/her. I think we need to prone some of these things down so that if someone would have to leave, then it should be based on very concrete grounds.

**Question:** Do you have any suggestion for the improvement of the current curriculum of the HND content?

**Answer:** The major thing here would have to be the practicality aspect of our courses. As a matter of fact, the HND student is perceived to be more practical than the university graduate but the truth of the matter is that you complete your course here- I'm an HND Accounting student, you complete your course here, when you go out there, even during our industrial attachment, you realise that what you do in the lecture hall is a bit different from what you would experience at the work side. So I think that as part of the things that would help with our curricula it would have to be probably the school or the departments in the school organising programs, taking students out there to have a feel of the job outside there. You visit certain organisations and institutions; they get to know what is done there practically and not just on the theoretical aspects of the course. Not only the accounting but the other courses I think the same thing should be done.

**Question:** How do you see a situation where somebody leaves and the position remains vacant for long how does that impact on you the students?

**Answer:** Certainly, the effect is negative. When you have a particular lecturer leaving and it takes long for that vacuum to be filled, it looks like you no longer do that course. It looks like what you doing is incomplete, the course you are offering is incomplete or the program you do is incomplete because certain components of the program has been taken off and you no longer do it and you can't tell when that vacuum would be filled and certainly the absence of a lecturer for that course also means that you wouldn't have the needed handout to be going through as you wait for a lecturer or as you prepare for your exams. The effects are quite devastating.

**Question:** Any suggestions that you have that can help us improve the management challenges facing the higher educational sector and particularly polytechnics?

**Answer:** I think lots of stakeholders would have to come in and government which is a major stakeholder would have to take the lead in that direction. They have to make sure polytechnic education is seen as it should be in the country. They have to make sure lecturers at the polytechnics- their conditions are made quite attractive to sustain

them, retain them and to even attract more lecturers onto the field. I think when you descend to the school level or the local level; I think management will also have a role to play. Government may not come in to say take students out to experience the practical aspect of the course they are doing but I think that role would have to be taken up by management. We should have management insisting on heads of departments to make sure that how this programs and excursions whatsoever are organised for the students. They go out there; they get to know what is going on, not just relying on the theoretical aspect of what they do. I think infrastructure too should be looked at. We should have the needed atmosphere for teaching and learning-materials, facilities. I think these things are very important.

**Question:** Is that all that you can suggest? There was this thing you talked about industry contributing.

**Answer:** Yes, I think this is an issue that needs to be taken up by the rectors of the various polytechnics. I think when they put their heads together they can come out with a policy probably through the Minister of Education that will really help in this direction. Let's have all the business institution, let's have all the organisations in the country that are in need of staff to contribute to a fund that would be used to pay those on industrial attachment.

**Question:** Don't you think if you say those that are in need of staff, people will back out?

**Answer:** Okay, so let's say all the institutions in the country, let's have them contribute a certain percentage. Naturally when you make a certain commitment, you would also want to make sure that you get some benefits out of it. So when these things are done, I believe we will be moving polytechnic education forward in this country.

**Thank you for your time and inputs. It's been a pleasure speaking to you.**

### **Appendix E3**

#### **W.A. Wahid - SRC President - Kumasi Polytechnic**

As you said the image is also important when the public gets to know that these qualified lecturers or staff base are what you have compared to the universities. The image is uplifted a little but in fact the public perception about the polytechnics is not good at all, even though the polytechnics have changed. The polytechnics now is different from polytechnics some years ago looking at the syllabus and the degree of programs and the quality of staffs that are available now.

**Question:** So what are the challenges that you are thinking of?

**Answer:** I think the main challenge to me is the progression. When I talk of the progression- is what is next after HND, you end up finishing the HND and you do not know if it's the end or you should continue somewhere and to continue somewhere also becomes a problem whether you are supposed to start or continue from the HND. There are a lot of frustrations there and we encourage that we equip, motivate and task all departments to come out with B-Tech syllabus and then if government and NAB can give all the necessary support. The reason why I mentioned NAB is it also becomes a problem when it gets there (NAB). When all these things are done the image building will also start.

**Question:** Do you see the emergence of the private universities as a threat to polytechnics?

**Answer:** It may be a threat to the other universities since the polytechnics education might be a bit different from the university education. It might be a threat to them and may be they are a threat to the universities and the universities are a threat to the polytechnics. But I think if we are given the chance to progress, we will do very well and the image will also be uplifted.

**Question:** Do you see the polytechnic graduate as one who is desperate in terms of progression- because if you look at the objectives for which the polytechnics were set up, vis-à-vis the objectives of the polytechnics you realise that the universities are now encroaching into the mandate of the polytechnic?

**Answer:** Yes, now what is happening is few departments have got the chance to mount the B-Tech or have progression. The universities have started coming and admitting them at level 200 and level 300 even accepting them whereas before they were not being accepted. I also have the believe that when are given the chance to progress they will start accepting us in level 200 and level 300 to create that kind of competition. For example, we do one and half top up here, now there is an advertisement that you can do two years top up. You ask yourself why was it that before they were not doing it if they could have done it. I think they are waiting for us to get the B-Tech and then they come in with this other requirements for HND students to be admitted there. I'm not only talking about the B-Tech but also continue to do the M-Tech and it all comes back to the staff motivation and the staff base that I talked about.

**Question:** So from the perspective of students, what are the causes of lecturers having to leave?

**Answer:** I think basically it's could serve as an individual human being or any ordinary human being when you get better offers somewhere, it's like any other institution, it's your life you need to get more as you work and if a person for example gets certain amount of money, he might as well opt for that institution on that grounds and leave the polytechnic. I'm not saying that we could bring it at par but we could also improve on it so that it's not just the same but get close to the conditions of service of other tertiary institutions to keep them here.

**Question:** Would you narrow down to just the remuneration as the only factor that cause lecturers to leave the system?

**Answer:** I think that should be the major factor, since they always talk about conditions of service and they go on strike. I think that should be the major factor.

**Question:** For instance talking about organisational climate, the management style of the organisation how does it influence turnover?

**Answer:** I think the management style to me it's the same in most places but what goes into your pocket, what goes into your family sometimes is really important, what is stock for your future. They always talk about provident fund, what is there for their

future, as young as they are they should be able to save and save well. So I think the major thing is remunerations we talked about.

**Question:** But do you perceive or do you see turnover as a challenge to the achievement of the objectives of the polytechnics?

**Answer:** Definitely, continuity is not guaranteed and secondly you also do not get as I said quality. You do not also move forward, you always move backwards when you keep on changing and then here becomes a testing ground for inexperienced lecturers because the moment you become experienced then you leave- you take all the experience away and then a new person is employed. So basically that has been the challenge. Unless you can also tell us of what you think are some of the challenges from staff point of view. What do also think are the challenges of the polytechnics, basically to me it is the progression and the quality.

**Question:** Challenges, I think the public perception is one thing that is killing it.

**Answer:** Yes, but the public perception can be changed if we are able to put things right. I have critically studied these two things especially the progression, the public thinks that this is a playing field- it's a temporal stepping stone but when begin to; we allow for example, I'm studying chemical engineering, I know I will be able to do my B-Tech, everybody knows that B-Tech involves doctors and PhD holders and masters for the training, even though a section of the public have an idea, if we are able to change this internally, gradually we will be able to modernise the polytechnic education and the perception will also change.

**Question:** So how does turnover impacts on the remaining lecturers if lecturers leave?

**Answer:** They also feel- it transfers onto them. If they also do not get what they wanted, they might as well leave. So, the mindset is not to stay here but to be around when the opportunity comes and the person also leaves. So the commitment and then everything is not there. Even though things are changing but we need to change the way forward because I can see the polytechnic ten years ago is not the polytechnic now but we need to do more to change the public perception. To tell you the truth I did not even think about coming here but I believe its God so that I will be part of those who can change things here.



**Question:** So do you have any regrets that you are passing through the polytechnic system?

**Answer:** I never thought I will pass here, I never even thought I will come and do chemical engineering. I never even thought I will go for a position, I never even thought I will part of management but I think it's God purpose and I've done my part and to me we have laid a very good foundation and then our voices have also been heard. I have done a policy document for the Rector which talks about the progression, the staff motivation and development. All will come together to change the image of the polytechnic which will change the perception of the public, which really must change. From infrastructure to academics to everything that needs to be changed and look at from a different point of view.

**Question:** How does turnover affect you as students?

**Answer:** I think I have answered that students may not know how it affects them but definitely it affects us. As I said we do get experienced and quality staff and imagine you have a doctor today and then he leaves, then you have a master's degree holder and then he leaves the next day, what the do you do? You are not assured of continuity and then the experience and commitment.

**Question:** So can we cite any instance where for instance the exits of a particular lecturer in the view of students could be considered a negative?

**Answer:** Yes it can happen but I have seen or experienced that.

**Question:** No, what I mean here is where the person leaves and everybody misses the person.

**Answer:** Yeah, especially if the person has been very instrumental in the development of the department. For example, the doctor who established our department, if he decides to leave, it will really affect us. But in many times, those who really helped with development or which people will *feel* do not normally leave. I think they continue with the love that they have. You only get the few ones who just come get an opportunity somewhere then they leave.

**Question:** But in that case can we get a situation where somebody leaves and it's a blessing- even teacher are happy, students are happy major stakeholders are happy?

**Answer:** Definitely in every society, in any institution, any working place, you get people that when they leave it's a blessing and everybody is very happy, and relieved but I have not had that experience before but definitely in every society or institution may be a group of people will always be happy somebody is around or is not around.

**Question:** So do you have any suggestions as to how this problem can be dealt with which is leaving the system?

**Answer:** I think what we have to do is, locally we have to take our own destiny into our hands, and we shouldn't wait for government. As I have written here even before I met you, we should task and encourage all the departments; I mean we should encourage and task them, motivate them and always be on them to come out with the B-Tech syllabus, whatever they need we give it to them, even if we need to get an external to even prepare them and then to also motivate the staff so that we get quality. Then we leave the rest to government and NAB. Internally we need to do our own.

**Question:** So any suggestions as to what we have to do internally?

**Answer:** That is why I said management should not just allow departments running HND to be sitting idle. We should give time limit to this and this and this, you are suppose do the whole of the syllabus. By end of this year you should be running the *top-up*. What and what do you need, what motivation should we given you, what are the lecturers that you need to support this department. What happens is we do not task the departments, we do not give them time limits that this and this; we do not also encourage them and give them the necessary motivational packages to sit down for hours. But at the end of the day, I feel that these are basic in which when about 80% of your departments are running the *top-up* or are progressing you get motivated; because you'll find out that students go elsewhere to do the program and at other times that they are matured they consider themselves to be alumni of the bigger institutions.

We do have solid alumni because this wasn't the final destination and if there is any contribution, they want to be identified with the big names and then one challenge is with those at the top- the decision makers. I do not think most of them pass through the polytechnic and most of them also do not end up polytechnic system so the love is not there and taking decisions is a one way decision. You only get some few ones who are able to reason and think of the polytechnics. I do not if haven't passed I would have thought of coming here, so sometime I put myself in their shoes- that is why we should do our best and try to lobby, appeal and then...

**Question:** What suggestions do you have for us to kind of improve the current curriculum of the HND programs?

**Answer:** It become difficult for me to answer since I do not know the syllabus of individual polytechnics. As things are changing, as it is done in the university as times are change, we should be able to change what is not no more useful; you revise your syllabus. All these you have to motivate a vibrant base staff to be able to do this and then make sure that you are always abreast with time and then you upgrade and then I mean all this is part of management. We only suggest and then make solid presentations to management that is what can be done. As an institution from primary school to tertiary you need to revise your syllabus.

**Question:** Unfortunately the polytechnics have not had their syllabus revised.

**Answer:** Do they revise it individually or every department does it.

**Question:** No because examination is nationally controlled, our certificate is a national one. Somehow as far as I'm aware most of the programs that were developed and presented those times are still the same old things that have been running across.

**Answer:** I think it all boils down to the staff that we have. What do you also about the government vision for the polytechnics? Do they still want the polytechnics to stay as it is now or to make sure that polytechnics are also being respected.

**Question:** These are some of the issues that I'm investigating; I do not have opinion on my own. Just as I'm speaking to you, I'm supposed to be speaking to some kind of group of people; the policy related group is one, I will be speaking to some former

rectors who have gone through the system, I will be speaking to rectors, speaking to human resource persons, I will be speaking to some staffs of the polytechnics and even those who have resigned, so that I will get the perspective of students and student leaders.

**Answer:** I think if it is allowed to progress those who also will like to stay at the HND will do it when the person feels to do the *top up*; you know there is life after the HND. Even after the HND you do not know whether you are going to start afresh or you can even ..., but we've done our own investigation and outside is very easy, you do your HND and then you are guaranteed your progression. We know of lecturers here who have done HND and done two years masters straight, we are not even asking to do masters straight, if you do a year in B-Tech and then you quickly do your masters and I'm not only suggesting that we stick with the B-Tech, if we can even go further and run M-Tech. So when they mention the B-Tech, it does not come ordinarily. A lot of students are prepared to come if we should advertise the few degrees that we run here. We run three B-Tech programs, Civil, Mechanical and Accountancy. The academic board is meeting, they are yet to approve chemical engineering and estate management but marketing department I don't know what they are waiting for and it's been in existence for a very long time. If as policy makers or as management, we could look at the few people who are in, we go for qualified people, we make sure they are comfortable here, they are okay, we look for one, two, three people who are qualified so that, you know once you are doing this image building it's not just one day but I believe if this is done in the next five, six years or ten years and then the image is built very well- the effects goes to generation of polytechnics graduates.

I always give this example that, Chelsea today was not Chelsea some ten years ago but when we mention Chelsea here, the today's image affect yesterdays' and the future. A lot of HND students can come back and just do the *top up*.

**Question:** But don't you see the polytechnics have also putting some restrictions, for instance I've heard of you read and they are required in that before you even enroll for the *top up*, you should have gotten some two years working experience after graduation.

**Answer:** It's not from the polytechnics, it is from NAB. It's not a direct entry, you need to do your service and then you do [...].

**Question:** So what happens to somebody who for instance after school, two years the person is unemployed but he wants to continue?

**Answer:** The argument is that since it is a practical oriented course, you should get yourself employed, if you do not do that, you lose focus of the polytechnic, that is the trick there but I mean there's competition all over. Who wants to stay and then who wants to go; that is why telling now there is a one year or one half top up, universities also are organizing the *top up*.

**Question:** Yeah but don't you see the universities like I was mentioning, encroaching on our mandate?

**Answer:** Yeah, I said it they all want to be in business.

**Question:** I think that because of this business fact that we are also losing our focus because we do say the practical oriented course for three years and you do a *top up* program which is quite theoretical, it will not be practical oriented and then you are happy that at the end of the day you have a B-Tech.

**Answer:** The problem is the system; everybody wants to have a degree. The structures does not theoretically allow you to take your time and then the job market, all these are factors. When you have been in abroad [...] if you been in the polytechnic and solely you are in [...].

**Question:** What are the objectives for which the polytechnics were set up?

**Answer:** I think for practical oriented purpose. But the system's perception as we said does not allow you to. You need to do some '*top up*' before you are recognized in the system.

**Question:** So to a certain extent would you say that the objectives for which the polytechnics were established have been achieved?

**Answer:** Definitely it has been achieved because in most industries you get polytechnics graduates there but if they are recognized as such that is the; I mean the

perception is still there but we've really achieved it because you find out that polytechnic graduates are all over.

