



GHANA JOURNAL OF HIGHER EDUCATION MANAGEMENT

ISSN: 0855-6156

VOLUME 7
JULY 2021

**GHANA JOURNAL OF HIGHER EDUCATION
MANAGEMENT**

Volume 7

July 2021

ISSN: 0855-6156

Ghana Journal of Higher Education Management

Volume 7

ISSN: 0855-6156

July 2021

© Ghana Association of University Administrators

COPYRIGHT:

The copyright for any article published in this journal rests with the publisher. No part of this publication may be reproduced, stored, transmitted or disseminated in any form, or by any means without prior written permission from the Editor-in-Chief. Request to reproduce copyrighted material should be directed to the Editor-in-Chief. Consent is hereby given for authors to copy their own articles from the Journal for any scholarly purpose of their own.

All manuscripts should be submitted to:

The Managing Editor
Ghana Journal for Higher Education Management
C/o The University Printing Press
University of Education, Winneba
P.O. Box 25
Winneba
Ghana.

Email: ghajhem@uew.edu.gh, gaua@uew.edu.gh

EDITORIAL LIST

ADVISORY BOARD

Prof. George K. T. Oduro	Professor of Education Management Administration and Leadership. University of Cape Coast, Cape Coast
Dr. Paul Effah	President Bradford University / Former Executive secretary NCTE and Higher Education Consultant. Accra
Dr. Cynthia Sena Kpeglo	Registrar, University of Health and Allied Sciences, Ho.
Mrs. Christie Okae-Anti	Registrar, Perez University College, Winneba / Former Deputy Registrar, University of Education , Winneba
Dr. Joseph Abu-Sakyi	Principal Dental Surgeon, KNUST Hospital/ Senior Adjunct Lecturer KNUST Medical School. Kumasi.
Dr. Jimmy Nkrumah	Director of Physical Works and Development, KNUST, Kumasi.
Dr. John Serbe Marfo	Former System Programmer, UITS/Lecturer KNUST Business School. Kumasi.
H/L Justice Eudora C. Dadson	High Court Judge, Accra and Former Ag. Deputy Registrar for Legal Affairs, KNUST
Mr. Anab Anaamoatulim	Accountant, University of Ghana, Legon
Dr. Gabriel Ahinful	Finance Officer, Takoradi Technical University / Former Ag. College Finance Officer, KNUST

EDITOR-IN-CHIEF

Dr. Paul Kwadwo Addo	Institute of Educational Planning and Administration, University of Cape Coast, Cape Coast, Ghana
----------------------	---

NATIONAL EDITOR/MANAGING EDITOR

Mr. George Sowah Boye	School of Allied Health Sciences, University of Cape Coast, Cape Coast, Ghana
-----------------------	---

ONLINE ASSOCIATE EDITOR

Mr. Alfred Ghartey	Students' Financial Support Office, University of Cape Coast, Cape Coast, Ghana
--------------------	---

EDITORIAL OFFICE

University Printing Press
University of Education, Winneba
P.O. Box 25, Winneba
Ghana
Email: ghajhem@uew.edu.gh

Editorial correspondence, including submission of manuscripts should be addressed to:

The Managing Editor
Ghana Journal of Higher Education Management
University Printing Press
University of Education, Winneba
P.O. Box 25
Winneba
Ghana

Email: ghajhem@uew.edu.gh, gaua@uew.edu.gh

CONTENTS

	Page
Editorial List	
Editorial	
Attracting Students in a Competitive Environment in Ghana: A Case Study of Faculty of Natural Resources and Environment, University for Development Studies.	
Fidelis Z. Tang, Amos A. Alale, and Joseph A. Seniwoliba	1-12
Analysis of Students' Role in University Governance: A Case Study of KNUST during the COVID-19 Pandemic	
Paul Kwadwo Addo (EdD), Susana Asamoah, Regina Nuako & Ida Saeed	13-24
Ensuring Administrative Justice in the Governance of Public Universities in Ghana: What University Administrators Must Know	
Philip Afeti Korto, Nurudeen Issaka Idrisu & Johnson Azorlibu	25-37
Motivation for Doing Scholarly Publications Among Professional Librarians in Ghanaian Public Universities	
Theophilus Fiawotoafor & Perpetua S. Dadzie	38-49
Demographic Characteristics and Training Transfer: Evidence from Senior Staff Administrators of University of Cape Coast, Ghana	
Emmanuel Afreh Owusu and Raphael Papa Kweku Andoh	50-61
Job Dissatisfaction and its Implications for Employees of Kwame Nkrumah University of Science and Technology	
H. H. Akosah, Mercy V. Darkwaa Appiah-Castel & Juliana S. Andoh	62-81
What Motivates the Academic Guru in the University for Development Studies? The Expectancy Theory in Perspective	
Abukari Mohammed	82-

EDITORIAL

The Ghana Association of University Administrators (GAUA) as part of its mission to promote the advancement of Higher Education in Ghana and around the world provides policy reflective for national development. This is done through research reports, policy analysis, and reflective analysis among others. Mindful of this, the National Executive adopted this Journal from GAUA University of Education, Winneba branch in 2019 to advance this cause. The seventh edition of the journal is thus, the second edition since the adoption.

