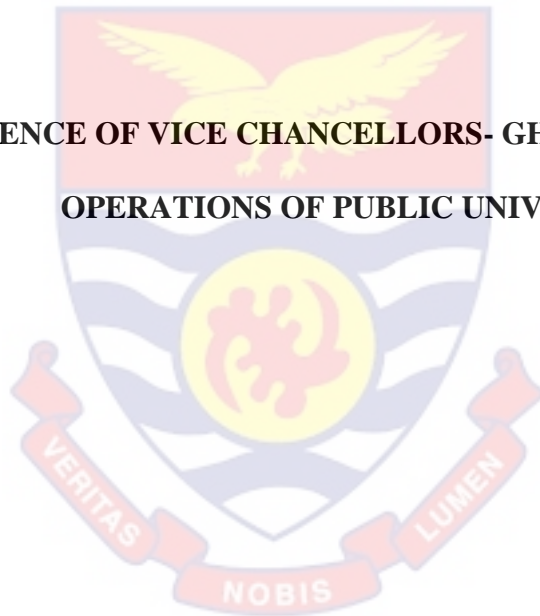


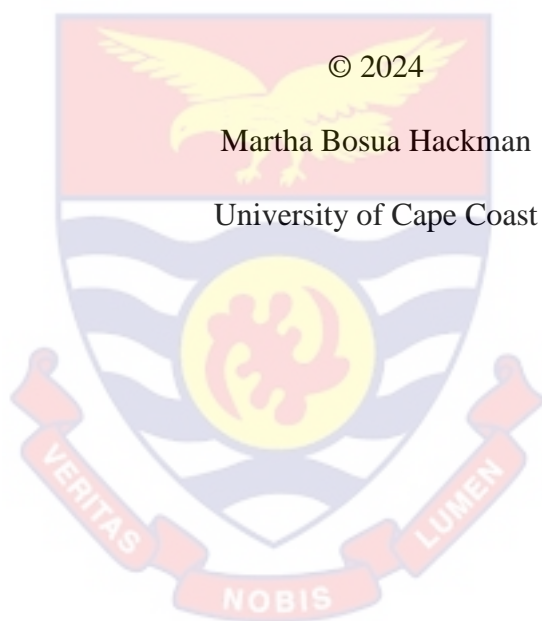
UNIVERSITY OF CAPE COAST

**INFLUENCE OF VICE CHANCELLORS- GHANA (VCG) ON THE
OPERATIONS OF PUBLIC UNIVERSITIES**



MARTHA BOSUA HACKMAN

2024



© 2024

Martha Bosua Hackman

University of Cape Coast

UNIVERSITY OF CAPE COAST

INFLUENCE OF VICE CHANCELLORS-GHANA (VCG) ON THE
OPERATIONS OF PUBLIC UNIVERSITIES

BY

MARTHA BOSUA HACKMAN

Thesis submitted to the Institute for Educational Planning and Administration,
University of Cape Coast, in partial fulfilment of the requirements for the
award of Doctor of Philosophy degree in Educational Leadership

NOVEMBER 2024

DECLARATION

Candidate's Declaration

I hereby declare that this thesis is the result of my own original research and that no part of it has been presented for another degree in this university or elsewhere.

Candidate's Signature:..... Date:.....

Name:

Supervisors' Declaration

We hereby declare that the preparation and presentation of the thesis were supervised in accordance with the guidelines on supervision of thesis laid down by the University of Cape Coast.

Principal Supervisor's Signature:..... Date:.....

Name:

Co-Supervisor's Signature:..... Date:.....

Name:

ABSTRACT

The ascendancy of Vice Chancellors-Ghana on the operations of public universities has generated a lot of discourse amongst teaching and non-teaching staff in higher education. In order to explore and make empirical literature available on the subject, this study sought to examine the influence of Vice Chancellors-Ghana (VCG) on the operations of public universities. The study employed the concurrent triangulation mixed method design within the pragmatism research philosophy. Six (6) public universities in Ghana were involved in the study. Quantitatively, multi-stage (stratified and proportionate) technique was used in the selection of 418 teaching and non-teaching staff. Qualitatively, the purposive sampling procedure was used in the selection of eight (8) Vice Chancellors-Ghana (both current and past) members and five (5) senior members in the study. The data were collected using questionnaires and interview guide and processed via SPSS (version 25). Thematic analysis was employed for qualitative data. It was discovered that VCG influences the operations of public universities in terms of standardization, accreditation process, financial management of the institutions, research and teaching, among others. Also, it was realized that, the teaching and non-teaching staff were aware of the existence of VCG but were unaware of the operational influence of VCG. Again, government manipulation and interference, lack of legal backing of VCG, among others were some of the challenges associated with the operations of VCG. The study recommended that, VCG should be registered for them to have a mouthpiece. Again, VCG should embark on awareness creation programmes and ensure that their welfare activities trickle down to both teaching and non-teaching staff.

ACKNOWLEDGMENTS

I am ineffably indebted to my supervisors, Prof. George K. T. Oduro and Prof. Martins Fabunmi for their patience, motivation, guidance and immense knowledge and contribution throughout this study. Their conscientious guidance helped me and it is a great honour to work under their supervision. I also acknowledge with profound appreciation the support and encouragement of all lecturers and supporting staff of Institute for Educational Planning and Administration (IEPA). I am grateful to all the various authorities whose works aided the achievement of my work.

I am also grateful to all the Vice Chancellors-Ghana (both current and past) members, teaching and non-teaching staff of the six (6) public universities in Ghana (University of Ghana, Kwame Nkrumah University of Science and Technology (KNUST), University of Cape Coast, University for Development Studies, University of Energy and Natural Resources (UNER) and University of Mines and Technology (UMAT) for availing themselves for data to be collected from them in order to make this study a success.

Moreover, I would like to express my profound gratitude to my children for their unconditional love and sacrifices. My special appreciation to my friends, Dr. (Mrs.) Joy Olive Boye, Pastor Rexford Brown of Adisadel College and Anthony Sasu Ayisadu for their support throughout my study.

DEDICATION

To my dearest husband, Bob Hemans

TABLE OF CONTENTS

	Page
DECLARATION	ii
ABSTRACT	iii
ACKNOWLEDGEMENTS	iv
DEDICATION	v
TABLE OF CONTENTS	vi
LIST OF TABLES	xi
LIST OF FIGURES	xii
LIST OF ABBREVIATIONS	xiii
CHAPTER ONE: INTRODUCTION	
Background to the Study	1
Statement of the Problem	11
Purpose of the Study	15
Objectives of the Study	15
Research Questions	15
Research Hypotheses	16
Significance of the Study	16
Delimitation of the Study	17
Limitations of the Study	19
Operational Definitions	21
Organisation of the Study	23
CHAPTER TWO: LITERATURE REVIEW	
Introduction	25
Theoretical Framework	25

Group Formation Theory	26
Role-Set Theory	30
Theories of Influence	36
Theory of Regulation	43
Relevance of the Theories to the Study	47
Review of Relevant Concepts	49
The Concept of Socio-Economic Development	49
Roles of Higher Education in Socio-Economic Development	51
The Roles of Universities in the Socio-Economic Development of Ghana	56
Socio-Economic Development through Capacity Building and Manpower Development	57
Socio-Economic Development through Generating Research and Innovation	58
Socio-Economic Development through ‘Service’	59
Socio-Economic Development through Increased Productivity and Earnings of its Graduates	60
Factors that Inhibit the Contributions of Universities to the Development of Ghana	61
Historical Antecedent of University Education in Ghanaian Public Universities	65
The Concept of Governance	67
University Education Governance Defined	70
Evolution of University Governance in Ghana: 1948 - Present	71
Emergence of Vice Chancellors Ghana (VCG)	73
Objectives/Aims of VCG	74

VCG Strategic Plan (2019)	75
The Concept of Leadership	82
The Concept of Role of Leadership	87
Transformational Leadership in Higher Education	89
Transactional Leadership in Higher Education	94
The Concept of Impact of the Operations of University Leaders	96
Leadership Relationships in Higher Institutions	98
Conceptual Framework	103
Chapter Summary	107
CHAPTER THREE: RESEARCH METHODS	
Introduction	111
Research Approach	111
Research Design	113
Study Areas	116
Population	119
Sample and Sampling Procedures	120
Data Collection Instruments	126
Validity	132
Reliability	134
Trustworthiness of the Study	134
Pilot Test of Instruments	140
Data Collection Procedure	142
Data Analysis	143
Data Management	152
Ethical Considerations	152

Chapter Summary	155
CHAPTER FOUR: RESULTS AND DISCUSSION	
Introduction	156
Background Information of Respondents	156
Demographic Information of the Vice Chancellors-Ghana (VCG) Members	158
Main Results and Discussion	159
Research Question One	159
Research Question Two	188
Research Question Three	222
Research Question Four	253
Research Question Five	262
Results of Research Hypotheses Testing (Null) Testing	269
Chapter Summary	277
CHAPTER FIVE: SUMMARY, CONCLUSION AND RECOMMEDATION	
Introduction	280
Summary of Research Process	280
Summary of Key Findings	282
Conclusions	286
Recommendations	290
Implications for the Study	292
Contribution to Knowledge	293
Model for the Study	296
Areas for Future Research	300

REFERENCES	301
APPENDICES	327
APENDIX A: Questionnaire for both Teaching and Non-Teaching Staff of Public Universities	328
APENDIX B: Interview Guide for Present Vice Chancellor- Ghana Members (Vice Chancellors, Registrars, Directors of Finance/Executive Secretaries)	334
APENDIX C: Interview Guide for Past Vice Chancellors-Ghana Members Vice Chancellors, Registrars, Directors of Finance/Executive Secretaries)	337
APENDIX D: Interview Guide for Senior Members (Teaching and Non-Teaching Staff)	340
APENDIX E: VCG Strategic Action Plan (2019)	343
APENDIX F: Ethical Clearance from Institutional Review Board (IRB)	373

LIST OF TABLES

Table		Page
1	VCG Strategic Priorities and Goals (2019)	79
2	Population and Sample Size for the Various Universities	122
3	Summary of How the Research Questions and Hypotheses were Analysed	144
4	Demographic Characteristics of Respondents	157
5	Views of the Teaching and Non-Teaching Staff on Their Awareness of the Existence of Vice Chancellors-Ghana	223
6	Views of Teaching and Non-Teaching Staff on How Long They Have Known About the Existence of Vice Chancellors Ghana	223
7	Views of Teaching and Non-Teaching Staff on How They Got Their Knowledge About Vice Chancellors Ghana	224
8	EFA of Perceptions of Operational Influence of VCG in Public Universities Scale	226
9	Perceptions of Teaching and Non-Teaching Staff about the Operational Influence of Vice Chancellors-Ghana on the Public Universities	228
10	VCG Strategic Priorities and Goals (2019)	248
11	Test for Normality	270
12	Independent Samples T-Test on Teaching and Non-Teaching Staff and Their Awareness of the Existence of VCG	273
13	Independent Samples T-Test on Teaching and Non-Teaching Staff and Their Perceptions on the Influence of VCG on the Operations of Public Universities	275

LIST OF FIGURES

Figure		Page
1	A Framework linking Higher Education to development	53
2	A Framework linking Higher Education to Economic Growth	54
3	Conceptual Framework for the Study	104
4	Scree plot of the operational influence of VCG on public universities components	228
5	Model for the Study	297

LIST OF ABBREVIATIONS

EFA	Exploratory Factor Analysis
HE	Higher Education
KMO	Kaiser-Meyer-Okin measure of sampling adequacy
PCA	Principal Component Analysis
VC	Vice Chancellors
VCG	Vice Chancellors Ghana

CHAPTER ONE

INTRODUCTION

Background to the Study

University education has become one of the key factors in policy discourses associated with economic, political and social development and competitiveness in the increasing global knowledge society. In Africa, expansion has become a constant feature of university education over the past thirty years. Africa, a continent of 54 countries, has around 800 million people with more than 300 public and 1,000 private institutions that enrol five million students and employ about 200,000 faculties annually (Teferra, 2005). The demand for university education greatly surpasses the supply. Due to this, the higher educational landscape has become more competitive as students have a choice and can now move to any part of the world for quality education. For example, between 2000 and 2014, the number of students in higher education globally, more than doubled to 207 million (UNESCO & International Institute for Educational Planning and the Global Education Monitoring Report, 2017).

A newly updated study maps the continuing growth in the global demand for higher education through 2040, and anticipates that by that point there will be nearly 600 million students enrolled in the universities around the world (Bagri, 2019). Higher education is very critical to the national development and has a tremendous impact on a nation's success, as a result of the role it plays in producing competent and skilled professionals to facilitate socio-economic development (Materu, 2007; Abukari & Corner, 2010; Fosu & Owusu, 2015; Regassa et al., 2013). On the back drops of the important roles universities play, governments, management of higher education institutions,

policy makers and practitioners have been investing so much, and are also putting measures in place to improve quality of higher education in the sub-region (Materu, 2007).

According to Goolam (2011) as cited in Oduro (2018), it is imperative that 'government recognizes higher education as a public good and thereby highly prioritize its budgetary support for universities'. Oduro further mentioned that governments in Africa acknowledge this fact; hence they continue to allocate percentages of their national budgets to support university education. According to UNESCO Institute of Statistics, (2014), Ghana allocates between 20-23% of the total budgetary allocation to the tertiary education sub-sector, representing approximately 1.5% of GDP to cover expenditure on staff compensation, goods and services and fixed assets. Ghana's expenditure on tertiary education as a percentage of GDP compares favourably to other countries in Africa.

Notable among these countries are Mali, Tanzania and South Africa, which in 2014 expended amounts equivalent to 0.94%, 0.75% and 0.74% of GDP respectively on tertiary education. Teferra (2014) has reported that in 2004-2005, higher education in Uganda received only 10% of the total budgetary allocation to education which increased to 14.1% in 2010-2011, whereas in Zambia between 2009-2011, 20% was allocated to tertiary education. In Nigeria, Ogungbenle and Edogiawerie (2016) report that approximately 15% of the Federal Government's budget is allocated to higher education.

Higher education institutions perform four basic functions, which form the foundation for their social contract (or 'pact') with society (Gornitzka et al.

2007). These functions have been discussed extensively in the academic literature: producing values and social legitimation, selecting the elite, training of the labour force, and producing new knowledge (Castells, 1993, 2001; Cloete et al. 2015; Trow, 1970). Specifically, in relation to development, the last two functions, namely training the labour force (the education function) and producing new knowledge (the research function) are of relevance. In view of these fundamental functions, Universities and colleges have gained political and economic importance as any society's core 'knowledge institutions. While many other organisations play important roles in national innovation and development agenda, universities and colleges are the only specialised institutions whose core business is the production, reproduction and dissemination of knowledge, (Maassen, 2012).

In purely economic terms, private returns to higher education contribute to development (Ashenfelter et al., 1999). In general, people with higher education pay more taxes, are more productive, consume more, and have a decreased reliance on government financial support (IHEP, 1998). From the 1980s, the World Bank has undertaken global studies on private returns to education. In the latest study of 140 countries, calculated for 819 economy year points using UNDP Human Development Reports, Montenegro and Patrinos (2014) concluded that over the last two decades there has been a significant shift in the rate of private (individual) returns to education. The returns to schooling have declined from the early 1980s to post-2011 (from 13% to around 10%), which they ascribe mainly to the unprecedented increase in schooling (three more years globally).

While there has been some decrease in overall rates of return, investment in education is still highly ‘profitable’ (Krueger and Lindahl, 2001). Global demand for high-level skills, such as working with new information and problem-solving, has kept the returns to schooling high in even the poorest countries of the world. Nevertheless, research is replete with evidence that suggests that the individual returns to tertiary education are higher in lower-income countries, except in the Middle East and North Africa owing to rigid labour market regulations (Montenegro & Patrinos, 2014). The returns show that, with the exception of high-income economies, primary education has higher returns than secondary education, but that tertiary education has the highest returns. Internationally, there has been a tremendous increase in the number of university students and graduates. However, what has changed quite dramatically is that, contrary to the Psacharopoulos (1985, 1995) findings that the rate of return to primary education is much greater than to higher education, the pattern has been reversed, and now the returns to tertiary education are significantly higher than those to primary and even more so than those to secondary schooling.

A number of economic studies that have focused on the contribution of higher education to economic growth conclude that there is a link between higher education and economic growth, but this link is not “linearly mechanistic” (De Meulemeester & Rochat, 1995). According to Kimenyi (2011) the emphasis of developing countries on investing in primary education and neglect of higher education in their development strategies is related to a lack of understanding of the high level of public rate of return to higher education for developing countries. On the basis of a review of literature

addressing the link between higher education and development, he argues that there is convincing evidence of the impact of higher education on development. He shows, for example, that although there has been convergence across countries in primary school enrolments, the incomes of African countries have diverged from those of Asian and Latin American counterparts; while incomes have diverged to have enrolments in higher education (Kimenyi, 2011). His overall conclusion is that the continued neglect of higher education will be a major hindrance to the growth of African economies (Kimenyi, 2011).

The foregoing discussion underscores the important role played by universities in developing communities. Some of the roles of universities thus include the following: socio-economic development through capacity building and manpower development; socio-economic development through generating research and innovation; and socio-economic development through 'Service'. Capacity building and human resource development is one of the most considered critical and vital socio-economic roles of universities in the country's development because the products of tertiary institutions form the core of nation building. CHE (2001) as cited in Rubanju, (2011), argues that no country has succeeded in generating sustainable socio-economic development without long term investment in human resource development, of which it has been argued that higher education is central and crucial. Every country requires competent and experienced people for development and such people must be well trained.

Higher education, therefore, prepares the manpower level of an economy. According to Thomson (2008) as cited in Ayisi (2018), manpower development, which is central to the function of higher education, serves as a

catalyst to national development because it entails all processes by which the individual is equipped with knowledge, skills and the right attitude to change and improve society. Castells (2001) states that Training of skilled labour force which constitutes one of the four basic functions of universities is therefore key to a nation's development. Higher Education institutions in Ghana, like those in other countries, are heavily involved in this training function. University education therefore plays a critical role in implementing all strategic plans that emphasize the need for human development. Examples of such plans are the Ghana Education Strategic Plan (2003-2015), which states the importance of university education in the development of middle and top-level human resource needs; the Ghana vision 2020 development plan also recognizes the importance of technical and vocation education in training skilled workers of the country (Addo, 2010).

Another role played by universities towards socio-economic development is their involvement in generating research and innovation. Ayisi (2018) assert that research findings are critical in formulating policies or national planning which would lead to development. There is growing recognition of the important role of university research in local, regional and state economies. Romer (1990) as cited in Oketch, McCowan & Schendel (2014) contends that university education contributes to development through the cultivation of new knowledge both directly, through investment in research, and indirectly, through the training of qualified researchers. Major developments in the OECD countries according to Addo (2010) are as a result of the research and innovation capacities of their institutions.

Ghana's universities are not left out in this function. Notable among the universities which had contributed through research and innovation towards Ghana's socio-economic development are; The Institute of Statistical, Social and Economic Research (ISSER) in the University of Ghana, Noguchi Memorial Institute, the Kwame Nkrumah University of Science and Technology (KNUST), and the Council for Scientific and Industrial Research (CSIR). ISSER is involved in carrying out development-oriented research whose results are disseminated to facilitate national development. ISSER has over the years been contributing to Ghana's economic development plans through their annual "The State of the Ghanaian Economy Report". There is also the Noguchi Memorial Institute which is also a research institute mandated to carry out medical research to combat and control certain diseases in Ghana. The Institute has, for example, contributed to the national policy on malaria control and treatment, and research in COVID-19 in Ghana. CSIR and KNUST are also involved in producing scientific knowledge for the socio-economic development of Ghana.

Furthermore, university education institutions in Ghana play critical roles in regional and rural developments through 'Service'. It could also be referred to as the 'third mission', 'community engagement' or the 'public service' function of universities. As posited by Oketch et al (2014), the service function refers to all of the tasks that fall beyond the spheres of the core teaching and research functions. The Government of Ghana in realizing the potential contribution that university education can give and do play in the development of their located region and the nation as a whole, established certain development-oriented universities purposely to contribute to regional

development in some deprived regions in Ghana. Key among these are the University for Development Studies (UDS) and the University of Mines and Technology in Tarkwa (UMAT).

UDS had explicit mandate to particularly help address and find solutions to the environmental problems and socio-economic deprivation that have characterized the people of northern Ghana. According to Jinbaani (2015), UDS is engaged in research collaboration with the Savannah Agriculture Research Institute (SARI) of the Council for Scientific and Industrial Research (CSIR) in order to improve agricultural yield in the region. UMAT was also set up to contribute to the training of mining technicians and other middle-level manpower for the country's mining and related industries. It was specifically set up in Tarkwa, which is one of the gold mining hubs in Ghana.

Public universities have had a near monopoly in providing tertiary education in Africa (Utuka, 2010). Immediately after independence, public universities had a state monopoly like other African countries (Ghana Education Service Report, 2001). With full funding from the state, the main objective of these public universities was to train the manpower needed for the rapid transformation of the country (Utuka). Initially, the government depended significantly on foreign capital and foreign personnel to meet the lack of qualified and trained manpower (Ghana Education Report, 2001). This necessitated government to focus on expanding the capacity of higher education by developing systems and infrastructure to train the needed manpower for Ghana (Utuka).

Several accounts of the beginnings of higher education in Ghana have been given by several authors (Bening 2005; Agbodeka 1998; Effah 2003) as

cited in Effah (2018). Ghana's first university, University College of the Gold Coast now University of Ghana, was founded by Ordinance on August 11, 1948 for the purpose of providing for and promoting university education, learning and research on the recommendation of the Asquith Commission, on Higher Education in the then British colonies. The university gained its autonomous by an Act of Parliament on October 1, 1961 (Act 79), (University of Ghana, 2021). As part of the country's preparation towards independence, Kwame Nkrumah University of Science and Technology (KNUST) formerly known as Kumasi College of Technology was established by the first President of Ghana Dr. Kwame Nkrumah, by an Act of Parliament which gave the university its legal basis as the Kumasi College of Technology in 1951 for the purpose of providing studies, training and research in technology, science and arts in the country. The college was affiliated to the University of London and in 1961, was granted full university status-autonomous (KNUST, 2021; Effah, 2018; Bingab, Forson, Mmbali & Baah-Ennumh, 2016).

The country in its dire need for highly qualified and skilled manpower in education, the University of Cape Coast was established in October, 1962 formerly as a University College and placed in a special relationship with the University of Ghana, Legon. On October 1, 1971, the College attained the status of a full and independent University, by an Act of Parliament - The University of Cape Coast Act, 1971 [Act 390] and subsequently the University of Cape Coast Law, 1992 [PNDC Law 278], (UCC, 2021). Bingab et al. (2016), posited that from 1962 when the University College of Science Education was established, there was no additional university that was established until 1992 when the University for Development Studies was established. University of

Cape Coast came as the last university to be established under the old system of university education whiles University for Development Studies (UDS) marked the beginning of the new educational reforms of 1991. Now Ghana can count as many as over 13 public universities.

Prior to the University Rationalization Committee (URC) recommendations, and the establishment of 1992 constitution that currently gives more power to the individual University councils than the former university education governance system, Head of State was the Chancellor to all universities (public) in Ghana by law and also appointed the Vice-Chancellor of the University. However, under the new public university governance system, the appointment of the Chancellor and Vice-Chancellor is within the powers of the university council.

Governance of Ghana's Universities

Daniels (as cited in Tetteh, 2007) posit that public universities in Ghana operate with both internal and external governance structures/arrangements. The internal governance structures include the Chancellor who is the titular head; the Vice Chancellor who is the executive head; the Council (includes lay & academic members) which is the final decision-making body and the Academic Board which advises Council on academic matters. In addition, the universities are internally run by committees and regulated by Acts/statutes that established the individual universities. The External governance structure involves Ministry of Education, Ghana Tertiary Education Commission (formerly National Council for Tertiary Education and National Accreditation Board) and Joint Admissions & Matriculation Board. They also noted the existence of informal structures such as the Committee of Vice Chancellors

which provides informal consultation on matters of common interest to the universities' (Daniels, as cited in Tetteh, 2007).

Vice Chancellors-Ghana (VCG) formerly known as the Committee of Vice-Chancellors and Principals (CVCP) is a forum/association of Executive Heads of Public Universities and University Colleges in Ghana registered as a non-profit organization established in 1978. It initially began as an informal consultative meeting in November 1965 of the then three public universities at that time, namely, the University of Ghana, the Kwame Nkrumah University of Science and Technology, and the University of Cape Coast. The VCG has its permanent Secretariat at the University of Ghana established in 1978. The objectives/aims of Vice Chancellors- Ghana (VCG) are: to promote scholarship, research and innovation; to maintain common standards for academic progression; to serve as a Think Tank for the Ministry of Education on matters relating to the public universities; to provide a forum for consensus building on issues of common interest to member institutions as well as all other higher educational institutions in the country; to collaborate with international bodies with interests in higher education such as the Association of African Universities (AAU), the Association of Commonwealth Universities (ACU), the Carnegie Corporation, McArthur Foundation, Rockefeller Foundation, Ford Foundation, Fulbright Foundation and the World Bank. The study sets to examine the influence of Vice Chancellors -Ghana (VCG) on the operations of public universities.

Statement of the Problem

There are research-based publications on several aspects of higher education that largely focus on university governance and student performance;

the technical aspects of higher education, with most of them concentrating on effective course delivery mechanisms, and the quality of courses and teaching (Chivwara, 2013; Waduge, 2011; Roberts, 2001; Athiyaman, 1997; Bournier, 1998; Cheng & Tam, 1997; McElwee & Redman, 1993; Soutar & McNeil, 1996; Varey, 1993). These studies provide critical insights into how universities can enhance student performance and institutional efficiency. However, governance structures specific to collective bodies, particularly those unique to Sub-Saharan Africa, remain underexplored. Vice Chancellors-Ghana (VCG) represents such a body, operating as a forum for the executive heads of traditional public universities in Ghana. Despite its operational significance, VCG's influence on university governance and its broader impact on the performance of vice chancellors and institutional staff have received minimal empirical attention.

VCG, though not a statutory entity within Ghana's university governance framework, has functioned as a pivotal stakeholder in university education. Comprising the executive heads of traditional public universities, VCG aims to create a unified front for addressing common challenges, influencing government policy, and improving operational standards. Its relevance is underscored by its ability to foster collective decision-making and advocate for sector-wide reforms. However, empirical studies evaluating its operations, roles, and contributions remain scarce. The limited research creates a critical gap in understanding the extent of VCG's influence on university governance, leadership performance, and awareness among teaching and non-teaching staff.

The scant literature on VCG's operational activities raises questions about its tangible impact on public university governance in Ghana. Prior research on university leadership has often focused on statutory entities and their formal roles in institutional management (Waduge, 2011; McElwee & Redman, 1993; Varey, 1993). However, non-statutory but influential bodies like VCG remain underexamined. This gap in scholarship is significant because VCG operates at the intersection of institutional governance and national policy advocacy. Without understanding its contributions, higher education policymakers and stakeholders lack crucial insights into how collective leadership mechanisms can improve governance and operational efficiency.

Empirical evidence from similar governance forums internationally highlights the importance of such bodies in enhancing coordination, promoting policy alignment, and fostering innovation within universities. For example, studies on the Committee of Vice-Chancellors of Nigerian Universities (CVCNU) demonstrate how collective governance entities can improve resource allocation and standardization across institutions (Ike, 2015). In the UK, the Universities UK forum has been shown to play a critical role in influencing national education policies and representing member universities (McGettigan, 2013). These examples underline the potential impact of VCG in Ghana if its roles and effectiveness are thoroughly examined and understood.

Furthermore, the study is timely given the increasing challenges faced by public universities in Ghana, such as funding constraints, staff grievances, and the need for innovative leadership approaches. Understanding whether and how VCG influences leadership performance among vice chancellors can provide valuable insights into improving institutional management and

addressing systemic challenges. In addition, the extent to which teaching and non-teaching staff are aware of VCG's operations and impact is critical. A lack of awareness could hinder VCG's ability to effectively engage stakeholders and fulfill its mandate.

The absence of empirical evidence on VCG's contributions poses a risk of limiting its potential growth and effectiveness. If the body's influence on governance remains poorly understood, strategies aimed at optimizing its operations and institutional impact cannot be effectively formulated (Azimi, 2023, Masfield, 2020; Naciri, 2008; Zhuang, de Dios, & Lagman-Martin, 2010). Furthermore, addressing this research gap is essential for enhancing the collaboration between universities and external stakeholders, including the government and international partners. Collective governance models like VCG's could serve as a template for improving coordination and innovation across higher education systems in Sub-Saharan Africa.

The study's findings can also inform strategies for fostering greater inclusivity in governance by engaging teaching and non-teaching staff. This is particularly important as studies have demonstrated the critical role of stakeholder engagement in improving institutional accountability and policy implementation (Cheng & Tam, 1997; Ike, 2015). By examining the awareness and perceptions of VCG's influence among university staff, the research can provide actionable recommendations for increasing stakeholder participation in governance processes. The limited research attention on VCG represents a significant gap in the scholarship on university governance and leadership in Ghana. Addressing this gap is critical not only for understanding VCG's current contributions but also for unlocking its potential to drive systemic

improvements across public universities. By building on existing frameworks and incorporating empirical evidence, this study aims to fill a crucial void in the literature, offering insights that can inform both practice and policy in higher education governance.

Purpose of the Study

The general purpose of the study was to examine the influence of Vice Chancellors -Ghana (VCG) on the operations of public universities.

Objectives of the Study

Specifically, the study sought to examine:

1. Factors that necessitated the formation of Vice Chancellors-Ghana.
2. Ways Vice Chancellors-Ghana has influenced the operations of public universities.
3. Perceptions of teaching and non-teaching staff about the operational influence of Vice Chancellors-Ghana on the public universities.
4. Challenges associated with the operations of VCG.
5. Strategies for enhancing operational impact of VCG on public universities.

Research Questions

The following research questions guided the study:

1. What factors necessitated the formation of Vice Chancellors-Ghana?
2. In what specific ways has Vice Chancellors-Ghana influenced the operations of public universities in Ghana?
3. How do teaching and non-teaching staff perceive operational influence of Vice Chancellors-Ghana on public universities?

4. What do Vice Chancellors-Ghana members perceive as the challenges associated with operations of VCG?
5. What strategies could be implemented to overcome the challenges faced by VCG in its operations?

Research Hypotheses

1. **H₀:** Teaching and non-teaching staff do not differ significantly in terms of their awareness of the existence of VCG.
H₁: Teaching and non-teaching staff differ significantly in terms of their awareness of the existence of VCG.
2. **H₀:** Teaching and non-teaching staff do not differ significantly in terms of their perceptions about the influence of Vice Chancellors- Ghana on the operations in public universities.
H₁: Teaching and non-teaching staff differ significantly in terms of their perceptions about the influence of Vice Chancellors- Ghana on the operations in public universities.

Significance of the Study

The findings of this study would help inform government, Ministry of Education (MoE), senior and junior members of the university, students and the entire university community on the roles of Vice Chancellors-Ghana in the operations of the university. Again, the challenges confronting Vice Chancellors-Ghana and university education would be brought to limelight. The study will help in compiling information that can be used in planning, implementation and monitoring of the programmes that are geared towards maintaining quality education, contribute towards enhancing and ensuring quality university education through policy measures emanating from the

recommendation of the study and serve as a springboard for further investigation of the issues under discussion. To future researchers, the findings of the study would contribute to knowledge and serve as a reference point for further investigation on the influence of Vice Chancellors-Ghana (VCG) on the operations of public universities.

Delimitation of the Study

Geographically, the study covered Vice Chancellors (past and current), teaching and non-teaching staff of six public universities in Ghana located across the research sites. It examined the influence of Vice Chancellors-Ghana (VCG) on the operations of public universities. Specifically, the study examined the factors necessitated the formation of Vice Chancellors-Ghana; the specific ways Vice Chancellors-Ghana has influenced the operations of public universities in Ghana; how teaching and non-teaching staff perceive operational influence of Vice Chancellors-Ghana on public universities; what Vice Chancellors-Ghana members perceive as the challenges associated with operations of VCG; and strategies could be implemented to overcome the challenges faced by VCG in its operations. The theory of regulation, role-set theory by Merton (1957), theories of influence, and theories of group formation provided the theoretical bases for this study.