**Question:** So in terms of percentage wise, how would rate it, if you are going to rate the objectives?

**Answer:** It should be about 80% because polytechnic graduates are everywhere in terms of the industries. The fact of the matter is the perception.

**Question:** Okay, you talked about academic progression been one tony issue, what about the placement of HND graduates?

**Answer:** It has also been an issue, I just had investigation about it and there was a paper some time ago that they were supposed to be put a step behind but I think now they are two steps behind. I don't know how far that is true, especially in the teaching.

**Question:** So can you refer me to that paper?

**Answer:** I even asked for that paper but I have not received it but those of you who are following polytechnic education should, if you've heard of it before that it was that, the HND should be a step behind, so if a degree holder is thirteen or fourteen, the HND holder should be twelve or thirteen but they are around eleven which is really affecting us.

**Question:** So do you know of that this placement problem has been addressed with certain organisations but which are some of the organisations that we would describe as stubborn organisations?

**Answer:** Is the education sector or something because for the few examples that I have it was from the education sector (GES), the pay slip of HND holder and a degree holder and then the suppose document and the difference is about two steps or three steps- more than two steps. Even if it was two steps, it would have been okay but I remember it was fourteen against eleven or thirteen against ten, I have forgotten the figures. All these come back to what we were saying that we need to sit down take our destiny into our hands and do whatever possible to do what we have to do.

**Question:** Because I remember that some the organisations were responding, they were placing them at senior management level but other originations were still very adamant.

**Answer:** Yeah, other organizations were not responding

**Question:** Did that affect the moral of the products?

**Answer:** That is one thing, the perception and the morale... student union can... I know of an HND holder who is here teaching, he got the chance to do B-Tech in South Africa, he's changed, his confidence level is even different now because of the exposure and now he feels he has the B-Tech. I do not care whether I have the HND or not, my confidence is always there but we need to think of every student and we also have some few HND students, you will find out that their confidence towards work and everything is great but that is just a small percentage. It is very important and to me there is a lot of context in there for us not to be given accreditation.

**Question:** Don't you think that it is rather because, like you mentioned, we haven't gotten people in places, people who think like us.

**Answer:** I think that is it [...], but you still get your people in place, there are some....

**Question:** Know I mean, for instance the accreditation that has to be done, don't you think it is the universities people who are doing this

**Answer:** Yes, what I'm saying is, I know your lecture base and all those things should be intact but you get all these things and there are still excuses. For example, you have to do one year national service, you end up using certain years; and this same people tell you to come and do two years for a BSc using the HND. So we all go to the same pool to fish and then for example if I leave in Accra, my parents are rich, I decide to go to Central University I don't have to come to KNUST anymore. I mean these private universities are also taking share from polytechnics, and these are also owned by the university professors and lecturers.

**Many thanks for your time and inputs. It's been a pleasure speaking to you.**

## **Appendix F1**

### **Mr. Ken Kubuga – Resigned faculty - Bolgatanga Polytechnic**

**Introduction:** Good afternoon Mr. Ken. I'm Iddrisu Sulemana, a staff of Tamale Polytechnic and currently a research student of the University of Edinburgh Business School. I am researching into the management challenges of higher education with particular reference to turnover in some selected polytechnics in Ghana.

**Question:** Mr. Ken may you please introduce yourself?

**Answer:** I am Ken Kubuga, a former staff of Bolgatanga polytechnic and currently a staff at the Tamale polytechnic.

**Question:** If I may ask what was your qualification of entry at Bolgatanga polytechnic?

**Answer:** I entered there with an MBA in IT Management.

**Question:** How long did you serve in the polytechnic and which department specifically?

**Answer:** Eighteen months in office at the Liberal Studies department.

**Question:** You qualification at the point of your exit?

**Answer:** Besides the MBA, by that time I had what we call International Computer Driving License. But that is not an academic qualification per say so I don't know whether to add it.

**Question:** But is it professionally recognized?

**Answer:** Yes, worldwide.

**Question:** So your present qualifications?

**Answer:** Still the same, the MBA in IT Management- that is my highest academic qualification.

**Question:** How important are polytechnics to Ghana's development?



**Answer:** As to how, I will say very because with polytechnics forming a network, what I can immediately see is that they have a platform to share knowledge and to replicate best practices so that each polytechnic will not have to reinvent the wheel. One, polytechnics contribute to the development the country education wise. If we able to do better because of the network, we know that definitely the nation develops.

**Question:** Do you have an idea as to why the polytechnics were set up?

**Answer:** Yes, what I remember from the blue print I read some time ago, I know they were set up basically to produce middle level manpower in the technical areas.

**Question:** Would you say that, that objective has been achieved since its inception in 1992?

**Answer:** I don't think I will say so. There are signs that the polytechnics are trying to achieve that but there are signs that they are losing focus. I don't know how to describe some of them but I see the polytechnics offering more of courses that I would describe as being the humanities like management and accountancy. I'm not too sure about it, yes it is technical but I think there are some forms of humanities in it and across board these are the departments or schools with the biggest numbers. The pure technical areas like engineering, ICT, building technology turn to have smaller numbers. So that is how I see it.

**Question:** You were saying that yes to a certain degree their objectives has been achieved and you also see some problems associated with the polytechnics; so percentage wise how would you rate the objectives in terms of how they have fared?

**Answer:** I will keep it between 30% - 40%. It is definitely not up to 50%.

**Question:** Would you say that polytechnics have contributed to the middle level man power base of Ghana?

**Answer:** Yes and a bit of no.

**Question:** So can you explain yourself in terms of the yes first.

**Answer:** The yes is because now virtually every institution you got to; you find out that the middle level people are HND holders. Quite a good number of them too are

degree holders also so they are coming from elsewhere but we find a lot of HND holders in a lot of places. So yes they are contributing.

**Question:** You talking of a lot of places can you mention some of them.

**Answer:** The District Assemblies, the private institutions. I happen to own one- that is Boltech ICT, there are two HND holders working with me there. Quite recently we were at the accreditation board to seek accreditation to some new courses and I was positively surprise to realise that some of the people we need to see were HND holders, in fact graduates of this school and so for me I got the perception that we moving in the right direction. And also, still on the yes aspect of it, hitherto most secretaries of institutions were, I wouldn't say middle level but low level people, people who just finished secretarial schools, now most of them are HND holders, they've risen to the middle level. That I think is as a result of what the polytechnics have done.

**Question:** And then the no aspect of your response?

**Answer:** The no aspect of is, because when I look especially in the bigger companies, the bigger private institutions, I think in such places the middle level people are degree holders, they are bachelors and they are coming from other places. However, especially why I was saying that, that is very objective I think that it's not just about the numbers but about the quality and it appears industry prefers university graduates to polytechnic graduates. My thinking is that industries think the university graduates are of a higher quality that is why I was talking of no. This will mean that the polytechnics have still not contributed in that situation; they may be contributing in numbers but not so much in quality.

**Question:** Do you see the polytechnics as sustainable, in other words as somebody who have worked in the polytechnic fraternity from a polytechnic to a polytechnic, what are some of the treats or challenges to existence of polytechnic education?

**Answer:** First of all, I think the biggest threats to polytechnics today is the universities. One, in terms of staffing the universities take the same qualifications as the polytechnics take, however, the difference in remuneration is quite significant and so you can see in a lot of cases, I do know a number of people who have left

polytechnics to the universities not even because the polytechnics were not interesting to them but mainly because of the remuneration. So that is one big threat and so we are seeing that if this continues the quality of staffs may continue to reduce and yet we do know that government is doing their best to make sure they have universities everywhere so there are going to be universities close to every polytechnic and so lecturers can easily move to the universities without moving from their geographical locations.

The other threat is even in the students, we are taking the same qualifications, aggregate 24 but in industry the university graduates are paid more. So students will always prefer the universities first, if they don't get that then they fall on the polytechnics.

**Question:** Is that an issue of perception or reality?

**Answer:** I think it's both because in reality it is clear the remunerations are higher and even for me a lecturer in a polytechnic, I must say this, I will prefer a university graduate to do a job for me. I will prefer that to a polytechnic graduate. So this real and I'm just citing myself as an example but I know that a lot of people have this too and even with the students, parents are proud to say that my child have just gone to the university but they are not so proud to say that my child is in the polytechnic; and parents will try to push the children to the universities and even students themselves will prefer the university.

**Question:** So what in your view do you think we can do to change this negative public perception about polytechnic education?

**Answer:** I think it should be something that should be in the middle to long term. Opportunity should be created for the polytechnic graduates to prove themselves. There are a lot of cases where polytechnic graduates can prove themselves and go higher but such opportunities are not available. Besides that, climbing up the academic or climbing up the professional ladder should be easy for polytechnic graduates. Now more and more I'm seeing it happening and so this is very likely to change the perception. If it is clear that you can spend three years in the polytechnic, come out, get a job, work and then later on go for two years and then you have a

bachelor, it may be easier for people to accept the polytechnics than the current situation where you finish the three years and it is difficult to get a job and so people will prefer that well let me go for four years in the university and be assured of a job. But if that bridge is taken off or if that bridge is strengthened we can be sure that, at least on the part of students that will be corrected. With staffing, I will not advocate for equal remuneration for universities and polytechnics but I will advocate that the gap should reflect the difference which is very little in terms of the quantity of work for people in the universities and at the polytechnics.

**Question:** Can you think of any other threats or challenges?

**Answer:** I think it's more of looking at it as a weakness. With the two polytechnics that I have worked with and I was also fortunate to have done a very little, I don't know whether to call it an attachment or something with KNUST where I graduated, to use these three, the university and these two polytechnics, I think that structures in the polytechnics seem very weak. In both polytechnics that I have worked with I have not had even close to 60% of the situation where the polytechnics meet its own deadlines. Even for reopening, for exams, for submission of results, examination questions for moderation and all that, I don't see them. But in the university, I saw that these were strictly complied with. So I think that this is more of a weakness the polytechnics would have to see how to strengthen their internal institutions. Otherwise they will continue to be disorganised and so weaker.

**Question:** You were with Bolgatanga polytechnic for eighteen months, can you state some of the reasons for which you left that polytechnic?

**Answer:** I can immediately think of two and I think those were the major reasons. Number one, at a point I felt my skill wasn't appreciated that much anymore by way of- I didn't see some of the things I was proposing will ever see the light of day so I was getting less interested in what was going on. I for example, made proposals for introduction of new courses and it was always back and forth, it never left the polytechnic. Even for the trial at the accreditation boards it never went to them. I proposed some changes to be done which were not, for example I mentioned at the beginning that I was with the Liberal Studies department, a computer science person working with people who are not in the same area and yet you sit down for meetings

to be deliberating on issues, it wasn't really too interesting and felt I was not being appreciated. At a point when we were two people with ICT qualifications, I thought we were enough to at least start a unit not necessarily a department so we could focus on ICT problems and solutions.

The other thing was that may be within the short while this is probably because of the structure of the school itself. I felt I've grown to the top, there was a glass ceiling, I didn't see any new challenges and for a while I felt the solution was because I never saw how I was going to proceed from there. Every day, it's like you go teach and somebody calls you to come and work on his computer. In the first place, you are a lecturer and not a technician and you try to do; when you try to propose that lets do this and this to improve the ICT, you don't see that happening and so I felt I have gotten to the top of it and if I wanted to grow professionally, I needed to find some else to go. But yeah, the two are linked and the aspect where I said that I didn't feel I was appreciated, there was that linked a bit of what I call may be human relations problems. I really didn't like the relations with my immediate supervisors.

**Question:** So do you find it different with Tamale polytechnic for instance?

**Answer:** In Tamale Polytechnic, with the two first in terms of structures, I don't see any difference, structures I'm not talking about the technical structures but process and how things are done- I don't see any differences. But Tamale Polytechnic is bigger and I see that if for nothing at all, I can grow perhaps at a very slow pace but there is room for growth and there is room for innovation. I'm not satisfied, things are not going as fast as I expected but at least slow is better than nil. So very little differences but at least this is more gratifying, you can see there is something ahead.

**Question:** Can you state in very brief terms, some of the effects of your resignation on the Bolgatanga polytechnic for instance?

**Answer:** It is clear that I after I left, there was no ICT person who could replace me. This will sound a bit selfish but who could actually step into my shoes; even up to now you either get somebody who is an ICT academician or an ICT technically oriented person. I can say I was a blend of the two and they've not had that. Even after my leaving I still have to talk to the person who was behind me and even till date

I sometimes have to guide him through things. For example, the building of the website for the school I had to do it for them, this is unofficial but for Tamale polytechnic because I was a staff I built that website for the school. So they have those effects. I think that leaving the school, even for its still difficult to get somebody who will have a technical skill and still be academically oriented. They've still not had such a person.

**Question:** So what was the relationship between you and your supervisor?

**Answer:** Immediate supervisors, I had two while I was there, with the first person I enjoyed it and even till date we are in touch but with the second supervisor that's my next head of department in very undiplomatic terms- it wasn't good. It was very personal in the negative sense and beyond him I think it was with the Rector, it was also not a very good relationship. I didn't enjoy the relationship.

**Question:** Would you describe the performance reviews of the polytechnic as one that was fair?

**Answer:** Yes, almost difficult to say, there was a laid down professional review procedure. I don't know of any staff who ever went through it. Myself, I got a letter asking me to improve upon my output yet I was never assessed, at least as far as the procedure is concerned. So, for the performance review that I have read, I think it's fair but with what was in practice, it's different from the review that is supposed to be in place and that I think was actually fair even when it was used.

**Question:** How would you for instance, evaluate the pay structure of the polytechnic network? In your case you have been in two institutions- in terms of the pay structures is there any difference between the two institutions?

**Answer:** There is no difference that I can see but I think that because it is coming from an external source it is determined from elsewhere. The only difference is that when I came to Tamale Polytechnic, I was placed a step higher than I was at Bolgatanga, so there was a little difference. But that is for me, but at the same level I think it is the same.

**Question:** So what is your current status?

**Answer:** Lecturers at SMP....I don't remember it very well.

**Question:** So generally, how would you describe the pay structure of the polytechnics?

**Answer:** On the strength that if you look at general salaries in the country, it is a bit fair except for those who do things that are very similar to what we do like lecturers in the universities. There I see a gap but in terms of salary for it be commensurate with the kind of work that is done I think it is rather on a low side but this cut across board not just us.

**Question:** Were you satisfied with promotion policy of Bolgatanga Polytechnic?

**Answer:** I should think yes, with that I was satisfied.

**Question:** What was the promotion policy like?

**Answer:** First you work for a year and then you are confirmed, after that you are immediately qualified for head of department when there is a vacancy. But then also at the beginning of every year you are taken one notch higher where you are. I can't give the specifics what each notch goes for. If you publish, you are given some additional levy, promotion or something and I saw that working at Bolgatanga polytechnic.

**Question:** So on the whole you think that the promotional policy of Bolgatanga polytechnic was fair?

**Answer:** Yes, from my point of view.

**Question:** Were there situations where things could be tilted to favour somebody without the person actually going through some of these things and yet getting to a particular position?

**Answer:** At times there was a semblance of that, it had to do with tribal politics. Say people who belong to the same tribe as a big people easily got promotions. But what I can say is that, yes it was unfair in that sense but you could not ever pinpoint this

person is not qualified. Usually they are qualified but then a bit of favoritism which you cannot easily substantiate because the person is qualified for it.