Attracting Students in a Competitive Environment in Ghana: A Case Study of Faculty of Natural Resources and Environment, University for Development Studies.

Fidelis Z. Tang, Amos A. Alale, and Joseph A. Seniwoliba

¹Office of the Pro-Vice Chancellor, Simon Diedong Dombo University of Business and Integrated Development Studies (SDD-UBIDS), Box 64, Wa, Ghana

²Counselling Unit, University for Development Studies, Box TL 1882, Nyankpala Campus, Tamale, Ghana

³General Administrative, University for Development Studies, Box TL 1350, Nyankpala Campus, Tamale, Ghana

Correspondence should be addressed to FZ Tang: tfideliszimberi@yahoo.com

Abstract

This study investigated the causes of dwindling student numbers in Faculty of Natural Resources and Environment (FNRE) of the University for Development Studies, Tamale, Ghana to appreciate factors that lead to students selecting programmes. It recommends strategies to increase enrolment in the Faculty. A total of 72 respondents from both diploma and undergraduate students of the 2017/18 Academic Year interviewed. The study revealed that students came from nine out of the ten regions in Ghana with Ashanti Region recorded the highest number of undergraduate students, 16, while Northern Region recorded 11 diploma students as the highest. Most respondents prefer personal visits than social media, they select programmes based on job prospects and receive information about their programmes from their relatives. Prospective students want more information about the programme they desire to offer. Hence, they make personal visits to their schools for effective interactions to make informed decisions rather than social media can increase enrolment in tertiary institutions. It is, therefore, recommended that staff and Management of the University / Faculty should visit SHSs to orientate students on the programmes, prospects and global significance of the programmes offered. Distribution of flyers and regular advertisement were recommended as some of the most effective means of propagating the Faculty and its programmes. Institutions of higher learning must have admission policy and strategies developed from the institutions' strategic plan.

Key words: admissions, admission policy, admission strategies, students' enrolment, individual's interest

Introduction

Education is the process of one's becoming critically aware of reality in a manner that results to effective action upon it (Saula, 2015). Studies have established that science and

technology applications have culminated in the discovery of new products, new processes, improved and faster services, better ways of solving human and environmental challenges as well as opportunities for new jobs (Tetteh, Akon-Yamga, Jumpah, and Omari, 2020). In their cross-sectional survey conducted among 33 public and private tertiary institutions in Ghana to assess science student enrolment, science academic staff, science infrastructure including laboratories, as well as funding sources for research activities, Master's degree holders constitute the majority of the science academic staff. Total PhD enrolment in public tertiary institutions increased by 86.7%, while PhD enrolment in science programmes decreased by 22.3% from 2013 to 2015. Hence, the recommendation of a holistic approach to tertiary level scientific education to enhance national development in Ghana (Tetteh *et al.*, 2020). However, securing the ambitious targets for education in SDG 4 and assessing them via the global indicators is reviewed with particular attention to primary and secondary education and to skills development. This seems a good deal of the SDG aspirations for expanded rights to education but got lost in their translation to the indicators thus, the complexity of the global governance architecture for the **SDGs** and their implementation (King, 2017).

The relevance of academic curricula to employment opportunities and requirements also determines a student's choice of a programme and tertiary institution as well as the manpower needs and availability in ecology (McCormick and Barrett, 1979). Due to competition from other stakeholders in higher education, the University for Development Studies (UDS) has begun to see dwindling numbers of students cross its faculties. A look at the Vice Chancellor's Annual Reports over the past ten years shows that from a humble beginning with 39 students in the Faculty of Agriculture in 1993, numbers of applications, admissions and enrolment increased steadily. By the 1997/98 Academic Year, a total of 3,161 applications were received, 1,401 of this number qualified for admission. About 169 of those who qualified and were admitted enrolled for the various programmes in the then 2 faculties and a school (Congregation Report, 2000). Therefore, there is the need to examine the causes of dwindling student numbers and appreciate the changing dynamics and come out with strategies to overcome this situation in UDS and higher education management in Ghana.