This study is specifically delimited to examining the influence of Vice Chancellors-Ghana (VCG) on the operational activities of public universities in Ghana. VCG, as an organization, represents the collective leadership of public university executives and plays a unique role in shaping and coordinating policies that impact the functionality and strategic direction of these institutions. Given this specific mandate, the study focuses on understanding the roles,

contributions, and challenges associated with VCG's involvement in shaping university operations, standards, and policy directions within the Ghanaian public university sector.

The study is confined to public universities due to VCG's operational purview, which primarily encompasses these institutions. Public universities are not only significant in scale but also in their role as government-funded institutions with a specific mandate to advance national development goals through higher education. By concentrating on public universities, the study aims to provide a focused analysis of VCG's influence in a sector that relies heavily on both governmental policy alignment and public accountability, distinguishing it from private institutions that operate under different governance and funding structures. Consequently, private universities and other higher education entities are excluded, as their operational frameworks and governance systems fall outside VCG's sphere of influence.

Furthermore, this research emphasizes institutional operations, governance, and policy impact, examining VCG's role in guiding and influencing the strategic decisions of public universities as collective bodies rather than focusing on each university's internal governance structures or independent financial management systems. By doing so, the study provides a holistic view of VCG's broader influence on sector-wide practices, regulatory compliance, and policy integration without delving into the distinct governance idiosyncrasies of individual universities. This delimitation is intended to highlight VCG's contribution as a coordinating body that mediates between the Ministry of Education and public universities, particularly in areas concerning

operational policy, institutional standards, and common challenges faced by the sector as a whole.

In keeping with these parameters, this study does not cover VCG's influence on curriculum-specific academic decisions or the intra-university governance processes that occur independently of VCG's broader policy guidance. By focusing on these delimited aspects, the research aims to elucidate VCG's operational and policy impact on public universities as a unified sector, providing insights relevant to policymakers, educational leaders, and stakeholders engaged in higher education governance and development in Ghana.

Limitations of the Study

This study, which examines the influence of Vice Chancellors-Ghana (VCG) on the operations of public universities in Ghana, is subject to several limitations that could affect the depth and generalizability of its findings. Both methodological and contextual challenges are evident. One of the primary limitations is the reliance on self-reported data. Much of the study's evidence is derived from interviews, surveys, and personal accounts provided by VCG members and university staff. This approach introduces the possibility of respondent bias, as participants' answers may be shaped by their personal experiences, institutional loyalties, or subjective perceptions of VCG's impact. Furthermore, during interviews, interruptions occasionally affected participants' concentration, potentially compromising the quality of responses. The sensitive nature of the topic may also have led some participants to withhold complete or truthful accounts, further affecting the reliability of the data. Consequently, the reliance on these subjective narratives constrains the study's

ability to present a wholly objective assessment of VCG's influence, which may affect the neutrality of its conclusions.

Additionally, the study's exclusive focus on public universities excludes the perspectives and experiences of private institutions. While VCG primarily serves public universities, the absence of input from private sector institutions limits the scope of the study. Including private universities could have provided a more comprehensive understanding of VCG's role across Ghana's higher education landscape and highlighted any distinctions in governance approaches between the two sectors.

Another significant limitation is the restricted access to comprehensive records regarding VCG's operations. Historical and institutional records, which are crucial for assessing VCG's long-term impact, are not consistently available or systematically documented across universities. This limitation hampers the study's ability to conduct an in-depth historical analysis and to evaluate trends or consistent policy impacts over time. Institutional variability within the public university system also presents a challenge. Governance structures and operational policies differ significantly among institutions, even within the public sector. This variability affects how each university perceives and implements VCG's policies. As the study focuses on VCG's collective impact, it may not fully account for these institutional responses or adaptations.

Moreover, the study does not incorporate perspectives from key stakeholders outside of university staff, such as students or representatives from external agencies beyond the Ministry of Education. These broader viewpoints could have enriched the analysis by offering insights into how VCG's influence is perceived across the university community and society at large, particularly

in areas such as student engagement, policy effectiveness, and public accountability.

Lastly, the study acknowledges the potential influence of external political and economic factors. VCG's operations and the functioning of public universities are closely tied to shifting government policies, funding arrangements, and administrative decisions by the Ministry of Education. These external dynamics introduce variability that the study may not fully address, further complicating the assessment of VCG's operational capacity and its perceived effectiveness. These limitations highlight the complexity of assessing VCG's influence and suggest areas for further exploration to provide a more comprehensive understanding of its role in Ghana's higher education system.

Operational Definitions

Vice Chancellors-Ghana (VCG): A non-statutory body comprising the executive heads of traditional public universities in Ghana. VCG serves as a forum for collective decision-making, policy advocacy, and operational standardization among public universities, excluding technical universities. For this study, VCG is defined as a coordinating entity influencing governance, resource allocation, and stakeholder engagement in the public university system.

Influence: The capacity of VCG to shape, guide, or impact the policies, operations, and strategic decisions of public universities. In this context, influence includes areas such as policy formulation, leadership practices, inter-university collaboration, and advocacy for sector-wide reforms.

Operations of Public Universities: Refers to the administrative, academic, and governance activities within public universities. This includes policy

implementation, resource management, staff and student welfare, teaching and learning processes, and inter-university collaboration. The study focuses on how these operational aspects are shaped or affected by VCG's actions and initiatives.

Public Universities: Government-funded higher education institutions in Ghana that are part of the formal university system under the Ministry of Education. For this study, public universities are defined as non-technical institutions governed by vice chancellors who are members of VCG.

Governance: The frameworks, structures, and practices through which public universities are managed and directed. This includes decision-making processes, policy development, stakeholder engagement, and compliance with national education standards, influenced by VCG's collective leadership.

Leadership Performance: The effectiveness of vice chancellors in managing university operations, driving institutional goals, and responding to stakeholder needs. In this study, leadership performance encompasses how VCG influences the leadership styles, decision-making, and strategic priorities of individual vice chancellors.

Teaching Staff: Academic employees of public universities responsible for curriculum delivery, research, and student engagement. Their perceptions are explored to understand the impact of VCG on academic policies and faculty conditions.

Non-Teaching Staff: Administrative and support staff within public universities who facilitate institutional operations outside of academic delivery. This includes roles in finance, admissions, student services, and facilities

management. Their views on VCG's operational influence provide insights into administrative impacts.

Challenges: The obstacles or difficulties encountered by VCG in fulfilling its role within public university governance. These include resource limitations, stakeholder engagement issues, policy constraints, or organizational inefficiencies.

Perception: The attitudes, beliefs, and interpretations of stakeholders (including vice chancellors, teaching staff, and non-teaching staff) regarding VCG's role and influence. For this study, perceptions are assessed through qualitative data on stakeholder experiences and observations.

Organisation of the Study

The study was organised under five chapters. Chapter One consists of the background to the study, statement of the problem, the purpose of the study, research objectives, research questions and the research hypotheses. The chapter includes delimitation of the study, limitations of the study, as well as the organisation of the study. Chapter Two dealt with issues concerning theoretical review, conceptual review, conceptual framework that guided the study. The chapter was divided into three sections. The first section focused on theoretical review, the second on conceptual review while the third section dealt with the conceptual framework of the study. The third chapter covered the research design and procedures employed for the study and provided a clear description of the sample, instrumentation and procedures that were adopted for gathering and analysing the data.

The fourth chapter presents the results and discussions. The chapter was grouped into two parts. The first part focused on the preliminary data and the

second on the main data. The fifth chapter presents the summary of the study, conclusions and recommendations.

CHAPTER TWO

LITERATURE REVIEW

Introduction

This chapter reviews relevant literature regarding the influence of Vice Chancellors Ghana (VCG) on the operations of public universities. Literature review will be done in two thematic areas, namely: theoretical review and conceptual review. The theoretical review comprises theories of group formation, the role-set theory (Merton, 1957), theories of influence and theory of regulation. Conceptually, literature will be reviewed on the concept of socio-economic development; conceptual models and frameworks linking higher education to socio-economic development; the roles of the universities in the socio-economic development of Ghana; historical antecedent of university education in Ghanaian public universities; university education governance; evolution of university governance in Ghana (1948 to present); emergence of Vice Chancellors-Ghana (VCG); and the objectives/aims of Vice Chancellors-Ghana (VCG).

Theoretical Framework

Theories are developed to clarify, predict, and to give a clear understanding of a phenomena. In many instances, theories are to challenge and outspread prevailing knowledge within the limits of critical bounding assumptions. The theoretical framework on the other hand, can be seen as the structure that can hold or support a theory of a research study. This section presents a review of theories on Group Formation, Role-Set, Influence and Regulation.

Group Formation Theory

The influence of Vice Chancellors-Ghana (VCG) on the operations of public universities in Ghana can be analysed through the lens of group formation theories and collaborative dynamics, as these frameworks provide valuable insights into leadership, organizational behaviour, and team functionality within higher education governance. The role of group work and collaborative processes, as identified in broader educational contexts, highlights several essential factors that are equally relevant to the administrative and operational dynamics of public universities.

Group formation and collaborative learning are critical in shaping effective organizational outcomes. Studies have demonstrated that collaborative processes enhance motivation, satisfaction, and performance (Blasco-Arcas et al., 2013; Johnson et al., 1991), though challenges such as uneven contributions and poor communication may arise (Chang & Brickman, 2018; Hall & Buzwell, 2013). For VCG, fostering effective team dynamics among university administrators, academic leaders, and staff is essential to overcoming such challenges and achieving institutional goals. Applying structured group formation strategies, including advanced methods like computational algorithms (Zheng et al., 2018), could help address administrative inefficiencies and promote equity in decision-making processes.

Theoretical models such as Tuckman's Group Development Model provide a framework for understanding the stages of team evolution, Forming, Storming, Norming, Performing, and Adjourning, and their implications for leadership styles and group performance (Tuckman, 1965; Jensen & Tuckman, 1977). VCG leaders can adapt their managerial approaches to align with the

developmental stages of their teams, transitioning from directive to participative and delegative leadership as the group matures. Recognizing these stages enables VCG to foster trust and collaboration, ensuring effective governance within the university system.

The process of group formation, which involves selecting and organizing individuals into cohesive teams, is central to creating effective collaborative experiences (Borges et al., 2018). Designing robust group formation strategies is essential to ensuring that students benefit equally and achieve meaningful learning outcomes (Damsa, 2014; Fazal-e-Hasan et al., 2021). Approaches to group formation range from basic manual techniques to advanced methodologies, including computer-assisted learner group formation (Bekele & Menzel, 2005) and sophisticated computational algorithms such as genetic algorithms (Zheng et al., 2018) and multi-objective ant colony systems (Fahmi & Nurjanah, 2018).

Understanding the interplay between group-level dynamics and individual-level traits is vital for optimizing group behaviour and enhancing outcomes (Kozlowski & Bell, 2013). Investigating whether the group formation process itself or the individual characteristics of group members exert greater influence on group success is key to refining group formation techniques (Hitt et al., 2007). Moreover, the intricate relationship between individual traits and their effects on group dynamics significantly shapes how groups function and determine their ultimate success (Blanco-Fernández et al., 2023).

According to Schulz-Hardt and Brodbeck (2012) a group can be explained as a collection of entities or person who have relationships to one another that make them mutually dependent to some significant degree. Group

formation therefore, is the process in which quite a number of individuals with shared purpose work together with respect to: collective motives and goals, an accepted division of labour, conventional status relationships, accepted norms and values with reference to matters relevant to the group as well as accepted sanctions-praise and punishment (Muzafer & Sherif, 2010).

Additionally, group formation theories, such as, Balance Theory, Exchange Theory and Homan's Theory of Interaction, offer practical insights into team dynamics and leadership within higher education. Balance Theory underscores the need to maintain alignment in attitudes and objectives to sustain harmony within groups (Newcomb, 1946). Exchange Theory, focusing on the reward-cost dynamic in interactions, provides a framework for understanding the motivations behind group participation and leadership (Thibaut & Kelly, 1959).

Homan's Theory emphasises the importance of shared activities, interactions, and sentiments for cohesive group functioning, aligning well with the collaborative nature of university governance (Homan, 1954). Through the introduction of the theory, Homans (1958) discussed the visualization of this concept through a pigeon pecking a certain spot of its cage for the reward of corn kernels. He explains the pigeon will continue pecking for the benefit of the corn kernel until the costs outweigh the effort. He explained the cost outweighing the benefit for the pigeon being satiation or fatigue. At this point, the pigeon will cease pecking. Perceived costs and benefits vary from person to person and from day to day. Some costs identified by Homans (1958) include time, fatigue, interruptions to work, and decreased independence. Conversely, identified benefits include relationship equity (i.e., not putting in more than you

receive), approval, and prestige. Homans (1958) stated “Social behavior is an exchange of goods, material goods but also non-material ones, such as the symbols of approval or prestige... This process of influence tends to work out at equilibrium to balance in the exchanges” (p. 606). Stated differently, if the perceived benefit or rewards of an action outweigh the perceived costs or punishment, then the person will continue doing the activity. However, if the opposite is true and the costs outweigh the benefits, the person will cease doing the activity

SET proposes that every relationship involves inputs (costs/investments) and outcomes (rewards) and that the combination of these costs and rewards allows for the prediction of relational outcomes. Additionally, this theory provides further insight into why individuals engage in face-saving techniques for their partners. Specifically, individuals make decisions based on predictions of what will occur as a result of their actions (Stafford, 2008). Therefore, individuals will make decisions on how to help others manage face based on predictions of what will occur. Even in romantic relationships, individuals often choose the course of action that they believe will bring the most reward with the least amount of effort (Ribarsky, 2013).

For VCG, these theories suggest actionable strategies to enhance administrative efficiency. Leaders must actively cultivate balanced and rewarding interactions among team members to minimize conflicts and disruptions. By understanding the interplay of individual traits, team dynamics, and institutional goals, VCG can ensure that their leadership fosters productive relationships and enhances institutional effectiveness.

Furthermore, the application of these group theories underscores the importance of aligning administrative practices with educational objectives. VCG's ability to integrate theoretical insights into their leadership strategies would contribute to better policy implementation, resource allocation, and overall institutional performance. By drawing on frameworks like Tuckman's stages and group formation theories, VCG can build stronger, more cohesive teams capable of navigating the complexities of Ghana's public university system and delivering meaningful outcomes for higher education.

The Role-Set Theory

The term role-set was introduced by Robert K. Merton in 1957 to identify number of roles connected to a single status. Merton (1968) described role-set as "the complement of social relationships in which persons are involved because they occupy a particular social status". In his definition, a role set is a circumstance where a single status has two or more roles attached to it. A clear distinction was further made by Merton on role set and status set. To him, a person holds a status and performs a role. For an example a lecturer holds the status as a lecturer and performs the role of a lecturer (which includes: lecturing, conducting assessment, marking to mention a few). This theory seeks to relate to how leaders in public universities and their subordinates or employees define their own roles, define the roles of others, how people act in their roles and how people expect people to act in their roles within the organization.

Every member or employee of any organization is assigned to a specific role to play in the organization. The role played by an individual is linked to other members roles in the organization. According to Owens and Valesky

(2007), Role Theory, the primary theory behind this study, has extensive background and various applications to organizations, and role issues were mentioned throughout the literature on teacher leadership (Beauchum & Dentith, 2004; Harris, 2004; Katzenmeyer & Moller, 2001). Converging with Role Theory, Spillane's body of work on distributed leadership came from the theory of Distributed Cognition, a socio-cultural viewpoint of leadership (Spillane, Halverson, & Diamond, 2004). By applying Distributed Cognition to the school system, Spillane and his colleagues proposed that leadership is not only composed of the people and jobs, but the artifacts, the contexts and the relationships between each of these. By using Rizzo et al. (1970) and their specific look at role conflict and role ambiguity, an examination of teachers as leaders, in relationship to their jobs, as well as the artifacts and contexts of the jobs, is possible.

The idea of role has been recognized for centuries, but the emergence of a specialized study of role did not emerge until the 1930s, even though precursors to role theory include studies of labor division, complying with rules, status, social forces, interaction, and various theories of self (Biddle & Thomas, 1966). The analysis of role used in current sociological thinking emphasizes the importance of social determinants. It is interesting to note that the origins of role, as it is discussed in role theory, actually came from the scripts memorized by stage actors (Biddle & Thomas, 1966).

Owens and Valesky (2007) described role as a psychological concept dealing with "...expectations of behavior held both by onlookers and by the person occupying the role.... Role conflict is a situation in which two persons are unable to establish a satisfactory complimentary or reciprocal

relationship...” (p. 131). The meaning of any given role is interdependent with other roles in a system. Therefore, they are complimentary (Bess & Dee, 2008). Role-set theory highlights on the assumption that, a single status in an organization or any institution involves not a single role but a collection of associated roles relating to the status-occupant to different others (Merton 1957). Misunderstanding of the concept of role set sometime leads to role conflict as argued by Merton. Role conflict normally arises when there are mismatched demands placed upon a person concerning to their job or position. Individuals experience role conflict when they find themselves dragged in several directions as they try to respond to the many statues they hold. In trying to resolve this conflict, Merton proposed six mechanisms/tenets that articulates the role-set theory. These mechanisms are:

1. Relative importance of various statuses. This is the first mechanisms that stems from the oft-noticed sociological circumstance that social structures elect certain statuses as having more importance than others. For example, job obligation and family are prioritized over membership in voluntary associations as defined in American Society. This places roles as being a central role or a peripheral role. This means there are powerful members in the role set and such roles or status when assumed should be played with critical care.
2. Differences in power of those in the role-set. To Merton (1957), the second potential mechanism for regulating the role-set is instituted in the distribution of power and authority. Power in this context is realized as the ability to impose one's will even against the opposition of others in a social setting. By authority we mean what is culturally legitimized

in an organization by power. As a significance of social stratum, the members of a role-set are not apt to be equally powerful in determining the behaviour of status-occupants. Notwithstanding, it is not true that persons, groups or factions in a role-set who are regarded as most powerful uniformly succeed in imposing their demands upon the status-occupant.

3. Insulation of role-activities from observability by members of the role-set. This mechanism elaborates that people in a role-set may not necessarily interact with each other directly but are affected by the decision of other members which is the role-set. Communication or interaction among members tends to be variously irregular. The social structures or settings in a role-set insulates the individuals from having their activities known to other members to curb competing pressures.
4. Observability of conflicting demands by members of a role-set. The fourth mechanism according to Merton (1957), depicts that, as long as members of the role-set are ignorant of their demands' being incompatible with status-occupants, each member plays their role effectively. When it becomes clear, that their demands are in full contradiction with others, it may result in a struggle for dominant power or by some degree of compromise.
5. Mutual social support among status-occupants. This mechanism inspires the leader or the status occupant to believe that he's not alone. The mere fact that one occupies a position in an organization places the individual in a group, meaning there are others the person will be working with.

This according to Merton minimizes the need for leaders trying to adjust to pattern types of conflicting expectations.

6. Abridging the role-set. The last but not the least mechanism highlights on the limitations and the modes of dealing with incompatible demands of the role-set. According to Merton (1957), the role-set is highly effective only in circumstances where there is a possibility that the status-occupant can perform other roles without the support of those with whom they have discontinued relations.

Merton's (1957) Role Set Theory offers a robust framework for exploring the intricacies of the roles individuals occupy within social structures, as well as how these roles shape their behaviors, expectations, and interactions. Central to the theory is the idea that every social position is accompanied by a "role set", a network of roles derived from the relationships and expectations tied to that position. For instance, a Vice Chancellor (VC) at a university engages with various stakeholders, including faculty, students, administrative staff, government agencies, and external partners. Each of these interactions brings distinct demands and expectations, collectively constituting the VC's role set.

A critical concept in the theory is the notion of role strain, which occurs when the expectations within a role set clash, leading to tension and necessitating prioritization of competing demands. Additionally, each role is governed by normative expectations, which are socially prescribed rules dictating appropriate behaviour for the individual. Role conflict, another key idea, arises when expectations from different relationships are incompatible, such as when a VC must balance academic integrity with fiscal accountability.

To navigate these complexities effectively, Merton emphasizes the importance of managing or segregating roles to prevent overlap and confusion.

Applying this framework to Vice Chancellors in Ghana (VCG) offers a structured approach to examining their multifaceted responsibilities and the challenges they face in governing public universities. The VC's role set exemplifies complexity, as they operate at the nexus of academic leadership, administrative oversight, and external representation. They engage with stakeholders such as university councils, faculty senates, students, government policymakers, and international partners, each bringing unique and often conflicting expectations. For example, faculty may expect the VC to advocate for academic freedom and research, while government officials may prioritize compliance with budgetary constraints and national policies. This divergence highlights the demanding nature of the VC's role set.

Merton's concept of role strain is particularly pertinent to VCG, as Vice Chancellors often grapple with limited financial resources, the need to maintain educational quality, and the pressure to meet governmental regulations. Role conflict can emerge when efforts to fulfill one expectation, such as implementing austerity measures, undermine another, like addressing faculty demands for better working conditions. Recognizing these dynamics can identify areas where VCs might need additional support, such as conflict resolution training or mechanisms for delegation to alleviate strain.

Role set theory also underscores how the expectations tied to a VC's roles shape their decision-making processes. Effectively aligning governance strategies with the needs of diverse stakeholders is crucial for the successful operation of public universities. By managing role conflicts and prioritizing

stakeholder demands, VCG can develop policies that harmonize academic goals with financial sustainability, thereby fostering institutional stability.

The theory further highlights the importance of role segregation in ensuring clarity and effectiveness. For VCG, delineating responsibilities among administrative leaders, such as registrars and deans, can minimize overlaps and conflicts. Formalizing communication channels between universities and external stakeholders can also ensure that expectations are clearly defined and managed. These insights could inform leadership development programs for VCG members, equipping them with strategies to navigate role conflicts, balance stakeholder demands, and effectively integrate their academic and administrative duties.

In broader terms, role set theory serves as a valuable lens for evaluating the effectiveness of VCG in steering Ghana's public universities. By mapping the role sets of Vice Chancellors and identifying sources of strain and conflict, studies can offer targeted recommendations for improving governance and operational efficiency. The theory also highlights the necessity of equipping VCs with tools to manage their complex roles, enabling them to meet diverse expectations while fostering institutional growth and sustainability.

Theories of Influence

The theoretical underpinnings of social influence, particularly within the context of social psychology, provide valuable insights into the dynamics of leadership and organizational behaviour. These frameworks are directly applicable to understanding how Vice Chancellors-Ghana (VCG) influence the operations of public universities. Foundational contributions, such as Deutsch and Gerard's (1955) dual-theory framework, distinguish between normative

social influence, driven by the desire for social acceptance, and informational social influence, rooted in the need to accept information as reality. These dimensions highlight how VCG members may use conformity to foster alignment with institutional goals or provide evidence-based strategies to gain trust and legitimacy among stakeholders.

Kelman's (1958) social influence theory further elucidates the processes through which leaders affect attitudes and behaviours. The theory identifies three mechanisms, compliance, identification, and internalization, each reflecting a deeper level of influence. Compliance might be employed by VCG members to ensure adherence to policies or directives, using rewards or sanctions to motivate conformity. Identification is especially relevant in higher education settings, as VCG leaders often serve as role models whose values and actions are mirrored by faculty and staff seeking approval or alignment with institutional leadership. Internalization, the most profound level of influence, occurs when VCG policies or decisions resonate with the personal values and beliefs of stakeholders, fostering lasting behavioural changes. These processes are influenced by factors such as the power of the leader, the anticipated outcomes of conformity, and the alignment of proposed changes with institutional norms and values (Kelman, 1958).

Expanding on compliance, Burger et al. (2001) emphasize the role of likability and similarity in influencing behavior, suggesting that VCG leaders who demonstrate relatability and empathy are more likely to secure cooperation. The concept of reciprocity further reinforces this dynamic, as leaders who invest in their stakeholders' well-being often receive mutual support in advancing institutional objectives (Kim & Kim, 2020). For identification, Deutsch and

Gerard's (1955) findings underscore the importance of positive reinforcement and approval in maintaining relationships within the academic community. Internalization, however, demands credible and trusted information, highlighting the critical role of transparency and evidence-based decision-making by VCG in building institutional trust (Turner & Oakes, 1986; Schwarzwald et al., 2001).

Meier's (2021) framework on the six sources of influence, spanning personal, social, and structural domains, offers additional insights into VCG's leadership dynamics. Personal motivation, reflecting a leader's intrinsic commitment to their values, is crucial for VCG members to inspire and align their teams with institutional visions. Similarly, personal ability, which encompasses strategic planning and competence, is necessary for achieving desired institutional outcomes. In the social domain, VCG members must foster social motivation by educating and inspiring university staff while leveraging internal networks of influence. For example, key faculty members or department heads can serve as champions to disseminate the VC's vision effectively. Social ability, which involves mobilizing resources and support, is equally essential, as VCG leaders must ensure access to information, funding, and collaborative networks to advance university goals.

Structural aspects of Meier's framework, structural motivation and structural ability, are particularly relevant in public universities, where institutional policies and environments play a central role in shaping behavior. Structural motivation requires aligning organizational culture with the university's mission, ensuring that policies and practices reinforce desired changes. Structural ability emphasizes the strategic use of institutional

resources, such as space, technology, and data, to enable efficient operations and foster innovation (Meier, 2021). For instance, access to robust data systems can empower VCG leaders to make informed decisions, driving institutional progress.

The application of these theoretical constructs to the VCG context highlights how social influence mechanisms and leadership strategies intertwine to shape university operations. By leveraging compliance, identification, and internalization, alongside personal, social, and structural influence, VCG leaders can effectively navigate the complexities of higher education governance, address stakeholder needs, and implement sustainable changes across Ghana's public universities.

Principles of Influence

Cialdini's (1984) six principles of influence, reciprocity, commitment and consistency, consensus (social proof), liking, scarcity, and authority, offer a robust framework for understanding how Vice Chancellors-Ghana (VCG) influence decision-making and operations within public universities. These principles highlight the psychological mechanisms through which leaders gain compliance, build trust, and drive institutional goals. Below is a synthesis of these principles tailored to the context of VCG's leadership dynamics.

1. ***Reciprocity Principle:*** The principle of reciprocity underscores the mutual exchange of favours, benefits, or goodwill. Within public universities, VCG members can utilize reciprocity by supporting stakeholders, faculty, staff, and students, through policies or initiatives that address their needs, such as professional development opportunities or improved working conditions. According to Luthans (2011), leader

behaviours influence subordinate behaviours, creating a feedback loop of mutual obligation. For instance, a VC who invests in faculty research funding may inspire loyalty and improved performance among academic staff, creating a culture of reciprocal support.

2. ***Commitment and Consistency Principle:*** Cialdini's principle highlights how individuals strive to align their actions with prior commitments. VCG leaders can foster commitment by involving stakeholders in decision-making processes and obtaining verbal or written agreements on institutional goals. Once faculty or administrative teams commit to initiatives, they are more likely to remain consistent in their support, even in the face of challenges. This approach can enhance policy adherence and create a more stable governance environment. For example, faculty committees involved in drafting strategic plans are more likely to champion and implement the agreed-upon policies, reinforcing institutional cohesion.
3. ***Consensus (Social Proof) Principle:*** The principle of consensus emphasizes the tendency of individuals to look to their peers for cues on proper behaviour. Within universities, this principle can be leveraged by VCG leaders to build support for new initiatives by showcasing widespread buy-in. Highlighting success stories or the widespread adoption of policies across departments can create a ripple effect, encouraging others to follow suit. For instance, if one university successfully implements a new academic governance model under the leadership of the VC, others are more likely to adopt similar approaches, particularly when they observe positive outcomes.

4. ***Liking Principle:*** Cialdini asserts that people are more likely to be influenced by those they like. VCG leaders can capitalize on this by building rapport with stakeholders, emphasizing common goals, and fostering personal connections. Cialdini's five factors—physical attractiveness, similarity, compliments, cooperation, and association—play a significant role. For example, VCG leaders who demonstrate empathy, align with the values of the academic community, or work collaboratively on shared goals can create a favorable environment for implementing policies. Additionally, compliments and recognition of stakeholders' contributions can enhance goodwill and compliance.
5. ***Scarcity Principle:*** The scarcity principle posits that people value opportunities or resources more when they perceive them as limited. VCG leaders can use this principle to prioritize key programs or initiatives by framing them as unique opportunities. For instance, time-sensitive research grants or exclusive professional development workshops can motivate faculty and staff to engage actively. Scarcity can also be used strategically to drive urgency in decision-making processes, particularly when addressing critical institutional challenges such as resource allocation or accreditation deadlines (Luthans, 2011).
6. ***Authority Principle:*** The authority principle emphasizes the influence of credible and knowledgeable leaders. VCG leaders, by virtue of their titles, expertise, and institutional roles, are positioned to wield significant authority. Demonstrating competence, offering evidence-based policies, and leveraging their status can enhance trust and compliance among stakeholders. Symbols of authority, such as

academic achievements or high-profile collaborations, further reinforce their influence. However, it is essential for VCG members to ensure that their authority is perceived as legitimate and aligned with the university's values to maintain long-term credibility.

By understanding and applying these principles, VCG leaders can strengthen their influence, improve operational efficiency, and create a supportive environment for achieving institutional goals.

Power, Authority, and Influence in VCG Leadership

Rowe's (1971) distinction between authority and power is central to understanding how VCG exerts influence. Authority reflects the legitimate right of VCG to make decisions, while power involves the ability to enforce those decisions effectively. Both are essential for fostering compliance and alignment within the university:

- **Authority:** As institutional leaders, VCG members wield formal authority derived from their roles. This authority enables them to establish policies, allocate resources, and represent the university in external engagements.
- **Power:** Power allows VCG to influence behaviors beyond formal mandates. For example, a VC's personal charisma or reputation for fairness can inspire loyalty and cooperation among faculty and staff, enhancing their ability to lead effectively.

To maximize their influence, VCG leaders must navigate the interplay between implicit and explicit expectations while leveraging both informational and normative social influence by encouraging voluntary alignment through implicit norms can complement formal compliance mechanisms, fostering a

collaborative culture without over-reliance on authority. While obedience may be necessary in critical situations, overuse of authority could undermine trust and cooperation. Balancing authority with persuasion and empowerment is key. Credibility and transparency in decision-making are essential for gaining stakeholder trust and alignment. Building a strong sense of community and shared purpose within the university can enhance commitment to institutional goals. By understanding and applying these principles of social influence, VCG can create a more cohesive and responsive governance structure, ensuring the effective operation of public universities in Ghana.

Theory of Regulation

The theory of regulation, introduced by Stigler in 1971, forms a foundational framework that integrates the study of political behaviour with economic analysis, recognizing the complexity of regulatory processes and their varied interpretations. Stigler emphasized that regulation cannot be confined to a singular definition; instead, it encompasses diverse meanings that reflect its multifaceted application across different sectors and contexts. In the realm of public policy, regulation involves the establishment of specific, targeted rules aimed at achieving desired outcomes. These rules are typically supported by mechanisms for monitoring, enforcement, and ensuring compliance. The selection of an appropriate regulatory model is often dictated by the unique characteristics of the issue or environment being addressed (Stigler, 1971).

In scenarios characterized by high risk and complexity, direct government regulation becomes indispensable. This approach relies on formal directives, often legislated, which are enforced through deterrents such as punitive sanctions. Higher education, as a sector of national significance,

frequently necessitates such robust and universally applied policies. This form of regulation ensures uniformity and clarity, particularly when existing bodies, like Ghana's National Commission for Tertiary Education, face limitations in capacity or commitment to address emerging or specific challenges. By implementing direct government regulation, authorities can assert control over critical areas, ensuring that educational institutions operate in alignment with national goals and standards.

Conversely, self-regulation is more suited to sectors or industries where risks are lower, public interest concerns are minimal, and participants share a strong, cohesive commitment to collective goals. In such cases, institutions or entities take responsibility for governing themselves, often relying on intrinsic motivations and shared values. This model minimizes external oversight while fostering a sense of ownership and responsibility among stakeholders. Between these two extremes lie co-regulation and quasi-regulation. Co-regulation involves collaboration between industry players and government, where industry-developed standards are reinforced by legislative backing to ensure enforcement. Quasi-regulation, on the other hand, relies on informal pressure from the government to encourage adherence without formal legislative mandates. Both approaches strike a balance between maintaining public interest and offering the regulated entities a degree of flexibility and autonomy. These models are particularly advantageous in scenarios where sector-specific expertise is crucial and direct government intervention might be less efficient (Baldwin & Black, 2010; Parker, 2013).