**Question:** What were the things you like best about the polytechnics?

**Answer:** The encouragement for staffs to improve themselves academically and to research. On monthly bases, usually the last Thursday of the month we will all meet on what we call the seminar presentation series and staffs were encouraged to come. In fact there was a time table drawn for every staff to come out with some research findings. Even if you did not have the resources to carry out the research, you could at least take your master's thesis and rework it and come to present it and such presentations were encouraged to put in a proper format to be sent to the journal of Polytechnics in Ghana, (JOPOG) and so it was clear there was a certain push for staffs to improve academically- that is what I like best.

**Question:** So what were the things you dislike about the polytechnics?

**Answer:** Very much for me, my personal relationships and this could be either ways. Either I was behaving well or the people on top of me were not behaving. But I did not like the way things were getting personal. I think on a lot of occasions I was looked at, as a person and not a professional and that I did not like. I think basically that is the biggest thing I did not like.

**Question:** How would you appraise the polytechnics communication generally, the channel of communication in the polytechnics?

**Answer:** The channel, basically we used notice boards even for staffs because of the small number of staffs because of the smaller of the school it worked but I think that, that will need improvement. But to that extent it was okay. You put it at the notice board and everybody passes through the same place.

**Question:** If you had an issue for instance, you wanted to communicate to the Rector, was there the need for you to do it directly or you needed to go through your HoD, through the dean and the Vice before it gets to the Rector?

**Answer:** That is where I think there is a bit of a problem, you needed to route everything through the head of department who will go through the channel as



you've mentioned, through the dean and then depending on the nature of the problem it may be taken to the registrar and not even the Rector but on a lot of occasions the Rector would call a staff directly and start questioning you and there were occasions when you don't know what the rector has discussed with your HoD before meeting you and so it creates a bit of a problem. The HoD may later get to know that you've had an interaction with the rector and he feels you've sidestepped him; yet you were not the one who initiated that meeting process.

**Question:** In that case communication was both vertical and horizontal; will I say upward and downward because if the Rector has anything- directives he will push it through the line?

**Answer:** Yeah, but on most of the occasions it wasn't the case. He did a lot of what I will say micro managing. On a lot of occasions the Rector would bypass the steps below him, he goes straight to the person, which yes can work and it can make things faster but on a lot of occasions it doesn't really work very well.

**Question:** In terms of the polytechnics training policy how will you evaluate that?

**Answer:** Throughout my eighteen months there I have never been sent for any training. I do know there were opportunities for people to get some sponsorship from the school for further education but I don't know of any individual who benefited from it. So it's difficult to evaluate.

**Question:** Evaluate the policy, I mean I'm talking about workshops, may be people going on short courses?

**Answer:** That also may be I was too detached to hear but I know there were occasions when for example institutions like NUFFIC would organise workshops for staffs but this were normally initiated by NUFIC and GETFund and in some cases Action Aid. So they were like external cases. I am not sure of a situation when the polytechnic itself initiated any such thing.

**Question:** In that case what was the climate like in terms of your development, how long were you supposed to serve before you could proceed on you studies?

**Answer:** Three years.

**Question:** Were there situations where the law y was waved or bent in one way or the other? For instance if all staffs were required to do three years before they could proceed on further studies but an industrious staff for instance goes on and he is able to get scholarship and he gets admission, he does one or two years; the polytechnics may not be contributing significantly in terms of finance to his stay, can you think any such situations during your stay?

**Answer:** Like I said I didn't even see that working but during my stay, I met somebody who had benefited from it and for him he actually had work for only one year and then gone for further studies. That like you have said, the rule was bent positively in this direction because the polytechnic was even very young. The polytechnic was only a year old when he joined and so it was not that attractive for people. So one such person in the first year was immediately sent for further studies. He is the only one that I am aware, perhaps there are other people but I don't know.

**Question:** So how would you describe the polytechnic organizational climate, the management style?

**Answer:** Management style, let me say it was quite efficient but it did not involve a lot of cooperation because a lot of the times steps were jumped; the man at the top comes straight to the ground to do it without passing through the channels and a lot of occasions it cause problems. But in terms of results it achieved results.

**Question:** What I'm trying to say here is, will you say that the style was autocratic, was he providing a laissez-faire type of type of leadership or was he a democratic leader?

**Answer:** Very far from laissez-faire and not too close to democratic. A mixture of both autocracy and a bit of democracy. But I think autocracy was more dominant.

**Question:** In anyway, did you think that some of the management staffs could be a factor in some of the people leaving the polytechnic?

**Answer:** Yes, for me it was one of the reasons. Two other friends of mine who left, in our private conversations, I think we all attributed it to the style of managerial leadership.

**Question:** Would you want to return to the polytechnic fraternity?

**Answer:** I am already there.

**Question:** How different is Tamale polytechnic to Bolgatanga polytechnic?

**Answer:** I'm surer of future growth here as against the Bolgatanga polytechnic. I'm sure I can grow, besides that there is actually room to try out new things. I didn't see that in Bolgatanga polytechnic.

**Question:** How would you rate the management style here?

**Answer:** Quite honestly, I haven't had too much to do with management here. It's because of two things, my previous experience made me think that I got too close to the administrators and so I'm quite careful with how go through them and you can even see that a lot of lecturers don't even know me. So it's difficult to evaluate.

**Question:** During your exit, when you were leaving Bolgatanga polytechnic did you grants what we normally call exit interview?

**Answer:** I was looking forward to it but it never came. In my leaving, if you put aside documentation, it was more like I left because we fought and so even to go back and even give some letters of resignation and things, you walk into the office and it was as if you were a *persona non grata*. So I don't think anybody wanted to interview me.

**Question:** What has been the response of the Governing Council (GC) to some of the concerns for which you left?

**Answer:** I am not sure they got there. I wrote a letter that indicated my complaints that I was not even assessed that I had made some proposals that have not even been discussed. There were a few things that I did which were considered but accredited to other people. A number of concerns but I know (**this is unofficial**) somebody has informed me that this letter is not even in my file. So I don't even think it is administratively known and so it wouldn't even get to the GC.

**Question:** Were you having interactions with your convocation representatives on GC to carry your concerns for redress?

**Answer:** I had never interacted with any of them. May be I was not aware but I'm not aware of any such opportunity where we met with those from the GC.

**Question:** In your view what has the response of government to some of the concerns for which lecturers normally leave the lecture?

**Answer:** In the first place, the question will be whether government actually gets to know why lecturers leave before we will even know about government response. Perhaps the only thing government knows about why lecturers leave is the salary issue and the response. Well, may be that is why the government is working on the SSSS besides that a lot of the others issues I'm not sure if even government hears of them to talk of response.

**Question:** What recommendations will you offer in order to reduce labour turnover in the polytechnics of Ghana?

**Answer:** First of all, it should be made attractive- by attractive I mean, the remunerations should be attractive, the conditions of service should be attractive and here conditions I'm talking of government being able to provide for some basic needs; giving allowance for your utility bills, not necessarily to cover all but something to cushion you and some things put in place to take care of- let's say lecturers who have families and building of capacities of polytechnic lecturers. It is clear that more of the staffs in the universities get more academic role than those in polytechnics. So, it looks more like the thing is there, the support is there, if you want to grow faster, then you have to find yourself in the university. Besides that polytechnics should be allowed to introduce/mount as quickly as possible channel new programs. For my eighteen months in Bolgatanga polytechnic I tried if we could run an HND in Business Information Technology- a combination of ICT skills and business, it never worked. I left and in Tamale polytechnic I'm in about my fourteenth month, we've gone to the NAB for about three, four times on that issue and each time there is something very minor so we are losing the second year to run such a very fine program and some of these things I must say personally I've even told my HoD that if we don't run it this year I will feel very dismissive about the situation. But I have to be honest that I know there are other opportunities else then I will feel satisfied and if you here teaching things that you don't feel are challenging, you are teaching people how to click and

how to move things, you will easily feel like let me find something more challenging elsewhere. So I think it is one thing. Polytechnics should be encouraged to come out with courses that get people engaged. One, you get more students and so you are internally generating more funds. Two, the lecturers feel more challenged to grow so they feel more satisfied.

**Question:** Are these the only recommendations?

**Answer:** These are the one that easily comes to mind.

**Thank you for your time and inputs. It's been a pleasure speaking to you.**

## Appendix F2

### Turusung Damasus - Former faculty - Wa Polytechnic

**Introduction:** My name is Iddrisu Sulemana, a staff of Tamale polytechnic and currently a research student with the UEBS. I'm researching on the management challenges of higher education with particular reference to turnover in some selected polytechnics in Ghana.

**Question:** May you please introduce yourself?

**Answer:** I'm Damasus Turusung- former lecturer, Wa Polytechnic.

**Question:** When were you employed?

**Answer:** April 2003.

**Question:** How long did you serve in Wa polytechnic?

**Answer:** One (1) year.

**Question:** Your qualification at entry:

**Answer:** MPhil Communication Studies.

**Question:** What was your qualification at the point of your exit?

**Answer:** MPhil Communication Studies.

**Question:** Your present qualification.

**Answer:** Same

**Question:** In which department did you serve?

**Answer:** Secretary and Management Studies.

**Question:** Why were polytechnics established in Ghana?

**Answer:** *Ahhhh*, well, I guess it was to provide middle-level human resources for the country's development.

**Question:** Do you see the polytechnics having provided these caliber of manpower over the years?

**Answer:** *Ahhhh*, to some extent yes. If you ask me to grade their achievement I'll probably say about 60%.

**Question:** What will be your justification for saying 60%?

**Answer:** In the area of business for instance, I think the Accounting aspects of the polytechnic education has been quite strong. You go to many organisations and you'll find HND Accounting graduates who are there all over the place. I know that engineering also, a number of them have been engaged by many institutions. One just feels it could be a lot better if the challenges polytechnics face were overcome. We would have been able to provide better HR.

**Question:** What are some of the challenges confronting polytechnics on Ghana?

**Answer:** *Mhhhm*, first, I think that the area of HR, the polytechnic lecturers has not very qualified personnel. We have a number of polytechnics where we still have first degree holders who are there as instructors, in some cases even HND holders are in the polytechnic as instructors. Now, if you are talking about tertiary education, then, they better upgrade the staff levels. Any tertiary institution that takes itself seriously must be able to attract at least second degree holders, so, rather than first degree holders, so, that is one area of challenge. Then, the other area is of course facilities- polytechnic education is technical in nature. If you are running for instance, I know here at the Wa polytechnic they have an Agricultural Engineering course and you don't have facilities for practical training of the students. *You see* , when you are running a course like Agricultural Engineering and you don't have the practical facilities for students it inhibit the student ability to perform on the job when they come out of school. So that is another area of challenge. Of course, I know that polytechnics don't have facilities- facilities such as lecture theatres are insufficient and all of that and for the students also many of them find it difficult to get organisations for industrial attachment. On the job-training should be something that should be enhanced to make them far better than they are.

**Question:** Can you figure out any other challenge?

**Answer:** Of course, the lecturers there are poorly remunerated. So, there's a high turnover of polytechnic staff to the universities when they get the opportunities. Because they believe that the university staff are better remunerated and partly because of that I think polytechnic staff do a lot less research than their university colleagues because you need to be motivated, you need to get sufficient B&R allowances to undertake and for any lecturer- I mean we keep saying you either publish or perish, so, if they are not motivated to research it doesn't enhance their quality and delivery in class.

**Question:** As somebody who has worked in the polytechnic, can you state some of the reasons for which you left the polytechnic?

**Answer:** *Mmmhh*, yea, I mean I'll not pretend. The main reason had to do with better remuneration elsewhere that was the main reason. But also at the time that we were at Wa polytechnic- we were the pioneers for the tertiary programmes at the time, you know, I'm not sure that we were very well treated particularly by the polytechnic leadership at the time. I wish I had brought my resignation letter to show you, because I also resigned under very stressful circumstances. *Ahhhh...*they use to call them Principals at the time. The Principal and then polytechnic Secretary were not very friendly towards most of us. And at the time, a lot of us left the polytechnic. There were very petty issues that people could have glossed over, which they took personal and will hunt and haunt you all over the place until you got fed-up and left. After this I will give you the contact of the Ag.GES Regional Director, if you have not been given that already. He was my colleague at that time. He was from GES - came on secondment to the polytechnic but with the hope of becoming permanent. Indeed, he was employed as a lecturer also. But when they started behaving like that he left back to the GES. I don't think he's ever regretted. Each time we meet he talks about it. We weren't very well treated at all

**Question:** Any other reasons?

**Answer:** I think basically, these were the reason- better working conditions, and then also the polytechnic leadership at the time and even the GC. *You know*, when you felt



that they'll be able to support a certain course, they also came in and treated you like school kids. I remember an occasion, the GC Chairman came, sat us down and lambasted us like school children and asked that anyone who wanted could leave. There was an occasion for that. So, added to that were, clear cases of mismanagement at the time when the BNI had to come in over some daubed cheques that were written and all manner of things for a small polytechnic at the time. That was very unfortunate and many of us really got disgruntled- a number of us left at the time. I know of colleagues; one in UCC, another went to the High Court, this man with GES and others.

**Question:** What in your estimation is the effect of your resignation on the polytechnic?

**Answer:** Personally, I can't boast that my resignation brought any negative impact on the polytechnic because I can't single out myself and say that as a result of my resignation, they have lost in one way or the other. I can only talk about the cumulative effects of our resignations whereby there was short fall in HR. I know for instance, that when a new Rector was appointed he even called some of us and said he wanted us to come back and do part-time (PT) because his students were recommending and asking that we should be brought back. For I know some of the GC members afterwards called me and spoke of the possibility of my coming back. Because I understand that what hastened my exit was when they even stopped my salary at some point over suspicion that I had started lecturing at UDS as well. Because what they were doing was-the moment they get a hint that you had applied to another institution then, they begin to follow you. What they were claiming was that when they got a hint you had applied to another institution then they begin to follow you. The polytechnic Secretary on one occasion I understand *ahhhh* trailed me up to the UDS campus and sat and listen to my lecture; when he heard my voice, then he rushed back. Then you see what I tried to explain to them at a point was that, I don't think it was wrong for me to do PT from one institution to the other. If you are on full time employment at two institutions that is a different thing. I know for instance, some Wa polytechnic staff who are lecturing at UDS and there's nothing against them. The moment they found out they started. *You know*, hounding, you and

victimizing you. So, they stopped my salary for two months and that was why I eventually just had to leave.

**Question:** What was the relationship between you and supervisor like (HoD)?

**Answer:** The HoD, fantastic. We didn't have any problem at all. For us the lecturers we were so few that we could not even....and we had common challenges. So it would have been unthinkable of us to be at logger heads. We were pretty united and we worked very well together.

**Question:** How would you describe the performance review of the polytechnic?

**Answer:** No, my stay there was short for anything like that but while I was there was none.

**Question:** What about your evaluation of the polytechnic's pay structure?

**Answer:** Well, it wasn't attractive.

**Question:** What was unattractive about it?

**Answer:** The amount they paid to you was far below our qualifications at the time and added to that- we did do have B&R allowances and usually there were other working conditions which we didn't enjoy at all. For instance, there was no arrangement at all for accommodation for us *ahhmm* you had to cater for yourself. I came on transfer from, well not transfer- I quit a job in Accra to come here. So, I was expecting that they will pay for my expenses in having to move from Accra here (Wa)- none of that was done. When you placed a request, they told you that they didn't have money for it. So, the remuneration wasn't good.