Review of Related Literature

Across the globe, studies have shown that a number of factors such as personal and individual characteristics of students interested in tertiary education, role of sponsors, sponsoring institutions, parents, students' perceptions about value and costs, as well as institutional characteristics determine students' decisions to choose a university at which to study (Proboyo and Soedarsono, 2015; Fernandez, 2010). The availability of the required programmes and financial assistance including scholarships are some of the factors that influence the choice of a student to do a particular programme in a university or choose to study in a particular university (Yusof, Ahmad, Tajudin and Ravindran, 2008). For instance, whereas Ariffin, Ahmad, Ahmad and Ibrahim (2008) found marketing strategies influential in students decisions and choice of a university, Ismail (2009) differs in another study which sought to place more emphasis on institutional image and reputation, tuition fees, and academic programmes as the explanatory power on how students decide on which university to choose for studies. Yet, in Karl and Yousefi (2009) the location of the institution, opinions of people including parents, friends, teachers and others play significant roles in influencing how students choose universities.

The role of parents, according to Aguado, Laguador and Deligero (2015), influences their children's decision making in selecting universities and tertiary institutions because parents are the financiers of their children's education. Factors moderating students' decisions on choosing universities to study at are multifaceted ranging from support systems that include both non-physical (scholarships availability, credit transferability, amongst others) and physical (modern library, e-learning resources, bookshops, computer laboratories and counselling offices.); conducive learning environment comprising of modern learning facilities, institutional reputation, affordable tuition fees; job prospects of graduates; availability of health care, residential accommodation including extra-curricular activities and safety (Agrey and Lampadan, 2014).

In terms of institutional reputation, Sidin, Hussin and Soon (2003) found that students' choice of selecting colleges in Malaysia actually depends on academic quality, facilities, campus surroundings, and personal characteristics. Other studies that learnt credence to institutional reputations as a factor of choosing universities include Simões and Soares (2010) on information sources and choice factors students draw on when selecting a higher education institution or a Portuguese university. In their findings, the majority of respondents used universities' website when sourcing for a university to apply for studies. Information mostly sought about the institutions are student background characteristics, aspirations and curiosity, educational achievement, social environment, financial and cost of education, institutional climate and reputation (Mbawuni and Nimako, 2015).

Rudhumbu, Tirumalai and Kumari (2017) added advertising, career fairs, quality of staff, employment prospects of graduates from the institution as some of the factors influencing the decision by students to choose Botho University. Rudhumbu et al (2017), however, emphasized that tuition fees, chance of getting scholarships and campus visits do not have a very high influence on choice of university to study at. Thorough knowledge of the institution's present strengths and weaknesses, long history of planning successes and the future management strategy are arguably some of the most important things a potential applicant looks for in a university when choosing a place to study (Ahmed, Ahmed, Shimul and Zuñiga, 2015). In another study by Chakravarthy and Henderson (2007), senior management of higher education institutions have realized that yearly allocations of funding by funding council inhibits efforts of planning, developing models for resource allocation that promote the institution's mission.

Methodology

Research design

Non-experimental quantitative casual descriptive design and exploratory case study approach were employed for the study. Non-experimental designs were used to answer questions about the 2017/ 18 group.

Population: Diploma and degree students of the 2017/18 Academic Year served as the population for this study.

Sampling: A total of 72 (23 diploma and 49 undergraduate) students were interviewed for the study. That is the total number of students who were admitted into the programmes in the 2017/2018 Academic Year. Over the years, Faculty members have been visiting

schools in the northern part of Ghana to create students' awareness on the programmes in the Faculty. Besides, Faculty staff and continuing students have also visited their alma maters to advertise the Faculty programmes. The 2017/2018-year students were assessed to ascertain the impact of the awareness creation on the programme.

A questionnaire was pretested using 10 continuing students and all concerns that came were addressed. One of the lecture periods was used for the administration of the questionnaires where students had ample time to respond to the questions. Individuals were not allowed to carry questionnaire out of the lecture theatre. This was to ensure that no students had the opportunity to consult the continuing students or staff before answering the questions.

The administered questionnaire had sections for Demographic data (sex, senior high school attended, region of the school, number who graduated in their year), individuals interest in the programmes of study, programmes studied at the SHSs, their source of information about the programmes in the Faculty before or during application, universities and institutions that visited their former schools – SHSs, and how the University Management and Faculty can attract prospective applicants.

Ethical issues: The respondents' consents were sought; the purpose was explained to them and confidentiality of the information assured before the questionnaires were administered.

Results

Demographic Data

The study was conducted on a total of 72 first year, 2017/2018 (Diploma and Degree) students admitted into the Faculty of Natural Resources and Environment comprise twenty-three (23) Diploma and forty-nine (49) Undergraduate students. The study shows that there are more males than females as in Figure 1 below. Male respondents dominated in both diploma and undergraduate programme, representing 23.61% and 38.89% respectively.