The theory of responsive regulation further expands the regulatory landscape by prioritizing voluntary compliance as a starting point. This model

assumes that regulated entities are motivated by intrinsic values, social legitimacy, and a desire to maintain trust with regulators. Responsive regulation adopts a tiered approach, beginning with self-regulation and informal mechanisms of persuasion. Coercion and stricter enforcement measures are only employed if initial methods fail. This theory has been influential across various fields, including education, workplace safety, environmental law, and public health regulations on issues like food and alcohol. It highlights the importance of building trust and fostering a culture of voluntary adherence, ultimately aiming to internalize regulatory norms within the regulated community (Baldwin & Black, 2010; Parker, 2013).

In the specific context of higher education, Pritchett (2016) identifies three principal regulatory approaches: command and control, performance-based, and management-based regulation. Command and control regulation is characterized by the imposition of detailed rules and procedures, which dictate how regulated entities must operate. This model provides certainty and clarity for all stakeholders, government, institutions, and the public, making compliance easy to monitor and evaluate. However, it may also limit flexibility and innovation within institutions, as the prescribed methods often leave little room for adaptation.

Performance-based regulation shifts focus from processes to outcomes, setting overarching goals or standards that regulated entities must achieve. This approach grants institutions the flexibility to determine how best to meet these objectives, thereby encouraging innovation and cost-effective solutions. By emphasizing results rather than methods, performance-based regulation aligns

institutional goals with broader societal aspirations, creating a dynamic and adaptive regulatory environment.

The third approach, management-based regulation, places even greater trust in the regulated entities by allowing them to set their own standards and evaluate their compliance, either independently or through third-party assessments. This model fosters innovation by enabling institutions to design customized strategies that align with their unique contexts and priorities. It also enhances ownership and commitment to regulatory goals, as entities are directly involved in shaping the standards to which they are held accountable.

Each of these regulatory models carries significant implications for public universities in Ghana, where Vice Chancellors play a pivotal role in navigating the regulatory framework. Command and control regulation, while ensuring consistency and clarity, might constrain universities' ability to innovate or respond to specific challenges. Performance-based regulation offers a balanced approach, combining oversight with flexibility, allowing institutions to pursue creative solutions within a structured framework. Management-based regulation, though promoting maximum autonomy and innovation, relies heavily on the accountability and integrity of individual institutions. For Vice Chancellors, these models represent both opportunities and challenges, as they must balance compliance with operational goals while driving their institutions towards excellence. The regulatory framework ultimately shapes the strategies and leadership approaches employed by Vice Chancellors, influencing the overall effectiveness and progress of Ghana's public universities.

Relevance of the Theories to the Study

The theoretical frameworks of Group Formation Theory, Tuckman's Team and Group Development Model, Role-Set Theory, Influence Theory, and the overarching Theory of Regulation provide a robust foundation for analyzing the leadership dynamics and operational impact of Vice Chancellors-Ghana (VCG) in public universities. While each theory independently informs different aspects of the study, the Theory of Regulation, particularly the management-based regulation model, emerges as the central framework around which other theories converge.

Management-based regulation allows entities, such as VCG, to set their own goals and evaluate their progress, fostering autonomy and innovation. This model suits VCG's unique role, as it emphasizes self-directed governance within a framework of accountability. VCG, acting as a collective entity, designs its standards and evaluates methods for achieving them. This approach enables the group to address sector-wide challenges innovatively while maintaining alignment with broader educational objectives. Regulation Theory, therefore, serves as the pivot around which other frameworks, like Group Formation Theory, Role-Set Theory, and Influence Theory, operate, ensuring VCG's effective governance and policy influence across Ghana's public universities.

Group Formation Theory, particularly Homan's theory, provides insights into how VCG functions as a cohesive entity. The Vice Chancellors of public universities share common roles, including fostering research, innovation, capacity building, and educational development. These shared purposes and mutual interdependence encourage collaboration and strengthen

relationships among members. The frequent interactions within VCG, through meetings and consultations, enhance shared activities and sentiments, fostering a unified front. This group cohesion aligns with Homan's assertion that the more individuals interact and share activities, the stronger their sentiments and group unity become. In this context, VCG's structure enables vice chancellors to collectively address sector-wide issues, maintaining harmony and achieving their mission as outlined in their values.

Tuckman's model, which outlines stages of group development, Forming, Storming, Norming, Performing, and Adjourning, maps directly onto VCG's operations. Initially, VCG undergoes a Forming stage, where members define shared goals and establish roles. In the Storming phase, differences over strategies or priorities may arise, necessitating strong conflict resolution mechanisms to maintain cohesion. The Norming stage signifies the development of structured decision-making processes, laying the groundwork for impactful governance during the Performing stage. Finally, the Adjourning stage applies to transitions in leadership or the conclusion of specific initiatives. By aligning its processes with Tuckman's model, VCG can effectively navigate challenges, adapt to changes, and maintain a high-performing leadership body.

Role-Set Theory, as conceptualized by Merton (1968), is instrumental in understanding the interconnected roles of VCG members. Each vice chancellor not only oversees their institution but also participates in VCG's collective efforts, such as advising the Ministry of Education, addressing staff and student concerns, and maintaining academic standards across public universities. These roles are interdependent, with individual contributions linking to broader institutional and national goals. For example, decisions made

by VCG on resource allocation or policy implementation affect both member institutions and the higher education landscape in Ghana. By clearly defining role expectations and promoting effective communication, VCG can mitigate conflicts and enhance its collective impact.

Kelman's Influence Theory provides a lens to understand how VCG members, as leaders, shape the attitudes and behaviours of their stakeholders. Through processes of compliance, identification, and internalization, vice chancellors inspire commitment to shared goals. Influence is central to VCG's ability to align member universities with sector-wide objectives and to foster collaboration among staff and students. Leadership within VCG is fundamentally about influencing outcomes, whether through promoting innovation, driving policy changes, or ensuring alignment with national educational priorities. By leveraging their authority, collaborative leadership, and alignment with shared institutional values, vice chancellors enhance VCG's effectiveness in governance and policy-making.

While Regulation Theory underpins the study, the supporting frameworks enrich the understanding of VCG's operations. Group Formation Theory emphasizes the importance of cohesion and shared purpose, ensuring effective teamwork. Tuckman's model provides a roadmap for navigating the dynamics of group development. Role-Set Theory highlights the interconnected responsibilities of VCG members, ensuring role clarity and coordination. Influence Theory underscores the critical role of leadership in achieving VCG's objectives. Together, these frameworks emphasize the importance of trust, communication, and shared vision, enabling VCG to foster strong relationships

with stakeholders and drive meaningful, inclusive governance initiatives in Ghana's public universities.

Review of Relevant Concepts

The Concept of Socio-economic Development

Defining the term socio-economic development is a complex task since it's defined differently in various disciplines. Socio-economic development is a process of improvement in a variety of ways. It has to influence all aspects of human life in a country. It is measured with indicator, such as GDP, life expectancy, literacy and levels of employment. Its major indicator, the GDP, is a specific measure of economic welfare that does not take into account important aspects such as leisure time, environmental quality, freedom, social justice, or gender equality.

According to Tetty (2005) cited in Rubanju (2011), socio-economic development is an increase in total wealth of a nation and at the same time, improving the quality of life of the people, especially the poor. Organization for Economic Co-operation and Development (OECD) (2005), defines socio-economic development as the level to which the university seeks to transform community environments through collaborations with mainstream public or private services such as healthcare, social care, collaborative research (between university and private/public sectors) that benefits community (OECD, 2005).

To make it more relevant to this study, the concept of socio-economic development includes the general wellbeing and quality of life of the people within the community as perceived by internal and external factors in Ghanaian Universities.

Roles of Higher Education in Socio-economic Development

Conceptual models and frameworks linking higher education to socio-economic development for the study are rooted in Oketch, McCowan and Schendel (2014); Bloom, Canning, and Chan, (2006) and the four (4) pillars advocated by the OECD (2008).

The framework (figure 1) outlines three major pathways through which Tertiary Education impacts development: namely a pathway through teaching; a pathway through research and innovation; and a pathway through service. Apparently, these three pathways relate to the three core functions or ‘pillars’ performed by the university, ie teaching, research and ‘service’ (Oketch, et al., 2014).

The Pathway through Teaching

In the pathway through teaching, Oketch et al. (2014) indicated five discrete sub-pathways: one through increased earnings of graduates; through increased productivity; through technological transfer; through increased ‘capabilities’ of graduates; and through improved institutions. There is some interaction between the pillars, illustrated by the internal (vertical) arrows.

The Pathways through Research and Innovation

The pathways through research and innovation, has been largely influenced by the Endogenous growth theory. This theory involves the ‘existence of positives’ associated with new knowledge (Romer, 1986) as cited in (Ayisi, 2018). This pathway to development advocates that Tertiary Education contributes to development through the cultivation of new knowledge, directly through investment in research, and indirectly through the training of qualified researchers.

The Pathway through Service

The third pillar, the pathway through Service alternatively referred to as the direct engagement of institutions with the local community and broader society, involves disseminating, exchanging of knowledge and service provision (Oketch et al., 2014). This pathway conceptualizes Higher Education as a public good engaged in solving societal problems, particularly in their catchment areas. According to Ayisi (2018) the third pillar function has evolved into income-generating activities of institutions where knowledge is disseminated through research to government and industry.

In this model (figure 1), four critical inputs: students, faculty, funding and policies were selected, even though recognized, there are numerous inputs to Tertiary Education. The model assumes that policies can both directly influence the functioning of Tertiary Education and indirectly influence the sub-sector, through funding and access policies (represented by the vertical arrows). The end-point of each pathway is ‘economic growth and development’. This is represented in the diagram as a unified concept, given the interrelationship between growth and other development indicators (Oketch, et al., 2014).

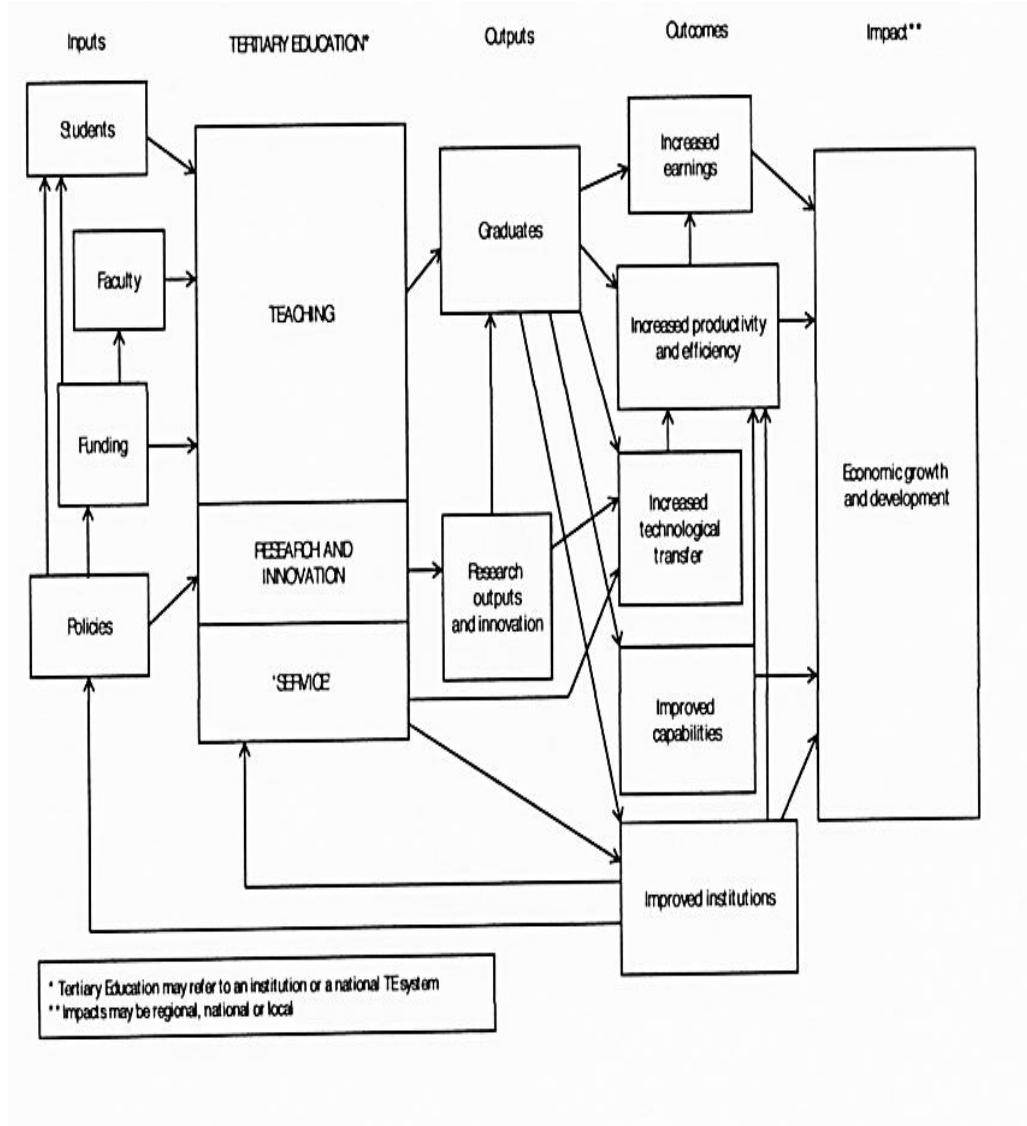


Figure 1: A framework linking Higher Education to development

Source: Bloom et al., (2006)

Bloom et al, (2006) conceptual model illustrates that higher education can lead to economic growth through two key channels- private and public as depicted in Figure 1. The benefits in the private channel include better employment prospects, higher salaries, and a greater ability to save and invest thence, better health and improved quality of life. The public benefits on the other hand include increase in tax revenue for government for social

development, governance, safety and research and development which may result in better health and improved quality of life.

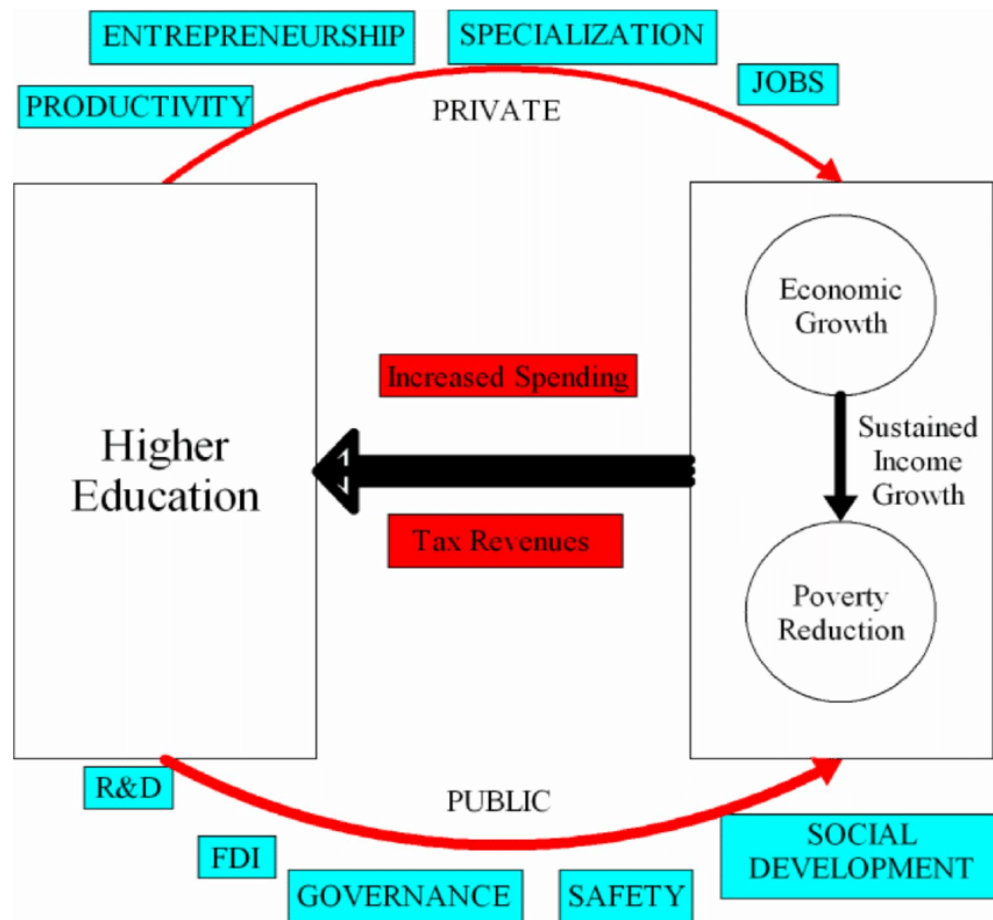


Figure 2: A framework linking higher education to economic growth

Source: Bloomet al, (2006)

Organization for Economic Co-operation and Development (OECD) (2008) identified four key mechanisms through which Higher Education contributes to socio-economic development. These are:

1. *Human Capital development through teaching:* This is done by equipping individuals with knowledge, skills and attitudes to change and improve the society. Knowledge is in the form of the various content courses individuals undergo in the university that shapes their mindset

and perceptions in order to be informed individuals. Skills deal with the training (psychomotor) activities that individuals are able to do as a result of their training and attitudes refer to the right behaviours that individuals adopt as a result of the education they have received.

2. *Generation of Knowledge through research:* This is another core duty that universities undertake. Through research, human beings are able to push back the frontiers of their ignorance and find solutions to problems confronting humankind in our daily activities. For example, knowledge through research has brought about technological advancement through devices like mobile phones and computers, and the power of social media through research, has also made the world a global village and information sharing very easy than walking to a neighbour's house to deliver a message. Research findings are critical in formulating policies or national planning which would lead to development.
3. *Diffusion and usage of generated knowledge through interaction with end users:* This is in the form of using the knowledge acquired to help mankind and the society at large. This pathway also deals with the services universities provide to solve societal problems, especially in their catchment areas. Recently this third mission function has increasingly evolved into income-generating activities of HE institutions where knowledge is disseminated through research to government and industry.
4. *The maintenance of knowledge through inter-generational storage and transmission of knowledge:* This refers to the transmission of knowledge

from generation to generation so that the right knowledge, values, skills and attitudes are preserved.

OECD states that these four pillars must be exhibited before Higher Education institutions could be said to be contributing to the development of the nation.

The Roles of Universities in the Socio-economic Development of Ghana

One of Ghana's national development goals is to have a sustainable socio-economic development in order to enhance the wellbeing of her populace in addition to her overall national development goals (Ayisi, 2018). Sutton as cited in Ayisi (2018) asserts that, tertiary education, for that matter universities play vital roles in the socio-economic development of any country. The role of universities in developing communities and the nations has been extensively highlighted by scholars and experts in the field of education. It also recognizes the fact that society's transformation particularly in the socio-economic sphere is inextricably linked to the state and condition of its communities (Ali, 2010).

Mcain (1980) in Ayisi (2018), assert that universities in Ghana before independence were aligned with the goals of the British colonial government. The curricula then showed little concern to the development priorities of the country, university education was to get a government job, a good income and a high status in society. Although this could still argue to be the case to some extent in Ghana now, it must be acknowledged that major changes have been affected in the curricula making it more relevant to the development needs of the country after independence from the British in 1957. The emphasis now has been put on science and technology education which led to the establishment of the Kwame Nkrumah University of Science and Technology in Kumasi,

University of Development Studies, the University of Mines and Technology in Tarkwa (UMAT) and other polytechnics and technical universities across the country. It is worth noting that universities in Ghana have now made some strides towards contributing to the socio- economic development strategies of the country. Some of the roles of universities in Ghana thus include the following:

Socio-Economic Development through Capacity Building and Manpower Development

One of the most considered critical and vital socio-economic roles of the universities in the country's development is the capacity building and manpower development because, the products of tertiary institutions form the core of nation building. CHE (2001) argues that "no country has succeeded in generating sustainable socio-economic development without long term investment in human resource development, of which it has been argued that higher education is central and crucial". Every country requires competent and experienced people for development and such people must be well trained. Higher education, therefore, prepares the manpower level of an economy.

According to Thomson (2008), manpower development serves as a catalyst to national development because it entails all processes by which the individual is equipped with knowledge, skills and the right attitude to change and improve society. Education is able to improve the quality of life and subsequently contribute to the socio-economic development of the nation. A rise in productivity of the individual increases the total output of the economy. Any increase in total output is a measure of economic growth. Castells (2001) states that training of skilled labour force which constitutes one of the four basic

functions of universities is key to a nation's development and it is in no doubt that higher education institutions in Ghana are heavily involved in this training function. Some of Ghana's strategic plans that emphasize the need for human development are: Ghana Education Strategic Plan (2003-2015), which states the importance of university education in the development of middle and top-level human resource needs; the Ghana vision 2020 development plan also recognizes the importance of technical and vocation education in training skilled workers of the country (Addo, 2010).

Socio-Economic Development through Generating Research and Innovation

Another role played by the universities towards Ghana's socio-economic development is their involvement in generating research and innovation. Ayisi, (2018) assert that Research findings are critical in formulating policies or national planning which would lead to development. There is growing recognition of the important role of university research in local, regional and state economies. According to Romer (1990) university education contributes to development through the cultivation of new knowledge both directly, through investment in research, and indirectly, through the training of qualified researchers.

Major developments in the OECD countries according to Addo (2010) are as a result of the research and innovation capacities of their institutions. Ghana's universities are not left out in this function. Notable among the universities which had contributed through research and innovation towards Ghana's socio-economic development are; The Institute of Statistical, Social and Economic Research (ISSER) in the University of Ghana, Noguchi

Memorial Institute, the Kwame Nkrumah University of Science and Technology (KNUST), and the Council for Scientific and Industrial Research (CSIR). ISSER is involved in carrying out development-oriented research whose results are disseminated to facilitate national development. ISSER has the over years been contributing to Ghana's economic development plans through their annual "The State of the Ghanaian Economy Report". There is also the Noguchi Memorial Institute which is also a research institute mandated to carry out medical research to combat and control certain diseases in Ghana. The Institute has, for example, contributed to the national policy on malaria control and treatment, and research in COVID-19 in Ghana, CSIR and KNUST which are also involved in producing scientific knowledge for the socio-economic development of Ghana.

Socio-Economic Development through 'Service'

Furthermore, university education institutions in Ghana also play critical roles in regional and rural developments through 'Service'. It could also be referred to as the 'third mission', 'community engagement' or the 'public service' function of universities. As posited by Oketch et al (2014), the service function refers to all of the tasks that fall beyond the spheres of the core teaching and research functions. The government of Ghana in realizing the potential contribution that university education can give and do play in the development of their located region and the nation as a whole, established certain development-oriented universities purposely to contribute to regional development in some deprived regions in Ghana. Key among these are the University for Development Studies (UDS) and the University of Mines and Technology in Tarkwa (UMAT).

UDS had explicit mandate to particularly help address and find solutions to the environmental problems and socio-economic deprivation that have characterized the people of northern Ghana. According to Jinbaani (2015), UDS is engaged in research collaboration with the Savannah Agriculture Research Institute (SARI) of the Council for Scientific and Industrial Research (CSIR) to improve agricultural yield in the region. UMAT was also set up to contribute to the training of mining technicians and other middle-level manpower for the country's mining and related industries. It was specifically set up in Tarkwa, which is one of the gold mining hubs in Ghana.

Socio-Economic Development through increased productivity and earnings of its graduates

Another role universities play in the socio-economic development of the nation is through increased productivity and earnings of its graduates. Graduates who constitute as outputs of the universities to a large extent are able to gain employment which gives them the opportunity to increase their earnings. The increased productivity, capabilities and earnings received by graduates as outcomes of university education also have an impact on the overall social development of the country. The state benefits by taking taxes from individuals who are working thereby expanding the economic base of the country which is the prime target in our development plans. This benefit is indicated by Bloom et al (2005) as cited in Ayisi, (2018) in their conceptual model as economic growth and poverty reduction through both private and public channels. This implies that university education outputs through graduate's yield both private returns (as it profits its recipients through increased earnings) and also social

return (as it benefits the national economy through economic growth), resulting from higher worker productivity.

Factors that Inhibit the Contributions of Universities to the Development of Ghana

HE institutions in Ghana like many institutions across other developing countries are faced with certain challenges that affect their capacity to fully carry out their traditional mandate and their third mission of contributing to the socio-economic development of their regions.

1. Inadequate funding

Inadequacy and the irregularity of funding is also a major issue that has constrained universities in Ghana from fully contributing to Ghana's development. This is mostly reflected in the scantiness of earmarked research funding required by universities to conduct research geared towards specific needs of the country. There are instances when even the book and research allowances of university lecturers are delayed or are not paid at all. But the limited research support to the universities forms a part of the general funding challenges being experienced by the institutions which Atuahene (2015) described as the biggest threat to HE in Ghana.

Historically, universities in Africa has also not had a lot of funding support from the World Bank. As indicated by Bloom et al (2005), universities in Africa has suffered from reductions in spending from the World Bank and their national governments which affected enrollment levels, and the academic research output in the region. A major contributing reason for advocacy by the World Bank on reducing investment on HE in the past was that per the World Bank's calculations suggested private returns to investment on HE was higher

than the social returns (Oketch et al. (2014). In addition, the World Bank also did not see HE as a potential means of reducing poverty and enhancing socio-economic development, unlike primary education.

Currently, universities in Ghana still faces a lot of financing challenges although its roles in fostering socio-economic development are in no doubt worldwide. According to Duwiejua and Newman (2014), the universities experienced funding gaps in 2011,2012,2013,2014 which represented 39%, 79%, 42.9%, and 46.6% respectively. The funding gap constitutes the deficits between the amounts the universities receive from the government as against their actual expenditure requirement. Public funding to universities in Ghana in 2015 constituted to about 57% of universities financial needs out of which 99% of the allotted funding covers staff emoluments and salaries with the remaining 43% coming from private sources (NCTE Budget 2015).

The trend of diminishing public funding to universities as asserted by the NCTE has created a serious research competence problem in Ghanaian universities (Guerrero, 2014). Guerrero (2014) further asserted that it is rather donors who provide the bulk of funding allotted for research in Ghana. It must be noted that the absence of adequate external funding support has had a major negative effect on universities' research capacity to contribute to development in Africa in general (Kruss et al., 2015). A similar assertion has been made by the World Bank (2008) who also sites funding challenges as barriers that inhibit universities in Africa from fully impacting on development.

2. The Mismatch between University Curricula and National Development Goals

Another contributing reason for the mismatch between university education and development in Ghana is the nonexistence of a coordinated long-term national development plan. As argued by Bawakyillenuo et al. (2013), there are three (3) main legislative and regulatory instruments that provide direction for education in Ghana. These include the 1992 Fourth Republican Constitution of Ghana, the Education Act, 2008 (Act 778) and the Education Strategic Plan (ESP) 2010 – 2013. But as posited by Bawakyillenuo et al. (2013), Ghana has no all-inclusive Higher Education policy that guides HE institutions to national development. This, they asserted has created discoordination between the foci of HE, industries and other sectors' policies of the country. What exists presently are a series of short to medium term development plans which have been constantly changed by respective governments over the years. This has in part contributed to their failures. The absence of a long-term national development plan means that the universities in Ghana lack a clear sense of direction in terms of the production of needed research and human resources required for the nation's development (Bawakyillenuo et al. 2013).

Though, the NDPC of Ghana has launched a long-term National Development Plan that spans from (2018-2057) in 2018, the NDPC will have to refine the plan's implementation to include appropriate stakeholders from various political parties and other important sectors of the country including universities so as to achieve the plan's stated objectives and also to avert the somewhat failures of the previous development plans. The study by

Bawakyillenuo et al. (2013) in their findings concluded that there is a mismatch between university outputs and industrial development in Ghana. They added that this is due to the non-alignment of university outputs with Ghana's industrial outputs, weak institutions or agencies charged with the responsibility of overseeing HE quality in Ghana, the lack of the coordination between national HE policies and national development plans and lastly, poor infrastructure in most HE institutions in Ghana. Dzeto (2014) also observed a similar case when he asserted that there is no linkage between industries and the Vocational and Technical Education in Ghana. Inappropriate curricula in relation to the essentials of the labour market have also been identified by the World Bank (2008). This, they argued leads to high levels of graduate unemployment. For example as asserted by Laing, (2013) most Ghanaian universities are churning out more human resource practitioners, marketers and administrators than can be engaged by the job market at the expense of the required skills that are in demand but not are not met by most of the technical industries in Ghana. Another reason for this as noted by Ghanaian panel on economic development report (2016) finds it roots in the semi-autonomous status of HEIs in Ghana. They asserted that because the institutions are made to partly finance their recurrent and capital expenditure, they offer educational courses which are in demand from students in order to raise revenue to finance their activities. The results of this mismatch they argued have a negative impact labour market, productivity, and development. These conclusions are consistent with the findings by Bloom et al (2005) who also acknowledged the mismatch in their study in Africa as a whole.

Historical Antecedent of University Education in Ghanaian Public Universities

University of Ghana

Ghana's first university, University College of the Gold Coast now University of Ghana, was founded by Ordinance on August 11, 1948 for the purpose of providing for and promoting university education, learning and research on the recommendation of the Asquith Commission, on Higher Education in the then British colonies. The Asquith Commission, which was set up in 1943 to investigate Higher Education, recommended among other things, the setting up of University Colleges in association with the University of London.

The University College looked up to two separate institutions in Great Britain: to the Inter-Universities Council for guidance on its broad policy, and to the University of London for approval and control of details of degree regulations for thirteen years. Although under this structure, the College was permitted to teach for the external degree examinations of London University and also to modify the London syllabuses to suit local conditions and to take part in the setting and marking of examinations, final approval to courses and examinations was always sought from the London University since the degrees given were those of the University of London. In the 1960-61 academic year, the College Council made a request to the Government of Ghana for legislation to constitute the University College into a University with the power to award its own degrees. An International Commission was appointed by the then Government to examine the problem. Upon the Commission's

recommendations, University of Ghana was given its autonomous by an Act of Parliament on October 1, 1961 (Act 79), (University of Ghana, 2021).

Kwame Nkrumah University of Science and Technology (KNUST)

Kwame Nkrumah University of Science and Technology (KNUST) formally known as Kumasi College of Technology was established by the Government by an Act of Parliament which gave the university its legal basis as the Kumasi College of Technology in 1951 for the purpose of providing studies, training and research in technology, science and arts in the country. It was, officially began with 200 Teacher Training students transferred from Achimota School” to form the nucleus of the new College in 1952. The college was affiliated to the University of London and in 1961, was granted full university status-autonomous (KNUST, 2021; Effah, 2018; Bingab et al., 2016).

University of Cape Coast (UCC)

The University of Cape Coast was established in October, 1962 as a University College and placed in a special relationship with the University of Ghana, Legon. On October 1, 1971, the College attained the status of a full and independent University, with the authority to confer its own degrees, diplomas and certificates by an Act of Parliament - The University of Cape Coast Act, 1971 [Act 390] and subsequently the University of Cape Coast Law, 1992 [PNDC Law 278]. The University was established out of a dire need for highly qualified and skilled manpower in education. Its original mandate was therefore to train graduate professional teachers for Ghana’s second cycle institutions and the Ministry of Education in order to meet the manpower needs of the country’s accelerated education programme at the time (UCC, 2021).

Bingab, Forson, Mmbali&Baah-Ennumh (2016), posited that from 1962 when the University College of Science Education was established, there was no additional university that was established until 1992 when the University for Development Studies was established. University of Cape Coast came as the last university to be established under the old system of university education whiles University for Development Studies (UDS) marked the beginning of the new educational reforms of 1991.

The Concept of Governance

It is a well-established fact that the words 'government' and 'governance' share a common root, yet they do not have the same meaning. The literature on governance has a slightly complex understanding of the term governance, which can be explained by the concept's dual meaning. Both words exercise authority in an organization or state. Government is the name given to the entity exercising the authority and the authority can simply be defined as legitimate power. Pierre (2000) maintains that on one hand, governance refers to the empirical nature of state adaptation to its external setting as it emerges in the late twentieth century and on the other hand, it represents a conceptual or theoretical representation of co-ordination of social systems and, for most often, the role of the state in that process.