**Question:** Were you satisfied with promotion policy of the polytechnic?

**Answer:** Yea, if you understand the tertiary system, the promotion policy at that time also had to do with publications. So for me I had nothing with it.

**Question:** What was the feeling like for those of you who moved from the GES to form the nucleus of the p polytechnic?

**Answer:** To be honest, I wouldn't pretend that I can answer this/that. I don't know how they felt. I don't know.

**Question:** What were the things you liked best about the polytechnic?

**Answer:** *Ahhmm*, you know, perhaps the students. A small group of students but who were hard working ready to do anything in order to pass their exams. They followed your lectures very keenly in order to pass. For me I think that was the best thing about the place. And also the manner in which the lecturers at that time were very committed. We still have very committed ones from the earlier days who have been able to over-ride the storms and are still there today- Solomon Dandzie, Okluu, Bagania...etc. These people have been there all along and they have worked very hard. May be some of us should have also stayed on to actually assist in the growth of the place.

**Question:** What were the things you disliked about the polytechnic?

**Answer:** These are the things I have mentioned as reasons for my resignation (1) the remuneration could have been better;( 2) leadership of the polytechnic at the time didn't work in the interest of either students or staff I think, they were rather too selfish. I think we didn't have facilities of our own. We were using borrowed premises at the Wa Senior High Technical School.

**Question:** How would you appraise the polytechnic communication generally?

**Answer:** The communication? It was rather poor. I remember at a point I was appointed as chairman after we had criticized the flow of information. I was appointed as Chairman of a communications committee but that was for a very short period for us to plan certain events and all of that but the communication was poor in terms of both internal and external communications. I thought we should have been doing a lot of external communication to make our presence felt first and foremost and thereby be able to attract quality students. When forms are out, people hardly know about it, only a handful of people will buy the forms and they will select low caliber students, and you struggle with them. Besides that, internally, there was...information being concealed about the day to day happenings within the place. It was mainly the

Principal, his secretary and then at some point his wife was also an administrative staff- they were basically running the place.

**Question:** How would you evaluate the polytechnic training policy?

**Answer:** Yea, it was quite good, because when we came they organised an orientation programme for us which was very useful. They brought lecturers from UCC who came and took us through the tertiary system- how to fit into the tertiary system, what the expectations are and shortly after that as I said, one of my major handicaps was that I didn't stay for long. Shortly afterwards I left a number of the lecturers were given the opportunity for further studies even outside a good number of them, particularly those who didn't have masters at that time they benefited from it.

**Question:** How would you evaluate the polytechnic organizational climate?

**Answer:** Again, as I said, I think that they were selfish. You know, the Principal was a retired principal from Kumasi polytechnic who they brought r to start the place. If you have a situation where you have your wife as your personal secretary and you go and pick someone to be polytechnic secretary. They run a very closed system- a system where no one else knew what was happening within the system and they didn't care very much about the things that mattered most. The quality of instruction, delivery of lectures, examination those ones meant very little to them. They were more interested in what they could get out of the system and as I alluded to the fact that in some case it became very clear that they were bleeding the administration white. There was a case where they forged some cheques involving huge amount of money and an insider hinted the BNI. The BNI came, investigated and found it to be true for instance, but then, rather than apprehending them, when GC came in they rather penalised this administrative staff who brought in the BNI with excuses that he should have passed it through them rather than going to the security agencies to come and investigate. But the bottom-line was that there was underhand dealing which should have been dealt with. But it was never dealt with. So, I don't think that the leadership was working in our favour at all.

**Question:** Would you want to return to the polytechnic fraternity?

**Answer:** I don't think so

**Question:** Not even on PT?

**Answer:** Well, on PT yes, but as a FT staff of the polytechnic I don't see myself returning there.

**Question:** Did you grant an exit interview during your exit?

**Answer:** No, there wasn't any such interview.

**Question:** What was the response of the Governing Council to some of the concerns for which you left?

**Answer:** No, I know when I left I wrote a letter, copied to POTAG especially stating some of the reasons for my departure and POTAG extensively discussed that letter based on which my departure went to GC and GC also debated it. I understand they were split, some supporting the issues and others not. Because some of them called me privately and spoke with me about some of the issues raised. *Ahhmm* but as to whether after that, there's being any action. Yes, they did address some of the issues but I can't say it's because of my departure. For instance, at some point the GC Chairman made the Principal aware that he should not have his wife as his personal secretary. So, the woman was dismissed from the institution, that is one,( 2) eventually, the polytechnic secretary at the time also had to leave because they didn't renew his contract because many staff had problems with him so, he was also sent away. Essentially, this was it, as to whether there was a change in style or not don't know.

**Question:** What has been the response of government to some of the concerns for which you left the polytechnic?

**Answer:** I think government has met the polytechnic management of the polytechnics- PAAG, POTAG half way particularly to do with salaries. I don't know what your levels are now but I know that government has improved the working conditions of service quite a bit.

**Question:** Recommendations for turnover?

**Answer:** First and foremost has to be the working conditions. They need to look at the working conditions of polytechnic staff and for me I sincerely think that across the

tertiary institutions we should look at ranks and qualifications in pegging the salaries. So, that for instance, if you have a senior lecturer in the polytechnic he ought to earn the same salary as the senior lecturer in the university. That is the only way we can minimize turnover in the polytechnics. I mean if I'm a lecturer at the polytechnic having the same qualification with a lecturer in the university person and we earn the same salary I don't see what will be my motivation for moving to the university or elsewhere.

**Question:** What about the public perception of the polytechnics?

**Answer:** Let's not pretend that the perception is not there. Perhaps, there are a lot of lecturers who'll not be bothered about that perception. Once, they are earning something attractive. I'm not sure that the perception will disturb them much because if I'm a teacher in the primary school, I earn the same amount as a teacher in the university, the motivation to move will not be as high as if my salary were below that of someone in the university. So, yes, the perceptions are there but that will not be a sufficient motivation for people to move in as large numbers as they are moving right now. One or two acting on those perceptions could move but majority will not take that as anything.

**Question:** Can you offer any more recommendations?

**Answer:** Besides just the salaries, I think that a lot goes into being a lecturer in a tertiary institution. They will have to look at who is appointed as lecturer; a lot goes into being a lecturer.

Research is key- so they should look at research grant, research opportunities for polytechnic staff, ways for upgrading the skills of the staff in terms of further education and all of that are important. And coming down to the students themselves. I don't know how this'll be done- but we should have ways of offering them industrial attachment over a period and also look at the equipment that they need, particularly those whose curricula has some technical skills as a major part of it .Ahmm, because, on the part of the industrial attachment, I have here an HND graduate of the Wa polytechnic as my Accountant. Now, when he came here, we had to attach him to a professional Accountant to train him in an institution over a period for him to pick-up

the skills. But if he had gone through industrial attachment; he could have come in readymade so to speak with the skills to work. On the technical side, it's even more serious, because, if you learn a lot of theory without practice, it becomes very difficult indeed. Indeed, the immediate example there is my school block which was ripped off. Now, when I brought some carpenters to look at it they saw a lot of lapses/faults in the roofing, but whom did I bring to do the roofing? It was a polytechnic graduate in the field/ system whom I considered to be competent technically, because he's done lots of theory and currently teaching in a vocational school in Kaleo. So I thought with that background, he would be better equipped, but his handicap was that he's not done a lot of practical work and half literate carpenters that you bring there they stood there and were boosting that the polytechnic graduates only know *book* work but when it comes to job delivery, we should come to them, they do a lot better. So I think that, the areas of practical training should be enhanced which means that there should be equipment, facilities and then the industrial attachment should be looked at as well.

**Thank you for your time and inputs. It's been a pleasure speaking to you.**

### Appendix F 3

#### Mr. J.H. Norgah – Resigned faculty - Koforidua Polytechnic

I'm Sulemana Iddrisu, a staff of T-Poly and currently a PhD candidate with the UEBS. I'm researching into the management challenges HEI's of labour turnover with particular reference to labour turnover in some selected polytechnics in Ghana.

**Question:** May you please introduce yourself?

**Answer:** I'm J.H. Norgah, HoD Accounting and Finance, CUC, Accra. I have been HoD- I am in my third year.

**Question:** What was your last place of work?

**Answer:** I was with Koforidua polytechnic.

**Question:** For how long did you work with Koforidua polytechnic?

**Answer:** Close to 4 years.

**Question:** From which period to which period specifically?

**Answer:** From January 1999-July 2003. It was more than four years.

**Question:** Entry qualifications?

**Answer:** MBA

**Question:** Qualifications at exit?

**Answer:** MBA (same).

**Question:** Present qualification?

**Answer:** Nothing has changed (MBA).

**Question:** What was the rationale behind the establishment of polytechnics in Ghana?

**Answer:** *Ohhh...* It's about training hands on middle level personnel for the economy. Because it was thought that the then existing tertiary institutions mainly the universities which were fewer than now, far fewer than now, were more theoretical



than practical. So, the polytechnics were to bring a bridge between academic and industry work so that they will train people who have hands- on- practical experience to fill the gap.

**Question:** To what degree would you say that the polytechnics have been able to perform this role for which they were established?

**Answer:** To some extent, but there have been a lot of challenges that didn't and up-till now has not enabled them achieve the objectives fully. In the sense that they are not well equipped to be able to provide the practical experience that students should have. For such practical experience to ensue, the faculty must also have the practical experience to impart. So, there should be some arrangement with industry for faculty to be doing attachment with industry so that they will also be able to impart. Students do industrial attachment for 3 months but they go alone and go and do and come back, and they are not able to feedback faculty with work their experience which will then inform any curricula review.

**Question:** Are these the only challenges that you can figure out?

**Answer:** In terms of the achievement of the practical hands-on the kind of training that they are supposed to have.

**Question:** Can you expatiate a little?

**Answer:** Yes, university education doesn't provide that compulsory practical attachment. The polytechnics provide that, so every student before they graduate with the HND certificate should have had at least some three (3) months practical experience internship or attachment which should kind of enable them see the practical implication or application of whatever theories they are learning. So, that is the extent to which at least it's an improvement upon what the universities are offering or doing.

**Question:** Can you figure out some other challenges that confront the tertiary network especially polytechnics?

**Answer:** I think I'm still one of the external examiners for Accounting Studies. There are a lot of challenges. The human race will never be without challenges but the

challenges confronting the polytechnics which could have been overcome to some extent now. The challenges include: (1) inadequate staffing especially, the faculty and that is about the numbers. Besides the numbers, there's also the need to have higher level qualifications for faculty in the polytechnics for them to be able to bring about the kind of confidence that the products should have. Some of the products go out there and do well but others don't have the confidence to confront the world because faculty is also deficient. You have a lot of first degree holders who are teaching courses, they aren't assisting second degree holders in teaching but they are the handlers of courses-set their own questions and all that. It's not the best.

**Question:** Do you see the polytechnics as been sustainable?

**Answer:** Sure, why not? They have been around for some time now. I have been there for four (4) years and left for nine (9) years now, but they were there before I joined, so I don't think they are anywhere near collapse or anything. They can be sustained but the issue is being able to achieve the objectives and lifting them up. There's talk about they offering programmes above the HND-B-Tech but all that will depend on the strength of faculty and of course structural support that will be there. I mean in terms of the structural support the GETFund has been helping enough to improve that.

**Question:** In percentage terms, how would you rate the achievement of the polytechnics?

**Answer:** Ahhh, these things can't be a straight line. In fact even when I was there, some expert tried to rank-do a ranking and there it tells you that they are not all at the same level. So achievement varies especially, specific polytechnics are strong in some specific areas. If you mention some polytechnic they will tell you in this area for example I can say without any doubt in my mind that Ho polytechnic is strong in engineering and they have come so strongly that some of their products outshine the products from the university and I think at that time when I was there Koforidua and Ho polytechnics were ranking high in Accountancy. So, you can't give a general level of performance. Those that have been well facilitated, they are able to do well in terms of materials and HRs.

**Question:** What are some of the reasons for which you left the polytechnic?

**Answer:** *Ohh*, mine was just a simple issue. It was personal kind of confrontation with the then head of the polytechnic. *Ahhhh*, it was about remuneration for staff and I stood up for the staff in my department. I was HoD for Accountancy, then we had started professional programmes. I prepared a proposal for starting the professional programmes which was accepted by the AB and the conditions were all there that the fees that we charge which were not part of the public institutions programmes part of it will be used to pay the faculty who will lecture these programme and then a percentage will be given to the institution. When the programme started, then the head said no, so the lecturers were made to teach those programmes on their salaries and I didn't accept that. So I talked about it and when I went on leave, then the head established the programmes that I had started as a separate department and appointed a new head, and when I talked about that then he said my appointment as HoD had even been revoked and so I was no longer HoD and I petitioned the education Minister- no response, the NCTE too were not forth-coming. So I decided to resign. At that time CUC was seriously after me, they were at my heels- they came to me approach me so I decided I'll leave for peace.

**Question:** Do you have some other reasons that other staff could have shared with you for which they left the polytechnic?

**Answer:** You see, mainly, it's mainly frustration. The way the polytechnics are run, the structures are weak. The structures administrative wise are weak *ahhhhh* it doesn't motivate staff who are forward looking and would like to see the institution grow. At that time, I don't know what obtains now, it looked like the heads of the polytechnics had formed a clique of a kind - permit my use of language so they were, unfortunately all of them appeared to be coming from KNUST or its allied institution. They knew one another, so at their meetings it was like a club and so those immediately below them were not even... they didn't matter much in terms of development [...] administration and every human being will like to see a future development wherever you are, so when you are frustrated, then you leave. That is the general from the few that I know.

**Question:** In your estimation, what has been the effect of your resignation on the polytechnic?

**Answer:** I can't tell much because I'm somebody after I have left, i.e. history. I don't look back at what is happening there but it was not also my prayer that the institution should suffer in order that it should show that I should have been there. I like the institution. It was the highest then in my region. So I expected it to grow; so even after I resigned I was doing some part-time teaching there until they got somebody to handle that course. Another thing I forgot to say is some other frustration- when people are even sponsored, I don't mean to put any fear in you, when people are sponsored to *top-up* their qualifications and come back- when they come back they get frustrated. And I have a good friend whom I was with there- he went out to Australia to do a programme and came and he was been frustrated. I don't even know where he is now. Another lady also went and came and she was been shifted from administrative work she was asked to go and teach but she didn't have any feel for teaching, so she left. Some other person who was teaching and went for PhD came and has been given administrative work, so he wouldn't teach. You see all these things.

**Question:** What was the relationship between you and your immediate supervisor?

**Answer:** At that time, we didn't have a Dean. It looked like academic wise, the immediate supervisor we didn't even have the Vice Dean. The VR has just been appointed and that could have been part of what I would have resigned if I had my [...] because I was the senior-most HoD, somebody was appointed VP but I was working cordially with that person, it was very cordial and we are still friends up till today.

**Question:** Did the polytechnic have a performance review in place?

**Answer:** Yes, there was something like that where students would do an appraisal of teaching but beside that there was nothing.

**Question:** Did you find that as an effective way of getting feedback from your student and from management?

**Answer:** Yes it is, but being a human institution there were some flaws. Even here, at CUC we use it but you could be sure that if you are the type whose questions are difficult then students will rate you low and if you are the kind of free person who gives out marks freely you may be rated highly. These are some of the loopholes in it; but on certain points when I read the assessment on me by my students there are some things that I realise yes they are true and then I have to make amends. There are some areas was something like that [...] the students would.