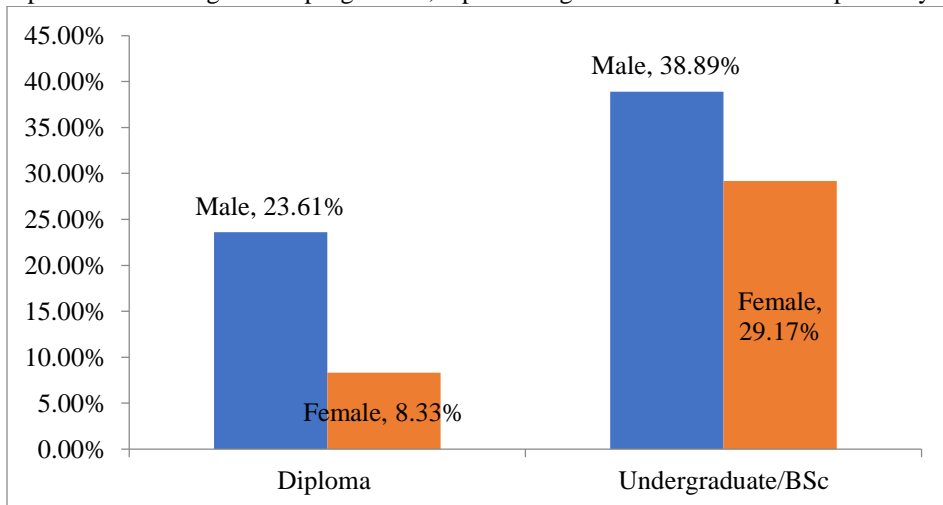


Figure 1: Gender of respondents

Location of Senior High School Attended

The study also sought to find out the respective Senior High Schools (SHSs) of respondents. The results indicated that students came from nine out of the then ten regions in Ghana. Ashanti Region recorded the highest numbers of undergraduate students numbering 16 while Northern Region recorded 11 diploma students as the highest. Western Region recorded zero student intake in both undergraduate and diploma categories of students.

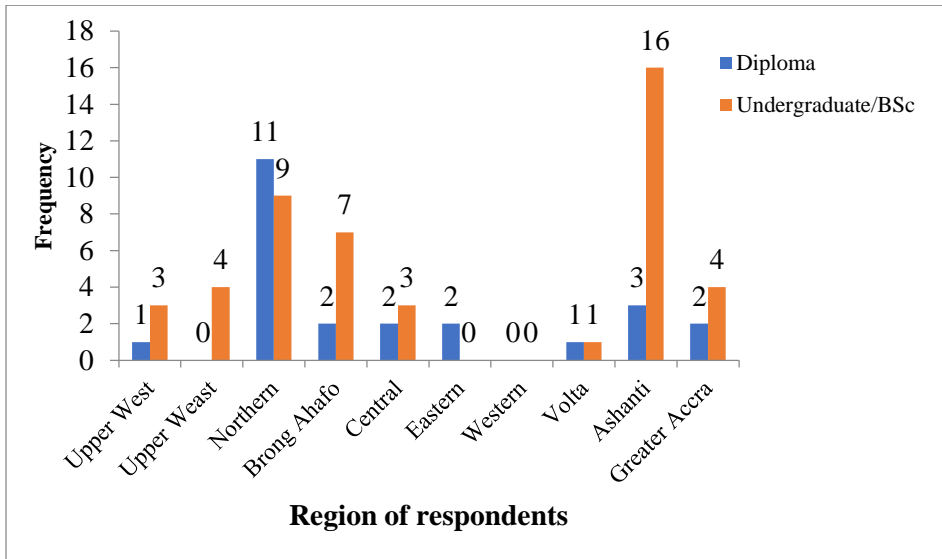


Figure 2: Location of senior high school attended

Respondents’ Senior High Schools

Most of the respondents came from SHSs in Ashanti and Northern Regions. Some of these schools were Tamale SHS, Ghana SHS, Kumbungu SHS, Faith College among others in the Northern Region; Osei Tutu, Armed Forces, Ideal College among others in the Ashanti Region. The study also revealed that not more than 2 students in a class came from the same senior high school.

Science-Based Students

Most of the respondents had science background, that is either General Science or Agricultural Science. Whereas 4 Diploma students studied business at the SHS level, no undergraduate students read business as shown in Figure 3.