According to Katsamunskas (2016), Governance is used by scholars in both the traditional and new forms: Governance refers to public organizations' institutional capacity to supply goods sought by a country's citizens or representatives in an effective, transparent, unbiased, and responsible manner, subject to budget limitations. This is largely abstract description, yet it serves as a common ground for all of the different governance approaches. It should be

noted that this definition of governance is common of international organizations that aim to assist changes and strengthen the ability of recipient governments to lead through good governance programs. The goal of these programs is to encourage and develop civil society participation in governance, given that society as a whole requires better and more efficient government.

Focusing on the university structure, governance can be described as legal relationships, power patterns, rights and obligations, and decision-making patterns which are all examples of governance (Jacobson & Borrás, 2004). It is simply defined as the process by which concerns impacting the entire institution, or one or more of its components, are resolved. It involves the structure and processes of decision-making groups, both formal and informal, as well as the connections between and among these groups and individuals. Governance in higher education refers to the process through which institutions of higher learning (tertiary or postsecondary education) are formally governed. Simply put, university governance refers to how institutions are run. In higher education, governance primarily relates to the internal structure, organization, and management of independent institutions. A governing board (board of regents, board of directors), the university president with a team of administrative chancellors and staff, faculty senates, academic deans, department chairs, and usually some sort of student representation group comprise the internal governance organization.

The governance process is complicated, with many different layers (or groups). The level of responsibility assigned to each group varies depending on the type of institution, campus culture, and historical evolution. As a result, there is no single organizational strategy for governance (Pierre, Peters & Guy,

2000). Pierre et al, further posits that, the state legislature has transferred jurisdiction for oversight and decision-making to trustees and boards through college and university charters. The legal criteria for boards are often quite lax; they must meet with a quorum on a regular basis and supervise certain broad obligations. Despite the fact that governance is shared, trustees, governors, boards, or visitors have an important role.

The various names reflect the various sectors and cultures. Trustees are less likely to be involved in academic affairs and are more likely to have a custodial role over property and cash (Shapiro, 1987). Governors' responsibilities are typically broader and involve academic matters. In general, the board's functions range from clarifying the objective to evaluating the president's performance, fund-raising, assuring good administration, and safeguarding institutional independence. Many boards have the capacity to endorse institutional decisions, allowing them to get engaged in administrative issues.

Although in Ghana higher institutions are autonomous bodies, yet there are several trends that influence governance in these institutions. According to Kezar (2007), some of the issues influencing governance in higher education include the growth of external influences, the failure to respond to external problems, a lack of significance and a shift away from shared governance, and a decrease in participation. These forces are interconnected: External influences are coupled with state institutions attempting to change decision-making processes that were formerly internally directed to be more externally oriented. The lack of participation, particularly among academics, is tied to a shift away from the shared governance tradition.

Good governance in higher institution which is a set of responsibilities and procedures exercise by an institution provide strategic direction to ensure educational goals are attained through effective and efficient use of human resources, accountability, and involvement of people in decision-making. Governance in higher education is concerned with how tertiary institutions formulate policies, raise funds and expend funds, teacher preparation for teaching, scheming curricula and administration of school population (Khalique, 2010). This means school governance is responsible for school effectiveness, quality, and accountability.

University Education Governance Defined

University governance, according to Edwards (2003, as cited in Tetteh, 2007), is concerned with the determination of values inside universities, their systems of decision-making and resource allocation, their mission and purposes, the patterns of authority and hierarchy, and the relationship of universities as institutions to the different academic worlds within and the worlds of government, business and community without. Gayle, et al. (2003, as cited in Tetteh, 2007) also defined university governance as the structure and process of authoritative decision-making across issues that are significant for external as well as internal stakeholders within a university.

For most countries including Ghana, university education and their governance arrangements have been greatly influenced by patterns and trends in the west, especially the United Kingdom, United States of America as well as other commonwealth nations (Effah& Mensa-Bonsu, 2001 as cited in Tetteh, (2007).

Evolution of University Governance in Ghana: 1948- 2022

The governance structure in the public Universities in Ghana has metamorphosed since its inception, especially comparing the period of 1948 to 1991 and the period of 1992 to 2022. In 20th and 21st Centuries, this metamorphosis has been characterized by closed-door policy on university education and open-door policy on university education respectively (Bingab et al., 2016).

Effah and Mensa-Bonsu (2001) posit that the public universities in Ghana operate with both internal and external governance structures/arrangements. The internal governance structures include the Chancellor who is the titular head; the Council chaired by a Pro Chancellor (chairman of council) (includes lay & academic members) which is the final decision-making body; the Vice Chancellor who is the executive head and the Academic Board (or Senate) which advises Council on academic matters. In addition, the universities are internally run by committees and regulated by Acts/statutes that established the individual universities. The External governance structure involves Ministry of Education, Ghana Tertiary Education Commission (formerly National Council for Tertiary Education and National Accreditation Board) and Joint Admissions & Matriculation Board. They also noted the existence of informal structures such as the Committee of Vice Chancellors (VCG) which provides informal consultation on matters of common interest to the universities.

The writers further indicate that the governance structure in Ghanaian Public Universities over the years has seen increase in institutional capacity to

regulate university education for access and quality. Funding university education strategy has changed and university councils have been empowered.

According to Bingab et al., (2018), preceding the introduction of 1992 constitution, universities governance system in Ghana was such that, it was the government of the day who was empowered to appoint the Vice-Chancellor with recommendation from the governing council. They further pointed out that, it was upon the recommendation of University Rationalization Committee (URC) that changes were made in the structure, administration and governance of universities where now councils are empowered to appoint the Vice-Chancellor and only inform the appropriate stakeholders which includes government. Currently, university councils have been empowered; there has been increase in institutional' capacity to regulate university education for access and quality and funding university education strategy has changed.

Powers of University Councils

Prior to the URC recommendations and the establishment of the 1992 constitution that currently gives more power to the individual University councils than the former university education governance system, the Head of State was the Chancellor to all universities (public) in Ghana by law and also appointed the Vice-Chancellor of the University. However, under the new public university governance system, the appointment of the Chancellor and Vice-Chancellor is within the powers of the university council,

Bingab et. al., (2016) are of the view that the new system allows the university to be more autonomous as the Vice-Chancellor will be accountable to the governing council of the university which is composed of stakeholders of the university and not just the government. It also has the advantage of lessening

the intensity of interference from government in the day-to-day operations of universities.

Institutions Regulating University Education

Ghana had in operation two statutory regulatory agencies responsible for university education. One meant for the general oversight responsibility of universities- the National Council for Tertiary Education (NCTE) and the other responsible for quality assurance issues- the National Accreditation Board (NAB) which replaced the National Council of Higher Education and the University Commission, until 21st August, 2020 when these two regulating bodies were merged under the new Education Regulatory Bodies Act, 2020 (Act 1023) to form the Ghana Tertiary Education Commission.

One of the objects of the Commission is to regulate tertiary education in all its forms. The Commission shall perform the following functions: general; advisory; co-ordinating; regulatory and accreditation. The Commission shall, in the performance for the general functions, ensure that tertiary education institutions: apply the highest quality standards and relevance of teaching, learning and research programmes and outcomes; promote equitable and inclusive access to all tertiary education programmes and service; promote transparent governance and best practices, including reporting and checks and balances to ensure full accountability.

Emergence of Vice Chancellors-Ghana (VCG)

Vice Chancellors-Ghana (VCG) formerly known as the Committee of Vice-Chancellors and Principals (CVCP) is a forum/association of Executive Heads of Public Universities and University Colleges in Ghana established and registered as a non-profit organization in 1978. It initially began as an informal

consultative meeting in November 1965 of the three public universities at that time, namely, the University of Ghana, the Kwame Nkrumah University of Science and Technology and the University of Cape Coast. They are in-charge of leadership, academic and administrative issues of the universities which includes carrying out certain important ceremonial and civic duties. The universities have a governance structure that governs the day-to-day running of the institution (Bingab et. al., 2016). This section of the paper seeks to review literature on the concept of governance that best fit for VCG structure.

Objectives/Aims of VCG

The objectives/aims of VCG include:

- Promoting scholarship, research and innovation;
- maintaining common standards for academic progression.
- Serving as a Think Tank for the Ministry of Education on matters relating to the public universities;
- Providing a forum for consensus building on issues of common interest to member institutions as well as all other higher educational institutions in the country;
- Collaborating with international bodies with interests in higher education such as the Association of African Universities (AAU), the Association of Commonwealth Universities (ACU), the Carnegie Corporation, McArthur Foundation, Rockefeller Foundation, Ford Foundation, Fulbright Foundation and the World Bank;
- Administering student financial aid packages such as the Standard Chartered Bank Scholarship to support science education in all

universities and the A. G. Leventis grant for staff development in member institutions;

- Assisting Government to handle both staff and student concerns as well as negotiate conditions of service with staff groups on behalf of Government (VCG Strategic Plan ,2019).

In the 21st century the public universities see themselves playing a more proactive collective role in knowledge production and service for the development of Ghana and Africa. For better recognition to enable them pursue this agenda, the Carnegie Corporation sponsored an organizational restructuring aimed at elevating the CVCP from a secretariat to an executive secretariat responsible for initiating and implementing policies. To this end, the name of CVCP was changed to Vice Chancellors-Ghana (**VCG**) on June 9th 2004 with a secretariat independent of any campus of the member Universities and well-resourced documentation centre (VCG Strategic Plan, 2019).

VCG Strategic Plan (2019)

The VCG recognizes that fundamental changes have been taking place in the context of higher education in Ghana in the last decade. Public universities in the country are currently facing many challenges including declining funding from government in real terms, increased student enrolment, inadequate infrastructural facilities and ageing faculty (VCG Strategic Plan, 2019).

Considering the foregoing challenges, the VCG seeks to position itself to meet the serious needs of university education in Ghana in ways it is unable to do at the present time. Currently, there are associations like the University Teachers Association of Ghana (UTAG) and Ghana Association of University

Administrators (GAUA) who function as an independent, organized, coherent voice speaking bodies for higher education – these are associations that can make the case for higher education broadly to government, industry, members of the public, members of Parliament, international organizations, and other interested bodies. While the Ghana Tertiary Education Commission (GTEC) provides important advice to government and serves as a link between Government and the Universities, its role is limited by its semi-governmental status. Thus, there is a critical need for the VCG to enhance its capacity and visibility to fill this vacuum. This strategic plan has been developed to provide a systematic basis for pursuing this agenda for the next ten years (VCG Strategic Plan, 2019).

VCG Strategic Plan (2019) is built on the strategic imperatives on which VCG must focus to ensure its future significance. It identifies the key issues that our strategies must address through an in-depth analysis of all parameters that have an implication for the Organisation's success – our internal capacities, our operating environment, our organizational culture and our aspirations. The overriding purpose of this plan is the reorganisation of our strategic objectives and actions for implementation in order to pursue our mission and ultimately actualise our Vision. This document thus forms the complete account of the desired future state that will meet our common aspirations and meet the expectations of all stakeholders in higher education.

The strategic planning methodology used was built around an analysis of existing operations of member Universities of VCG as well as a review of the "VCG strategic plan 2010 – 2015".

Key members of VCG were engaged in a process to critically examine the realities facing VCG. The process ensured the building of a sense of collective ownership and responsibility for the desired outcomes. The internal characteristics of VCG were analysed with the aim of identifying the areas from which its effectiveness derives. A scan was also undertaken of the complexities of the external environment that VCG is faced with. These assessments formed the basis for the making of basic strategic choices regarding VCG's future posture.

The vision, mission and core values of VCG are stated as follows:

Vision

To be the Apex body spearheading the interests of member Universities and setting the agenda/pace for higher education in Ghana.

The Mission

To provide a consultative forum through which diverse challenges facing higher education can be tackled in a coordinated manner. This would be sustained through:

1. Harnessing the unique attributes of member universities towards the realization of common aspirations.
2. Creating a synergy through harmonizing the efforts of member Universities to ensure optimization of returns on investments in education.
3. Establishing a unifying voice for higher education, advocating for increased understanding and support of higher education sector from all stakeholders.

4. Establishing and pursuing quality academic standards that are globally recognized and locally relevant.

VCG Core Values

At the heart of organizational effectiveness lies the internal cultural context in which it carries out its mandate. Based on this understanding, we believe that it is of paramount importance that our efforts are supported by a set of values that will inspire and energize our staff and membership to strive relentlessly to achieve our ambitions. These values will also communicate the standards that stakeholders must expect in all their dealings with us. We will ensure that our efforts will always bear the following hallmarks:

1. Excellence: Establishing the highest possible standards in the provision of higher education.
2. Relevance: Positioning member universities to align their operations to the changing needs of society.
3. Integrity: Abiding by the highest code of ethics and exhibit consistency in all actions and behaviours.
4. Transparency: Dealing with systemic challenges of member universities and uphold accountability.
5. Stewardship: Dedicated to exhibiting the highest standards of professionalism in the efficient utilisation of resources and in-service provision.

Table 1: VCG Strategic Priorities and Goals (2019)

VCG Priorities	Strategic Goals	Page in VCG Strategic Priorities and Goals
Scholarship, Research and Innovation	To promote scholarship, research and innovation to meet global standards	Page 12-14
Common Standards for Universities	To maintain common standards for academic progression and conditions of service of staff members	Page 15
Capacity Development	To provide opportunities for capacity development	Page 16
Stakeholder Engagement	To engage stakeholders for the advancement of Higher Education	Page 17-18
Higher Education Development	To establish a communications strategy that will foster a better understanding and support for the development of higher education in Ghana	Page 19

Collaboration	To collaborate with local and international bodies with the aim of mobilizing requisite facilities, logistics, materials and resources to support teaching, learning, research and service.	Page 20-21
Leadership	To assert professional authority on higher educational matters in Ghana.	Page 22-23

Source: VCG Strategic Priorities and Goals, 2019

Strategic Thrusts and Objectives

The strategic thrusts constitute VCG's strategic agenda, and they represent the first step in translating the broad goals or sense of direction enshrined in Vision and Mission into practical objectives or actions. For each strategic, there are 1-4 strategic objectives. The period for the implementations of each strategic Thrust shall be categorised into; short term (1-3 years), medium term (4 – 6 years), long term (7 – 10 years) and continuous (throughout the duration of this plan).

The following constitute the direct translation of the priorities into goals, thrusts and specific objectives.

Implementation

Implementation of this strategic plan will be from the beginning of 2019 to the end of 2028. There shall be a committee of VCG constituted to monitor

and evaluate the progress of implementation of the plan. There shall be a short-term, medium-term and long-term review of the Strategic Objectives. The successful implementation will be the concerted efforts of all the internal stakeholders of VCG. The collective efforts require resources to ensure that objectives are achieved in a timely manner. During the implementation period, Management of VCG will operationalise the planned Strategic Objectives by assigning responsibilities to identified assignees with commensurate resources and timelines for meeting targets while maintaining effectiveness and cost efficiency (VCG Strategic Plan, 2019).

Monitoring and Evaluation

This strategic plan as a living document will be subjected to periodic objective reviews towards maintaining its relevance in the face of changing conditions that may occur within the time frame. This will involve routine institutional research, reports on progress and review meetings aimed at tracking the attainment of strategic objectives with minimal or no variations from projections. During the M&E process, the committee of VCG responsible, will through its routine activities match actual gains achieved against projected Objectives and ascertain the level of variance based on which strategies will be undertaken to aid the attainment of planned objectives or in worst cases revise planned expectations.

The Strategic Plan represents the VCG's effort at consciously defining and designing its future. By this plan, VCG is confident in perfectly executing its mission of providing a consultative forum through which diverse challenges facing higher education can be tackled in a coordinated manner. This strategic plan offers a clear articulation of VCG's vision for the future and thereby serves

as a road map for success. In this regard, it realigns the collective choices and priorities made in light of the changing times and expectations of stakeholders. By focusing on our strengths and opportunities identified, we are confident that by 2028, VCG will leave its imprint as a professional authority on higher educational matters in Ghana. As the organizations moves to the next exciting phase of its journey, it will entrench its core values of excellence, relevance, integrity, transparency and stewardship in its dealings with all stakeholders and at all times. With the harmony of diverse voices and perspectives, given the cocktail of expertise at its disposal, VCG is confident in successfully implementing this plan to the latter (VCG Strategic Plan, 2019).

The Concept of Leadership

According to the Scottish philosopher Carlyle (1841), who is believed to have made the first contemporary attempt to establish a concept of leadership, the entire phenomena of leadership is attributed to the leader himself. He is the one who leads the masses, creates history and society, and shapes the masses in his image. Carlyle contends that general history, or the chronicles of all the deeds achieved by man on earth, is primarily the chronicles of the great persons who participated in it. Those wonderful folks were the people's leaders. They were the ones who enacted whatever humanity did. According to Carlyle, a leader's impact extends beyond the social and political realms. The leader can be a spiritual leader, prophet and often times described as hero. To Carlyle, the hero is distinguished by his bravery, originality, and ability to see things differently.

Marx and Engels (1968) take a completely opposing stance. In their opinion, it is the conditions, not the great man, that determine the outcome. They

believe in the presence of a socioeconomic rather than a spiritual-mystic, historical order. Because events are dictated by circumstances, leaders, whatever their attributes, are bound by circumstances whose philosophy determine development. According to Marx and Engels, people create their own history, but not in the way they envisage it, nor in the circumstances they choose for themselves, but in the circumstances in which they find themselves.

In some ways, Weber's as cited in McIntosh (1977) discussion of leaders provide a conceptual answer to the contradiction between these opposing views. Besides that, his analyses aided in focusing the current discussion on leadership on the informal aspects of influence, namely, the contrast between authority, which he refers to as legal authority and is based on law and bureaucratic rules, power derived from control of certain resources, which appears primarily in combinations of authority that he refers to as traditional, and influence, which has its source in the leader's personality traits and behaviours as they are perceived. His point is that charismatic relationships are founded on perceptions and feelings generated by a certain leader, which are not necessarily related to his position in the hierarchy (social or organizational) or control over physical resources or powers (e.g., military). He claims that in charismatic relationships, people no longer obey customs or laws; instead, they submit to the imperious demands of a heroic figure, whose orders are legitimized not by logic, nor by the hero's place in an ascribed hierarchy, but solely by the charismatic individual's personal "power to command."

The concept of leadership has developed and evolved significantly owing to the several organizational and environmental changes (Alonderiene & Majauskaite, 2016). Several studies have been conducted to analyse the

influence of various leadership styles on organizational performance and how organizational characteristics such as culture, staff effectiveness, performance, retention, motivation among others affect organizational performance (Shaw & Newton, 2014; Siddique, Aslam, Khan, & Fatima, 2011; Yang, 2014; Yang & Islam, 2012).

According to Kominiak (2017), various changes occurring in higher institutions are unavoidable. In general, the reasons for these transformations or changes can be classified into two categories, thus: external factors and internal factors. External factors include national educational policies, the rise of many educational policies that increase competition among tertiary institutions, prospective students' level of interest in these higher education institutions, and graduates' demand for college graduates' qualifications. These factors have an immediate impact on higher education institutions.

According to Bass (1997), leadership is the process of influencing a group to attain a set of objectives and leading an organization to becoming more unified and logical. This is to mean that the leader uses his or her leadership traits, such as values, beliefs, character, knowledge, skills, ethics, experience, and culture, to carry out such a process. Leaders motivate people to take action and make a difference in the world. Bass further states that leadership is an extremely complex and social process. This definition is buttressed by Yukl (2010) who posits that, leadership is an influence process which involves statement of the group's objectives or goals, motivating task behaviour within the group in pursuit of the objectives and influencing group maintenance and culture.

Again, leadership can be defined as inducing followers to work for certain goals that reflect the values and motives, wants and needs, objectives and ambitions of both leaders and followers (Burn, 1978). This definition also stresses on the ability of the leader to significantly, “induce” followers or subordinates towards a common goal that will benefit both the follower and leader as well as the organization as a whole. To Vroom and Jago (2007), leadership refers to the potential or capability to influence others. Pondy (1989) also sees it as a form of social influence. That is, the process of influencing the actions of an established group in its effort towards reaching a stated goal or objective. From these few definitions, leadership can simply be defined as the art of influencing. Therefore, for an individual to be regarded as an effective leader in any higher institution, that person must be able to cause a stir in the workers as well as the students of the institution.

Furthermore, Drucker (1998) describes a leader as someone who has followers. It takes two or more to tango as the saying goes, which presupposes that, the relationship between the individual (leader) and the follower establishes leadership. It is very much true that all leader has at least a follower and that leadership cannot exist solely within an individual but not all individuals who have followers can be classified as leaders. The man who successfully marshals his followers to achieve stipulated goal is classified as a leader. To Davis (2003), the term leadership implies change in position (does not include change in location), moving the organization or a section of it in a new direction, overcoming-challenges, being creative and innovative, building organizational structures, and increasing quality among other things. In accomplishing this, leaders are not merely considered as people who just have

followers but requires followers with particular traits and special skills known to the leader who through effective strategies utilizes the skills efficiently.

Leadership to Burns (1978) transforms followers, creates ideas of the goals that may be achieved and direct the followers on the ways to attain those goals. Leadership persons mobilize resources to stimulate, involve and satisfy the motives of followers. Leadership indeed brings about transformation in the followers as noted by Burns, again, his definition brings to light of a leader who sees the big picture, plan and direct others to get it done. Another major item the definition highlights is the effective use of available resources. Leaders in the various higher institutions are expected to effectively use resources in their disposal efficiently. Corroboration of all these elements aforementioned by Burns seems to be an ideal definition of leadership.

A review of the literature suggests that any leadership situation has three major components, all of which are linked by a concept of dynamic interaction between the leader, the follower(s), and the context, environment, or situational aspect of their surroundings (Asrar-ul-haq & Anwar, (2018). A capable leader is one who understands how to maximize the potential contained in his or her own personality, the personalities of his or her subordinates, and the circumstances. Leadership, in this context, can be defined as the ability to engage people in the process of achieving a goal within a larger system or environment.

The transformation of higher education cannot be carried out just by one person; all organs of higher education must take on roles in accordance with their obligations and responsibilities. However, among these many resources, the role of leaders and their leadership responsibilities play a critical part in

launching and moving the organization's organs. This is made so because of the various elements in leadership such as ability to determine strategic policies, optimize emotional intelligence, have the power of responsiveness and adaptation to change, have a consistent spirit of learning and are oriented towards improving performance. Two main management and leadership approaches that are noted in higher institutions, to a great extent engage employees and motivate them in achieving organizational goals.

The Concept of Role of Leadership

Leadership is a key contributing factor associated with the success and failure of any institution. The role played by a leader in an organization determines the leadership style adopted by the leader. Leadership style is the means through which people are given directions and inspired by a leader to achieve stated organizational goals. There are various leadership styles which includes: the autocratic, charismatic, democratic, transformational and transactional leadership style. This section will focus on the role played by VCG to fit in the transformational leadership style or the transactional leadership style.

The role of leadership in tertiary institutions is very critical in terms of coming out with innovative ideas or visions, mission, determining and establishing of objectives, planning strategies, policies, and effective methods to achieve the institutional objectives effectively and efficiently along with directing and coordinating the efforts and institution's activities (Xu & Wang, 2008). Effective leadership is vital to achieve the mission and vision along with dealing with the changes constantly occurring in the external environment (Harris, 2007). Most often, leadership is held accountable if desired goals of the

institution are not achieved. The main aim of all these institutions is to accomplish its stated objectives; hence, there is a need for leaders to play their respective roles for coordinating and motivating the employees (Vigoda-Gadot, 2012). Unfortunately, some employees do not take account of the leadership style adopted by their leaders.

Role is a function assumed or part played by a person or thing in a particular situation. Higher Education positions itself at the frontline of the movement for better leadership. In defining leadership positions there are a number of roles played by individuals in each institution which are clearly leadership roles. Example: Vice Chancellor, Vice Principal, Heads of Schools and Directors of professional services. The structures in the institutions are different but does not impact on the existence of defined leadership roles in each institution. Individuals in these roles will takes up leadership positions because leadership activities are defined the job description, Bryman (2007). The roles given to these individuals could be their responsibility, which often times positions them to be exercising leadership.

Turner (2002), defined a role as a “cluster of behaviours and attitudes that are thought to belong together, so that an individual is viewed as acting consistently when performing the various components of a single role and inconsistently when failing to do so” (p. 233). Turner further explained how an individual adopts the attitudes, beliefs, and values that comes with a role. The implementation of the role as earlier hinted determines the leadership style adopted by the leader.

Transformational Leadership in Higher Education

In a higher education institution, different events and problems may necessitate the use of different leadership styles. While you may spend the most of your time on the job utilizing one style, understanding the others will allow you to modify your approach as needed. For example, you can face a challenging situation that demands you to apply a different leadership style than usual. Being able to move between leadership styles as necessary is an important part of being a successful and effective leader. Although there are a variety of educational leadership styles, some are more common than others. Transformational leadership style is one of the best leadership styles identified to be effective when implemented by leaders in higher institutions.

For leaders to excel in their various endeavours, they need to be trusted by followers. Nanus (1989) describes this trust as the mortar that binds the follower to the leader. From this assertion, it is obvious that, there is a positive correlation in trusting leaders and producing results. Trust has been explained as a willingness to depend on another party (Mayer, Davis & Schoorman, 1995) and the expectation that the other party will give in return if they work together. Trust is what followers build on to support a leader. This is because followers are unlikely to build trust in their leader unless they believe the leader is capable of completing the leadership role, competence is vital to trust in organizational leader-follower relationships (Whitener, Brodt, Korsgaard, & Werner, 1998).

Transformational leadership is characterized as formulating a clear vision for followers, behaving selflessly, intellectually engaging followers, and providing them with customized consideration (Bass, 1985; Klein & House, 1995). According to Bass and Avolio (1993), transformational leadership

occurs when a leader upholds the interests of the employees, when they generate understanding and acceptance of the organization's purpose and assignment, and when they blend employees to appear beyond their own self-interest for the group's good. From the definitions above, it can be deduced that, transformational leadership basically involves two main keys in practicing which are collaboration and inspiration. It highly places emphasis on teamwork which includes effective delegation and dedication. Leaders have to determine institutional goals and must possess good communication skill in communicating the goals to their employees. Transformational leaders' main focus is on helping their followers develop as individuals and as a team with mutual respect and trust.

Leaders in higher institutions are expected to portray leadership styles which inspire their subordinates to forgo their personal interest for the organizational goals. They possess a charisma of a perfect influencer which is regarded as their primary strength. Transformational leaders in higher institutions again are able to raise the enthusiasm of his staff to accomplish group tasks (Daft, 2005). They have in-depth knowledge which helps to unravel challenges that come their way using innovative ideas. Transformational leadership is required in higher education to achieve the necessary changes in order to meet the ever-changing external and internal environment. The introduction of entrepreneurship to the public sector is one of the important drivers. Higher education institutions are working hard to adapt to changes in their economic and organizational environments. In view of this, leaders in higher institutions are expected to possess transformational leadership style

which encourages the development and changes by mobilizing the capacity of their institutions for continuous learning.

There are several benefits of the transformational leadership style to vice-chancellors in the various universities in the country. According to Aldholay, Isaac, Abdullah, and Ramayah (2018), transformational leadership style has certain weaknesses such as placing no limit of communication to subordinates and also placing all attention on big ideas neglecting other pertinent issue. They further indicated that, despite these weaknesses the style offers leaders numerous advantages including sparking high forms of motivation among employees, giving leaders an ability to making changes and improving organization, encouraging employees to solve problem, communicating excellent ideas and having integrity and emotional intelligence that's empathy with others.

The 4 “I’s” of Transformational Leadership

Having identified that transformational leadership style practice, leadership styles that effectively inspire positive changes in both the employees and the organization as a whole, Bass (1985) defined the components of the transformational leadership into four components popularly known as the Bass transformational leadership theory or the 4 “I’s”. According to Bass, the four components are: intellectual stimulation, individual consideration, inspirational motivation and idealized influence.

1. Intellectual Stimulation

The first “I” according Bass (1985) is Intellectual stimulation. Bass avers these leaders are always challenging the current quo and even opinions of ‘veteran leaders’. They urge their colleagues to think in the same way. This

entails a focus on new experiences, opportunities, and ways of thinking. In addition, the transformational leader eliminates the "fear factor" from work by stressing the opportunities to grow and learn rather than focusing on the consequences of the efforts. This empowers people to always be learning and looking for and acting on possibilities rather than playing it safe.

2. Individualized Consideration

The second component of Bass (1987) theory is individualized consideration. This to individualized consideration is considered as one of the most important transformational leadership characteristics which is the capacity to convey a sense of the bigger culture to individuals, providing employees a sense of ownership in the company's goals and autonomy in the workplace. Leaders that are transformational do not dictate ideas to their followers to carry them out. They care about their employees' professional development and strive to build strong ties with them. This entails maintaining open lines of communication, prioritizing employees' specific needs, mentoring them, and acknowledging each individual's unique contributions. The trust, respect, and admiration that others have for a transformational leader are typically indicators. Bass believes that leaders who are transformational do not micromanage. They take the lead by communicating a clear vision and establishing an environment where employees can make decisions in their designated areas. All staff are encouraged to think outside the box in order to come up with novel solutions to long-standing problems.

3. Inspirational Motivation

The third "I" is inspirational motivation. At this phase, it is often noticed that, employees want their leaders to communicate a compelling and worthy

vision. And it is transformational leaders that accomplish this task by effectively expressing a vision to their followers, causing them to internalize it and make the objective of realizing that vision their own. Bass buttressed this point by arguing that, transformational leaders give their employees a strong sense of purpose and setting high standards and expectations for accomplishment in the first steps of onboarding an employee. Again, employees identify under a transformational leader that, the incentive to succeed is not based on fear, but rather on the example of others. Transformational leaders normally set high standards and expectations for themselves, then model them for their staff and the entire organization. Their acts inculcate in their followers the same sense of passion that they have for a project, a goal, or the bigger organizational vision.

4. Idealized Influence

The last phase of the “I’s” as developed by Bass (1987) as a component of a transformational leader is an idealized influence. To Bass, the best strategy employed by transformational leaders to instil inspirational motivation in employees is to lead by example. In every manner, transformational leaders act as role models for their workforce. This according to Bass includes demonstrating ethical and socially desirable behaviour, sticking to work goals, and showing excitement for the company's vision. Trust and respect are the foundations of this power. It is worthy to note that employees’ trust and respect leaders who have acquired idealistic influence to make excellent decisions, not only "for the good of the organization," but for the good of the team and for them as individuals. Employees become followers who want to imitate their leaders and internalize their ideals as a result of this trust.

It is obvious that Bass (1987) theory of transformational leadership which is also known as the 4 “I’s” has really helped to establish the transformational leadership style and continue to distinguish it from other leadership styles.

Transactional Leadership in Higher Education

The relationship between a leader and a follower is built on gratification sharing and is intended to benefit each individual in the organization as much as possible (Al-Obthani & Ameen, 2018). The leader-to-employee relationship is the emphasis of transactional leadership. The outcome of this reciprocal process is to create favourable conditions, encouragement, and a positive example in terms of attaining the organization's vision; this approach also provides a safe environment free of any negative elements. Reward, penalty, economic trade, emotional and bodily exchanges, and other such interactions are the foundations of this leadership style. Goals, job standards, tasks, and equipment are all clarified in transactional leadership. The transactional leader is resistant to change and focuses on preserving the status quo.

In educational institutions, transactional leadership style is the most commonly applied style due to how it values order and structure. Transactional leadership, according to Avolio, Walumbwa, and Weber (2009), is "primarily focused on the exchange of benefits contingent on performance" (p.427). Self-motivated employees working in a structured, directed atmosphere are required for this leadership style. The leadership style focuses on results, follows an organization's current structure, and measures success using the organization's system of rewards and penalties. In an organization, transactional leaders have official authority and responsibilities. This type of leader is in charge of keeping

things on track by overseeing individual performance and facilitating group performance.

This style is adopted in higher institutions because it centres on short-term goals, favours structured policies and procedures and revels inefficiency. There are many criticisms of the leaderships style (Nusari, Al Falasi, Alrajawy, Khalifa, & Isaac, 2018) because it causes short-term relationship between leaders and followers. Again, Qoura & Khalifa (2016) posit that the leadership style exhibits outstanding results when implemented by leaders in higher institutions. To Nusari et al, the leadership style is limited in creativity by subordinates and there is no or little self-development if it is implemented. Nevertheless, Qoura & Khalifa outlines that, the leadership style provides motivation that positively inspires subordinates in the organization.