**Question:** How would you evaluate the pay structure of the polytechnics network?

**Answer:** I can't talk about the current but at that time it was woefully inadequate. It didn't match the status of a tertiary institution especially for faculty and that was one factor which didn't make me regret much leaving because when I left and I came here I realised that even though I was not given any appointment beside being a lecturer my allowances were far above that of the head of institution. But there was some weakness at the front of the faculties of the polytechnics. I was head of negotiations for POTAG at the national level with the team and what we realised was that because of the faculty weaknesses- where a large majority didn't have a second degree, whenever anything was requested then the argument was that this thing that you requesting for are meant for people with second degrees and if we respond accordingly, then we'll do same for you. Complying then meant that we will segregate ourselves into classes and only those with second degree will have the conditions we are asking for. The others will not and of course in most of the cases the leadership was made up of in the majority of the people who didn't have second degree. So you couldn't expect them to accept that condition and it will also be unfair for the minority to be satisfied for the majority to just be left out.

**Question:** Were you satisfied with the promotion policy?

**Answer:** No, in fact, that's another issue you talked about promotion. I was there for four (4) years and by virtue of the fact that this institution was trying to poach me, so I had to put some conditionalities there: that my experience there should count in my promotion. So, I left there in 2003 and in 2004 I was made a senior lecturer. Over there in my previous polytechnic (Koforidua) - so far for the nine (9) years that I left

its only one person who has been promoted to senior lecturer. That to me is not motivating enough.

**Question:** What were the things you liked best about the polytechnic?

**Answer:** *Ahhhh* Well, you know, at the time they were established and their number increased to 10 one for each region. It was realised that almost all the public institutions were public, only a few were private- so they came in to fill the void where a lot of people will aspire for tertiary education and will not have the opportunity. So even though some people thought they were mopping-up the residue- so to say, I realised that the kind of training that they were been given there was preparing people who could rub shoulders with the products from the universities. So they came in to challenge even the universities for them to sit-up. Because when you hear results of interviews; you are told that the polytechnic product performed so well and some of them even outshined others from the universities. Then it will mean that they will compete, yes with the others tertiary institutions. So, it's a good thing especially if the practical aspect could be enhanced and strengthened. That is the way out.

**Question:** What were the things you disliked about the polytechnic?

**Answer:** I think I'll talk about challenges, these challenges- normally- they became stumbling blocks in the way of progress both for the institution and for people who are employed there. So, there's nothing in terms of what is an innate part of the polytechnic that I disliked so much but the weakness in them and the shortcomings which might not be the making of the institutions but as a result of lack of things like infrastructure, equipment etc.

**Question:** How would you appraise the polytechnic's communications generally at the time?

**Answer:** You mean internal communication? Well, with administrative structures that are weak, obviously you don't expect that communication will be effective. It was not. It was worrying *ahhhhh* because it was able to make something like divide and rule tactics flourish because the structure were not clear, span of control and all these things were not well established and therefore communication. You could side-step

you could see people moving over and above their immediate superiors to the higher and nothing goes wrong- it was accepted and thus became a norm.

**Question:** How would you evaluate the polytechnics training policy?

**Answer:** I don't know whether I should say there was anything like that. It was almost non-existent as a documented policy that is followed. It was something that JICA came with something and so some people were selected to go and it wasn't a policy of the institution. It was a windfall and not an institutional initiative.

**Question:** How were individuals selected for these programmes?

**Answer:** Unfortunately, until I left no one from my polytechnic had benefited from the JICA programmes.

**Question:** Your department or the whole polytechnic?

**Answer:** The whole polytechnic up-till the time I was leaving. It was later that I heard some people got the opportunity.

**Question:** Did you have some people benefiting from Government of Ghana (GoG) scholarship or whatever?

**Answer:** GoG no, when I was there was none from Koforidua polytechnic.

**Question:** In general terms how would you evaluate the climate of the polytechnic at that time?

**Answer:** From outside it looked satisfactory. When I say satisfactory I use that word advisedly but when you were an insider you realised that it was almost chaotic kind of even though academic work and students who are paying fees should not be left out - work was going on but the structures were not holding.

**Question:** What kind of management style was practiced by the leadership?

**Answer:** It varied. It varied. When I met colleagues some will be talking about a good leadership democratic that they liked but then elsewhere you see autocracy in full fledge and so it varied from polytechnic to polytechnic. What I worked under was purely autocratic.

**Question:** Would you want to return to the polytechnic fraternity?

**Answer:** Well, you see, in human environment we say-you never say never. It depends on what circumstances will necessitate my return.

**Question:** Granted that the conditions of service of the polytechnics get better- closer to what obtains here or in the public universities?

**Answer:** If you mention remuneration and things like that my main object for work is not that. It is the kind of job satisfaction- for if I have good job satisfaction, then, the remuneration may be secondary. I'll like to be recognised for whom I am but if that is not done, you may be giving me the millions and you are walking over me, you don't recognize me as a human being- I'll not operate there. But generally, if conditions improve and all other things, why not?

**Question:** As a son of the Eastern Region would you want to support the polytechnic after say your retirement?

**Answer:** Yea, so well, why not, once a teacher always a teacher they say. But I believe that every educationist should not end up being an employee. S/he should their own and manage it. So, I'll prefer to team up with others and establish a university somewhere and run. But of course, if it comes to the matter of consulting for Koforidua I'll not deny them that if I'm needed. Yes, I'm a Ghanaian.

**Question:** Did you have an exit interview?

**Answer:** No, there was no such thing. The circumstances were so acrimonious that it didn't allow for such interaction.

**Question:** What was the response of your Governing Council?

**Answer:** *Ahhh, you see*, at that time, I don't know now. Most of the, I may give credit to some members of the GC, but most of the GC members operated as if they wanted ere some benefits or some favours from the Principal- now they are called Rector. So, whatever the Principal advised them that is what they do. They couldn't say anything counter to the Principal. And here was the case as somebody below I was at loggerheads him. So, I didn't have a voice. In fact I first of all had to petition them, t I also had to go to NCTE which also didn't do anything.



**Question:** Do see government as being responsive to the concerns of the polytechnic teacher?

**Answer:** It's being a problem. Yes, the perception, the general perception is that when polytechnic teachers make a demand it is just pushed aside. It's not treated with the same urgency as when public sector university lecturers make demands. And the previous academic year (October-December 2010) saw something which can confirm that perception- because they were two phases of agitations from the university and polytechnic. The university teachers were met in the quiet and I believe they are satisfied- so there is nothing more. The polytechnic have to be closed down for a long time and I don't know whether they are satisfied even now.

**Question:** What recommendations would you offer to control the spate of turnover in the polytechnics in Ghana?

**Answer:** It's a review of the structures and putting in place a very good chart of progress for the employees to know that if I do A, B or C I will be able to move to this higher position above me and making sure that those things are actually working. Then, they also need to be facilitated to progress. *You see* for academic staff research and publication is what make you promoted but it is not easy when you are dealing with large numbers of students, and you are to teach and mark and again financially there should be some fund established so that faculty could access on proposals to enable them carry out research. That will motivate people to do research, but if everything is to come from your pocket, yes, even though research allowances are paid we could be sure that, that amount, if you want to put it into just one research a year it might not be adequate. So there's the need for facilitation of progress of staff. Then, the tenure of the leadership must also be made shorter. The giving of five (5) and six (6) years term to Rectors- I think it is not in the best interest of the polytechnic. At most, it should be 4 years *ahhm* so that people don't take a stranglehold on the institution and the make them untouchable. And of course the GCs must be strengthened also bring in some kind of order to challenge the heads.

**Question** Any other recommendations?

**Answer:** *Ahhmm* for general administrative work, yes, training and development must be looked at more seriously because unlike the public sector universities which have been existing for a long time and have got a lot of practices that are part of them and enabling them to function as such. They also have made a name i.e. why some people move from the polytechnics to the university because they know that when they get there it's something different. There's the need for the polytechnics to be strengthened to be able to challenge the existing institutions otherwise the poaching will not stop. It's unfortunate those who don't have are rather losing to those who have more than they should.

**Thank you for your time and inputs. It's been a pleasure speaking to you.**

## **Appendix F4**

### **Mr. Clemence Alaw – Resigned faculty - Koforidua Polytechnic**

I'm Sulemana Iddrisu, a staff of T-Poly and currently a PhD candidate with the UEBS. I'm researching into the management challenges of labour turnover with particular reference to labour turnover in some selected polytechnics in Ghana.

**Question:** May you please introduce yourself?

**Answer:** I'm Clemnce Alovenor- a staff of CUC and a former employee of Koforidua polytechnic.

**Question:** When were you employed?

**Answer:** I was employed in the year 2000 precisely at the beginning of the year from January 2000.

**Question:** When did you leave?

**Answer:** I left Koforidua polytechnic specifically in September 2002.

**Question:** In all you spent two years?

**Answer:** In all I spent 2 years and some months.

**Question:** Your entry qualification?

**Answer:** MBA- Marketing.

**Question:** Your qualifications at exit?

**Answer:** MBA-Marketing.

**Question:** Your present qualifications?

**Answer:** MBA- Marketing. I'm about finishing PG CIM.

**Question:** How many years did you serve in the polytechnic?

**Answer:** I served for two years and about four months

**Question:** Which department specifically?

**Answer:** I was with the marketing department.

**Question:** What was the rationale behind establishment of polytechnic in Ghana?

**Answer:** Well, polytechnics were established- there was *aahhmmm* a huge gap that exists at the nation focusing on having the practical form of education at least, developing the middle- level manpower and gearing learning to practical orientation so that they will train people for industry. That's the main reason why polytechnic were established -just to produce students who are to man the industries as middle – level managers.

**Question:** In percentage terms how would you rate the achievements of the objectives?

**Answer:** I'll put it at almost 60%. Because it came to a time most of the institutions were geared towards the theoretical aspect where people not practical oriented as such. But I believe as at now having provided them with the requisite tools in our laboratories now, I think the practical components might have improved by now.

**Question:** Do you see the polytechnics as sustainable?

**Answer:** Oh, really, they are sustainable if the policies that govern the institutions are implemented to the letter. I think that they are sustainable.

**Question:** Can you enumerate some of the major threats to polytechnic education in Ghana?

**Answer:** The major threat is *mmhmm* the first one. I'll say that is the perception of people about people about HND and the degree programme even though they are now offering the B-Tech most people and the earlier group of people who are employing people; they always considered the degree higher than HND. So people see the HND to be inferior to the degree programme-they don't understand the orientation of polytechnics. They are totally different. So, the degree programmes, people pursuing degree programmes perception of people respecting people holding degrees serve as one major threat to polytechnic education.

**Question:** Any other threat you can figure out?

**Answer:** The other threat is their placement within the work life and other reward schemes based on HND qualifications. In areas where, like the business-marketing and Accounting, most companies prefer the HND graduates. They know that an HND graduate in Marketing/ Accountancy can do similar work as their degree holding counterparts in - Marketing or Accountancy. But in other areas such as the engineering, they see them as people with say the lesser qualifications and this also serves as a threat. So, basically the reward schemes for HND and degree is also a major threat. Always, they are placed far far below and the other threat is that most employers are now telling their people- employees who hold HND certificates to upgrade. They are giving them time lines to convert to degrees. So because of that others who are yet to pursue it say it's better for them to do a degree because when I get a job, they will tell me that they prefer the degree especially within the banking industry.

**Question:** Are these the only ones you can figure out?

**Answer:** *Ammm*, well, as at now these are some of the major threats. The other major threat is may be the remuneration given to lecturers as compared to the universities is also low. I quite remember some years ago when we were going for those negotiations- they'll tell you whether you have published papers, you have done this, you have done this. So there's no way it can, even though some may have almost similar or equal qualification to those teaching in the universities. So the reward schemes for the lecturers in the university and polytechnic- there's a sharp disparity between the polytechnics and the university and that's also a major threat to people working within especially-the faculty within the polytechnic system.

**Question:** Can you share with me some of the reasons for which you left the polytechnic?

**Answer:** Some of these reasons seem to be more personal. May be or the way even staffs were appointed and then- they seem to be based on factionalism and if you try to be objective with the boss, then you become an enemy-sometimes even people... Let's talk about the marketing department, one reason is that, those of us who have the requisite marketing qualification we were not even given the opportunity even to lead or to head the department. Those without marketing degrees were asked to

become our heads. Normally, you see, these kinds of things, *you see* some of these things are quite absurd. Two, when you become objective to speak your mind you are labeled as a rebel. These were some of the reasons why. If you leave in academia where there's that free environment for opportunity for self-expression and you can't freely express your views- where you will be stifled or you see that you can't be gagged, you leave the environment. And the other reason I came to teaching as a PT lecturer and I realised that you are free to express your mind to some extent and I'll say to a greater extent- but in the polytechnic at those times I'll say that the heads there will not allow you to freely express your views. That is one major reason. The second one is the remuneration -the amount we were paid compared to the university faculty is low. We are here to gain for bread and incentives and conditions of service are also far lower compared to those in the universities. And these were the main reasons why I decided to leave the polytechnic system.

**Question:** What was the relationship between you and your supervisor?

**Answer:** Well, I'll say that to some extent cordial. It's cordial but to some extent cordial, you talk and all that and we realised that you are equal to him. I think that one is there. But there could be other organisational politics within. But there could have been other under currents dealings. We are fine.

**Question:** What was the level of interaction between you and other members of the department?

**Answer:** The staff? I think, me, I'm the outgoing type, I interact freely, I speak my mind I relate well with others. I think that the relationship was good. I'll describe it as good I'll rate it as good between the colleagues and the staff within the department.

**Question:** Did the polytechnic have a performance review?

**Answer:** As at that time no, right now, I don't know, because right now where I am teaching, at the end of the year like where I 'm teaching now- at the end of every year, there's an evaluation form and all that to assess. There was nothing like that over there.

**Question:** How would you evaluate the polytechnic pay structure?

**Answer:** The pay structure was low. It was low, even my wife who used to be a nurse was earning far higher than what I was taking. So one time I just showed my pay-slip and she looked at it and she was amazed.

**Question:** Do you know of any improvement in the structure of the polytechnics between then and now?

**Answer:** Yes, I saw, yea there has been improvement. I think the conditions also to some extent has improved appreciably and then one aspect even if I look at certain other conditions; if you permit me to talk about it- their project supervision is far better than what we are taking here. Their students- they are being paid on hourly basis whilst here maybe 600,000 chunk at the end but when you compute theirs; it will be about three folds of what we are getting. It's far better. And I think other adjunct faculty rates also have improved appreciably.

**Question:** Can you give examples?

**Answer:** The adjunct faculty? What I saw formerly they were earning comparing to let's say what we were earning about 120. They were earning almost about 100 that is some years ago, I think it was far lower than what around those times....maybe almost I was paid whilst I was doing PT may be almost two-folds of what I get from the polytechnic. So, I'll say that it has improved appreciably.

**Question:** Were you satisfied with the promotion policy of the polytechnic?

**Answer:** At those times things were not clearly structured. All that you were told that was ...look since I went there it's important to note that I was teaching there for almost four (4) years but formerly I was adjunct for between 1998-2000. It was in 2000 that I was formally employed to become FT lecturer. I haven't seen any faculty member being promoted and the criterion was also not clearly defined and the lecturers not clearly informed. But as at now I don't know, but what I heard now is that it is based on publications as we all know in all academia. So, those things were not clearly defined, because even getting the requisite people to come and to teach was a problem. So people with second degrees whether MPhil or any second degree were encouraged and most people by then were first degree holders.