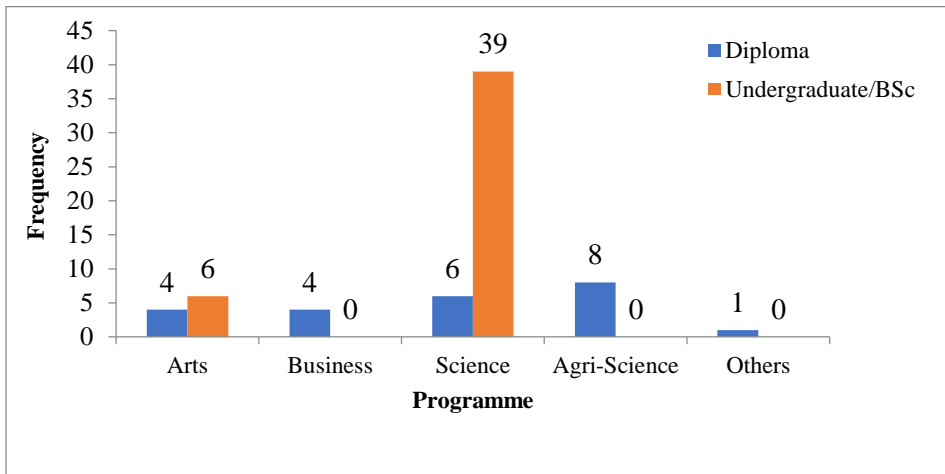


Figure 3: Programme offered at senior high school

Suggestions to Increase Enrolment

Students were asked to suggest ways the University / Faculty Management and staff can increase students' enrolment in the coming years. Most respondents suggested the following:

- Staff and Management of the University / Faculty should visit SHSs and orientate students about the programmes, prospects and global significance of the University
- Faculty should use of flyers and internet as the most effective means of propagating the Faculty and its programmes.
- Faculty should set up teams in various senior high schools to advertise its programmes.
- Information should be sent through the headmasters of the SHSs by the time the candidates are about to write their final examinations.
- By sending continuing students to SHSs and also organizing programmes about the Faculty outside the University/Faculty.
- By visiting SHSs to tell or inform them about the programmes and their impact on humanity and community.
- Intensify radio announcements at the local radio stations.
- Take students on tours and also perform more community service.
- Award continuing students who have been able to advertise and brought in many students.
- Print T-Shirts of the Faculty for advertising
- By selecting and tasking students to go to their former schools to advertise the Faculty and its programmes.

Table 1: Respondents' Suggestions to Attract Students to the Faculty

How to Attract more students		Diploma	Undergraduate	Total
Social Media	Male	0	3	3
	Female	0	2	2
Newspapers	Male	0	4	4
	Female	0	2	2
Develop a website	Male	0	4	4
	Female	0	1	1
Flyers	Male	0	2	2
	Female	0	1	1
Other ways	Male	2	7	9
	Female	1	1	2
Advertise on Radio, TV and Internet	Male	5	4	9
	Female	0	3	3
Staff should visit SHS	Male	5	7	12
	Female	2	7	9

Universities and Tertiary Institutions that Visit SHSs to Advertise their Programme

The study further looked at universities and tertiary institutions that visited students in these SHSs (prior to their admissions) to advertise their programmes, available options, job prospects after graduation, opportunities for further studies and career development as well as orientate prospective applicants to attract many qualified applicants.

The results showed that Kwame Nkrumah University of Science and Technology (KNUST) and University of Ghana (UG) visited some of these senior high schools the most, especially schools in the southern zone. Although University for Development Studies, University of Cape Coast, Valley View, Central University, Ashesi University and University of Education, Winniba visited these Senior High Schools, UDS has always limited itself to Northern, Upper East and Upper West Regions. This explains why most of the students admitted were from the Northern Region.