Components of Transactional leadership

According to Bass, Avolio and Atwater (1996), there are three major components of transactional leadership. They are: contingent reward, management-by-exception and laissez-faire leadership.

1. Contingent Reward (CR)

Bass et al., (1996) indicates that the contingent reward shows the degree to which leaders tell others what to do in order to be rewarded. The emphasis is on what transactional leaders expect from employees, and recognize their accomplishments.

2. Management-by-Exception (MBE)

The management-by-exception according to Bass et al., (1996) assesses whether leaders inform others of the job requirements are in content with standard performance. It is with the assumption that, if something is functioning

properly, its probably best to just leave it alone and not make any changes that could potentially break it.

3. Laissez-Faire Leadership (LF)

The third component measures or determines whether leaders require little of others. This, according to Bass et al., allows employees to use their own skills and talents to succeed and leaders may only intervene when it is absolutely necessary.

The Concept of Impact of the Operations of University Leaders

One of the most important aspects for developing outstanding organizational cultures is effective leadership. A leader, regardless of title, can be anyone who has influence or authority, which set the tone for institutional culture. Leaders may instil principles while also holding people accountable. Based on the leadership style and strategic implementation, the impact over others can be favourable or negative. However, both effective and ineffective leadership will influence and establish organizational culture in the workplace. The influence leaders have on employees is regarded as the impact of their leadership. Therefore, leaders are to deliberately create an environment where employees can successfully thrive.

According to Walsh, Trovas and Gupta (2015), leading with impact is not a position but a calling. Leaders are expected to be a great influence to their subordinates. This influence or impact is regarded as an investment in the lives of the employees. The goal of a leader who cause significant impact in their subordinates is to create leaders into the next generations. Guardini (1998) clarifies leadership with impact as leadership with power. Where power is later described as the ability to move reality. Regardless of the position,

understanding the effect of decisions of leaders on others is very important. Reish (2020) suggests three key areas of impact or innate drivers that cause them to influence others around them.

The first area of impact to Reish (2020) is the leader's passion. A leader's level of excitement and zeal to get things done can be a driving force to influence others in the institution to follow suit. Passion, they say is contagious. This is based on the principle that; people are naturally attracted to passionate individuals. The second key of a leader's driving force is his/her ethics. Leaders who consider ethical ramifications in their decision makings are regarded as great influencers. Higher institutions seem to be the highest body of training as far as the academic ladder is concerned and therefore, ethical issues are not taken for granted. So once a leader is ethically sensitive in their decision making, subordinates will hold them high and will be automatically influenced by their actions.

The third key, according to Reish (2020) is logic. Logic refers to the content to which leaders approach a situation. Employees are influenced based on the competence of their leader. Employees assess this based on the correct information provided by the leader and how they make conclusions. Responding to a situation with a thought-out response requires more wisdom than a quick reaction to a circumstance. Apart from these key areas highlighted by Reish, leaders can as well impact followers through other means. Some of these means include leaders who are humble. Leaders of impact do not ward off when their authority is questioned but welcomes other opinions with open mind. In short, leaders of impact in various institutions exhibit self-awareness on how they impact those around them.

Leaders in public universities impact their subordinates through their commitment to their task. They do not dictate to their subordinates but empowers them. They are focused, engaged, enthusiastic and do not micro-manage. Providing consistent praise and feedback is another attribute of leaders who impact. Finally, leaders of impact are seen as having a positive mind-set. They are constantly learning and do not blame others for their mistakes. These leaders do challenge themselves and their team as well and are excited about the growth of the team. True success is defined according to the impact leaders have on those around them.

Leadership is seen as the ability to influence others. A great leader inspires followers into action not with oppression but by stimulating their desire and principle towards the vision and goals articulated by the leader. When impacts of a leader are misused, it leads to catastrophic results. Notwithstanding, well channelled influence results in a great change as individual actions support with group efforts to produce gains that helps to achieve the institution's goal. A true leader of a higher institution is one who through focused mind and deliberate effort, exerts positive influence in others, and will build trust and become a true driving force towards excellence (Covey & Merrill, 2006).

Leadership Relationships in Higher Institutions

Having identified that, governance and leadership have a relation, the role played by leaders have also been identified to have significant impacts on subordinates and the institution's performance at large. Therefore, this section reviews literature on the concept of relationship and the relationship that exist

between the operations of the leaders of public universities and their subordinates.

The shift to viewing leadership as relationships rather than the sole influence of a "great man," on one hand, or as the followers' perception of the leader, which is largely a product of their desires, on the other, is analogous to the shift to relational terms that has occurred in psychodynamic theoretical thinking (Klein, 1932). This is a shift in thinking that sees the relationship as the psychological essence, the most significant unit to investigate. Many attempts have been made in the literature to conceptualize leadership in terms of relationships, for example, vertical dyadic linkage (VDL) theory (Dansereau, Graen, & Haga, 1975), was the pioneer to leader member exchange (LMX) theory (Graen & Uhl-Bien, 1995) and transactional leadership (Burns, 1978; Bass, 1985). All of these ideas and models are founded on the same assumptions: that leader-follower relationships are built on conscious and beneficial exchanges for both the leader and the followers. This approach has been frequently employed in leadership research undertaken mostly in corporate organizations due to its assumption (House, 1971; Bass, 1990; Bass & Avolio, 1990).

Different forms of connections can be found within the range of emotional relations between leader and followers. On the one hand, there is dependence, which can lead to mass suicide at the leader's request in extreme pathological situations (Lindholm, 1990). On the other hand, there are exceptional moral relationships that can be traced to the leader's influence, as in the case of Mahatma Gandhi (Burns, 1978; Chadha, 1997) or Nelson Mandela (Sampson, 1999). Another relation could also be charisma which could be

applied to specific aspect of an individual's personality that distinguishes him from regular men and distinguishes him as gifted with supernatural, superhuman, or at least specifically outstanding powers and attributes. These are those that are not available to the average person but are seen as divinely inspired or exemplary, and on the basis of them, the individual in question is regarded as a leader.

According to Popper (2004), there are three main types of relationship that exist between impact of leaders and their roles and their followers. These relationships are regressive, symbolic and developmental. The regressive relations is the process through which certain emotions, wishes, features of the self, or internal objects are perceived to be found in some object external to oneself (Rycroft, 1995). This process or projection is distinguished by the fact that it expresses unconscious processes that occur in a variety of connections. According to Lindholm (1988), leadership relationships are similar to falling in love. In his opinion, the motifs that exist in the lover's relationship with his/her partner during the period of falling in love, such as romanticization and magnifying the loved one while ignoring or minimizing his/her flaws, also exist in the followers' relationship with their leader (Jacobson & House, 2001).

Distinct from the regressive relationships with the leader is the symbolic relations. The symbolic relation according to Popper (2004) grow out of content-based meanings, messages, ideologies, and values which the leader is expected to represent or emphasize. Certain theoretical methods that complement each other's arguments provide explanations for such processes. The notion is that leaders influence their followers' self-concept and motivate them to express themselves. Shamir and associates (1993) propose the following

assumptions based on literature in the field of self-concept and motivation to explain the link between leaders and followers:

1. People have a need for self-expression in addition to being pragmatic or achievement-driven.
2. People are motivated to protect and promote their feeling of self-worth and self-esteem.
3. People are motivated to maintain and even improve their self-sufficiency.
4. Self-concepts are made up of identities that are arranged in a hierarchy of salience (Stryker, 1980). Because places, people, and certain objects have expressive emotional meaning, particular leaders may have expressive meaning in regard to the identity of their followers. Thus, leaders serve as a psychological means of increasing the self-worth of their followers. The act of adhering to a single leader makes the followers a part of that leader's essence.

Furthermore, because values and identities have a social basis and are shared by many individuals, the leader who embodies these values provides or reflects a link between the followers' self-concept and the values and identities of larger collectives (Shills, 1965; Durkheim, 1973). Shills for example, distinguishes between "central" and "peripheral," alluding to a "symbolic centre" that some persons are regarded to be more capable of representing than others. The more they are viewed as clearly embodying the symbolic centre, the more likely they are to become leadership symbols. In view of this, the leader expresses a story, and by attaching themselves to the leader, people are actually connecting themselves to the narrative that they believe they share.

Regressive or symbolic explanations for leader-follower relationships are more common in descriptions of political or social leaders, who act primarily in the context of regular changes in the status quo (Kellerman, 1984). The charismatic leader as a phenomenon that appears in a specific, rare, or one-of-a-kind situation. But no less important is the argument about the routinization of charisma (Craib, 1997). The Developmental relations is described in the transformation of charisma into an ordinary quality that affects not only revolutionary, social or political leaders, but also more mundane levels of leaders in organizations, teachers, priests and ministers, heads of local governments, sports team leaders, and in fact anyone who impacts the feelings of others. Transformational leadership is the most explored leadership style in the literature, and it has a charismatic and emotional component that is frequently manifested in daily developmental relationships and behaviours (Burns, 1978).

Since the mid-1980s, this type of leadership has been the topic of intense research and discussion, revealing findings on an unprecedented scale (Bass & Steidlmeier, 1999). This leadership style is distinguished by the emotional influence that causes people to "be more" than they were prior to their interactions with the leader to be more moral (Bass & Steidlmeier, 1999), more pro-social (Hoffman, 2000), to do things that is above and beyond the accepted norms in their environment. As a result, the developmental relations is the most important in these relationships.

Looking at leadership as a relationship, at this point, allows for a perspective that is more relevant to our time, when "persuasive interactions" are more widespread than in periods when "conventional authority" prevailed

sometimes without restraint. Furthermore, viewing leadership as a partnership allows for a more complicated, but also more dynamic, and hence more truthful, perspective. The dynamics of relationships are influenced by events, cultural and mental contexts, and there are many forms of partnerships, friendship, romantic love, parent-child ties, among others just as there are diverse types of interactions.

Modern leadership styles, according to the literature, are replacing traditional leadership definitions and providing new and different and possibly, better methods to define and understand leadership. Leadership has been recognized as an activity that can "bubble up" in numerous areas inside institutions, according to Davis (2003), and is no longer limited to official leadership roles. These new definitions and methods hope to replace the traditional discussions of the "great man" or "hero" leader. Alternative interpretations of leadership necessitate revisiting traditional images of leaders and followers, as well as traditional relationships between leaders and followers (Green, 1997). The move from theoretical talks of acceptable leadership to actual leadership practice at colleges and universities is at the heart of reconsideration of the meaning of leadership.

Conceptual Framework

Conceptual framework represents researcher's synthesis of literature on how to explain a phenomenon. Thus, the researcher's "map" in pursuing the investigation and how the research problem would be explored. According to Imenda (2014) and Regoniel (2015), conceptual model maps out the actions required in the course of the research given the researcher's previous knowledge of other researchers' point of view and his observations on the subject of

research. This study sought to examine the influence of Vice Chancellors Ghana (VCG) on the operations of public universities. Figure 1 presents the conceptual framework for the study.

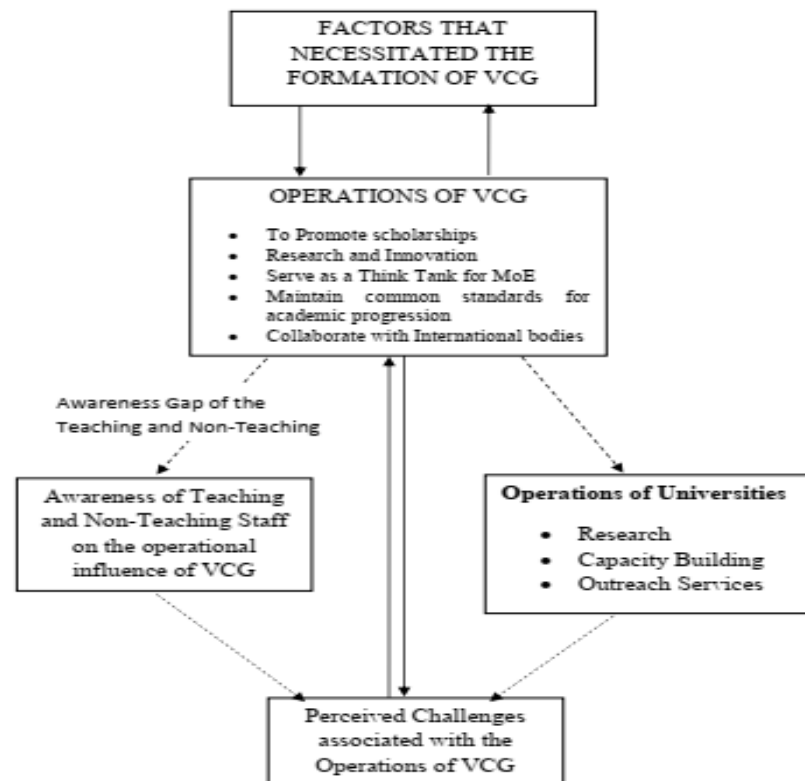


Figure 3: Conceptual Framework for the Study

Source: Author's Own Construct (2022)

The Vice-Chancellors Ghana (VCG) emerged in response to the pressing needs of Ghana's higher education landscape. Its origins trace back to an informal consultative meeting in November 1965 among the vice-chancellors of the three public universities at the time: the University of Ghana, Kwame Nkrumah University of Science and Technology, and the University of Cape Coast. Over the years, this initial collaboration evolved into a formal association of vice-chancellors from all public universities in Ghana. The VCG was established to address critical challenges such as streamlining leadership,

ensuring consistency in academic standards, and coordinating the governance of higher education institutions.

A key impetus for VCG's formation was the need for a unified body to influence national policies, particularly under the Ministry of Education (MoE) (Teye & Amponsah, 2022). Its establishment aligns with broader goals of enhancing university operations, including research output, policy development, and fostering international collaborations. A conceptual diagram of its formation and activities underscores how the foundational needs that prompted its creation continue to inform its operations. VCG's ongoing initiatives are tailored to address both historical and emerging challenges within Ghana's higher education system.

The operations of VCG are guided by its core objectives, encompassing leadership, academic, and administrative mandates. VCG creates a favourable environment for academic excellence by facilitating funding opportunities for students and faculty. It supports member universities in crafting policies and frameworks that prioritize research, contributing to knowledge generation and societal development (Boadu et al., 2021). Acting as a think tank, VCG consolidates perspectives from member universities to shape national higher education policies. The association ensures uniformity in academic and administrative processes, fostering equity and consistency across institutions. By partnering with global organizations such as the Association of African Universities (AAU), the Carnegie Corporation, and the World Bank, VCG enhances the global competitiveness of Ghanaian public universities.

These operations underscore a dynamic interplay between VCG's goals and activities. As depicted in the diagram, VCG's objectives shape its

operations, while its outcomes refine and reinforce these objectives. Despite its critical role, many teaching and non-teaching staff members in Ghana's universities are unaware of VCG's existence and its contributions. This lack of awareness, highlighted in the diagram, limits their engagement with VCG's initiatives, potentially undermining policy implementation and institutional development (Mensah & Osei, 2023). Bridging this awareness gap is crucial for fostering alignment and collaboration between VCG and university stakeholders. Enhanced understanding of VCG's influence can lead to greater support for its initiatives, improving policy adoption and institutional effectiveness.

Public universities in Ghana operate within frameworks significantly shaped by VCG's policies and guidance. VCG establishes policies and channels funding to support innovative, high-quality research efforts. The association facilitates professional development and training programs for university staff, enhancing governance and educational quality. VCG aids universities in designing and executing outreach programs that serve their surrounding communities through resources and partnerships. VCG's policies and objectives directly influence the ability of universities to deliver on these mandates. For instance, its focus on research and innovation has a tangible impact on the quality and scope of academic investigations conducted across institutions. VCG faces several challenges that constrain its effectiveness. Limited awareness among university staff leads to reduced cooperation in implementing VCG policies. Inadequate resources hinder VCG's ability to comprehensively support its member institutions. Some universities perceive VCG's influence as

encroaching on their institutional independence, creating tension in governance (Teye & Amponsah, 2022).

These issues, illustrated in the diagram, not only impact VCG's operations but also indirectly affect the performance of universities and the awareness of their staff. To overcome these challenges, VCG must enhance stakeholder engagement, secure adequate resources, and address concerns over autonomy to strengthen its operational capacity. The formation of VCG was a strategic response to the need for standardized governance and academic progression across Ghana's public universities. Its operations, spanning scholarship promotion, research enhancement, advisory roles, and global collaborations, are central to shaping higher education governance and fostering excellence. However, challenges such as limited resources, stakeholder disengagement, and autonomy conflicts pose significant barriers to its effectiveness. Additionally, the awareness gap among university staff highlights the need for improved communication and engagement strategies. Addressing these challenges will enable VCG to fulfill its mandate more effectively, advancing innovation, capacity building, and academic excellence in Ghana's higher education sector.

Chapter Summary

The chapter explores the significant influence of Vice Chancellors-Ghana (VCG) on the operations of public universities, with a focus on theoretical and conceptual reviews. It examines several key theories, including Group Formation, Role-Set, Influence, and Regulation, to provide a comprehensive understanding of VCG's role in shaping university governance. Alongside these theoretical frameworks, the chapter analyzes socio-economic

development, the historical evolution of higher education in Ghana, the changing landscape of university governance, and the growing influence of VCG.

In terms of theoretical frameworks, Group Formation Theory is used to explore how individuals, such as vice chancellors, collaborate based on shared goals. This theory emphasizes the importance of mutual dependence, frequent interactions, and collective decision-making as essential elements in enhancing the effectiveness of governance. The Role-Set Theory, drawn from Merton's work, further illustrates how members of the VCG navigate their interconnected roles within the university system. These roles include responsibilities such as policy guidance, maintaining academic standards, and engaging with stakeholders. The Influence Theory, based on Kelman's model of compliance, identification, and internalization, provides insight into how VCG leaders align staff, students, and stakeholders with institutional goals, thereby fostering cohesion and strengthening governance. Lastly, the Theory of Regulation serves as a central framework, examining how VCG adapts management-based regulations to promote self-directed goal setting, compliance, and innovation, all within a structure of accountability.

The chapter also includes a conceptual review, beginning with socio-economic development. Public universities in Ghana contribute significantly to the country's progress through teaching, research, and community service. These universities emphasize skills development, research output, and localized problem-solving, all of which play key roles in advancing socio-economic development. The role of universities is further explored through their contributions to manpower development, innovation, and knowledge

dissemination. For instance, collaborative research efforts from institutions like the Noguchi Memorial Institute and the University for Development Studies highlight the positive regional and national impact that universities have. Governance evolution is another focal point of the review, tracking the transition of Ghana's universities from a system dominated by government control to one that now enjoys increased autonomy. This shift has allowed university councils to appoint vice chancellors, aligning institutional objectives more closely with national development goals.

VCG's emergence and structure are explored next. Originally an informal body formed in 1965, VCG has grown into an essential consultative forum for university governance. Today, it helps align institutional strategies with the broader national education objectives. The VCG's objectives include standardizing academic practices, promoting research, and addressing challenges such as declining funding and infrastructural gaps, all of which are critical to the continued development of higher education in Ghana.

The relevance of these theories is synthesized to provide a comprehensive understanding of VCG's leadership and governance dynamics. Group Formation Theory highlights the importance of teamwork and collective decision-making, while Role-Set Theory clarifies how interconnected roles function within the governance structure. Influence Theory demonstrates the strategies VCG leaders use to align various stakeholders with institutional goals, and Regulation Theory provides a framework for understanding the regulatory and self-governance practices that guide the organization. Together, these theoretical perspectives enable VCG to tackle sector-wide challenges,

ultimately contributing to the advancement of Ghana's higher education landscape.

CHAPTER THREE

RESEARCH METHODS

Introduction

This chapter describes the procedure through which data were collected for the study. It comprises the research approach, research design, study area, population, sample and sampling procedure, data collection instruments, validity and reliability of instruments, data collection procedure and data processing and analysis as well as ethical considerations.

Research Approach

The study was grounded in the pragmatist research paradigm. Pragmatism as a worldview arises out of actions, situations, and consequences rather than antecedent conditions such as those in post positivism. As a philosophical underpinning for mixed methods studies, its importance is in focusing attention upon a research problem in social science research and then using pluralistic approaches to derive knowledge about that problem. Pragmatism is typically associated with mixed-methods research (Creswell & Plano Clark, 2007; Tashakkori & Teddlie, 2009). Pragmatism embraces features associated with both positivism-postpositivism and constructivism worldviews. However, both pragmatism and transformative-emancipatory paradigms reject “the dogmatic either-or choice between constructivism and postpositivism and the search for practical answers to questions that intrigue the investigator” (Tashakkori& Teddlie, 2009, p. 86).

Pragmatism as a research paradigm refuses to get involved in the contentious metaphysical concepts such as truth and reality. Instead, it accepts that there can be single or multiple realities that are open to empirical inquiry

(Creswell & Clark, 2011). Pragmatist scholars have offered their particular opinion that there is an objective reality that exists apart from human experience. However, this reality is grounded in the environment and can only be encountered through human experience (Morgan 2014; Tashakkori & Teddlie, 2008). Pragmatists generally agree that all knowledge in this world is socially constructed, but some versions of those social constructions match individuals' experiences more than others (Morgan 2014).

Pragmatism, embraces ontologically the positivist/postpositivist belief in a single objective truth or reality with the belief that there may be multiple "truths" in our understandings of any given phenomenon, and epistemologically relativism and the value of both subjective and objective points of view in the research, acknowledges the subjective role of researcher values in interpretation of research results, (Tashakkori & Teddlie, 1998).

A major underpinning of pragmatist epistemology is that knowledge is always based on experience. One's perceptions of the world are influenced by our social experiences. Each person's knowledge is unique as it is created by her/his unique experiences. Nevertheless, much of this knowledge is socially shared as it is created from socially shared experiences. Therefore, all knowledge is social knowledge (Morgan, 2014). Pragmatist epistemology does not view knowledge as reality (Rorty, 1980). Rather, it is constructed with a purpose to better manage one's existence and to take part in the world (Goldkuhl, 2012).

Pragmatists doubt that reality can ever be determined once and for all (Pansiri, 2005). They view reality as a normative concept and maintain that reality is what works. Therefore, they argue that knowledge claims cannot be

totally abstracted from contingent beliefs, habits, and experiences (Howe 1988). For pragmatists, reality is true as far as it helps us to get into satisfactory relations with other parts of our experiences (James 2000). Truth is whatever proves itself good or what has stood the scrutiny of individual use over time (Baker & Schaltegger, 2015; James, 2000; Ray, 2004). However, there is a need to remember that pragmatism does not simply mean that “if it works then it’s true (Boisvert 1998, p. 31).

The pragmatic paradigm was adopted because the study of the influence of Vice Chancellors Ghana on the operations of public universities in Ghana could be efficiently examined through the pragmatic approach. This is because both qualitative and quantitative data were collected from Vice Chancellors-Ghana (both current and past) member, teaching and non-teaching staff of the public universities. Specifically, the interview guide was used to collect qualitative data from the vice chancellors on the factors that necessitated the formation of VCG; the extent to which VCG has influenced the operations of public universities; challenges associated with the operations of VCG; as well as strategies for enhancing operational impact of VCG on public universities. Again, quantitative data was collected from both teaching and non-teaching staff of public universities on the perceptions of teaching and non-teaching staff about the operational influence of Vice Chancellors-Ghana on the public universities; and influence of VCG on the operations of public universities.

Research Design

Within the pragmatist orientation, the concurrent triangulation mixed method (Tashakkori & Teddlie, 2003) approach was adopted for the study. This is a methodology for collecting, analyzing, and “mixing” both quantitative and

qualitative data during the research process within a single study, to understand a research problem more completely (Creswell, 2007). According to Creswell et al. (2003), the concurrent triangulation mixed method is characterized by the collection of both qualitative and quantitative types of data during the same stage. The three concurrent mixed methods design identified by Creswell et al. (2003) are the following: Concurrent Triangulation design is when two or more methods are used to confirm, cross-validate, or corroborate findings within a study.

Thus, data collection is concurrent. The purpose of concurrent triangulation designs is to use both qualitative and quantitative data to more accurately define relationships among variables of interest. Both methods (quantitative and qualitative) are used to overcome a weakness in using one method with the strengths of another; Concurrent Nested design is when a priority is given to one of the methods and guides the project, while another is embedded or “nested”.

The purpose of the nested method is to address a different question than the dominant or to seek information from different levels; and Concurrent Transformative design is the use of a theoretical perspective reflected in the purpose or research questions of the study to guide all methodological choices. The purpose is to evaluate a theoretical perspective at different levels of analysis. The purpose for using concurrent triangulation design for the study was to use corroborate the findings from both the quantitative and qualitative data.

The underlying principle for mixing is that neither quantitative nor qualitative methods are adequate by themselves to capture the details and

complexity of the condition being studied. When used in combination, quantitative and qualitative methods complement each other and allow for more complete analysis (Green, Caracelli, & Graham, 1989; Tashakkori & Teddlie, 1998).

While designing a mixed methods study, three issues were considered: priority, implementation, and integration (Creswell, Plano Clark, Guttman, & Hanson, 2003). Priority refers to which method, either quantitative or qualitative, is given more emphasis in the study. Implementation refers to whether the quantitative and qualitative data collection and analyses come in sequence or in chronological stages, one following another, or in parallel or concurrently. Integration refers to the phase in the research process where the mixing or connecting of quantitative and qualitative data occurs.

Quantitatively, the descriptive research design, to be specific, the cross-sectional descriptive research design was used for the study. According to Amedahe (2004), “cross-sectional descriptive survey specifies the nature of a given phenomenon” (p. 50). Gay (in Amedahe, 2004), explains that cross-sectional descriptive survey involves the collection of data in order to answer research questions concerning the current status of the subject of the study. It also enabled the researcher to select the participants for the qualitative phase.

The qualitative phase was conducted in the phenomenological tradition of inquiry, wherein the researcher aims to develop a deeper understanding of the phenomenon under study by in-depth inquiry into the experiences of several individuals who have shared the phenomenon under study, in this case, the research studied a common phenomenon of the participants related to their meanings they assign to the factors that necessitated the formation of VCG;

ways Vice Chancellors-Ghana has influenced the operations of public universities; what they perceive as the challenges associated with the operations of VCG; and strategies for enhancing operational impact of VCG on public universities (Creswell, 2007, p. 60).

Study Areas

The study was conducted in (6) six public universities in Ghana. The first three public universities: University of Ghana, Kwame Nkrumah University of Science and Technology (KNUST) and the University of Cape Coast were established before the introduction of the 1991 New Educational Reforms. The other three, from those established post 1991 New Educational Reforms, are the University for Development Studies (UDS), University of Mines and Technology (UMAT) and University of Energy and Natural Resources (UENR).

University of Ghana

The University of Ghana is a public university located in Accra, Ghana. It is the oldest and largest of the thirteen Ghanaian national public universities. The university was founded in 1948 (Ofori-Atta, 2006) as the University College of the Gold Coast in the British colony of the Gold Coast. It was originally an affiliate college of the University of London, which supervised its academic programs and awarded degrees. After Ghana gained independence in 1957, the college was renamed the University College of Ghana. It changed its name again to the University of Ghana in 1961, when it gained full university status. University of Ghana is administered through a central administration which includes a collegiate system comprising the following colleges and a School of Graduate Studies: College of Basic and Applied Sciences, College of

Education, College of Health Sciences and College of Humanities. The University of Ghana is situated on the West view of the Accra Legon hills and at the northeast of the centre of Accra.

Kwame Nkrumah University of Science and Technology (KNUST)

Kwame Nkrumah University of Science and Technology (KNUST) is a public university formally known as Kumasi College of Technology was established by an Act of Parliament which gave the university its legal basis as the Kumasi College of Technology in 1951 for the purpose of providing studies, training and research in technology, science and arts in the country. The college was affiliated to the University of London and in 1961, was granted full university status (KNUST, 2021; Effah, 2018; Bingab et al., 2016). The KNUST exists to advance knowledge in science and technology through creating an environment for undertaking relevant research, quality teaching, entrepreneurship training and community engagement to improve the quality of life. The university covers a total land area of 2,512.96 acres (1,016.96 ha), is about eight miles (13 km) to the east of Kumasi, the Ashanti Regional capital.

University of Cape Coast (UCC)

The University of Cape Coast was established in October, 1962 as a University College and placed in a special relationship with the University of Ghana, Legon. On October 1, 1971, the College attained the status of a full and independent University, with the authority to confer its own degrees, diplomas and certificates by an Act of Parliament - The University of Cape Coast Act, 1971 [Act 390] and subsequently the University of Cape Coast Law, 1992 [PNDC Law 278]. The University was established out of a dire need for highly qualified and skilled manpower in education. Its original mandate was therefore

to train graduate professional teachers for Ghana's second cycle institutions and the Ministry of Education in order to meet the manpower needs of the country's accelerated education programme at the time (UCC, 2021).

University for Development Studies (UDS)

The University for Development Studies (UDS) was established in May 1992 by PNDC Law 279 to blend the academic world with that of the community in order to provide constructive and meaningful interaction between the two for the total Development of Northern Ghana, in particular, and Ghana as whole. The University's principal objective is to address and find solutions to the environmental problems and socio-economic deprivations that have characterized northern Ghana in particular and are also found in some rural areas throughout the rest of the country. The university operates four (4) satellite campuses spread out in the three (3) Northern Regions of Ghana. That is Wa Campus (Upper West Region), Navrongo campus (Upper East Region) and, Tamale and Nyankpala Campuses (Northern Region); seven (7) Faculties, a Business School, a Medical School, a Graduate School and three (3) centres.

University of Mines and Technology (UMaT)

The University of Mines and Technology (UMaT), a public university started as the Tarkwa Technical Institute in November 1952 and became affiliated to Kwame Nkrumah University of Science and Technology (KNUST), Kumasi as Tarkwa School of Mines in 1976. In 2001 the school was granted a college status as Western University College of KNUST. In November, 2007 the College became the University of Mines and Technology by the University of Mines and Technology, Tarkwa Act, 2004 (AI6 77). The University of Mines and Technology is committed to excellence in teaching, promotion of

knowledge through research and service in the core areas of mineral resource development and technology. The University is located in Tarkwa in the Western Region of Ghana. The University is situated approximately on a 1.39 square-kilometre campus of undulating land and pleasant surroundings, about 2 kilometres south of the town of Tarkwa.

University of Energy and Natural Resources (UENR)

The University of Energy and Natural Resources (UENR) is a public-university in Ghana that was established by an Act of the Parliament of Ghana, Act 830, 2011 on December 31, 2011. The university seeks to provide leadership and management of energy and natural resources and be a centre of excellence in these critical areas. The university is a multi-campus set-up and currently has three campuses located in Sunyani, Nsoatre and Dormaa Ahenkro. The Sunyani campus which is approximately 85 acres (34 ha) is home to the School of Sciences; School of Natural Resources; School of Graduate Studies and the Main Administration of the university as well as the University Library. The university hopes to become a centre of excellence for the training of scientists and technologists for Ghana and beyond.

Population

Mugenda and Mugenda (2003) defined population as an entire group of individuals, events or objects with some observable characteristics. Best and Khan (1993) similarly referred to population as “a group of individuals or people that have one or more characteristics in common that are of interest to the researcher” (p.13). The study involved past Vice Chancellors-Ghana members, current Vice Chancellors-Ghana members, and all the teaching and non-teaching staff of six (6) public universities in Ghana, University of Ghana,

Kwame Nkrumah University of Science and Technology (KNUST), University of Cape Coast, University for Development Studies, University of Energy and Natural Resources (UENR) and University of Mines and Technology (UMAT).

In the quantitative phase, both the teaching and non-teaching staff of these public universities were involved in the study to provide information on the extent to which they are aware of the existence of VCG and the perceptions of teaching and non-teaching staff about the operational influence of Vice Chancellors-Ghana on public universities.

Qualitatively, past (covered up to 10 years after being a Vice Chancellor) and current Vice Chancellors-Ghana members and the senior members of both teaching and non-teaching were involved in the study because, they could provide information on the what factors necessitated the formation of Vice Chancellors-Ghana, how Vice Chancellors-Ghana influenced the operations of public universities in Ghana, perceptions of teaching and non-teaching staff about the operational influence of Vice Chancellors-Ghana on the public universities, challenges associated with the operations of VCG and the strategies for enhancing operations of VCG.