**Question:** What were the things you liked best about the polytechnic?

**Answer:** Well, one thing I liked best if I want to say is in particular I will say the way they paid us when you have done any extra job. I think the urgency to pay; it doesn't delay like our system taking months. By few weeks- I'll say in about two weeks more- not more than two weeks at most if it is delayed, it will be about two weeks unless- by then we called them the Principal now Rectors were out of town and the F.O. is also not in town. But if they are around at most by two (2) weeks' time they will pay you- sometimes within a week, some within days. It's one thing and another thing- those times that we were there, what I also I liked was when government started awarding scholarship to the polytechnics at that time. These things were gaining grounds before some of us left. Whilst in the current institution it you not the case- this is a private institution. It is not like that and these were the few things that I have noticed personally. These are things that I can recall at the moment.

**Question:** What were the things you disliked about the polytechnic?

**Answer:** One, failure to abide by the polytechnic policy. We have the statutes and failure to abide by the statutes. The heads ruled the institutions by what I'll say by his own initiative and this has been one major conflict that I used to have with them. So, at those times they called me opposition member. I flipped through the statutes every day. I was a member of the AB and that has been our major concern. Another is the way that they use to appoint the Vice Principal now Vice Rector by Now Rector by then Principal. I think it was just based on people who can bootlick. Clearly, so the right procedure was not followed and that even hasten my intention to leave the system. I even insisted that I'll take them to court if the procedures were not followed, so that put them in some corner to start looking at the statutes. They themselves were not were informed about what is contained in the statutes, so, when I say some of these things it seems strange to them. So the major problem is that they were doing their own thing disregarding the statutes that govern the polytechnic- which shouldn't be done. That is the major problem.

**Question:** How would you evaluate the polytechnics communication generally?



**Answer:** Communication system? Looking at that time it is not well structured. There were a lot of grapevines. But I would if I have to evaluate it I'll say about 50%. For some us by virtue of the position that we held- being members of the AB I was privileged to have access, but those who were not sometimes we have to informally brief them about the happenings and so many things. It seems at that time also to be fair to the polytechnic they were at the initial formative stages; it's now that they are putting the system in order. So, just to be fair to the system. Every new thing has its own teething problems. But notwithstanding that with regards to your job functions- things that you are supposed to know, they'll try to communicate to you but the general issues they put notices across and that was not all that properly done.

**Question:** How would you evaluate the polytechnic training policy in terms of staff development?

**Answer:** Staff development? When I was there two people had the opportunity to be sent to UK for training. Well, we started, it is the...so we at that point I quite remember we formed sub-committee of AB. It was not all that structured and this is one area I personally was championing. It started gaining momentum before I left the polytechnic. So, I pressurized them looking at the statutes for the then Principal to form those committees and that particular committee. They didn't care about the committees. Since it a new polytechnic I'll rate at 70%.

**Question:** Did you benefit from their training policy?

**Answer:** Yes, I had an opportunity to do some training programmes. I went for about... I could recall about three courses one at NAPBTEX and then another one also organised by NABPTEX on entrepreneurship together *ahhm* what this institution... I can't just remember their name-they also organised it. These are the three short courses personally I attended.

**Question:** Were those courses beneficial to the system?

**Answer:** Oh yea, they were. One by the UCC by then-they trained us in assessment, grading system, preparing your marking scheme, course outlines and all that. It was beneficial.

**Question:** Generally how would you rate the training policy?

**Answer:** I'll rate it at 70%

**Question:** How would you describe the polytechnic's organisational climate at that time?

**Answer:** Organisational climate? In terms of what specific variables?

**Question:** In terms of the running of the polytechnic-the way things were done in the polytechnic- what type of leadership was in play- autocratic, democratic or laze faire type of leadership?

**Answer:** Okay, well, I'll say that it seems to be –how do you call it- a blend of these four leadership styles. But the one that predominates is the autocratic type of leadership but sometimes he gives some lee-way for views to be expressed on certain issues. Sometimes he also expects that individually you come up with your own views and give it to him. So that one I can say that since the polytechnic is at the formative stages and the people were not also well informed about the structure-that contributed to that. To be fair to the system, because if people are not well informed about the structures how will they be organised. The person who have had experience should be able give command -do this do this with little question.

**Question:** Would you want to return to the polytechnic fraternity?

**Answer:** Ohh, yes if it's my personal ambition. Yes may be I have that personal ambition- at least to play a lead role in transforming tertiary institutions in Ghana. So, if I have the privilege to - having the requisite experience and years and being in the university system for some period to go there to improve the system and contribute my quota. If it becomes necessary I'll go. Not necessarily for financial rewards.

**Question:** Where it becomes necessary here means what?

**Answer:** For example, if there are vacant positions and I realized that that time I have the necessary qualification, experience and all the things that will be relevant to the requirements- if I meet those criteria I 'll like to, I'll go back . Not as a lecturer but both as not solely as a lecturer but as an administrator and academic head- heading the institution, being in senior management where I can contribute to influence policy.

**Question:** Did you have an exit interview when you were leaving?

**Answer:** No, no, what happened is that because of my outspoken nature, the Principal was, he liked the way I expressed my view with objectivity. I am somebody who is not always criticising from the pessimistic side. I look at both sides. I give praise where it's due and condemnation where it is due. He was only dissatisfied that I didn't inform him before tendering my resignation letter. They didn't call me personally to interview but he was asking people to ask the reasons why I left. So, this was an informal interaction.

**Question:** What has been the response the GC then to some of the concerns for which you left the polytechnic?

**Answer:** The GC those times you see; I'll say that some of them, majority of them see those staff who were expressing their views as rebels. That was how they labeled us. We are creating instability within the system. By then they also didn't do much. I think they were looking for their own personal interest. Because of what they did I have not seen their contribution to the growth and development of the polytechnic at then, at that time. I personally didn't see that, because all the Council members-we presented them a whole lot of issue and even POTAG and they seems not to care. All that they care is that they'll come and take their fat allowances which was paid when they sit for less than three hours. People who are also on the committee are not people who are far more qualified than you. Some even have lower degrees than what we have but it's- I'll say they used the GC as the medium by which they are making money, so, they were not concerned about the polytechnic.

**Question:** What has been the response of government to some of the concerns for which you left the polytechnic?

**Answer:** Government-at that time they also paid lip service to some of these things. I think they also dragged a whole lot of issues. Sometimes even your leaders by then were intimidated regarding some of these things. When they were asking for some of these things they will say you are not universities- so those things. They'll give a promise and on many instances they failed to fulfill it.

**Question:** What recommendations can you offer to help check the spate of turnover in the polytechnics of Ghana?

**Answer:** One, the first thing that they should do is they should look at the reward schemes. Two, they should make sure they implement the SSSS especially since most of the people that are there also have the university qualifications. The polytechnics are also intending to run degree programmes. I think the reward scheme- their salaries should be improved considerably. At least they should be brought at par with universities and allowances will differ based on what [...]. Then they should also make sure that they improve staff development- that one too should also be looked at. Well, they should have incentives. Some incentives should be put in place where people should be encouraged (1) to make publications, they should be encouraged- when I say they should be encouraged- they should make the environment thriving enough. People should be ready to publish so that they can also rise through the ladder to senior lecturers and all that- they have different ranking. (2) At least, those people who are having the first degrees should be encouraged to upgrade to the second degree while those with the second degrees also should be given the opportunity to do their PhD's and if they begin putting facilities in place people will begin to stay. And also, if they can do some consultancy where the individual... and where the....come from resources. And if they can also look at the provident funds also where they have a provident fund it's something that they have contributed. In the universities they have it. The polytechnic should also contribute something to what [...] contribute, so, when that at least they can bridge the sharp gap between what the universities are taking and what polytechnics are taking. I think this will make a lot of people to consider staying in polytechnics.

**Question:** Any other recommendations?

**Answer:** *You know*, the other one is that they should build staff bungalows and this also go to at least enhance their status within the society that they find themselves. For example, considering how university Dons are respected vis-a vis the polytechnics [...] and like people there will have access to buy brand new cars and all that. And one thing I also like if they are able to find some money-like these facilities like buildings, cars, if you are there you ride.....there these cars that I use to see the

university lecturers[...]the rewards scheme in each of these institutions is almost the same. One thing that they should also consider seriously is the research and publications, where if you are a polytechnic lecturer you can publish. Because this was the tool they used in many instances during their negotiations. Because those chairs were Professors. I quite remember they told us funny stories. The chairman would ask you; tell them how many publications you have? So they were using those things to intimidate the leaders. And it was a way of telling us that if you don't have publications how do you say that we pay you more? So, if they will enhance the environment- encouraging lecturers to publish-through which they can also contribute to the body of knowledge and Ghana's development.

**Thank you for your time and inputs. It's been a pleasure speaking to you.**

## Appendix F5

### Mohammed Muniru Iddrisu – Resigned faculty - Tamale Polytechnic

**Introduction:** I'm Sulemana Iddrisu, a staff of T-Poly and currently a PhD candidate with the UEBS. I'm researching into the management challenges HEIs with particular reference to labour turnover in some selected polytechnics in Ghana.

**Question:** May you please introduce yourself?

**Answer:** I 'm Mohammed Muniru Iddrisu. I'm currently a lecturer of the faculty of Mathematical science- UDS. I hold MSc from Norwegian university of Science and Technology and BSc Mathematics from University of Cape Coast (UCC)- Ghana

**Question:** What was your qualification of entry into Tamale polytechnic?

**Answer** BSc. Mathematics

**Question:** What was your qualification at your exit?

**Answer:** MSc Mathematics

**Question:** What's your current qualification?

**Answer:** PhD.

**Question:** How many years did you serve in the Polytechnic?

**Answer:** I served for 3 years before leaving for further studies.

**Question:** In which department specifically?

**Answer:** Statistics Department.

**Question:** Now as somebody who's worked in the polytechnic fraternity can you briefly share with me why polytechnics were established in Ghana?

**Answer:** I think to develop the middle- level manpower needs of the country.

**Question:** Would you say that the objectives for which polytechnics were established have been achieved?

**Answer:** I think it's on course, the polytechnics are doing well. They are producing graduates who are doing very well and they are occupying various positions in the system.

**Question:** Can you give examples of such positions?

**Answer:** I think we have seen cases where the polytechnics are doing very well. We have seen them in banks they are doing very well, in industries and NGO's. They are represented everywhere. They are doing very fine.

**Question:** In percentage terms how would you rate the polytechnics vis- a-vis the achievement of their objectives?

**Answer:** Percentage terms on my part it will be unfair on my part because I don't have any data to do such a calculation. On the whole I think they are doing fine- they are occupying the various positions everywhere. It will be difficult for me to give a percentage.

**Question:** How long did you work in Tamale polytechnic?

**Answer:** For three (3) years.

**Question:** You went on study for how long?

**Answer:** I went on study leave for 2yrs.

**Question:** When you returned, did you serve the polytechnic?

**Answer:** Yes, when I returned I served the polytechnic for a semester. There were a few reasons why I left?

**Question:** Can you state some of the reasons for which you left Tamale polytechnic?

**Answer:** One, the polytechnic failed to recognize my return immediately. Two, it took them a longer time-up to the end of the semester for them to upgrade me. Three, reinstating my salary my salary was another. My salary was cut at a point and it took them a longer time to reinstate it. I put all those things together and thought that if I moved to the university it will be better for me. They were looking for me seriously. I quickly moved.

**Question:** May I ask why was your salary stopped?

**Answer:** Actually, I returned and travelled briefly again to the UK. That was on that basis that they stopped my salary. I stayed in the UK for some few months and returned to serve the polytechnic. I came back again and informed them that I was back and for a whole semester I was there teaching without salary.

**Question:** So are these the only reasons for which you left the polytechnic?

**Answer:** Yes, these are the main reasons.

**Question:** If these are the main reasons, which are the auxiliary reasons- other minor reasons.

**Answer:** Actually I don't see any minor. It's unfortunate I have described them as major.

**Question:** Which year did you resign?

**Answer:** 2005

**Question:** You were employed in which year?

**Answer:** 1999

**Question:** Do you see the polytechnics as been sustainable?

**Answer:** Yes, very well. I see them as sustainable; they are doing what they are supposed to be doing. I see it as sustainable.

**Question:** Can you identify some threats to the sustenance of polytechnics.

**Answer:** Yes, one, salary issue, I think the salary issue is a very important aspect that government will have to do everything possible to look at it seriously. People go for study and when they return they see their colleagues in other institutions like the universities who are taking higher salary and they feel that they can also move to the university to take a bigger salary. If the issue of salaries will be raised to the level of universities I think we can really sustain the polytechnics very well. I think that the polytechnics should also wake up in terms of programmes. They need to do more. They need to come out with the B-Tech programme, M-Tech and PhD programmes.



By that they can also sit down with government very well on this salary issue and negotiate. Another thing I see with the salaries is that it is a bit low. The polytechnics are supposed to be doing research and I am not really seeing it. Unlike the case of the universities, where the jargon there is either publish or perish. In the polytechnics I don't see it. For the period that I was there I was not seeing such a thing and the people are not researching and I don't think that is good enough .I think that is another serious area that the polytechnics have to look at-the research. They need to take research seriously and promotion should be based on research.

**Question:** Having left the polytechnic what were the effects of your resignation to the polytechnic?

**Answer:** Yes, they lost someone who has gone for further studies, he has returned, and that will strengthen the department. But I had to leave, that reduced the number of senior people who could strengthen the department. My departure decreased the staff strength.

**Question:** Is there anything you miss about the polytechnic?

**Answer:** Yea, not really. In the polytechnic I was doing the teaching which I am equally doing here. I'm fine with that.

**Question:** What was the relationship between you and your supervisor at the polytechnic?

**Answer:** You mean my HoD? The relationship was okay. I think this issue of promotion or recognising that somebody has returned has to be traced back to the administration. We can also zero it down to the HoD because the HoD's has to inform the administration that such a person has returned so that they do the necessary things that they have to do. Sometimes the HoD does it but the delay comes from administration- the top- management. The relationship between me and my HoD was fine.

**Question:** What about relationship between you and your colleagues?

**Answer:** Yea, it was fine, very fine.

**Question:** Would you say that relationship between colleagues in the department generally as one that was fine?

**Answer:** It was fine. I don't know now.

**Question:** Would you describe the performance review as one that is fair?

**Answer:** Fair in which way?

**Question:** I am just trying to say the assessment of individuals/lecturers?

**Answer:** That is an area that the polytechnic has failed. It is a very important aspect in terms of quality assurance but throughout the period that I was there I never saw anything like that but I think it is a very important aspect of the quality assurance is a very important area and performance review is so important; it plays an important role in higher institutions.

**Question:** How would you evaluate the pay structure of the polytechnics?

**Answer:** As at the time that I was there, actually, the pay was very small, very, very small. I didn't like it. It was one of the reasons why I had to leave the place.

**Question:** Were you satisfied with the promotion policy of the polytechnics?

**Answer:** Surprisingly, throughout the period I was there I didn't even see the promotion policy. I didn't even know how one was even promoted and you can see how information was concealed. I don't know now, but it was hidden. Even the conditions of service- no one was given the condition of service what you are entitled to; what you are supposed to be doing. These things were not there. I don't of know now.

**Question:** What were the things you liked best about the polytechnic?

**Answer:** The things I liked best about the polytechnic. *Hahaha* I think the polytechnic is doing fine in terms of delivery. I enjoyed that. It was okay.