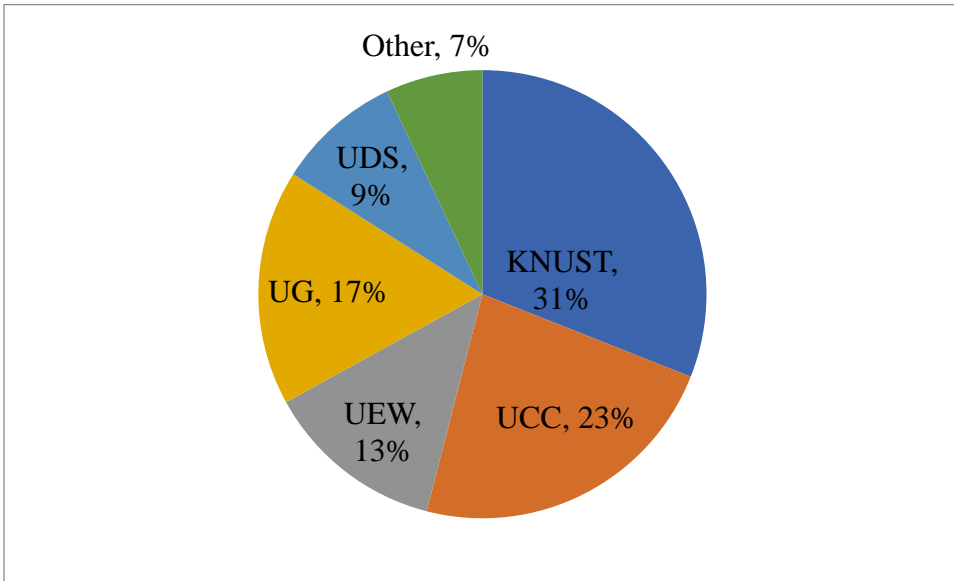


Figure 4: Universities and tertiary institutions that visited their SHSs

Number of SHS Graduates per Year Group

The figure below shows the number of students graduating from these Senior High Schools. Most of the schools had over 500 students graduating in a year. Three and five respondents from Diploma and Undergraduate indicated that they were between 100 to 200 at the time of their graduation. Graduating students numbering between 201 - 300 and 401 - 500 recorded the least as shown below.

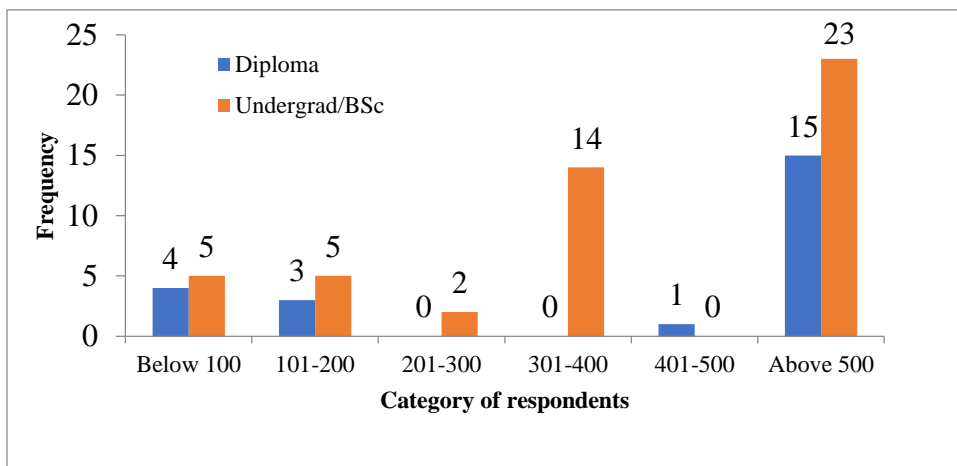


Figure 5: Number of students who graduated per year group

Sources of Information about the Faculty and Its Programmes

The source of information about the Faculty and its programmes was highly based on recommendation from relatives and friends. That is 13.90% and 22.20% referring to diploma and undergraduate respectively. Only 1.40% of the respondents heard of the programmes from staff of the University who visited their schools as shown in the figure 6 below.