Sample and Sampling Procedures

Sampling is a critical phase in the research process, involving the selection of a representative subset of a population to determine the characteristics of the entire group. Effective sampling is essential for designing a study that adequately addresses the research questions posed. Poor sampling decisions, however, can compromise an otherwise robust study. For instance, selecting a sample that “is unlikely to allow strong (internally valid and credible) conclusions related to the initial posed questions and unlikely to allow

for the transfer [of] the conclusions to other desired settings or populations” can jeopardize the study's validity (Kemper et al., 2003).

According to Curtis et al. (2000), a sampling strategy should be logically derived from the conceptual framework and the research questions being explored. This ensures that the chosen sampling approach aligns with the underlying conceptual ideas and provides a valid pathway to answer the research questions effectively. Furthermore, the sample must generate a comprehensive dataset that captures the phenomena under investigation. This requires the scope of the collected data to be broad enough to address the research questions while ensuring that the sampling scheme remains focused, enabling the researcher to gather the necessary information to answer the posed questions (Malhotra, Nunan & Birks, 2020).

Since the study focused on the influence of Vice Chancellors Ghana (VCG) on the operations of public universities, the selection of the universities for the study was based on the universities that are members of VCG which comprises 15 universities. However, the researcher selected six universities on the basis of universities established before and after the New Educational Reforms 1991. In selecting the universities, the 15 universities were put into 2 groups (A and B)

Group A

Universities in this group comprised the three traditional universities established before the New Educational Reforms 1991: Universities of Ghana (UG), Kwame Nkrumah University of Science and Technology (KNUST) and the University of Cape Coast (UCC). They were selected through the census sampling method. The rationale for using census was that these universities

were the pioneers and have long-standing membership with VCG. They are also oldest and largest in terms of faculties and departments in the country. They could therefore provide in-depth and quality information on the operations of VCG and how it has influenced the operations of the universities over the years.

Group B

Universities in this group are those established after the New Educational Reforms 1991. They comprised the University for Development Studies (UDS), University of Mines and Technology (UMaT), University of Energy and Natural Resources, University of Health and Allied Sciences (UHAS), University of Education, Winneba (UEW), University of Professional Studies, Accra (UPSA), Ghana Institute of Management and Public Administration (GIMPA) and Ghana Communication Technology University (GCTU). Using the lottery method, three (3) were selected out of the eight universities in this group namely; UDS, UMaT and UENR.

Table 2: Distribution of Quantitative Sample for the Study

Name of University	Total no. of Teaching Staff	No. of Teaching Staff Selected	Total no. of Non-teaching Staff	No. of Non-teaching Staff Selected
UG	1303	39	4794	145
KNUST	908	28	2761	84
UCC	1677	51	843	26
UDS	629	19	944	29
UMAT	115	3	366	11
UENR	188	6	306	9
Total	4,820	146	10,014	304

Source: Field data (2023)

The total sample for the study was 450 teaching and non-teaching staff (comprising 146 teaching staff and 304 non-teaching staff) sampled for the quantitative phase. Ten (10) past and current members of Vice Chancellors-Ghana were sampled for the qualitative phase. To attain the sample for participants and respondents, the researcher adopted the Krejcie & Morgan (1970) table for determining a sample size for the quantitative data. The researcher sampled participants from UG, KNUST, UCC, UDS, UMAT and UNER from the accessible population in the sampled institutions. The researcher believes that using them could help attain a fair representation from the population to make a statistical inference and can help generalise it to the public (Wunsch, 1986). The ten (10) past and current members of Vice Chancellors-Ghana were selected for the qualitative phase. However, 8 participated in the study.

To achieve the stated sample, the researcher employed a multistage sampling technique. At the quantitative phase, stratified sampling and proportional allocation of sample size were used while purposive sampling strategy was used for the qualitative. Stratified sampling is a method of sampling that involves the division of a population into smaller groups known as strata. At first phase, stratified sampling was used to group the public universities into two: universities established before the introduction of the New Educational Reforms 1991; and universities established after the introduction of the New Educational Reforms 1991.

At the second stage, the proportional allocation of the sample size was used. This allowed the researcher to obtain a list of all the teaching and non-teaching staff of the public universities to enable her know which institution has

more staff than the other. For the teaching staff- (the total teaching staff for each university were divided by the total population of teaching staff for all the public universities,, that is, 14,834 and the result was multiplied by the total sample size for the teaching staff in all the universities i.e. 146); and then for non-teaching staff- (the total non-teaching staff for each university was divided by the total population of non-teaching staff for all the public universities, that is, 14,834 and the result was multiplied by the total sample size for the non-teaching staff in all the universities, that is, 304).

This procedure was applied to all the public universities in Ghana until the total sample for each university was obtained. Finally, the simple random sampling technique specifically the lottery method was used to select the teaching and non-teaching staff of the public universities to participate in the study. This technique allowed the researcher to draw externally valid conclusions about the entire population based on the sample and also helped to reduce sampling error. Since it is impossible for the researcher to assemble all the junior and senior members together for the purpose of sampling, I numbered the list of names obtained from each of the selected university and randomly sampled the required participants through the lottery method.

The researcher further used the confirming and disconfirming sampling type of purposive sampling technique for the VCG members and senior members in order to answer research question three. This strategy involved sampling individuals to confirm or disconfirm the initial findings of the study (Creswell, 2008). The sampling procedure is chosen because the researcher wanted to confirm or disconfirm the issues that were raised in the initial quantitative data by employing the document analysis and interview strategy for

the research question. Secondly, the comments that were made by qualitative respondents and the document analysis helped to validate the quantitative findings of the study.

At the qualitative phase, the purposive sampling procedure was used to select all the thirteen (13) respondents (8 past and current members of Vice Chancellors-Ghana and 5 Senior Members). The researcher decided to use this number of respondents because they are/were key decision makers at Vice Chancellors-Ghana. Selecting them helped in gaining insight and understanding about the influence of Vice Chancellors-Ghana (VCG) on the operations of public universities. Also, the rationale for using the purposive sampling was to identify the participants who are aware of the existence and have experienced the operations of VCG. Polkinghorne (2005) states that the qualitative research employs a purposive sampling in which the researcher intentionally selects participants who could serve as providers of significant accounts of the phenomenon of collective experiences. This nature of selection of the participants deepened the understanding of the central phenomenon in the study and provided information-rich cases for study. A purposive sampling is primarily a conscious selection of methodology in which rich data from the participants with the similar experiences were chosen. In selecting the participants, a sample size of participants needs to be considered.

A smaller sample is selected for the qualitative phase because it is manageable and in the qualitative study, it is necessary to select a small sample that would enable the phenomenon under study to be explored for a better understanding (Creswell, 2008; Kusi, 2012). Creswell further asserts that selecting a large number of interviewees would result in superficial perspectives

and the ability of the researcher to provide an in-depth picture diminishes with the addition of each new individual. Morse and Chung, (2003) recommend a sample size ranging from 6 upwards for phenomenological study. Leedy and Ormrod (2010) also suggest that the number of sample size in phenomenological research should range from five (5) to 25. Based on the prescription of Creswell (2002) and Leedy and Ormrod (2010), a maximum of 13 respondents were selected for this study. The researcher also applied the criterion sampling, a specific type of purposive sampling, in order to select the subjects for this study. In so doing, criterion sampling involved the selection of subjects who met the predetermined criterion of importance (Patton, 2001).

Data Collection Instruments

Collection of data was carried out using the survey questionnaire and semi-structured interview guide. Siniscalco and Ariat (2015) stated that a questionnaire is a survey instrument used to collect data from individuals about themselves or about a social unit such as household or a school. It is regarded as a valid and reliable way of collecting correct information from the participants. It is a systematic compilation of questions that are submitted to a sampling population from which information is desired.

Cohen, Manion, and Morrison (2011) assert that questionnaires are resourceful mechanisms for data collection, provided that the researcher knows exactly what is required and how to measure the dependent and independent variables of interest. The questionnaire type of instrument was used as the researcher believed it will enable her get the exact response she was eliciting from participants. The close ended type of questionnaire that was used for this

study was a self-designed five Likert scale questionnaire guided by research objectives & research questions.

The close ended type of questionnaire, according to Gray (2004), is one that gives participants pre-determined responses to choose from a set of numbers that represent strengths of feeling or attitude. Close ended type of questionnaire has the advantage of making data analysis simpler by making coding of responses easy and quickly. Besides, since it does not require any extended writing, it is time saving. According to McMillan and Schumacher (1993), a questionnaire is relatively economical, has standardized questions, can ensure anonymity and questions can be written for specific purposes. These are the reasons why the close ended type of questionnaire will be used for the study.

Again, the choice of the instrument is that, questionnaire affords greater assurance of confidentiality and anonymity to respondents (Sarantakos, 2005). It is also used for enquiring into the opinions, views, feelings and behaviours of subjects (Ogah, 2013). Also, questionnaire is described as structured instrument for gathering data from a potentially large number of respondents, within a shorter possible time when especially the population is easily accessible to make it uneconomical for reasons of time or funds to interview every subject in the study (Osuala, 2005; Deng, 2010). The questionnaire is also appropriate when the respondents are literates and since the junior and senior members could read and write, the study adopted the questionnaire.

The questionnaire for both teaching and non-teaching staff consisted three sections (A, B, & C). The Section A was geared towards obtaining information about the demographic characteristics of the respondents. Section B also consisted items which focused on ascertaining information on the extent

to which they are aware of the existence of VCG. Section C had items which looked at the perceptions of teaching and non-teaching staff about the operational influence of Vice Chancellors-Ghana on the public universities. In order to ensure quick and easy response to the items, the questionnaire was the closed ended type and was drafted on a five-point Likert scale (1=No Extent (NE); 2= To a Smaller Extent (SE); 3= Uncertain (U); 4= To Some Extent (TSE) and 5= To a Greater Extent (GE). This made it possible for analysis of data descriptively using the quantitative techniques.

Furthermore, the semi-structured interviews offered more in-depth insight into the thoughts and emotions of the respondents regarding the influence of Vice Chancellors-Ghana (VCG) on the operations of public universities. Oppenheim (1992, pp. 81–2 cited in Cohen et al., 2018) suggests that interviews have a higher response rate than questionnaires because respondents become more involved and hence, motivated; they enable more to be said about the research than is usually mentioned. Another justification for opting for semi-structured interview is that it offers the researcher the opportunity to uncover information (values, meaning, experiences etc. of the vice chancellors and the senior members of teaching and non-teaching staff) that is not accessible using techniques such as questionnaires and observations. A semi-structured interview of an individual provides the researcher with a chance to have an in-depth understanding of the interviewees (Cohen, Manion and Morrison, 2011). During one-on-one interviews, people can talk about their personal feelings and experiences without influence from others.

Throughout the interview process, the researcher posed open-ended questions about "generating data that provided an authentic insight into people's

experiences" (Silverman, 1993, p.91) in the populations. In addition, the open-ended questions, which were developed by the researcher was intended to allow the interviewee to continue to cooperate with the interviewer. These open-ended questions offered differences in the questions posed and in order to extract various perspectives from the interviews.

As Baker (1984) pointed out, interviews are actively crafted and are self-evident about the person questioned by the interviewer as they are about the subject under discussion. This means that each interviewee has his/her own attributes and should be handled accordingly. The researcher (interviewer) will pose key questions as set out in the theme guide and in the same order as the guide for reliability purposes (Silverman, 1993).

The interview guide for the past and current members of Vice Chancellors-Ghana and the senior members of both the teaching and non-teaching staff consisted four items in the sections (A, B, C,D& E). The A part was geared towards obtaining information about the demographic characteristics of the respondents. Section B consisted items which looked at factors that necessitated the formation of Vice Chancellors-Ghana. Section C had items which looked at how Vice Chancellors-Ghana influenced the operations of public universities in Ghana. Section D had items which looked at what the Vice Chancellors perceived as the challenges associated with the operations of VCG. Finally, Section E was made up of items which looked at the strategies for enhancing operations of VCG.

Document Analysis

A fundamental part of the conducted study has been the access and usage of public records comprising the 2019 Strategic Plan of VCG. According to

Glenn Bowen, the qualitative document analysis (QDA) can be used as an advantageous tool within qualitative research where different types of documents are to be interpreted by the researcher in order to create a deeper meaning of the document context and thus the subject of research. The QDA as a methodology is considered to be particularly suitable for qualitative research purposes that produce research covering certain cases, events or phenomenon's (Stake, 1995).

Many documents in "public domain" are prepared by professionals and contain very valuable information and insights (Cohen, Manion & Morrison, 2008). And documentary sources have the highest level of accessibility (Denscombe, 2007) and are very cost effective (Denscombe, 2007). The 2019 Strategic Plan of VCG was chosen as it gives an opportunity to analyze information gathered by group of professionals, which is almost impossible to get by any other research method and moreover, these documents are very easy to access. The awareness of teaching and non-teaching staff of the operational influence of VCG on the public universities were matched against Vice Chancellors-Ghana Strategic Plan (2019).

As a research method documentary analysis recommends itself to many qualitative researchers as straightforward, efficient, cost-effective and manageable. Its major advantage is the availability of documents, usually at little or no cost to the researcher. By working with documentary data rather than data collected from human subjects ethical approval to access the data is seldom needed, thus researchers can circumvent the need to make applications for ethical approval to conduct a study; a process that might involve complications or delay. This does not mean that documentary researchers have no ethical

concerns however, because to gain access to documents that may be confidential to staff for example, the researcher needs to obtain the organisation's permission to use the document for expressed and ethical research purposes. A further advantage is the unobtrusive nature of documentary analysis that makes it non-reactive (see for example, Bowen, 2009; Bryman, 2012). A document as the source of data does not draw attention to the researcher's presence as they can quietly work behind the scenes.

However, I was aware of some of the shortfalls of relying on documents as sources of evidence. It is not always possible to retrieve a document. It may be protected in the sense that access is deliberately blocked. Another disadvantage with some kinds of documents is that they may be difficult to locate and access for geographical reasons. Because documents are not produced specifically for research purposes, they may contain insufficient detail to be of use, especially when the research project is relying exclusively on documentary sources of data. Merriam (1998, p. 125) cautions there are cases when "public records that purport to be objective and accurate contain built-in biases that a researcher may not be aware of". Policy documents are produced in the arena of politics and policy (Lingard & Ozga, 2007) that constitute a major intellectual field in the form of Policy Studies which is a multi-disciplinary academic field associated with such disciplines as economics, sociology, history, political studies and education. The study of policy in this wide sense incorporates policy theory, policy process, policy analysis and policy evaluation.

Validity

Validity is the exactness and precision of deductions based on the findings from the research (Mugenda & Mugenda, 2003). It is necessary to have experts examine the instrument items and judge their representativeness (McMillan & Schumacher, 2001). According to Dambudzo (2009), the idea of validity hinges on the extent to which research data and the methods of obtaining the data are deemed accurate, honest and on target. Validity is concerned with the meaningfulness of research components. When researchers measure behaviours, they are concerned with whether they are measuring what they intended to measure. Even though a question on the behavioural evaluation can never be answered with complete certainty, researchers have developed strong support for the validity of their measures (Bollen, 1989). There are several types of validity that researchers should consider: statistical conclusion validity, internal validity, constructs validity, content validity and external validity. Content validity will guide this study.

Content validity

Content validity is mainly concerned with what goes into the test. It is the degree to which the test items represent or cover the whole text or course. Content validity is a non-statistical type of validity that involves the systematic examination of the test content to determine whether it covers a representative sample of the behaviour. Richard et al (1999) defines content validity as "a form of validity which is based on the degree to which a test adequately and sufficiently measures the particular skills or behaviours it sets out to measure"(as cited in Gurung, 2008). Heaton (1988) says: Content validity depends on a careful analysis of the language being tested and particular course

objectives. The test should be so constructed as to contain a representative sample of the course.

The relationship between the test items and the course objectives always being apparent. The test writer should first draw up a table of test specifications describing in every clear and precise terms the particular language skills and areas to be included in the test. Content validity is particularly suitable for an achievement tests. They are concerned with previous learning of a syllabus. Davies (1978) writes: Content validity evidence involves the degree to which the content of the test matches a content domain associated with the construct. For example, a test of the ability to add two numbers should include a range of combination of digits. A test with only one or even digit numbers would not have a good coverage of the content domain.

Content related evidence typically involves subject matter experts evaluating test items against the test specifications. After analysing the above definition, we came to the conclusion that content of a test should be decided by considering the purpose of the assessment to conduct content being specification procedure. The greatest a test's content validity the more likely it is to be an accurate or measures what it is supposed to measure. To achieve this validity the language or materials being tested and the particular course objectives should be carefully analysed by the expert or researcher. Moreover, the relationship between the test items and the course objectives should be apparent. A test to have good content validity, the test must reflect not only the content of the course, but also demonstrates the balance of the test items in terms of weightage given to each unit or area. Content coverage and content relevance are the two important components of content validity. Qualitative interviews

and document analysis were used to offer further information on the topics discussed by the questionnaire. The researcher looked at factors identical to those covered in the questionnaire.

Reliability

Reliability is a major concern when a psychological test is used to measure some attribute or behaviour (Rosenthal & Rosnow, 1991). For instance, to understand the functioning of a test, it is important that the test which is used consistently discriminates individuals at one time or over a course of time. In other words, reliability is the extent to which measurements are repeatable – when different persons perform the measurements, on different occasions, under different conditions, with supposedly alternative instruments which measure the same thing. In sum, reliability is consistency of measurement (Bollen, 1989), or stability of measurement over a variety of conditions in which basically the same results should be obtained (Nunnally, 1978). In this study however, questionnaires were administered at different times to different groups. Throwing more light on the reliability, data obtained from behavioural research studies are influenced by random errors of measurement.

Trustworthiness of the Study

Trustworthiness is the degree of confidence in data, interpretation, and methods used to ensure the quality of a study (Pilot & Beck, 2017). The trustworthiness of the study is ensured based on the four criteria proposed by Lincoln and Guba (1986). These are; confirmability, transferability, dependability, and credibility. The criterion of *credibility (internal validity)* refers to the extent to which data collected and data analysis are believable and authentic (Schwandt et al., 2007; Merriam & Tisdell, 2016; Denzin & Lincoln,

2018). Thus, confidence in the “truth of the findings”. In this study, to ensure credibility, I used “prolonged engagement”, “triangulation”, “peer debriefing” and “member-checking”. Prolonged engagement is about speaking with a range of people and this was achieved through interviewing thirteen (13) respondents including eight (8) Vice Chancellors-Ghana members (past and current) and five (5) senior members from a wide variety of settings. The interviews I had with the respondents on the influence of VCG on the operations of public universities continued until it was felt that their experiences had been fully explored.

Triangulation is the use of two or more methods of data collection to study a particular phenomenon. Four types of triangulation (data, investigator, theory and methodological) were identified by Denzin and Lincoln (2018). Only two of these were used for the purposes of this study, namely data triangulation and methodological triangulation. Data triangulation is the use of the various data sources. In this study, I used a questionnaire and semi-structure interview guide to gather data from both the Vice Chancellors- Ghana and senior members of VCG. In the quantitative phase, 418 teaching and non-teacher staff members were identified to complete the questionnaires. Also, in the qualitative phase, thirteen (13) Vice Chancellors-Ghana (current and past) and senior members were involved in the study using the multi-stage technique (stratified, proportionate and simple random sampling procedures). This provided multiple sources of information from which to form themes. Methodological triangulation involves the use of both qualitative and quantitative methods in the same study.

I further ensured credibility through peer debriefing. This involves reviewing research process, data and discussion of findings with someone who is familiar with the research or the phenomena being explored to uncover biases, assumptions, and perspectives. I did this with my supervisors, lecturers and colleagues who have knowledge and expertise on the phenomenon being studied. I used this procedure in the data collection and results interpretation and discussion. The last procedure for ensuring internal validity (credibility) in this study was member checking. It involves inviting participants to comment on transcriptions and interpretations, to ensure that these are conveyed accurately. This was done by replaying participants' voices to some of them to confirm their responses so as to rule out the possibility of misinterpreting the meaning of what participants said. Similarly, I recorded the data which were subsequently transcribed verbatim, and returned to some of them (the interviewees) for member checking purpose.

The criterion of *transferability (external validity/generalisability)* is concerned with the extent to which the findings of one study can be applied to other situations (Guba & Lincoln, 2005; Schwandt et al., 2007; Denzin & Lincoln, 2018). In this criterion, I used thick description strategy. This strategy is concerned with describing the setting, the participants, and the themes of a qualitative study in rich detail (Guba & Lincoln, 2005; Schwandt et al., 2007; Denzin & Lincoln, 2018). To ensure transferability, I provided rich and detailed descriptions and contextual data about the research so the readers of the study's findings can relate those findings to their own contexts. I also described the phenomena in sufficient detail for readers to determine whether the findings are transferable to other settings. I described the context and raw data, in the form

of appropriate direct quotes from participants (the actual words of the participants were used constantly), were provided to further enhance transferability. This was done so that readers could make informed decisions about the applicability of the findings to other settings or similar or specific contexts.

The criterion of *dependability (reliability)* refers to the ability of observing the same outcome of finding under similar circumstances (Guba & Lincoln, 2005; Schwandt et al., 2007; Denzin & Lincoln, 2018). Thus, showing that the findings are consistent and can be repeated. To ensure dependability, I used inquiry audit (external audit) and audit trail strategy. An inquiry audit is about having an investigator outside of the data collection and data analysis to scrutinise the processes of data collection, data analysis and the results of the investigation. Regarding inquiry audit (external audit), I involved my supervisors and fellow researchers to examine the process of data collection, analysis and the results of the research. I equally, supported the findings and conclusions by the data. The purpose of the external audit was to evaluate the accuracy of the findings and evaluate whether or not the findings, interpretations and conclusions were supported by the data. This, also, provided an opportunity for my supervisors and fellow researchers to challenge the research process and findings of my examination.

An audit trail is a strategy to establish the confirmability of a research findings. Concerning an audit trail, the researcher provided a transparent description of the research steps taken from the start of a research project to the development and reporting of findings. These include research design and data collection decisions and the steps taken to manage, analyse and report data. It

also included information about sampling and the role of different data sources. I ensured that the findings reflect the participants' voice and the condition of the inquiry and not the motivation, biases or perspectives of the researcher. I also developed reflexive notes (bracketing/field journal) to mitigate the potentially deleterious effects of preconceptions that may taint the research process. The purpose of audit trail is to determine if the findings and inferences are both logical and grounded in the data (Guba & Lincoln, 2005; Cohen et al., 2018) and, therefore, represent faithful descriptions recognisable to the reader (Rubin & Rubin, 2012). It also helped to ensure that the biases of the researcher were minimised, and preferably eliminated, from contaminating the results of the data analysed.

The criterion of *confirmability (objectivity)* refers to the degree of neutrality or the extent to which the findings of a study are shaped by the respondents and not by the researcher bias, motivation, or interest (Guba & Lincoln, 2005; Schwandt et al., 2007; Denzin & Lincoln, 2018). Thus, the findings of the research can be confirmed or corroborated by others in the field and that the interpretations of the results are not figments of the researcher's imagination. To ensure confirmability, I used inquiry audit (external audit), audit trail, triangulation and bracketing (reflexivity/field journal) strategies. The inquiry audit (external audit), audit trail and triangulation strategies have been discussed in the previous criteria within credibility and dependability.

The perspectives or positions of the researcher shape all research. "A researcher's background and position may affect what they choose to investigate, the angle of investigation, the methods judged most adequate for this purpose, the findings considered most appropriate, and the framing and

communication of conclusions” (Malterud, 2001, p. 483-484). To minimise this, I used reflexivity (bracketing/field journal) to ensure confirmability of the study. Reflexivity (bracketing/field journal) is an attitude of attending systematically to the context of knowledge construction, especially to the effect of the researcher, at every step of the research process. Thus, it is the process of reflecting upon the bidirectional relationship between researcher and research.

Prior to the qualitative phase of the study, I was aware of some sentiments expressed by junior staff, senior staff and senior members about the operations of VCG. On the basis of this, I followed a systematic process in conducting, collecting and analysis of the data to avoid biases. This was to ensure that I was not influenced by my own beliefs and perspectives about the operations of VCG. To this end, I developed a reflexive journal which contain my personal values, beliefs, perspectives, thoughts, reflections, and feelings regarding the interview process, participants’ responses, behaviours or the participant, and responses and behaviours of the researcher. The reflective journal was shared with my supervisors at regular intervals during the study. This was done to mitigate the potentially deleterious effects of preconceptions or biases that may taint the research process.

Finally, an important issue for qualitative research is that of *authenticity*. Authenticity refers to the extent to which researchers fairly and faithfully show a range of different realities. Thus, shifting away from concerns about the reliability and validity of research to concerns about research that is worthwhile and thinking about its impact on members of the culture or community being researched. To strengthen the claim of authenticity, I developed research relationships that go beyond stereotypical roles of question

asking and question answering from the outset of the research. This helped to ensure that participants had equal access to the research inquiry in order to avoid biases. Also, all participants' voices- their views, concerns and perspectives- were represented throughout the research process as well as in any texts. The study helped individual participants to develop greater understandings of the social context being studied and appreciate the viewpoints of people other than themselves through cultural, social, and organisational engagement.

Pilot Test of Instruments

A pilot test of the instruments was conducted to serve as a means of refining the questionnaire. As stipulated by McMillan & Schumach (2010), pilot test brings about an informal critique of individual items as they are prepared, as well as a pilot test of the full questionnaire. The pilot test was conducted at University of Education, Winneba. Connelly (2008) stipulates that a sample size for a pilot test should be 10% of the sample projected for the main study. According to Hill (1998), 10 to 30 participants are ideal for feasibility studies. Based on the prescription of Connelly, a sample of 53 respondents (49 teaching and non-teaching staff for the questionnaire; 2 VCG members and 2 senior members of both teaching and non-teaching staff for the interview guide) were used for the pilot test.

These respondents possessed characteristics similar to those in the main study and these include: membership in VCG and same categorisation of teaching and non-teaching staff. The result of the test furnished the researcher with additional information requiring the appropriateness of the general layout of the questionnaire and the interview guide. The information and experience

obtained especially from the interviewing process was used as a basis to build a more refined interviewing process in order to yield accurate response.

The respondents (Teaching and Non-teaching staff) were given draft copies of the questionnaire. The respondents were told to discuss verbally and frankly with the researcher any ambiguity, incoherence or incomprehensiveness that they may experience about any aspect of the draft questionnaire. The necessary corrections were effected after the pilot testing. The questionnaire for the teaching and non-teaching staff was divided into three (3) sections, A, B, and C, which covered specific aspects such as demographic information, awareness of the existence of VCG, and the perceptions of teaching and non-teaching staff about the operational influence of VCG on the public universities.

The scales' homogeneity values (Cronbach's alpha) range from 0.72 to 0.91. Section B (items 6; 7 & 8; Cronbach's alpha 0.72), which looked at awareness of the existence of VCG. Section C (items 9; 10; 11; 12; 13; 14; 15; 16; 17; 18; 19; 20; 21; 22; 23; Cronbach's alpha .96) focused on the perceptions of teaching and non-teaching staff about the operational influence of Vice Chancellors-Ghana on the public universities.

Cronbach's alpha coefficient should be in the range of 0 to 1. (De vaus, 2002). Scales with higher alpha coefficient values are more reliable. According to Maizura, Masilamani & Aris (2009), an appropriate alpha should be at least 0.70. Fraenkel and Wallen (2000, p. 17) stated that "for research purposes, a helpful rule of thumb is that reliability should be at 0.70 and preferably higher". As a result, the devices can be considered high-quality and capable of gathering valuable data for the study. The questions that arose from the item analysis were addressed. Statistical Package for Social Sciences (SPSS) was used to assess the

instruments' reliability. All of these steps were performed to ensure that the instrument could collect valuable and high-quality data for the study.

Data Collection Procedure

Prior to administering the questionnaire and conducting the interview, respondents were reminded of all protocols stated in the consent form and observed accordingly. To ensure privacy, both the administering of the questionnaire and conducting of the interview were done at an agreed location where there was no noise, interference, distractions and also to avoid sharing of ideas with other respondents for clarity except the researcher. I distributed the consent forms personally and by email to the participants to indicate their inclusion in the study. This was done three to four weeks before the actual data collection.

The questionnaire was administered to the respondents without any undue influence. The respondents were supervised by the researcher alone to complete the questionnaire in eight (8) days. To ensure high response rate, most of the questionnaire was administered and retrieved on the same day. The retrieval of the questionnaire was based on an agreed time frame with the respondents, usually within 40 minutes. The idea was to give the respondents ample time to carefully relate to the instructions on the questionnaire and provide the correct response. The return rate of the questionnaires was 92.9%.

I conducted the scheduled interview with the past and current VCG and the senior staff of both the teaching and non-teaching concurrently with the administration of the questionnaire. Data was collected from the respondents personally. Appointment was booked at the convenience of respondents due to their busy schedules prior to conducting the interview, respondents were

reminded of all protocols stated in the consent form and observed accordingly. To ensure privacy, the administering of the interview was done at an agreed location where there was no noise, interference, distractions. The duration for each interview session, which was tape recorded, was approximately 40 minutes. The entire data collection exercise took ten weeks to complete.

Data Analysis

The study data becomes valuable only when it has been organized, summarized, and observations interpreted in order to discover its main causes, statistical linkages, patterns, and trends (Dane, 2011). The method necessitates the researcher analysing the gathered data (Leary, 2004). As a result, the Statistical Product for Service Solution (SPSS) version 25 was utilized for data analysis and interpretation. Demographic information from the questionnaire was analysed using descriptive statistics such as frequencies and percentages where data is organised into frequency counts and converted into percentages.

Table 3: Summary of How the Research Questions and Hypotheses were Analysed

Research Questions	Statistical Tool employed	
What factors necessitated the formation of Vice Chancellors-Ghana?	Deductive analysis	Thematic
In what ways has Vice Chancellors-Ghana influenced the operations of public universities in Ghana?	Deductive analysis	Thematic
How do teaching and non-teaching staff perceive operational impact of Vice Chancellors-Ghana on public universities?	Means-M and standard deviations-SD Deductive analysis Content Document Analysis	Thematic
What do Vice Chancellors-Ghana members perceive as the challenges associated with operations of VCG?	Deductive analysis	Thematic
What strategies could be implemented to overcome the challenges faced by VCG in its operations?	Deductive analysis	Thematic
<i>Research Hypotheses</i>		
Teaching and non-teaching staff do not differ significantly in terms of their awareness of the existence of VCG.	Independent samples t-test	
Teaching and non-teaching staff do not differ significantly in terms of their perceptions about the influence of Vice Chancellors- Ghana on the operations in public universities.	Independent samples t-test	

Source: Hackman (2022)

The Table outlines the statistical and analytical methods used to address the research questions and test the hypotheses in a study of the Vice Chancellors-Ghana (VCG). This approach demonstrates a mixed-methods strategy that combines qualitative and quantitative data analysis, ensuring a robust examination of the research objectives.

Deductive thematic analysis is prominently employed to address the qualitative research questions. This method involves analyzing data based on pre-existing theoretical frameworks or themes, which makes it particularly suitable for exploring complex organizational and governance phenomena like those involving VCG. For example, questions about the factors necessitating the formation of VCG, its influence on public universities, and the perceptions of stakeholders regarding its operational impact are analyzed using this approach. Braun and Clarke (2006) describe thematic analysis as a flexible and accessible method that is effective in identifying patterns within qualitative data. In this context, deductive thematic analysis is valuable for aligning findings with theoretical concepts such as governance frameworks and regulatory practices.

Additionally, the analysis of challenges perceived by VCG and strategies to address them also relies on deductive thematic analysis. This ensures that the interpretation of these challenges is systematically linked to the existing literature on university governance and organizational dynamics, providing both depth and rigor to the discussion.

The use of content document analysis complements thematic analysis, particularly in understanding the perceptions of teaching and non-teaching staff. This method involves systematically examining documents to extract

meaningful insights about governance structures and their operational impact (Krippendorff, 2018). Content analysis enables researchers to trace the historical evolution and policies influencing the formation and activities of VCG, offering contextual grounding for the thematic interpretations.

For quantitative analysis, descriptive statistics, including means (M) and standard deviations (SD), are used to summarize the perceptions of teaching and non-teaching staff about VCG's influence. This approach provides an overview of central tendencies and variability within the data, offering insights into general trends and differences across stakeholder groups. As noted by Pallant (2020), such descriptive measures are essential for identifying patterns that can inform subsequent inferential analyses.