**Question:** What were the things you disliked about the polytechnic?

**Answer:** What I disliked about the polytechnic. I cannot actually recall it. You know it's being a long time.

**Question:** How would you appraise the polytechnic communication generally at the time you were in the system?

**Answer:** Yea, communication was through the administration to the HoDs to staff.

**Question:** If a staff had an issue to discuss with the top- how was it routed?

**Answer:** Through the HoD to the administration?

**Question:** So how did information about things that were happening get to members of staff?

**Answer:** Again through the HoD.

**Question:** In what form?

**Answer:** *Mmm* in the form of memo to staff.

**Question:** Were there the only means of communication used?

**Answer:** Memos mainly.

**Question:** How would you evaluate the polytechnics training policy in terms of staff development?

**Answer:** Staff development? Yea, it was okay, it was good. They ensured that when a staff was due and got admission the polytechnic was ready to sponsor that person for the programme. We only had few cases where some people served less than the required number of years and wanted study leave for further studies and they were not allowed to do so. Generally, people who were qualified for study leave were given the study leave with pay.

**Question:** Apart from the normal study leave, were there other training programmes that the polytechnic undertook?

**Answer:** No, no, there was nothing like that in the forms of workshops, seminars for the period that I was there- no, no

**Question:** Were you supported well enough when you were on study leave?

**Answer:** No, you getting your salary, just that.

**Question:** How would you describe the polytechnics organisational climate at the time you left?

**Answer:** Yea, like I indicated earlier HoDs. There were many things hidden actually. We didn't know the statutes. The statutes itself it was not even made clear or made available to staff- we didn't know certain things as to who was supposed to be represented at the Academic Board (AB) -whether a department was supposed to go with another representative. We didn't know anything like that. So it was mainly through the HoDs, Deans and those in administration who were meeting through the administration. Also, there was no communication down that was another information gap. The HoD did not report back on AB meetings. Other staff members were not informed as to when the AB was meeting. The period that I was there I didn't hear anything like that. We were not hearing anything like that. As to whether the AB even existed we didn't know.

**Question:** Would you want return to the polytechnic fraternity?

**Answer:** Very well, if certain things are addressed.

**Question:** Certain things like?

**Answer:** Mmmm, if polytechnics are able to develop B-Tech, M-Tech and PhD programmes. I think the place will now be a challenging place. Research will be at its highest peak and I will be very happy to return to such a community.

**Question:** Did you have an exit interview during your exit?

**Answer:** No, no,

**Question:** What was the response of your Governing Council to some of the concerns for which you left.

**Answer:** I submitted the resignation letter; there was no response to that resignation letter. But just after I left there was a letter that came now recognising my return and placing me on the lectureship grade. That was when I had left, and it was like I didn't know they were writing such a letter, they didn't know I was writing such a letter. Nobody talked about my letter again. I didn't also react to their letter *-hahaha*.

**Question:** What has been the response of government to some of the concerns for which you left the polytechnic?

**Answer:** Right I indicated nobody talked about it and I never talked about it.

**Question:** Has government responded to some of the concerns for which you left the polytechnic?

**Answer:** I am not sure whether somebody has informed government about people leaving the polytechnics. I'm not very sure about it. I'm not very sure, but I am not aware if government is aware.

**Question:** Are you aware of government making moves to work on the salaries and conditions of service of polytechnic lecturers.

**Answer:** I think government has been trying to work on these things. What I have heard so far is that polytechnics leadership has been trying to equate the polytechnics to the universities. From my observation so far, government is not *mmmmmm* understanding that particular situation. I think that it's because the polytechnics have still not moved to this higher stage of doing B-Tech and M-Tech degrees. I think government is still looking at the polytechnics to be lower than universities. Even though it is doing well to raise the salaries of the polytechnics equal to the universities. That is what I have observed.

**Question:** What recommendations will you offer in order to reduce labour turnover in the polytechnics of Ghana?

**Answer:** I think the government needs to look at the qualifications issue. People in the polytechnics- government should recognise their qualifications and equate them to those in the universities. This can reduce the personnel in the polytechnics moving. I think the qualification issue- equal qualification for equal pay.

**Question:** Any other recommendations.

**Answer:** I think more programmes need to be introduced into the polytechnics, more programmes. People could be there, they need certain programmes that are not in existence at the polytechnics. If you look at my case for instance, I was there with pure Mathematics but I was into statistics and not using my pure Mathematics. When

I moved to the University, I realised that I was then actually applying what I had learnt. So, things like these can retain people. If the person is there, has studied these subjects and new programmes are not introduced to encourage him in the system he will not be happy.

**Question:** Any other recommendations?

**Answer:** Another issue is for government to look at the allowances issue. For the period that I was there, I didn't even know there were allowances for accommodation for staff. Accommodation allowance for staff should be included in the polytechnic allowances if it is not there.

**Question:** Do you have any other recommendations?

**Answer:** *Mmmmmm* no.

**Thank you very much for your time and inputs. It's been a pleasure speaking to you.**

## Appendix F6

### Mr. Okine – Retiree - Accra Polytechnic

**Introduction:** I'm Sulemana Iddrisu, a staff of Tamale Polytechnic and currently a PhD candidate with the UEBS. I'm researching into the management challenges HEIs with particular reference to labour turnover in some selected polytechnics in Ghana.

**Question:** May you please introduce yourself?

**Answer:** I retired from the service of Accra Polytechnic in the years 2005. When I was there I was lecturing physics for the science laboratory technician program. I have been with the polytechnic for about 35 years.

**Question:** If I may ask, what was your entry qualification into Accra polytechnic?

**Answer:** BSc. Science.

**Question:** So what was your qualification at the time that you retired?

**Answer:** That was basically, seminars, workshops and also because of my laboratory connections, I did quality assurance that earned me membership of the American society of quality.

**Question:** Which department did you specifically serve in the polytechnic?

**Answer:** That was science laboratory department. In fact I was there when the course was introduced in 1972. But I left in 1975 to have some industrial experience with Gihoc Glass Company where I was the quality manager and production manager until I came back and rejoin the staff with my industrial experience in 1987.

**Question:** So as somebody who worked in the polytechnic fraternity, do you see the polytechnics as being important to Ghana's socio economic development?

**Answer:** Yeah, it is very important but what is lacking is the practical. It's supposed to be skilled oriented so that the graduates will be able to work with their fingers but it seems over the years, equipment wise it is so deteriorated that we don't have that practical exposure. In 1972 for instance, the ratios was one student to an apparatus but before I left about ten(10) students will be grouped and they will work on one apparatus which is not very good. In the lab too when we go there those things which

were brought in are still the things you will find. There are no new things- rarely do you find new additions.

**Question:** You retired from active service at the age of 60; in your view do you think that after you have retired, the polytechnic have been able get somebody to fit in your shoes? To put it in another way was the polytechnic able train some other people to be competent enough to take after you.

**Answer:** I didn't have that opportunity because it came to a time when polytechnic said they were looking for people with second degree and all of a sudden those of with the first degree who at that very time fortunately or unfortunately have reached their retirement age were pushed out.

**Question:** Did you make any effort to get into a contract kind of relationship with the polytechnic?

**Answer:** Yes, but that was also abrogated.

**Question:** Is it that they did not allow you or they didn't give you the contract?

**Answer:** They gave me for a year.

**Question:** As somebody who was working in the lab were you the one in charge of the laboratory- were you the supervisor or you were being supervised?

**Answer:** No, the head, I was the head. My area was physics.

**Question:** So what were the relationship between you and your subordinates?

**Answer:** Very cordial.

**Question:** Has there been instance where a particular person, even though you could have very cordial relationship, did you have somebody amongst them who at one time or the other put you off?

**Answer:** No, it was when the suppose better qualified graduates came in and then when it came to the practical they were lacking and you wanted to point it then because they thought they have higher education, it's even a blessing they pushed us out because if you don't see these things you won't comment. When we were



managing the lab, we had cupboards- everything in order. If you want to get this, you know where to get it but when the young men came they messed up the place.

**Question:** How would you describe the performance review of the polytechnics?

**Answer:** More than fair, even excellent because now if you go to industry and the medical labs, all the people working there were trained by us and even some of those who work at the laboratory, they sometimes use my name to advertise that they have people on their staffs like Mr. Okine. So with the students we made sure we had very good grounding and then practically too.

**Question:** In terms of the salary structure or the pay structure of the polytechnic how would you evaluate it?

**Answer:** Oh it was bad, it was bad. It's now that they've improved but when we were there even up to the time I retired it was very bad.

**Question:** You are talking about it being bad compared to what?

**Answer:** Yes, even as compared to the very students we trained. When they went out as technicians and we being graduates who have taught for so many years our salaries couldn't even much to their salaries. As I said these days they've introduced professional allowances that have enhanced it.

**Question:** So how would you evaluate the promotion policy of the polytechnic at the time you were there?

**Answer:** When I was there, we had a switch over from the GES and with the GES we had from graduate teacher, senior graduate teacher, and principal graduate teacher and director. So it was all in line but when we switched over to the tertiary things changed.

**Question:** With the polytechnic system- do you see it as a fair system?

**Answer:** The system wasn't fair to some of us because of our first degrees.

**Question:** But besides your first degree was your accumulated industrial experiences taken into consideration?

**Answer:** No.

**Question:** What were the things you liked best about Accra polytechnic?

**Answer:** The uniqueness of the program. Uniqueness in terms of the benefit to the students who passed through because it was a very good avenue for them to get jobs as compared to the others who took it elsewhere especially with lab technicians. There were avenues for them in the research laboratory, in industry, in medical laboratory and the school labs. Most of the time employers will come and find out if we have students. When you get to the national standard board, CSIR most of the staffs there are graduates from the science lab tech programme.

**Question:** What motivated you to stay though the conditions were not that good?

**Answer:** It was the love of the work and then to see that you are producing students who are of benefit to society.

**Question:** So service to humanity and service to God.

**Answer:** Yes.

**Question:** In that respect what were the things you dislike about the polytechnic?

**Answer:** The promotion avenue for the long service and even if they were now interested in the staffs with second and third degrees they should look at our, not even the age but the experience we've acquired and if even it's a question of running salary scales, carve our own salary scale and status so that we can also run a line different from the lecturers with the second degrees.

**Question:** Is that the only thing you can remember?

**Answer:** Yes, it's like the effort we put in had come to naught and also when we were with GES on retirement we were with cup 30 but when we came to tertiary it was Social Security and there is a big difference between the two, so we lost double.

**Question:** What is the difference between the cup 30 and the SSNIT pension scheme?

**Answer:** The cup 30 is small- they call them government pensioners. They go home with more money than the SSNIT and each time there is a salary adjustment it affects pensioners but it doesn't affect the SSNIT pensioners.

**Question:** are you suggesting that SSNIT pensioners are on a fixed income?

**Answer:** They are given some percentage every year but even with that it is not big enough. Surprisingly for the year 2011, they gave us GHC10.00 across board and their reason was that they were broke. If they gave higher than that they will lose; you they have done some investments with the money which are not bringing in good returns. I don't know whether Children's Park here there is some fine building there. It's it being staying there for than 10 to 20 years. It's SSNIT, they used social security money and all is locked up.

**Question:** How would you appraise the polytechnic communication generally?

**Answer:** Oh, it's okay.

**Question:** So, how would you explain that it's *okay*? If you wanted something how do you route it, if your subordinate wanted something how s/he go about?

**Answer:** The normal routine, it can be verbal, written in memos and so on.

**Question:** As somebody who have retired how would you rate the polytechnics training policy?

**Answer:** As I said on paper is good but at the moment it lacks the practical content.

**Answer:** Oh, it's bad, they started fine, I think the first two years after switching even some of the lecturers were sent to South Africa on a special grant but the first badge went and then the whole thing flopped.

**Question:** So with that how was the selection done?

**Answer:** People were asked to apply and they went for interview and those who passed the interview were selected. But the way they started it, if they had continued with the staff development by now we would many qualified lecturers. Those who went to train in South Africa said it was very good, it very very practical oriented and

even over there they said they consider the HND at times even better than those with the first degree; it's the HND people they need at the industry.

**Question:** How was the climate like at the time you left?

**Answer:** This usual friction between administration and academic staffs but on the whole it was okay.

**Question:** So if you are given an opportunity now, would you want to return to do something with the polytechnic?

**Answer:** In terms of impacting practical skills that's fine but with theory I think the young men can handle it but when it comes to practical which is what they need most.

**Question:** Do you have any recommendations or suggestions that can help reduce labour turnover?

**Answer:** Salary and then conditions of service.

**Question:** Besides these two that you have mentioned do you have any other reasons why people will leave polytechnics?

**Answer:** It could be personal reasons but the majority is the salary and the conditions of service because when they started this policy of employing staffs with second degree, those staff could have gone to Cape Coast or Legon. It meant those staffs were losing when they came to teach at the polytechnic while their counterparts were at Legon or KNUST.

**Question:** In your own view, what suggestion can you put forth to reduce faculty labour turnover?

**Answer:** I think they have been able to equalize the differential between universities and polytechnics. I don't know whether they have implemented it. There was some demonstration and strike by the polytechnics so I hope the SSSS will be able to clear the differences.

**Question:** Any suggestions that you think you can offer in terms of the HND curriculum?

**Answer:** The HND as we speak right now is too theoretical and the intake I don't know sometime when you go there you will find people standing outside for lectures. So if they could either build more lecture rooms so that they could divide students into sizeable numbers that lecturers can comfortably handle but to group 200 or 300 people and then some standing- no chairs and things is not the best.

As I said the HND is a very good program and also the industrial training aspect is not efficient. One, most industries in Ghana have not come to appreciate these phenomena of giving places for attachments for students. They think when they give attachment for students then you are coming to disturb them or to worry them and so on. When I was the dean of students we found it very difficult placing students in industries for attachments and also when it came to industrial visits too we will arrange the program and no transport. No bus to send them and when you went out of your way to hire a bus too there will be this question of cost and obstacles. I think now the transportation problem is being tackled but the only thing is that the buses which the students will use for field work and other things are not coming by. The salon cars for the big guys are what you will see. With the people doing civil engineering, they have to go on the field and also over the polytechnic we have the furniture people which some of us when we were there thought that when the polytechnic needed furniture, this will be given to the furniture department to work on and that will impart additional skills and also generate income but those things were given to those in private companies.

**Thank you for your time and inputs. It's been a pleasure speaking to you.**

## Appendix G1

### Yearly Output of Higher Educational Institutions in Ghana from (2008/9-2012/13)

Service Year	Universities	Polytechnics	IPS	GIJ	TOTAL
2008/09	24,785	8,527	530	265	34,107
2009/10	27,656	12,411	745	271	41,083
2010/2011	37,785	14,433	1,536	238	53,992
2011/12	42,027	18,071	1,976	239	62,313
2012/13	50,330	21,290	2,164	240	74,024
<b>Grand Total</b>	<b>182,583</b>	<b>74,732</b>	<b>6,951</b>	<b>1,253</b>	<b>265,519</b>

**Source:** National Service Scheme, Headquarters, Accra. Yearly National Service posting for the period 2008/09-2012/13.

Data excludes graduates who are 42 years and above- exempted from compulsory national service and others such as postgraduates students who might have served already.