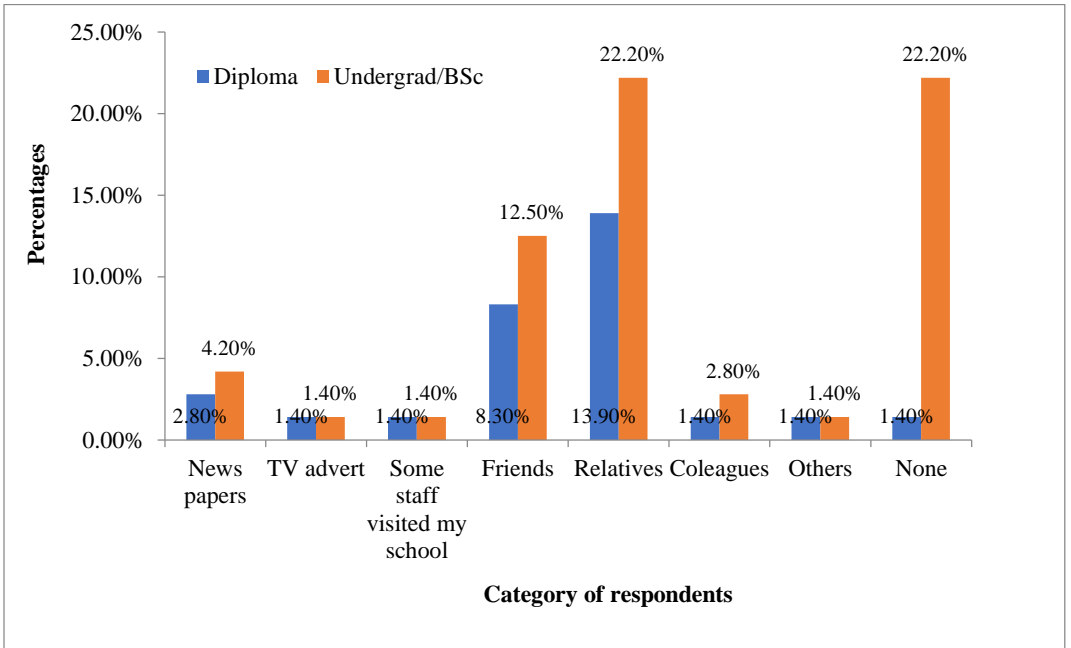


Figure 6: Sources of information about the Faculty and its programmes

For better understanding of what influence students’ decision to apply for the programmes, respondents’ indicated job security as their reason. However, most of them said they were simply persuaded by family and friends. Some of the respondents also indicated that they did not apply for the programme but accepted it because they had no alternative when it was offered to them. Hence, there was no motivation to them.

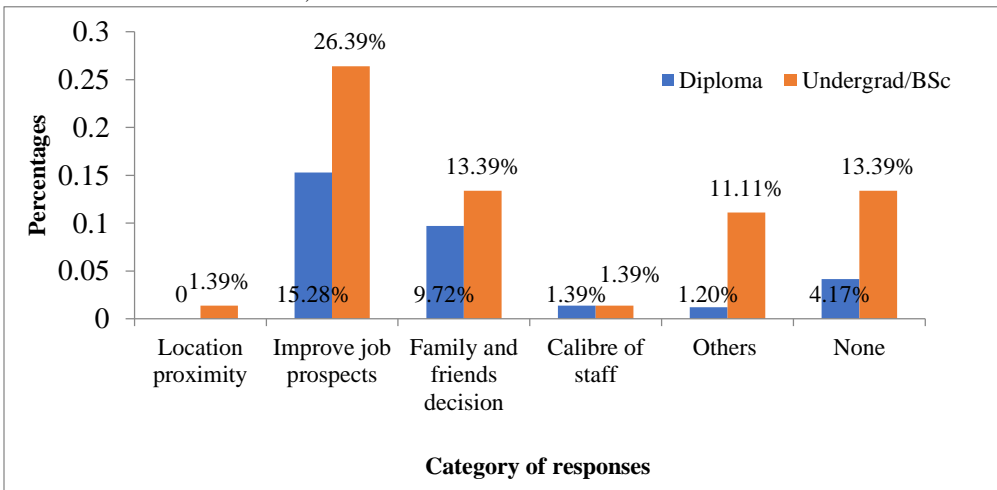


Figure 7: Reasons for selecting the Faculty and its programmes

Enquiries, Comments and Suggestions Gathered during Visitations

During an earlier outreach programme to the 11 senior high schools in the Tamale Metropolis, the Faculty Team gathered the following enquiries, comments and suggestions:

- Can one work with the Food and Drug Board?
- Sometimes applicants are offered admissions programmes they did not apply to.
- Some applicants were still not clear with whether to apply to the Faculty or departments?
- Fate of catering, home economics, business, Dagbani, accounting, fashion and designing applicants to the Faculty was one of the enquiries.
- What is the fate of those who fail in one or two subjects?
- Where will technical school applicants be placed since they have a different grading system from that of WASSCE?
- Can elective mathematics be replaced with technical drawing in the case of technical school graduates?
- What are the procedures for applicants who await results and at what time can one apply?
- What are the processes of application?
- Does the Faculty or the University keep wildlife (animals), different type of fish etc
- What can the Faculty or its graduates contribute if there is dwindling natural resources in Ghana?
- How can product of the Faculty (Fisheries Department) establish their own fish farms?

Key findings and Discussions

From the results above, it could be deduced that:

1. Prospective students want more information about the programme they desire to offer,
2. They want personal visits to their schools for effective interactions to make informed decisions than social media,
3. Prospective students want look at the institutional image and reputation, tuition fees, and academic programmes before deciding on which university to choose for studies.

Most students prefer social media as a means to get information on programmes they wish to study. The availability of the required programmes and financial assistance including scholarships are some of the factors that influence the choice of a student to do a particular programme in university or choose to study in a particular university (Yusof, Ahmad, Tajudin and Ravindran, 2008). Ismail (2009) differs in a study which sought to place more emphasis on institutional image and reputation, tuition fees, and academic programmes as the explanatory power on how students decide on which university to choose for studies. Factors moderating students' decisions on choosing universities to study at are multifaceted, ranging from support systems that include both non-physical (scholarships availability, credit transferability, amongst others) and physical (modern library, e-learning resources, bookshops, computer laboratories and counselling offices.); conducive learning environment comprising of modern learning facilities, institutional reputation, affordable tuition fees, etc; job prospects of graduates; availability of health care, residential accommodation including extra-curricular activities and safety (Agrey and Lampadan, 2014).