To test the research hypotheses, independent samples t-tests are utilized. This statistical tool is appropriate for comparing the mean scores of two independent groups (teaching and non-teaching staff) on specific variables such as their awareness of VCG's existence and their perceptions of its influence on university operations. The t-test assesses whether the observed differences between the groups are statistically significant (Field, 2018). For instance, the hypothesis that teaching and non-teaching staff do not differ significantly in terms of their awareness of VCG is tested through this method. By evaluating such differences, the study not only identifies variations in stakeholder perspectives but also highlights potential areas for targeted interventions.

The integration of qualitative and quantitative methods in this study ensures a comprehensive understanding of the research questions and hypotheses. Thematic analysis provides a rich, contextualized understanding of governance practices, while statistical tools offer empirical validation of

observed trends. This triangulated approach enhances the reliability and validity of the findings, aligning with Creswell's (2014) emphasis on mixed-methods designs for complex research problems.

The analysis procedures employed in the study of VCG combine the strengths of qualitative and quantitative techniques. Deductive thematic and content analysis offer nuanced interpretations of governance and operational dynamics, while descriptive statistics and t-tests provide empirical support for understanding stakeholder perceptions and testing hypotheses. Together, these methods enable a holistic examination of the formation, influence, and challenges associated with VCG.

The qualitative interview data for the study was analysed using deductive thematic analysis. According to Glaser and Strauss (1967) quoted in Patton (2002), "this helps to ensure that emerging categories and patterns are grounded in specific cases and their contexts" (p.57). For all the pages, the researcher extracted themes and sub-themes separately. The goal was to consider the relationship between particular cases and sites and to search for any parallels, nuances or differences in themes or sub-themes between sites. The method of data coding and interpretation was replicated until the researcher was satisfied that the data obtained had been saturated and that he could build up a logical explanatory narrative (Corbin & Strauss, 2008).

The first phase (familiarisation with the data), began with my interest in familiarising myself with the data. This phase helped in figuring out the type (and number) of themes that might emerge through the data. This phase was crucial because it guided further steps to carry out to analyse the data in an appropriate way. At first, all the oral diaries and interviews were transcribed in

full to have a sense of how the participants reacted to the test impact issues raised in this study. All the transcripts were transferred into NVivo 10 for the analysis. Then, a repeated careful reading of the transcript was made to read the transcripts as ‘things in themselves’ (Denscombe, 2007, p.77) and to avoid the influence of the researcher’s prior knowledge and experience in the field. While reading the transcripts, all the interesting information was highlighted; 117 points of interest in total were detected and cross-referenced against the Research Questions. The main purpose of going through all the data in such a way was to become fully immersed in the whole dataset and collect initial points of interest (Chamberlain, 2015). The familiarisation with the data allowed the richness of the initial findings to emerge. However, the importance of rereading the transcripts before creating codes was considered. Therefore, she reread the transcripts carefully and coded all the data. The NVivo coding feature, which is efficient, enabled multiple codes to be applied by selecting phrases or sentences/paragraphs that were of interest. All the transcripts were coded after reading the transcripts carefully for several times. A large number of codes (n=56) emerged, some containing just one phrase and others containing one or more sentences.

As suggested by Braun and Clarke (2006), searching for the themes began with a long list of the codes that were identified across the data set. The main purpose of this phase was to find out the patterns and relationships between and across the entire data set (Chamberlain, 2015). The codes had to be analysed considering how different codes could be combined to form an overarching theme (Braun & Clarke, 2006). In other words, the major focus in this step was on the analysis at the broader level of themes, rather than codes.

As Brown and Clarke (2006) point out “a theme captures something important about the data in relation to a research question and represents some level of patterned response or meaning within the data set” (p.10). Therefore, it was important to conceptualise those codes as the building-blocks and combine similar or multiple codes to generate potential themes in relation to the research questions (Ansari, 2015). This phase was the most difficult phase in the analysis process. In order to ease the process, following Braun and Clarke’s (2006) suggestions, a list of the codes was prepared on a separate piece of paper and then they were organised into theme-piles which reflected on the relationship between codes and themes.

Because of the explorative nature of the study, it was also important to return to and re-read all the transcripts before clustering codes according to the themes. Thus, the transcripts were re-read and different codes were combined into potential themes, collating all the relevant coded data extracts within the identified themes. When developing the themes, the author could bring in the concepts and issues that she had previously identified in her literature review. She found that some of the themes from the literature review were truly meaningful and some codes could be subsumed under them. Braun and Clarke (2006) suggest that themes in a study should be prevalent in most or all of the data items. However, any sort of relevant information, though it appeared in a few sources, was considered in this study. In order to cluster all the codes, a thematic map was initially created.

All the themes (master themes, main themes and sub-themes) were intentionally brought together as it was aimed at the refinement of those initially grouped themes and presentation of those themes in a more systematic way.

Braun and Clarke (2006) suggest that themes must be checked for internal homogeneity (coherence and consistency) and external heterogeneity (distinctions between themes). This stage consisted of two levels. At level one, all coded extracts relevant to each initial theme were extracted from the NVivo file and pasted into a Microsoft Word document to facilitate cross-referencing of coded extracts with the themes and to carry out the retrieval, comparison and organisation of coded extracts and themes in a meaningful way. The author reread all the collated extracts for each theme, clustered all the themes and sub-themes to check whether they could form a coherent pattern. All the codes and themes along with the collated extracts were considered to see whether they could form a coherent pattern adequately capturing the contours of the coded data.

At level two, a similar process was followed but in relation to the entire data set. At this level, the validity of individual themes in relation to the data set was considered. It was very important to ascertain that the “thematic map ‘accurately’ reflects the meanings evident in the data set as a whole” (Braun & Clarke, 2006, p.91). Therefore, all the transcripts were reread, (where appropriate, the extracts were also recoded) to ensure that the themes ‘work’ in relation to the entire data set. Some new codes emerged at this stage. Nonetheless, the last few codes did not add anything substantial. That is why, it was decided to stop recoding the data. Then, all the themes were put back together and the thematic map was refined which could reflect on the type of themes developed for the study, how the themes in the study fit together and the overall story the themes tell us about the data. During the reviewing process,

many of the themes or sub-themes were either merged with other (main) themes or discarded.

The themes were further refined by reading through all the main themes and subthemes, codes and extracts. Then, final name along with its definition was assigned to each theme to tell a story about the data. In this stage, some of the lower level themes were merged with higher-order themes as it was realised that those lower level themes would make the thematic map more complex and also add little to the story told by the data.

Research questions 1, 2, 4 and 5 were analysed using the deductive thematic approach. In research question 3 which was analysed quantitatively, qualitative interviews and document analysis were used to offer further information on the research question as the researcher looked at factors identical to those covered in the questionnaire. The qualitative data collected was analysed by using both deductive thematic analyses and content document analyses. The deductive thematic analyses is when the researcher goes into the data analysis with pre-determined set of themes. The deductive approach is best suited to research objectives and questions that are confirmatory in nature Caulfield, 2023. In this study, the issues that were highlighted in the VCG Strategic Plan 2019 which informed the operational questions under the research questions were the themes used.

Content document analysis focuses on analyzing the substance within documents to discern patterns, themes, or biases. The purpose for using this approach was to uncover the underlying issues embedded in the VCG Strategic Plan 2019 and compare with the data from both the interview and the questionnaire. The VCG Strategic Plan 2019 was the main document used,

because it is built on the strategic imperatives on which VCG must focus to ensure its future significance. It also forms the complete account of the desired future state that will meet VCG's common aspirations and the expectations of all stakeholders in higher education.

Data Management

With the exception of the supervisor, the researcher and UCCIRB, no other person had access to the data collected. Hard copies of the data were kept safely in locked cabinet and the soft copies kept on pen drives and hard disk. These would be secured with a string password for three years to allow the researcher make a further reference to the data if the need arise. A period of three years has been assigned and programmed such that the soft copies of the data automatically get deleted after the three years. The hard copies of the data will also be permanently destroyed by shredding when the three years period is over.

Ethical Considerations

Ary, Jacobs & Winston (2013) point out that there are four stages in research ethics, namely: planning, data gathering, processing and interpretation of data as well as the dissemination of results. At the data collection stage, in conducting administering questionnaires, due honesty was exercised. The respondents were given the opportunity to fill their questionnaires privately, in order to ensure confidentiality. Anonymity was ensured in dissemination of findings from the study since participants were not identified by their names. Thus, the names of the participants were not used or revealed throughout the research project (Maree, 2007). The discussion of the findings was based on the trends that emerged from the data and not from any preconceived ideas. A letter

of consent to participate in the study were completed by respondents to show courtesy to them and ensure their informed consent to participate in the study.

Vulnerable/High Risk Group

The fact that the understanding and decision making of elderly people (60 years and above) could be affected by impaired hearing or vision, poor health or cognitive disability (Holloway & Wheeler 2002) was taken into consideration. Although most of the past VCs were considered as elderly people, as scholars they were mentally active and their inclusion in the study made a tremendous impact. They were capable of giving in-depth and rich information on VCG activities. Notwithstanding, their inclusion criteria was good health status

Informed Consent

According to Baloch & Shah (2014), informed consent implies the agreement to participate in research after learning about the study, including possible risks and benefits. This implies that the participants must be aware of what the research entails and how they are going to benefit from the research. Before administering the questionnaire and interview guide, an introductory letter from the Institute for Educational Planning and Administration (IEPA) and ethical clearance letter from University of Cape Coast Institutional Review Board (UCC IRB) were obtained. This allowed the researcher to be introduced to the past and current members of Vice Chancellors-Ghana, junior and senior members of the public universities in Ghana. A consent form was administered to the participants three to four weeks prior to the data collection for them to fill which spilled out all the protocols and benefits of being involved in this research.

They were also told about the general nature of the study as well as about any potential harm or risk that the study may cause. The respondents were given time to consider the risks and benefits of being involved in this research and decide whether to take part without being coerced and assure them that only those who indicate to participate were allowed to take part in the study. The respondent's permission was sought about the use of tape-recorder during the interview and those who objected the use of tape-recorder were respected and the interview still went on without recording. They were also assured that they would not be identified by anyone and the information recorded would be considered confidential, and the data collected was stored with passwords on electronic media and in safely locked cabinet and used strictly for the purpose of research.

Confidentiality

Cohen et al. (2011), defined confidentiality as not disclosing information from the participant in any way that might identify that individual or that might enable the individual to be traced. The researcher used coding abstracted data with unique identifiers rather than names and masking features of specific cases, institutions or settings that may make them recognisable even without names (WHO, 2013). The researcher considered the way the data would be protected from unauthorised persons. Passwords were also used to protect the data on soft copies.

Anonymity

Anonymity means that we do not name the person or research site involved but in research it is usually extended to mean that the researcher did not include information about any individual or research site that will enable

that individual or research site to be identified by others (Walford, 2005). In the current study, numbers were used on questionnaires and interviews in place of participants and universities' names.

Harm to participants

The balance of protecting respondents from harm by hiding their identity while, at the same time, preventing "loss of ownership" are issues that need to be addressed by each researcher on an individual basis with each respondent (Grinyer, 2002). The researcher in this study made sure that participants were not exposed to physical, psychological and emotional harm. Sufficient information was provided to the participants so that they could make informed decisions. Data was not disclosed to any other person without the consent of the participants. The researcher carried out a thorough risk/benefit analysis.

Chapter Summary

This chapter detailed the systematic processes undertaken by the researcher to gather rich and comprehensive data from participants. It focused on the chosen methodology and research design, which utilized a qualitative approach, specifically adopting an interpretative strategy. The chapter provided an in-depth explanation of the data collection and analysis methods employed, emphasizing the role of reflexivity and the rationale for selecting these strategies to achieve the study's objectives. Furthermore, it addressed the ethical considerations that guided the research, ensuring adherence to principles that safeguarded the integrity of the study and the welfare of its participants.

CHAPTER FOUR

RESULTS AND DISCUSSION

Introduction

The purpose of the study was to examine the influence of Vice Chancellors -Ghana (VCG) on the operations of public universities. This chapter presents the results, interpretations and discussions of the study based on the research questions and hypotheses that guided the study. The chapter is divided into two parts. The first part deals with the respondents' bio-data. The second part focused on the main results that addresses the research questions and hypotheses that guided the study. The results are presented based on survey data collected from senior members (n=138), senior staff (n=129) and junior staff (n=151) and interviews with eight (8) vice chancellors and five (5) senior members. Throughout this chapter, the quantitative and qualitative results were presented together and discussed based on the research questions and hypotheses that guided the study.

Background Information of Respondents

The background data of senior members, senior staff and junior staff who took part in the study were sought. These included: information concerning the gender, category, type of senior member, college/school/department and years of service in the university distribution. The purpose for the inclusion of background data of respondents was to have idea about the general information of respondents. The information obtained was also used to test the hypotheses. The data gathered was analysed using frequency counts and percentages and results were presented in Table 4.

Table 4: Demographic Characteristics of Respondents

Variable	Subscale	No.	%
Gender	Male	234	56.0
	Female	184	44.0
Category	Senior Member	138	33.0
	Senior Staff	129	30.9
	Junior Staff	151	36.1
Type of Category	Teaching Staff	52	12.4
	Non-teaching Staff	366	87.6
Type of Senior Member	Teaching Staff	52	37.7
	Non-teaching Staff	86	62.3
Years of Service in the	Below 5 years	165	39.5
University	5-10 years	132	31.6
	11-15 years	84	20.1
	16-20 years	24	5.7
	Above 20 years	13	3.1

Source: Field Data, 2023**n= 418**

From Table 4, out of the 450 respondents targeted for the study, 418 respondents were involved in the study. This represents a return rate of 92.9%. This is because, some of the questionnaires could not be retrieved from the respondents. From Table 4, out of the 418 respondents, the majority of them were males (n = 234; 56.0%) whilst 184 of them representing 44.0% were females. This result implies that the male respondents were more than their female counters. Concerning the category of the respondents, the results

indicated that 138(33.0%) were senior members, 129(30.0%) were senior staff and 151(36.1%) were junior staff. This means that the majority of the respondents who were involved in the study were junior staff. Again, with regards to type of category, most of the respondents were non-teaching staff. This is because, 52(12.4%) were teaching staff and 366(87.6%) were non-teaching staff. In relation to the type of senior member, out of the 138 senior members who were involved in the study ($n = 52$; 37.7%) were teaching staff whereas 86 of them representing 62.3% were non-teaching staff. Thus, the majority of the senior members who were involved in the study were non-teaching staff. In line with the years of service in the university, 165(39.5%) had worked below 5 years, 132(31.6%) had served between 5-10 years, 84(20.1%) had served between 11-15 years, 24(5.7%) had worked between 16-20 years, and 13(3.1%) had worked in the university for more than 20 years. This implies that the majority of the respondents had worked in the university for less than 5 years. Besides the senior members, senior staff and junior staff, interview sessions were held with the Vice Chancellors-Ghana members and some selected senior members of the university. The subsequent paragraph discusses the demographic information of the Vice Chancellors-Ghana members who were involved in the study.

Demographic Information of the Vice Chancellors-Ghana Members (VCG)

Out of the eight (8) Vice Chancellors' Ghana (VCG) members who were involved in the study, seven (7) were males whereas one (1) was a female. This means that most of the VCG members who were involved in the study were

males. Also, all the eight (8) VCG members had served for 2 and more years in the university.

Having analysed and discussed the socio-demographic characteristics of the respondents, the subsequent sections of this chapter is dedicated to examining the objectives and hypotheses that guided the study. This section presents the results and discussions of data collected to answer the five research questions and two hypotheses formulated to guide the study. It comprised data from the questionnaire and interview guide.

Main Results and Discussion

This section presents and discusses the main results in relation to the research questions and hypotheses that were formulated to guide the study. In all, five (5) research questions and two (2) research hypotheses guided the study.

Research Question One

What factors necessitated the formation of Vice Chancellors-Ghana?

The aim of this research question was to find out the factors that necessitated the formation of Vice Chancellors-Ghana. The interview guide was used to gather responses from both Vice Chancellors-Ghana members (both immediate and past). Four (4) themes emerged from this research question: *Historical Necessity for the Formation of Vice Chancellors-Ghana (VCG), Collaborative Problem-Solving and Advocacy, Roles and Contributions of VCG, Evaluation of VCG's Effectiveness*

Historical Necessity for the Formation of Vice Chancellors-Ghana (VCG)

The formation of Vice Chancellors-Ghana (VCG) was a pivotal response to the growing challenges faced by higher education institutions in Ghana, particularly during the socio-economic transitions of the late 20th

century. As universities grappled with systemic issues, ranging from resource constraints to fragmented engagement with the government, it became evident that a unified platform was essential to address these shared concerns. Prior to VCG's establishment, individual universities independently navigated their relationships with the government, often yielding inconsistent and ineffective results. This fragmented approach hindered the development of cohesive policies and solutions for pressing issues such as funding, governance, and academic standards.

The necessity for a collective body became more pronounced as the country's higher education landscape expanded, with new universities being established and older institutions evolving to meet the demands of a growing student population. By fostering collaboration and creating a shared platform for dialogue, VCG aimed to align the diverse interests of member universities, promote common standards, and advocate effectively on behalf of higher education institutions. Rooted in the legacy of the Committee of Vice Chancellors and Principals (CVCP), VCG represented a deliberate evolution toward a more structured and strategic body capable of navigating the complexities of the higher education sector in Ghana.

This historical necessity was driven not only by the need to address internal institutional challenges but also by the broader socio-economic and political context of the time. VCG emerged as a collective voice for higher education, tasked with engaging stakeholders, shaping policy, and ensuring the sector's contribution to national development. The following exploration examines the foundational factors that necessitated VCG's formation, shedding

light on its origins, purpose, and enduring relevance. A respondent articulated the historical origin as:

It used to be called the Committee of the Vice Chancellors and Principal. It was formed in 1978 and it was between the vice chancellors of UCC, University of Ghana, and KNUST which were the Vice Chancellors. Now when University of Education, Winneba came in, they first had a principal who joined and that is why they call it vice chancellors and principal (Excerpts from Past VCG Member).

The historical development of Vice Chancellors-Ghana (VCG) reflects the evolution of Ghana's higher education governance structures to address systemic challenges and foster greater institutional collaboration. A significant milestone in this process was the transition of Winneba College of Education, which had been affiliated with the University of Cape Coast, into a fully-fledged university. This transition brought changes in administrative hierarchies, including the replacement of the designation "principal" with "vice-chancellor," aligning its leadership structure with other public universities (Muzafer & Sherif, 2010; Cloete et al., 2015).

To facilitate the administrative coordination of universities, the Committee of Vice Chancellors and Principals (CVCP) underwent structural upgrades to become VCG. One such upgrade was the establishment of an executive secretary position, replacing the head secretary role, to enhance leadership and operational effectiveness (Olofu, Kanu, & Ugochigborogu, 2020). While the idea of providing a dedicated library for VCG was proposed,

the vice-chancellors collectively decided that since universities were already equipped with extensive library resources, it was unnecessary to duplicate these facilities under VCG. This pragmatic approach emphasized resource optimization within the higher education system.

VCG officially began operations between 2004 and 2005 under the direct administration of the National Council for Tertiary Education (NCTE), now reconstituted as the Ghana Tertiary Education Commission (GTEC). This institutional alignment allowed VCG to function within the broader regulatory framework, ensuring its contributions to national educational policy were effectively integrated (Ayisi, 2018). The establishment of VCG's permanent secretariat further marked a significant step in its institutionalization. The University of Ghana provided land for the construction of the secretariat, while the construction itself was funded through contributions from member universities. This collaborative effort underscored the commitment of universities to creating a robust governance body capable of addressing shared challenges and representing their collective interests (Fosu & Owusu, 2015).

The decision to relocate VCG's administrative operations from the University of Ghana to an independent secretariat symbolized its transition into a more autonomous and influential entity within Ghana's higher education sector. By consolidating its position and formalizing its operations, VCG demonstrated its capacity to act as a unified voice for public universities, mediating between institutions and external stakeholders, including government and international partners (Regassa et al., 2013). These developments highlight the strategic foresight in the formation and structuring of VCG, reflecting its mission to streamline university governance and contribute to national

development. The evolution of VCG illustrates the importance of collective action in addressing systemic issues and advancing the strategic objectives of Ghana's tertiary education system.

He then went ahead to indicate the factors that necessitated the formation of Vice Chancellors-Ghana. He explained that:

You know, as educational institutions, we believe that the universities are the centre of knowledge of all fields, so we felt that if we came together, the systemic issues that bedevilled universities, problems that had cut across all the universities not peculiar to anyone, but generally the vice chancellors when they sat at one place, they could share ideas about solutions, share153 ideas about progress, share ideas about how to go about doing the right thing

(Excerpt from Past VCG Member 1).

This finding concurs with that of Muzafer and Sherif (2010) that group formation therefore, is the process in which quite a number of individuals with shared purpose work together with respect to: collective motives and goals, an accepted division of labour, conventional status relationships, accepted norms and values with reference to matters relevant to the group as well as accepted sanctions-praise and punishment. According to the VCG member, that is what has helped the Vice Chancellors-Ghana to bring up the various problems that cut across. For example, the issue of students' fees, staff union, their conditions of service, promotions and criteria for promotions are not limited to one university alone but cuts across all universities. So, when these problems are brought unto the table for discussions, there could be a solution because, one

member will be able to bring a solution. This finding resonates with that of Olofu, Kanu and Ugochigborogu (2020) who assert that, every formal institution like the school system comprises groups of people with different needs and interests who work together towards reaching educational goals. Another VCG member also had this to say about the factors that necessitated the formation of Vice Chancellors-Ghana:

This is a question that is difficult to answer but is just that historically, the heads of the universities needed to come together, put things together for higher education. They needed common grounds to do this, so three universities as at that time came together to do this and now became Vice Chancellors-Ghana. So, as we came to meet it, in 2014, it was just 10 of the universities but along the line, 5 and more joined, so it was just like together we can, and when we are together, we form a common forum, a common policy, bring ideas together and we will be able to guide the universities (Excerpt from Current VCG Member 1).

The Vice Chancellors-Ghana (VCG) members acknowledged that while public universities in Ghana maintain academic independence, they share several commonalities that necessitate coordination for effective functioning. These shared areas include policy alignment, governance frameworks, and strategies for addressing systemic challenges. By fostering collaboration, VCG provides a platform for universities to exchange insights, share solutions, and learn from each other's experiences, even amid institutional diversity. Such a

coordinated approach ensures that the collective efforts of universities contribute to strengthening higher education across the country.

This perspective aligns with Homan's (1954) theory, which posits that individuals within a group interact to perform common tasks and achieve shared goals. According to Homan, group formation is inherently purposeful, with members uniting to address collective motives while adhering to accepted norms and division of labour. VCG exemplifies this principle by creating a structured forum where university leaders collaborate to address common challenges, such as resource allocation, policy advocacy, and academic standards, which affect all member institutions. VCG's formation and continued operation underscore the relevance of group dynamics in higher education governance. As Homan's theory suggests, the interactions and shared activities within VCG enable its members to generate solutions and strategies that benefit all universities, promoting institutional synergy and collective progress in Ghana's higher education sector.

Another VCG member explained that:

Vice chancellor Ghana is an association of vice chancellors in Ghana for a common purpose as other unions like UTAG, social union were form for common purpose, we form it to support each other, for common voice when it comes to negotiations in the Ministry of Education as we are under the Ministry of Education
(Excerpt from Current VCG Member 2).

Also, another past VCG member concurred with that of the explanations given earlier by the other vice chancellors on the factors that necessitated the formation of Vice Chancellors-Ghana. He mentioned that:

Well mm, I think there was a need for them to come together at that time so that they could maintain similarities and standards in whatever that was done in the various universities (**Excerpts from Past VCG Member 2**).

This finding corroborates that of Newcomb's (1946) balance theory which indicates that, individuals are attracted to one another on the basis of analogous attitudes towards commonly relevant entities and goals and that group formation is based on similarity of attitudes. One of the past VCG members also believed that, the need for the universities to have a common front necessitated the formation of Vice Chancellors-Ghana. He explained that:

"...So, what necessitated the creation or formation of Vice Chancellors-Ghana was or came out of the challenges at that time of higher education institution on how these institutions should run and these institutions related to government at that time, we were coming out with socio-economic challenges from 1990 at that time, so it was necessary at that time to form a unified front to be able to discuss issues with government on behalf of the institutions" (**Excerpts from Past VCG Member 3**).

Hitherto, individual institutions dealt with government and that did not yield any positive results so they needed a common front to bargain with government on behalf of the institutions, to discuss and exchange their common challenges and find solutions to problems that confronted every institution at

that time. Again, they were to solve internal problems and also resolve external problems, so they served as a link between government and the universities. This is in agreement with Cloete et al. (2015) who assert that, higher education institutions perform functions which form the foundation for their social contract (or ‘pact) with society.

These are some additional excerpts from the other VCG members:

“...So as I said, Vice Chancellors-Ghana was formed in order to consider common problem of the institutions because these are high education institutions and the role given to high education institutions in national development is so huge, and so, let’s get it right and let’s come together and see the common problems of the institutions and let us see how best we can resolve those problems”(Excerpts from **Current VCG Member 2**).

Also, there was the need to consider policy matters that affect the universities, promote understanding among themselves and also to dialogue with government with one voice. The researcher proceeded to find out from the VCG members some of the roles Vice Chancellors-Ghana play in university operations. Below are excerpts from the respondents:

...the roles they play, there are several roles. So, one is the educational impact. There are a lot of experienced professors who have gone through the administration in their various institutions and have risen up in education, so, if you put them together, they are able to bring up their experiences and ideas and make policies for better

education and make input into the government policies

(Excerpts from Current VCG Member 1).

The Vice Chancellors-Ghana (VCG) plays a pivotal role in resource mobilization and fostering collaborations to enhance the capacities of member institutions. By actively engaging in fundraising and forming both internal and external linkages, VCG has successfully attracted scholarships and funding opportunities that benefit faculty and administrative staff across universities. These efforts not only support professional development but also strengthen the overall institutional framework of higher education in Ghana. Acting as the unified voice for higher education institutions, VCG leads policy formulation and advocacy efforts, ensuring that the collective interests of universities are represented at both national and international levels.

Furthermore, VCG serves as a crucial intermediary between the Ghana Tertiary Education Commission (GTEC) and universities, facilitating effective communication and policy implementation. This role reinforces VCG's position as a backbone for promoting scholarship and advancing research innovation. Ayisi (2018) highlights the growing recognition of universities' research contributions to local, regional, and national economies, a finding that aligns with VCG's strategic initiatives. By championing policies that foster research excellence and encouraging collaboration among institutions, VCG underscores the critical role of higher education in driving socio-economic development. Through these strategic efforts, VCG not only enhances the operational effectiveness of member institutions but also bolsters their contributions to Ghana's broader development objectives.

Another VCG member mentioned that:

We know that the university is made up of the teaching staff, administrative staff and non-teaching staff, junior members and senior members and they are all people that when there's a problem with salary, the Vice Chancellor-Ghana comes in to prevent strike and also ensure that there is common offices or similar administrative structure in various positions in the operation of the university"

(Excerpts from Current VCG Member 2).

The statement highlights the pivotal role of Vice Chancellors-Ghana (VCG) in fostering harmony and operational consistency across public universities. As noted by one VCG member, the structure of universities encompasses diverse stakeholders, including teaching staff, administrative staff, and non-teaching staff, as well as junior and senior members. This broad spectrum of personnel forms the operational backbone of public universities, and their collective functionality is critical to institutional success. Consequently, VCG's interventions in salary-related issues and administrative alignment play a crucial role in maintaining institutional stability.

One significant aspect of the VCG's influence is its mediating role in addressing salary disputes. Strikes over remuneration have historically disrupted university operations, affecting academic calendars, staff morale, and institutional reputations (Abugre, 2018). By stepping in to prevent such disruptions, VCG ensures that universities maintain their core functions of teaching, research, and community service without prolonged interruptions. This aligns with the broader objectives of fostering a conducive environment for higher education to thrive (Effah, 2018).

Additionally, the member's observation underscores the VCG's efforts to standardize administrative structures across universities. Such alignment is critical in ensuring equity and coherence in governance frameworks, which can otherwise vary widely between institutions due to historical, geographical, or resource-related factors. A consistent administrative structure facilitates smoother coordination between universities and their external stakeholders, such as government bodies and international organizations, enhancing the overall efficiency of public university systems (Effah & Mensah-Bonsu, 2001). VCG's role in this context can also be analyzed through the lens of Merton's Role-Set Theory, which posits that individuals or entities occupying specific roles must manage interconnected relationships to achieve their objectives (Merton, 1957).

VCG functions as a central node in the role set of public universities, balancing the expectations of diverse groups, including faculty, staff, and students, while addressing overarching governance and policy challenges. By resolving salary disputes and standardizing administrative structures, VCG not only fulfills its primary responsibilities but also strengthens the collective identity and operational synergy of Ghana's public university system. From a strategic perspective, these efforts also reflect elements of Influence Theory, particularly compliance and identification processes as described by Kelman (1958). VCG's ability to avert strikes demonstrates its capacity to secure compliance through negotiation and dialogue. Simultaneously, its role in promoting consistent administrative frameworks fosters identification among university staff, aligning them with shared governance principles and institutional goals.

The VCG member's statement encapsulates the organization's dual function as a mediator and standardizer within Ghana's public universities. By preventing disruptions and promoting alignment in administrative operations, VCG significantly contributes to the stability and efficiency of the higher education sector, ensuring that institutions remain focused on their core missions. This dynamic interplay of mediation, governance, and standardization underscores VCG's centrality to the effective functioning of public universities in Ghana.

Collaborative Problem-Solving and Advocacy

In the dynamic and interconnected landscape of higher education, collaborative problem-solving and advocacy have emerged as indispensable tools for addressing complex challenges. Public universities, as hubs of learning, research, and societal transformation, are often confronted with issues that transcend the capacity of individual institutions. These challenges, ranging from funding shortages and policy inconsistencies to labor disputes and infrastructure deficits, require concerted efforts and strategic partnerships to resolve effectively. Collaborative problem-solving entails the collective engagement of stakeholders, pooling diverse perspectives, expertise, and resources to develop innovative and sustainable solutions. This approach is particularly relevant in environments where multiple entities share common goals, as it fosters trust, inclusivity, and shared accountability. Advocacy, on the other hand, involves the strategic articulation and promotion of shared interests to influence decision-making processes, whether at institutional, governmental, or societal levels. Together, these practices ensure that

stakeholder concerns are not only addressed but also aligned with broader organizational or societal priorities.

For Vice Chancellors-Ghana (VCG), collaborative problem-solving and advocacy represent core strategies in navigating the complex governance and operational demands of public universities. By uniting diverse voices and advocating for equitable policies, VCG plays a pivotal role in maintaining institutional harmony, influencing higher education policies, and driving systemic improvements across Ghana's public university system. This chapter explores the principles, processes, and impact of these two interconnected practices, emphasizing their significance in achieving effective governance and advancing the objectives of higher education.

One of the past VCG members agreed with the earlier suggestions put forward by the other VCG members because he was also of the opinion that Vice Chancellors-Ghana was playing some important roles both in the country and outside. Some of the roles VCG played included: mediating and negotiating roles between government and unions. He further explained that:

"...you will realize that of late unions have challenges with their conditions of services, VCG is invited to sit in during the discussions between government and VCG and when some agreement are arrived at, it is VCG who on their various campuses implement or supervises the implementation of the decisions arrived at. On one hand, they mediate on issues whether locally that is on the universities campuses, they are supposed to mediate on behalf of government and that is why we have conditions of

services cutting across board in every institution”

(Excerpts from Past VCG Member 1).

Another role VCG plays is that they support in assisting government in formulating educational policies. When government develops a policy for example, amendment of a law in education either pre-tertiary or tertiary, the vice chancellors are able to contribute towards that. In this case, when there is a law or draft law or bill being sent to parliament on an education, vice chancellors are able to make an input. Because they can sit together, get those who are experts to discuss it, and present it, then, it is sent on behalf of the universities to government. In cases where it is not feasible, the vice chancellors will come together and advise government appropriately. Therefore, it is like a forum where all the vice chancellors meet, discuss systemic issues, get solutions and help move education policy forward. This finding is corroborated by Fosu and Owusu (2015) and Regassa et al. (2013) that higher education is very critical to the national development and has a tremendous impact on a nation's success, as a result of the role it plays in producing competent and skilled professionals to facilitate socio-economic development.