## Appendix G2

### Sector Distribution of Service Personnel for the 2008-2009 Service Years

Sector	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
Education	12,890	14,174	32,375	33,375	46,896
Health	3,024	3,100	5,135	6,720	12,622
Local Govt & MDAs	9,812	18,383	14,422	16,066	9,455
Private	8,381	5,426	2060	5,713	5,061
<b>Total</b>	<b>34,107</b>	<b>41,83</b>	<b>53,992</b>	<b>62,313</b>	<b>74024</b>

**Source:** National Service Scheme, Headquarters, Accra. Yearly National Service posting for the period 2008/09-2012/13.

## Appendix H

### Registered Businesses in Tamale Polytechnic (2013)

Description of Business	Number registered
Food Vendors	10
Assorted Businesses( Metal Containers)	22
Barbers	2
Hair Dressers	2
Cobblers	2
Tailors	4
Butcher	1
Bicycle Mechanic	1
Motor-bike Mechanic	1
Units Seller( Cell- Phone credits)	3
Hawkers	40
<b>TOTAL</b>	<b>88</b>

**Source:** Maintenance Officer, MR. J.K. Wumbei Tamale Polytechnic. Data excludes unregistered business dotted around the vicinity of Tamale polytechnic (2013).

## Appendix I

### Total Staff of Polytechnic for 2012

INSTITUTION	NUMBER OF STAFF	
ACCRA POLYTECHNICS	581	
BOLGA POLYTECHNIC	220	
CAPE COAST POLYTECHNI	393	
HO POLYTECHNIC	465	
KUMASI POLY	724	
KOFORIDUA POLY	566	
SUNYANI POLY	535	
TAMALE POLY	465	
TAKORADI POLY	900	
WA POLYTECHNIC	313	
<b>TOTAL</b>	<b>5,166</b>	

**Source:** National Council for Tertiary Education (NCTE 2012), Accra. Data excludes adjunct faculty and casuals.

## Appendix J

### Monthly tax revenue contribution of a typical Polytechnic lecturer

Fiscal Year	Revenue contributed	
May – December, 2008	174 Ghana Cedis	
January – December, 2009	247 Ghana Cedis	
January – December, 2010	310 Ghana Cedis	
January – December, 2011	509 Ghana Cedis	The government implemented the single spine salary structure (SSSS)
January – December, 2012	572 Ghana Cedis	
January – December, 2013	611 Ghana Cedis	
<b>TOTAL</b>	<b>2423</b>	

**Source:** Payslips of a Polytechnic Lecturer

## Appendix K1

Region	Total	Male	Female
All Regions	24,658,832	12,024,845	12,633,978
Western	2,376,021	1,187,774	1,188,247
Central	2,201,863	1,050,112	1,151,751
Greater Accra	4,010,054	1,938,225	2,071,829
Volta	2,118,252	1,938,225	1,098,854
Eastern	2,633,154	1,290,539	1,342,615
Ashanti	4,780,380	2,316,052	2,464,328
Brong Ahafo	2,310,983	1,145,271	1,165,712
Northern	2,479,461	1,229,887	1,165,712
Upper East	1,046,545	506,405	540,140
Upper West	702,110	341,182	360,928

**Table 1: Population by Region and Sex, 2010**

**Source:** Statistical Services, Ghana, 2010- Population and Housing Census (PHC2010), website



## Appendix K2

Region	Percent Share	
	2010	2000
All Regions	100	100
Western	9.6	10.2
Central	8.9	8.4
Greater Accra	16.3	15.4
Volta	8.6	8.6
Eastern	10.7	11.1
Ashanti	19.4	19.1
Brong Ahafo	9.4	9.6
Northern	10.1	9.6
Upper East	4.2	4.9
Upper West	2.8	3.0

**Table 2: Percentage Distribution of Population, 2000-2010**

**Source:** Statistical Services, Ghana, 2010- Population and Housing Census (PHC2010), website

## Appendix K3

Region	2010	2000	% increase	Intercensal Growth Rate
<b>All Regions</b>	<b>24,658,823</b>	<b>18,912,079</b>	<b>30.4</b>	<b>2.5</b>
Western	2,376,021	1,924,577	23.5	2.0
Central	2,201,863	1,593,823	38.1	3.1
Greater Accra	4,010,054	2,905,726	38.0	3.1
Volta	2,118,252	1,635,421	29.5	2.5
Eastern	2,633,154	2,106,696	25.0	2.1
Ashanti	4,780,380	3,612,950	32.2	2.7
Brong Ahafo	2,310,983	1,815,408	27.3	2.3
Northern	2,479,461	1,840,806	36.2	2.9
Upper East	1,046,545	920,089	13.7	1.2
Upper West	702,110	576,583	21.8	1.9

**Table 3: Population Growth, 2000-2010**

**Source:** Statistical Services, Ghana, 2010- Population and Housing Census (PHC2010), website

#### Appendix K4

Region	Area(sq km)	Population Density		
		2010	2000	1984
<b>All Regions</b>	<b>238,533</b>	<b>103</b>	<b>79</b>	<b>52</b>
Western	23,921	99	80	48
Central	9,826	224	162	116
Greater Accra	3,245	1,236	895	441
Volta	20,570	103	80	59
Eastern	19,323	136	109	87
Ashanti	24,389	196	148	86
Brong Ahafo	39,557	58	46	31
Northern	70,384	35	26	17
Upper East	8,842	118	104	87
Upper West	18,476	38	31	24

**Table 4: Population Densities by Region, 1984-2010**

**Source:** Statistical Services, Ghana, 2010- Population and Housing Census (PHC2010), website

#### Appendix K5

Characteristics	Total	Male	Female
14	9,450,398	4,798,944	4,651,454
15-64	14,040,893	6,727,948	7,312,945
65+	1,167,532	497,953	669,579
Adult population(18+	13,632,229	6,431,820	7,200,479
Dependent Population	10,617,930	5,296,897	5,321,033

**Table 5 Selected Demographic Characteristics of the Population**

**Source:** Statistical Services, Ghana, 2010- Population and Housing Census (PHC2010) website

## Appendix L

### A Map Showing the Administrative Regions of Ghana (Ghana, 2011)



Adopted from: Gondwe & Walenkamp (2011:14). Alignment of Higher Education with the needs of the local Labour Market: A Case of Ghana. Available on nuffic.com (GHANA, 2011)

## Appendix M

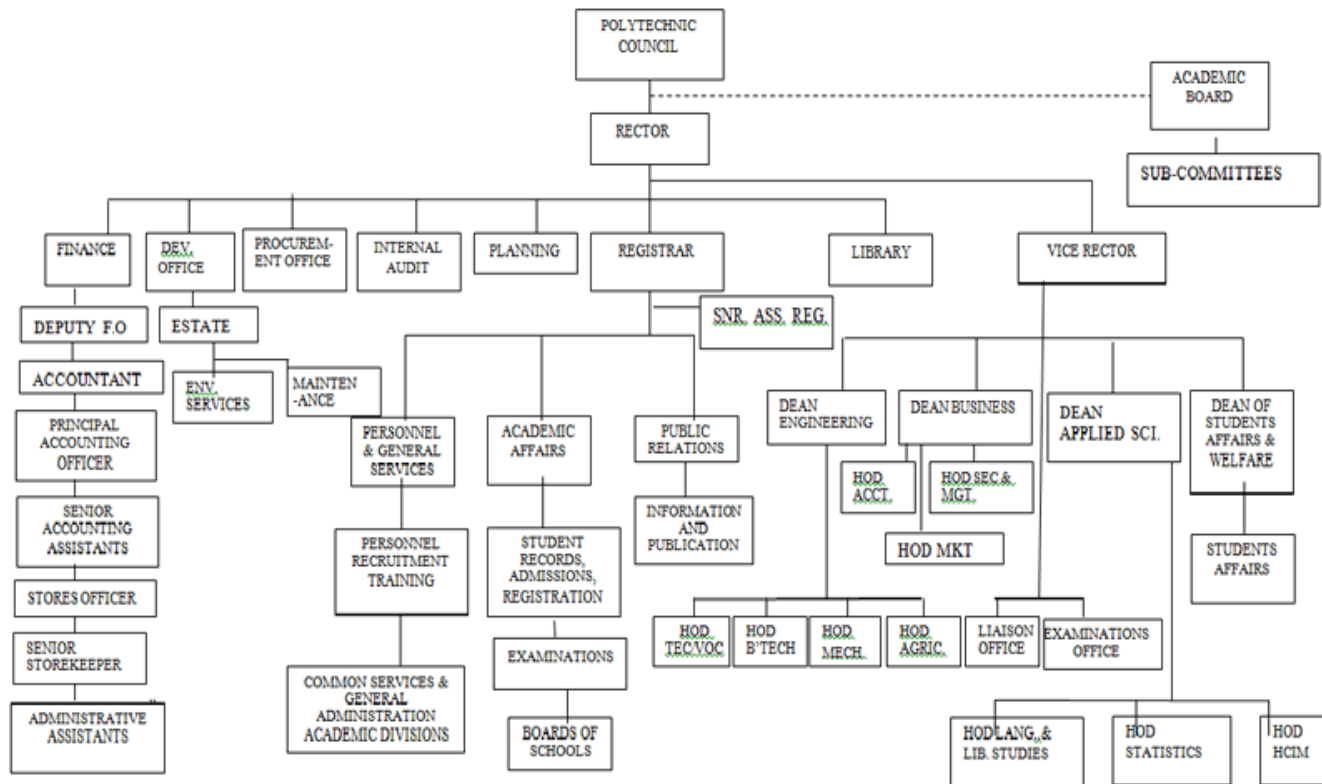
### SUMMARY OF TERTIARY INSTITUTIONS AND THEIR LOCATIONS IN GHANA

REGION	PUBLIC UNIVERSITY	PUBLIC DEGREE/PR	REGIONALL Y OWNED	PRIVATE CHARTERE	PRIVATE TERTIARY	POLY	COE	CON	COA	DLC	TC	TOTAL
GAR	1	7	1	3	25	1	2	5		4	5	54
AR	1				6	1	8	2			1	19
ER					2	1	6	2				11
WR	1					1	3	1				6
NR	1					1	3		1			6
BAR					2	1	4	1				8
CR	2				1	1	3	1				8
VR						1	7					8
UER						1	2					3
UWR						1	2					3
TOTAL	6	7	1	3	36	10	40	12	1	4	6	126

**Source:** Taken from the Ghanaian Times, March 8 2011, pages 10, 11 & 13. Also available on the NAB website: [www.nab.gov.gh](http://www.nab.gov.gh)

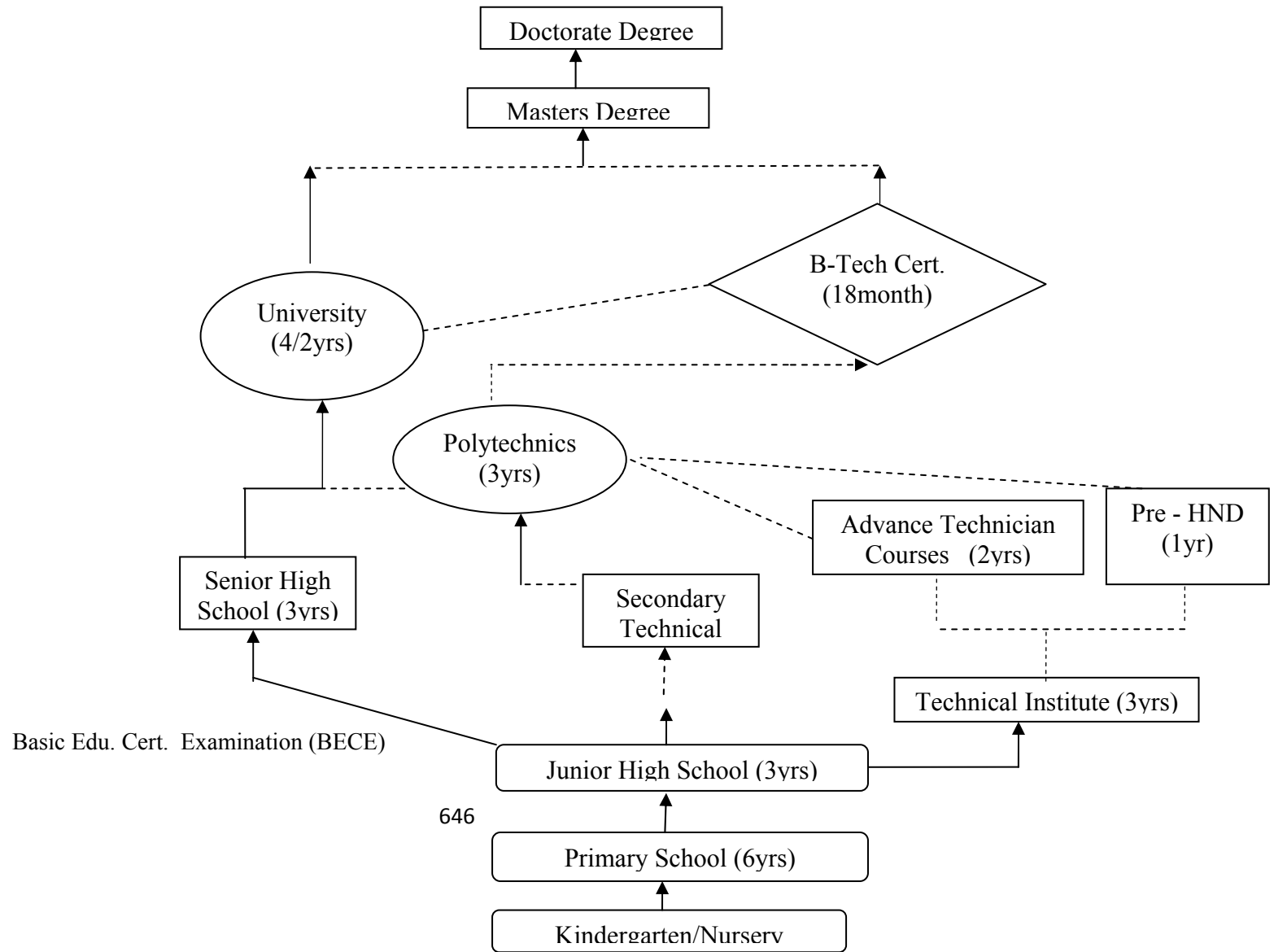
## Appendix N

### Management structure of a typical Polytechnic in Ghana



Adapted from the strategic plan 2008 – 2012, Tamale Polytechnic November 2007\_\_

### Appendix O: Outline of Ghana's Educational Structure



## Appendix 'P': Selected Research Sites

### P1: Accra Polytechnic



Accra Polytechnic: Administration Block



Accra Polytechnic: Fashion Block



## **P2: Bolgatanga**



**Bolgatanga Polytechnic: Administration Block**



**Bolgatanga Polytechnic: Student Hostel**



**Bolgatanga Polytechnic: Library Complex**



### **P3: Koforidua Polytechnic**



Koforidua Polytechnic: Administration Block



Koforidua Polytechnic: Computer Centre



Koforidua Polytechnic: Student Hostel

**P4: Sunyani Polytechnic**



Sunyani Polytechnic: Administration Block



Sunyani Polytechnic: Library Complex



Sunyani Polytechnic: Student Hotel

**P5: Tamale Polytechnic**



Tamale Polytechnic: Administration Block



Tamale Polytechnic: ICT Block



**P6: NABPTEX Block**



**P7: NAB Block**



**NCTE Block**



**P8: NCTE Conference Hall**



**P9: Parliament House View**



Speakers Conference Hall



**P10:** A Typical Parliamentary Session