Implications for policy and practice

Policy level:

1. Institutions of higher learning must have Admission policy, and
2. There should be admission strategies developed from the institutions' strategic plans.

Practice level:

3. Involvement of other senior members in admission outreaches,
4. Disseminate faculties and school information on website,
5. Increase adverts on the University's programmes and products,
6. Set a special desk for applicant to enquire about the University and its programmes,
7. Institution of trend analysis of applications received, admissions offered and enrolment figures per faculties/schools annual, and
8. Device other means of the University's exposure on social media such as Facebook among others.

References

- Agrey, L., Lampadan, N. (2014). Determinant factors contributing to student choice in selecting a university. *Journal of Education and Human Development*, 3(2), 391 - 404.
- Aguado, C. L., Laguador, J. M., Deligero, J. C. L. (2015). Factors affecting the choice of school and students' level of interest towards Maritime programmes. *Asian Journal of Science*, 11(21), 231 - 239.
- Ahmed, J. U., Ahmed, K. U., Shimul, A. S., Zuñiga, R. (2015), Managing strategies for higher education institutions in the UK: An Overview. *Higher Education for the Future*, 2(1), 32 - 48.
- Ariffin, A. A., Ahmad, A. H., Ahmad, M. S., Ibrahim, M. A. (2008). Determining decision-making styles and demographic differences in selecting higher education services among Malaysian. *International Journal of Business and Society*, 9(1), 1 - 18.
- Chakravarthy, B., Henderson, J. (2007). From a hierarchy to a heterarchy of strategies: Adapting to a changing context. *Management Decision*, 45(3), 642 - 652.
- Congregation report (2000), Vice-Chancellor Report, Saturday, February 9, 2000.
- Fernandez, J. L. (2010). An exploratory study of factors influencing students' college decision in Malaysia: A conceptual framework. *International Journal of Business and Social Science*, 1(3), 53 - 58.
- Ismail, N. (2009). Mediating effect of information satisfaction on college choice. Paper presented in Oxford Business & Economics Conference Program. UK.
- Karl, W., Yousefi, F.P. (2009). Factors influencing Malaysian students intention to study at a higher educational institution. Kuala Lumpur: E-Leader.
- King, K. (2017), Lost in translation? The challenge of translating the global education goal and targets into. *A Journal of Comparative & International Education*, 47(6), 801 – 817.
- Mbawuni, J., Nimako, S. G. (2015). Critical factors underlying students' choice of institution for graduate programmes: empirical evidence from Ghana. *International Journal of Higher Education*, 4(1), 120-135.
- McCormick, J. F., Barrett, G. W. (1979), Ecological manpower and employment opportunities. *BioScience*, 29: 419 – 423.
- Proboyo, A., Soedarsono, R. (2015). Influential factors in choosing higher education institutions: A case study of a private higher education in Surabaya. *Jurnal Manajemen Pemasaran*, 9(1), 1 - 7. <https://doi.org/10.9744/pemasaran.9.1.1-7>.

- Rudhumbu, N., Tirumalai, A. and Kumari, B. (2017). Factors that influence undergraduate students' choice of a university: a case of Botho University in Botswana. *International Journal of Learning and Development*, 7(2), 27-37.
- Saula, A. S. (2015), Factors motivating female adult learners' enrolment in Nigeria tertiary institution: A study of Lagos State University, Nigeria. School of Education, Department of Foundation and Administration, Adeniran Ogunsanya College of Education Otto Ijanikin, Lagos State, Nigeria.
- Sidin, S. M., Hussin, S. R., Soon, T. H. (2003). An exploratory study of factors influencing the college choice decision of undergraduate students in Malaysia. *Asia Pacific Management Review*, 8(3), 259-280.
- Simões, C., & Soares, A. M. (2010). Applying to higher education: information sources and choice factors. *Studies in Higher Education*, 35(4), 371 - 389.
- Tetteh, E. K., Akon-Yamga, G., Jumpah, E., Omari, R (2020). Scientific human resource for national development in Ghana. *African Journal of Science, Technology, Innovation & Development*, 12(1), 57-68, DOI: 10.1080/20421338.2019.1596396.
- Yusof, M., Ahmad, S. N. B., Tajudin, M., Ravindran, R. (2008). A study of factors influencing the selection of a higher education institution. *UNITAR e-journal*, 4(2), 27 - 40.



**GHANA JOURNAL OF
HIGHER EDUCATION MANAGEMENT**

VOLUME 7, JULY, 2021

ISSN: 0855-6156