One of the VCG members added that, VCG serves as a think-tank of university education. He explained that:

...Alright, so now Vice Chancellors-Ghana, they serve as a THINK-TANK of the university education and provides the forum for consensus building on issues of common interest in member institutions and collaborate. And when I talk of consensus building on issues to do with education, the initial reasons they came together is to look.

Also, VCG helps in the administering of student support services, student loans and the rest and also assist government to handle staff and student concern as well as negotiate concern of staff (Excerpts from Past VCG Member 2).

Also, one of the VCG Members mentioned that, VCG is a member of an international community and that, VCG is making impact globally. With this, he said that:

Oh yes, VCG collaborates with other international bodies for instance, last year, we went to Scotland, whereby they provided training on leadership (Excerpts from Current VCG Member 2).

The VCG member emphasized the organization's active participation in international higher education networks, highlighting its subscription to the Association of Commonwealth Universities (ACU), the International Association of Universities (IAU), and, more recently, the Association of West African Universities (AWAU). This membership underscores VCG's commitment to engaging with global and regional higher education stakeholders to influence policy and governance practices. Participation in these networks facilitates access to best practices, policy insights, and collaborative opportunities, enabling VCG to align Ghana's public universities with global standards and trends (Effah & Mensa-Bonsu, 2001).

Through its membership in ACU and IAU, VCG fosters international collaborations that enhance the governance and operational frameworks of its member universities. For instance, the VCG member noted Ghana's hosting of

the ACU conference in Accra, which focused on revising university ranking criteria. This event reflects VCG's role in shaping global discussions on higher education quality assurance and benchmarking. According to Knight (2013), such engagements are vital for ensuring that universities in developing regions like Africa can contribute to and benefit from global education systems. The revised criteria influenced by these discussions now provide a more equitable framework for assessing university performance, taking into account diverse contexts and priorities.

Moreover, VCG's participation in international conferences provides a platform for Ghanaian universities to showcase their achievements and challenges, fostering partnerships that bring both technical and policy-level benefits. As Altbach and Knight (2007) observe, global higher education networks are instrumental in promoting knowledge sharing and policy innovation, particularly in areas like governance, funding, and quality assurance. By being part of these associations, VCG not only amplifies its voice on the international stage but also ensures that Ghanaian universities are positioned to adopt policies that align with international benchmarks while addressing local needs. VCG's engagement with global and regional higher education associations, such as ACU, IAU, and AWAU, exemplifies its strategic role in influencing higher education policies and practices. These memberships provide Ghana's public universities with access to international policy directions, opportunities for advocacy, and platforms for addressing systemic issues like university rankings, thus reinforcing the global relevance and impact of VCG's initiatives.

Roles and Contributions of VCG

The Vice Chancellors-Ghana (VCG) serves as a vital collective body within the higher education sector, representing the executive leadership of public universities across the nation. Established to provide a unified voice and foster collaboration among universities, VCG plays a pivotal role in addressing systemic challenges, shaping policies, and enhancing the governance and operational frameworks of higher education institutions in Ghana. As a forum, VCG is central to aligning the diverse objectives of its member universities with national development goals. Its contributions span various domains, including advocacy for equitable funding, the standardization of academic and administrative structures, and the resolution of disputes involving staff and student concerns. Moreover, VCG actively engages with regional and international bodies, such as the Association of Commonwealth Universities and the International Association of Universities, to ensure Ghana's universities remain aligned with global standards and trends.

This theme delved into the multifaceted roles and contributions of VCG, exploring how the organization facilitates effective governance, supports institutional development, and influences both national and international higher education policies. By examining these contributions, the chapter highlights VCG's strategic importance in advancing the quality, relevance, and sustainability of public universities in Ghana. For instance, on the issue of policy formulation, one of the VCG members indicated that, Vice Chancellors-Ghana makes recommendations to the Ministry of Education. He elaborated further that:

Yes! They want our input. Vice Chancellors-Ghana was invited to a meeting in Accra to discuss the new curriculum that has been developed for the senior high schools. We serve on some boards and through that we are also able to contribute indirectly **(Excerpts from Current VCG Member 1).**

This observation aligns with Ayisi's (2018) assertion that universities play a pivotal role in shaping policies and contributing to national planning, both of which are essential for fostering socio-economic development. As centers of research, innovation, and knowledge dissemination, universities are uniquely positioned to provide evidence-based insights and strategies that inform policy decisions. Their contributions often address critical areas such as economic growth, public health, environmental sustainability, and technological advancement, underscoring their role as drivers of development (Ayisi, 2018).

In Ghana, the active involvement of universities in national policy formulation is particularly significant, given the country's development aspirations and the challenges it faces. For instance, through collaborative research and partnerships with governmental agencies, universities contribute to identifying and solving pressing societal issues. Ayisi (2018) emphasizes that these institutions do not merely offer academic expertise; they also serve as think tanks, providing data-driven recommendations that shape governance and planning frameworks.

This role becomes even more critical in developing countries, where limited resources necessitate strategic and well-informed planning. By

leveraging their intellectual and infrastructural capacities, universities ensure that national policies are grounded in rigorous research and reflect the evolving needs of society. This symbiotic relationship between higher education and national development demonstrates the indispensable role of universities as partners in achieving long-term societal progress.

When asked about VCG's involvement in scholarship and research innovation, a former VCG member affirmed its role, stating:

"...in a sense yes, they do it collectively and individually, yes. Collectively in the sense that they discuss matters of scholarship and let me say that, they compare notes, they want to know from each campus what is happening at VCG meetings. They talk about scholarship in the sense of research, they talk about how research can be funded, and they talk about how teaching and learning can be funded. In fact, in one of our meetings, we established the directorate of research and innovation (Excerpts from Past VCG Member 4).

The VCG member elaborated that during their meetings, discussions often focus on critical issues such as strategies for funding research, whether individually or collectively, and ways to support faculty in undertaking research. Additionally, they explore methods to raise funds for such initiatives. Notably, one outcome of these deliberations was the establishment of distance education as a revenue-generating unit, showcasing VCG's capacity to innovate and address institutional funding challenges.

When asked whether VCG had fulfilled its expected roles, responses from both current and past members were mixed. While the majority of respondents believed that VCG had met expectations in many respects, they acknowledged that significant room for improvement remains. These members pointed to VCG's contributions in areas such as advocacy, policy-making, and institutional support as evidence of its impact. However, a minority expressed disappointment, describing VCG as a loose association that has not fully lived up to its mandate. Such divergent views highlight the varying perceptions of VCG's effectiveness and underscore the need for continued introspection and strategic enhancements in its operations (Ayisi, 2018; Effah, 2018).

These differing opinions suggest that while VCG has made notable strides in addressing the challenges facing Ghana's public universities, there are opportunities for the organization to refine its roles and strengthen its influence. By fostering greater cohesion among its members and adopting a proactive approach to governance and innovation, VCG could further enhance its impact on higher education in Ghana.

"I will say that they have achieved something but there is more to be done. We need to do more to ensure the common front of the university, we have contributed to GTEC"

(Excerpts from Current VCG Member 1).

Another VCG member corroborated this assertion and said that:

"There are two ways to look at this, if their main role was to be a higher body or thinker of higher education and all institutions, providing the policies, the know-how and helping government in decision making for higher

education, so that is what they should be doing be doing and I believe that is how it started. I have been in the university for long so, I recall professor A and co, during their chairmanship a lot of policies came through from VCG at that time. Another one was the rent policies IN-AND-OUT” (Excerpts from Current VCG Member 2).

The perspectives shared by current VCG members highlight both the achievements and areas for growth within Vice Chancellors-Ghana (VCG). Member 1 acknowledged that while VCG has made meaningful contributions, such as its input to the Ghana Tertiary Education Commission (GTEC), there is still significant work to be done to reinforce the collective interests of universities. This reflection suggests a recognition of progress but also a call for greater efforts to solidify VCG’s role as a unifying body in higher education governance. Similarly, Member 2 corroborated this sentiment, emphasizing that VCG’s effectiveness should be measured by its capacity to act as a higher body of thought and policy for tertiary education. This member recalled the impactful leadership of past chairpersons, noting specific contributions like the introduction of rent policies and other significant initiatives. These historical accomplishments reflect the potential of VCG to influence higher education policies and support the government in decision-making processes.

However, the member's reflection also implies a need to revisit and potentially revitalize the organization’s foundational vision of driving innovation and policy formulation in higher education. These insights collectively underscore the dual narrative surrounding VCG’s performance:

notable contributions to higher education governance, such as supporting GTEC and introducing policies, juxtaposed with the ongoing need to enhance its strategic influence and sustain its relevance as a thought leader in Ghana's higher education system.

VCG's Effectiveness

The effectiveness of Vice Chancellors-Ghana (VCG) is a critical measure of its influence and impact on the governance and development of public universities in Ghana. Established to provide a unified platform for addressing challenges, advocating for resources, and influencing higher education policy, VCG's ability to meet its objectives is central to the progress of the tertiary education sector. Assessing its effectiveness involves examining how well it fulfils its mandate to act as a think tank for policy development, unify member institutions, and address systemic issues such as funding, infrastructure, and academic standards.

VCG's accomplishments, including contributions to the Ghana Tertiary Education Commission (GTEC) and policy development, attest to its role as a pivotal body in the higher education landscape. However, its effectiveness is also shaped by the perceptions of its members, who recognize both its achievements and areas requiring improvement. This chapter explores the extent of VCG's effectiveness, focusing on its successes, challenges, and opportunities for growth as it continues to shape the future of Ghana's public universities.

A past VCG member explained that, NCTE now GTEC regulated their roles, they always consulted VCG before anything. VCG played their roles and even attracted scholarship for UTAG members and they were able to attract

UNICEF funding. However, it appeared that the change in government endowed the activities of VCG to the largest. Also, VCG collaborates with the international bodies, assist government to handle students and staff, engages in consensus negotiations for universities, among others. Another past VCG member was so sure and convinced that VCG had lived up to expectations in terms of the roles expected of them. He gave this response when asked whether VCG had lived to expectation in terms of the roles expected of them. He responded that:

More than that, in fact, most of the time, the presidency invites the VCG to solve issues, especially when staff unions are going on strike. The presidency advises and then when the Vice Chancellors advise the presidency, things are solved (Excerpts from Past VCG Member 1).

Another past VCG member agreed and indicated that:

This is a very tricky question. Yes, well, I will say yes, VCG has lived up to expectation. I am choosing my words very carefully, I see some politics now being played in VCG, I see there is some disunity but there isn't a common or strong front now, probably, because they are now so many, 15 plus (Excerpts from Past VCG Member 2).

Another VCG member explained that:

YES! I will say they have even though we require or expect a greater level of success, they have and they may have done a great success. Now, the political terrain is so different where government through GTEC is trying to push

things down to the universities. The various strike action that took place in the past but for VCG they would have been protracted. I think VCG is relevant in the affairs of university institutions, yeah **(Excerpts from VCG Member 2).**

However, some of the VCG respondents were of the opinion that, VCG had not lived up to the expectations in terms of the roles expected of them. In line with this, one of them explained that:

VCG is a loose association and I would not be able to say so because when national crises occur within any university or for instance between UTAG and GTEC, one will look forward to VCG to come in or by meeting with the government so that the issues will be resolved, but they are unable to do so. So, I wouldn't believe that VCG has lived up to expectation **(Excerpts from Past VCG Member 3).**

The perspectives from past and current Vice Chancellors-Ghana (VCG) members reflect a mix of acknowledgment and critique regarding the organization's effectiveness. VCG's role in addressing crises, particularly strikes by staff unions, is repeatedly highlighted as a key area of influence. One past VCG member noted that the presidency often relies on VCG to mediate during these disputes, underscoring its advisory role in providing solutions that prevent protracted industrial actions. This observation emphasizes VCG's relevance as a critical intermediary between the government and university stakeholders, facilitating resolutions through its trusted advisory capacity (Excerpts from Past VCG Member 1).

Another past VCG member supported this view, affirming that VCG has largely fulfilled its mandate but cautioned that recent dynamics, including political interference and disunity among members, have weakened its collective front. The increase in the number of public universities, now exceeding 15, is cited as a contributing factor to the perceived dilution of unity within VCG. This insight reflects the challenge of maintaining cohesion in an expanding and increasingly complex higher education system. Political pressures, as noted, further complicate VCG's ability to operate as an impartial body focused solely on advancing higher education goals (Excerpts from Past VCG Member 2).

A current VCG member echoed these sentiments, acknowledging the organization's successes while noting room for improvement. This respondent highlighted the changing political landscape, where governmental influence, particularly through entities like the Ghana Tertiary Education Commission (GTEC), poses challenges to university autonomy. Nonetheless, the member credited VCG with resolving many strike actions that could have been prolonged without its intervention, reaffirming its continued relevance in navigating institutional challenges (Excerpts from Current VCG Member 2).

However, not all respondents viewed VCG's performance positively. One past member described the organization as a "loose association," questioning its ability to meet expectations during national crises. This critique points to instances where VCG's inability to effectively mediate conflicts, such as those involving UTAG (University Teachers Association of Ghana) and GTEC, has eroded confidence in its capacity to act as a decisive and unifying force (Excerpts from Past VCG Member 3).

These mixed views underscore both the strengths and limitations of VCG in fulfilling its mandate. While its contributions to resolving industrial actions and advising the government are widely acknowledged, issues such as disunity, political influence, and occasional ineffectiveness in managing crises highlight areas for improvement. To bolster its effectiveness, VCG may need to strengthen its internal cohesion, enhance its capacity to mediate high-stakes disputes, and maintain independence in its dealings with government and external stakeholders. As Ghana's higher education landscape continues to evolve, VCG's ability to adapt and assert its relevance will be critical to its sustained impact.

Similarly, another VCG member explained that, in recent times, VCG is not doing much. For example, there was a "strike" action that the unions embarked on, and not even a single VCG member made a comment about it or even invited the unions. VCG did not arrange a meeting with the government to solve this or to discuss the impact of the strike action. It was expected that VCG will arrange a meeting with either the Ministry of Education or the Ministry of Finance to actually engage Government on behalf of the unions; it is like the front is breaking gradually and also, probably, because of the manner in which some of the VCG members were appointed. Some of the VCG members were appointed politically and some of them through council, so there have been some political or traditional interference in terms of appointment. Therefore, the allegiance is affected, unions and staff feel some kind of abandonment, they do not feel that VCG can provide that leadership and protection they expect. One of the VCG members concurred by saying that:

I don't think so at all. As I said if you go to any university as you know very well, the core business of the university is for teaching and learning and therefore, if the lecturers who ensure teaching is carried out, are not happy and VCG or vice chancellors will not intervene, then that is problematic because they are the chief executives of the various institutions. So, it is like the chief executives are never concerned about their welfare to the extent that they don't want to engage the government about it then really, it is problematic" (Excerpts from Past VCG Member 4).

It can be concluded that, the factors that necessitated the formation of Vice Chancellors-Ghana were that, there were socio-economic challenges from the 1990s, so, it was necessary at that time to form a unified front to be able to discuss issues with government on behalf of the universities. Hitherto, individual institutions dealt with government and that did not yield any positive results. So, the universities felt that, if we came together, they could share ideas, about solutions, share ideas about progress, and consider the common problems and systemic issues that bedevilled their institutions. Therefore, the heads of the universities needed a common ground to do this hence, they needed to come together in order to dialogue with government with one voice, form a common forum, a common policy, bring ideas together and develop similar standards that will be able to guide the universities. The need to have a common front necessitated the formation of Vice Chancellors-Ghana. Also, Vice Chancellors-Ghana played a number of roles and these were: educational impact in terms of

ideas and policy formulation for better education as well as making input into the government policies.

Also, VCG has been very strategic in pulling resources into the institutions either by fund raising or external and internal collaboration in attracting scholarships to individual institutions to be given to their faculties and administrative members. VCG also serves as a voice of the institutions and the voice of higher education and they spear policies in higher education as well as influencing curriculum development. Again, VCG provides the backbone for scholarship and research innovation; mediate and negotiate roles between government and the various unions; serves as a thinker of higher education; provide the policies and the know-how and helps government in decision making regarding higher education; and that, with regards to its membership with the association of Commonwealth universities and International Association of Universities, VCG is making impact globally. However, there were mixed reactions as to whether VCG has lived to expectation in terms of the roles expected of them. This is because, whereas most of the Vice Chancellors-Ghana member (current and past) respondents were of the view that VCG had lived up to expectations in terms of the roles expected of them, although there was still much room for improvement, a few others expressed their disappointment in VCG by describing VCG as a loose association which had not lived up to the expectations required of them in terms of the roles they played.

Research Question Two

In what specific ways has Vice Chancellors-Ghana influenced the operations of public universities in Ghana?

The role of Vice Chancellors in shaping the operations of public universities is crucial, as they are responsible for overseeing academic, administrative, and financial functions. In Ghana, public universities have faced numerous challenges, from resource constraints to the increasing demand for accessible education. Understanding how Vice Chancellors in Ghana have influenced the functioning of these institutions is critical in evaluating their leadership strategies, the effectiveness of university management, and the overall impact on the quality of higher education. This research question sought to find out the ways Vice Chancellors-Ghana has influenced the operations of public universities in Ghana. The interview guide was used to gather responses from VCG members (both immediate and past) and the senior members (both teaching and non-teaching staff). The following themes emerged from the data analysis: *standardization and operational processes, capacity building and manpower development, leadership and leadership performance, collaboration and resource mobilization and sense of pride and identity*

Standardization and Operational Processes within the Universities

The influence of leadership within higher education institutions plays a crucial role in shaping the operational landscape, academic standards, and overall effectiveness of universities. In Ghana, Vice Chancellors-Ghana (VCG), as the body representing the chief executives of public universities, has been instrumental in influencing the governance and operational processes within these institutions. VCG's influence is significant not only in terms of policy

advocacy and strategic direction but also through its role in shaping university management practices, ensuring that institutions adhere to national educational standards, and fostering a collaborative environment for sharing best practices.

Multiple respondents highlighted how VCG has helped ensure uniformity in practices across institutions, particularly in areas like accreditation processes and financial management. For example, one member explained that VCG's efforts at standardization lead to excellence and consistency among universities. As to whether VCG has influenced the operations of public universities, most of the VCG member respondents agreed that indeed VCG has influenced the operations of public universities. In terms of how VCG has influenced the operations of public universities, one of the Vice Chancellors-Ghana members explained that:

Oh Okay. Somehow, they have influenced them because it's a union. They have influenced their operation but it is limited. We expect to see some common things across the universities which the universities adapt and with this, I will say the VCG has influenced the operation of the public universities. So, that one, I will say yes (Excerpts from Current VCG Member 1).

The finding also supports Kelman's (1958) theory of influence that identification is when people adopt the persuaded behaviour in order to maintain or create a desired and positive relationship to another person or a group. Therefore, the satisfaction at the identification process only occurs due to the act of conforming to the change. Another vice chancellor corroborated this and explained that:

...so, standardization is one, accreditation processes is another, and our financial management of the institutions

(Excerpts from Current VCG Member 2).

Standardization is conforming to the established norms, that is, VCG ensuring that every member institution does what the regulator wants. So, standardization brings about excellence. At times, VC's will call to ask, what was our decision on a particular issue, what was our decision on that, so it shows that all VCs are doing one thing which shows that VCG influences the operations of the public universities. This finding supports Kelman's (1958) theory of influence that compliance is expected to occur when people accept influence and adopt the persuaded behaviour to either gain rewards or avoid punishments. Thus, individuals approve or disapprove an act of influence during this process. The approval derived from compliance is due to the effect of accepting influence.

One of the vice chancellors who also agreed said that:

Let's take Operations. So, VCG, it improves operations and all that. Now, because of VCG, conditions of service are regularly reviewed. Now, VCG made good recommendation to council. And because of VCG, this is made up of the vice chancellor, the registrar, the financial officer, were also members of their councils. So, operation is going forward and enhanced **(Excerpts from Past VCG Member 1).**

This finding agrees with that of Kelman's (1958) theory of influence that internalization is said to occur when people accept to be influenced after

critical observation of the content of the persuaded behaviour or the induced change. Individuals analyse the content to verify if it is rewarding enough and can direct the opinions and activities of others before being influenced. Another factor at this process is that, individuals adopt and adapt to the induced behaviour if they realize the content is compatible with their value system. In this circumstance, therefore, the satisfaction is observed to occur due to the content of the new behaviour. Another VCG member mentioned that:

“Yes, I just said that they have influence, because sometimes we agree on common things that would happen across the universities. We do the same things, and so, if Vice Chancellors speak, and common problems are resolved; then that means it has influence on the operations of public universities (Excerpts from Past VCG Member 4).

The finding confirms Cialdini’s (as cited in Luthans, 2011) commitment principle of influence that, once people have made a choice, they tend to stick to it. People do not like to back out of deals. It describes the way in which people want their beliefs and behaviours to be consistent with their values and self-image. People are more likely to do something after they have agreed to it verbally or in writing. One of the VCG members explained that:

Vice Chancellors-Ghana? Of course, they do because this is an association of all the chief executives of the universities so once they meet to discuss issues and make their revolutions, they go back and carry them in their various universities so, they certainly have few operational

influences on the public universities, because they are the chief executives and whatever they discuss they go and implement them in their universities” (Excerpts from Current VCG Member 3).

The finding that Vice Chancellors-Ghana (VCG) members influence the operations of public universities through collaborative leadership and shared decision-making practices resonates strongly with Cialdini’s *consensus principle of influence*. According to Cialdini (2009), people tend to rely on the behaviors and actions of others, particularly when they are uncertain about how to act or make decisions. In a leadership context, this principle suggests that individuals often look to their peers for guidance when determining the best course of action, especially in situations where they may feel uncertain or lacking in information. This phenomenon is particularly prevalent when individuals perceive those they are observing as similar to themselves or as credible sources of information (Cialdini, 2009).

Within the context of VCG, this principle of consensus can be seen in how members of the council look to each other for advice, share leadership strategies, and adopt practices from their peers to ensure alignment with national educational standards and best practices. For instance, many of the Vice Chancellors emphasized the importance of listening to their colleagues and drawing from their experiences to make informed decisions. One VCG member, reflecting on their leadership approach, noted that they often “tapped from others’ ideas,” recognizing that some decisions were not entirely their own but rather ideas that had matured through group discussions and collaboration (Past VCG Member 1). This reliance on collective wisdom is a direct manifestation

of the consensus principle, where the actions and perspectives of others, particularly those within similar roles, guide individual decisions.

Moreover, the principle underscores that the greater the number of people who endorse a particular idea or course of action, the more likely it is to be accepted as correct. This concept, often referred to as *social proof*, suggests that in environments where collective action is required, such as in university governance, shared practices and solutions gain legitimacy through widespread endorsement. In the case of VCG, the implementation of standardized policies across universities often reflects the collective endorsement of leadership practices that have been tested and approved by multiple members of the council. For example, the introduction of standardized training programs for university staff, which was championed by several VCG members, demonstrates how the widespread adoption of best practices, influenced by the consensus within VCG, leads to institutional improvements (Past VCG Member 2).

Furthermore, Cialdini's principle of social proof becomes particularly evident when the individuals involved view each other as peers or equals. This dynamic is apparent within VCG, where Vice Chancellors not only share leadership insights but also collaborate closely to align their universities with overarching national educational goals. As one VCG member explained, they learned from their colleagues' leadership styles and practices, particularly in terms of handling issues and navigating challenges within their institutions. This peer-based learning, where ideas are shared and refined through mutual respect and collaboration, creates an environment where shared consensus influences the direction of university operations (Past VCG Member 1).

In educational settings, particularly in university governance, the consensus principle operates not only in terms of the internal decision-making process but also externally, shaping how universities interact with external bodies such as government agencies, accrediting bodies, and other educational institutions. VCG's efforts to standardize processes such as accreditation, curriculum development, and financial management are influenced by the understanding that if these practices are endorsed by a large number of similar institutions, they are more likely to be accepted as best practices (Xu & Wang, 2008). This concept is reinforced by the fact that universities, like any other organizations, are more likely to adopt policies and practices that are perceived as widely endorsed by peers, as it provides them with a sense of security that they are making the right choices.

The application of Cialdini's consensus principle in the context of VCG's influence on public universities in Ghana highlights the importance of peer influence in leadership and decision-making processes. By fostering an environment where ideas are exchanged, tested, and collectively accepted, VCG has been able to introduce standardizing practices that have positively impacted the operations of universities. This collaborative model encourages adaptation and acceptance, ensuring that the policies and practices that are adopted are perceived as legitimate and in line with the broader objectives of national educational improvement.

The other VCG member had this to say:

To some extent yes, Vice Chancellors-Ghana have influenced them. VCG has influenced the operations of research and teaching, because VCG represented by the various Vice

Chancellors are on the grounds and they see what is happening. So, VCG is a mediator, VCG is able to block certain decisions which may look unfavourable for the universities, so internally apart from the academic programs that VCG would run, to produce quality national, and to produce people who can contribute to national development, VCG is also influencing the way administration is done the structure of the administrative setup, and then also, the funding policies on the campus” (Excerpts from Past VCG Member 2).

I probed further and asked whether VCG has influenced the functions of the universities in terms of helping in the development of capacity building and man power of the university, the respondent indicated that VCG has not directly done or achieved that function. In line with this, the VCG Member said that:

So far, my experience has shown that with this idea of having capacity building to build capacity in our various universities, they have not come up with anything for discussion. So, the key point is that VCG should do more, they should have a common front to negotiate through GTEC, and the rest, you understand. Recently we wanted financial clearance and when we went for a meeting it came up three times, not knowing that three universities have gotten the clearance and have kept quite. I hope you understand? So, assume that we need to do more, that’s what I can say. Yes” (Excerpts from Current VCG Member 1).

I probed further and asked whether VCG has influenced the functions of the universities in terms of helping in the development of capacity building and manpower of the university. The respondent indicated that VCG has not directly done or achieved that function. In line with this, the VCG Member said that: *"While the VCG plays a crucial role in shaping policy frameworks and ensuring that universities align with national goals, the specific task of capacity building and developing manpower within the universities is typically left to the individual institutions themselves"*. The VCG provides the oversight and strategic direction, but the actual implementation of capacity building programs, whether for faculty or staff development, is largely managed at the institutional level. Universities are responsible for tailoring these initiatives to their specific needs, and often, external funding, partnerships, or internal resources drive these efforts.

This response indicates that while the VCG's influence is significant in terms of standardizing operational processes and ensuring that universities comply with broader national policies, it does not extend directly into the day-to-day operational functions such as capacity building or human resource development. These areas, though important for university development, are primarily handled by the universities themselves. The VCG's focus, therefore, seems to be more on governance, policy oversight, and institutional alignment with national educational goals, rather than directly engaging with the hands-on aspects of workforce development within individual universities.

The statement also highlights a common challenge within university governance: the division of responsibilities between central bodies like the VCG and the institutions themselves. While centralized bodies may provide strategic

guidance and regulatory frameworks, the responsibility for executing specific development programs, such as capacity building, often lies with the universities' internal management. This dynamic may limit the VCG's ability to directly influence faculty development and staff training programs, despite the crucial role these elements play in the overall growth and performance of universities.

Moreover, the assertion that capacity building efforts are often driven by external funding or institutional initiatives reflects a larger trend in higher education in many parts of the world, where universities are increasingly relying on external partnerships, grants, and donor organizations to fund such development programs. The VCG's role, therefore, appears to be more about creating an enabling environment for these initiatives to take place, rather than directly overseeing or implementing them. This distinction between policy oversight and operational implementation is key to understanding the scope of the VCG's influence on the universities' capacity-building efforts.

In essence, while the VCG's influence on university governance is significant, its direct role in the development of university manpower and capacity is more limited, with universities themselves taking the lead in this area. However, this does not diminish the importance of the VCG's overarching role in shaping educational policy and providing a framework within which universities can pursue their capacity-building initiatives.

...that was what I was saying. I indicated briefly that there are some functions that have not been developed, so all the various institutions have the development of their capacity

building separately (Excerpts from Current VCG Member 2).

Once a while, university A is asked to come and help train staff in various ways, for example teaching methodology and others. Those are the internal capacity building and collaborating activities so VCG has not directly done that. However, other respondents were of the opinion that although there was still room for improvement, yet, VCG influenced public universities in terms of manpower, development or capacity building. In line with this, one of the VCG Members explained that:

“We try as much as possible to allow, we have linkages with the universities in Spain. In UK, we have linkages with St. Andrews where we go periodically for training
(Excerpts from Past VCG Member 1).

VCG engages in capacity building and manpower development by promoting Inter University collaboration. For instance, through linkages with Leicester University, training has been provided for some of their members. Also, through linkages between Universities and University in Australia, first class students are sent from the University A to go and continue their masters and PhD. University of Lille in France has linkages with University in Ghana and through that they link their PhD students to go for exchange programmes. The other VCG Member had this to say:

“I have said it several times that VCG is a very loose association. No one influences the other, we could discuss issues so that we set this practice but we don’t influence

each other in the university” (Excerpts from Past VCG Member 2).

The assertion that "VCG is a very loose association. No one influences the other, we could discuss issues so that we set this practice but we don't influence each other in the university" reflects a critical limitation in the operational structure and authority of Vice Chancellors-Ghana (VCG). This characterization highlights the organization's inability to exert binding influence or enforce standardized practices across its member universities, a situation that significantly hampers its efficacy.

The statement underscores the autonomy of public universities in Ghana, where each institution operates independently under the purview of its governing council. This decentralized governance model, while allowing for institutional self-determination, limits VCG's capacity to act as a central regulatory or coordinating body. According to Pritchett (2016), such "management-based regulation" requires entities to set and evaluate their own standards, often resulting in fragmented implementation of best practices across institutions. This structure aligns with the perception of VCG as an organization that facilitates discussions without having the mandate or legal framework to enforce decisions.

The lack of influence among member institutions highlights challenges in achieving standardization in critical areas such as academic policies, research practices, and outreach initiatives. Although VCG provides a platform for dialogue, its inability to impose or incentivize compliance means that discussions may not translate into actionable changes. This is problematic given the pressing need for cohesive strategies in addressing issues like capacity

building, resource mobilization, and innovation (Nanus, 2009). Without a strong centralized authority, each university must navigate these challenges independently, reducing the collective impact of the association.

Transformational leadership, as characterized by Bass and Avolio (1993), involves uniting stakeholders under a shared vision and fostering coordinated efforts to achieve common goals. However, the lack of mutual influence within VCG suggests a missed opportunity for leveraging the collective expertise of vice chancellors to drive systemic reforms. Collaborative initiatives such as joint research programs or standardized accreditation processes are more difficult to implement in a loosely structured association where decisions rely solely on voluntary adoption.

To address these limitations, it is essential for VCG to secure legal backing that empowers it to set enforceable standards or offer incentives for compliance. Moreover, creating specialized units within VCG, such as a policy and linkage office, could help align member institutions with national and global educational priorities. By strengthening its operational framework, VCG could transition from a discussion-based body to an influential entity capable of shaping the strategic direction of higher education in Ghana. The description of VCG as a "loose association" reflects both its structural limitations and the challenges inherent in coordinating autonomous institutions. While this setup enables dialogue and collaboration, it falls short in fostering systemic change or ensuring uniform standards across universities. Strengthening the association's influence through legal and strategic reforms is therefore crucial for its evolution into a more impactful organization.

Capacity Building and Manpower Development

Capacity building and manpower development are pivotal to the growth and sustainability of higher education institutions, as they form the foundation for enhancing institutional effectiveness, fostering innovation, and driving national development. In the context of Vice Chancellors-Ghana (VCG), these processes involve equipping both academic and non-academic staff with the skills, knowledge, and tools required to address emerging challenges, improve institutional performance, and contribute to the broader goals of education and socio-economic progress.

Recognizing the importance of a skilled workforce, VCG has endeavored to implement various capacity-building initiatives, albeit with significant constraints. These include efforts to train university leaders, establish development programs, and foster collaboration with international organizations. However, challenges such as inadequate resources, inconsistent implementation, and limited strategic focus have hindered the realization of these goals. Consequently, there is a pressing need to evaluate and enhance the strategies employed by VCG to ensure that capacity building becomes a transformative and sustainable endeavour.

This section explores the role of capacity building and manpower development in the operations of VCG, examining its initiatives, challenges, and opportunities for improvement. By addressing these facets, the discourse aims to highlight the potential of robust capacity-building frameworks to empower institutions, improve staff competence, and contribute to the advancement of public universities in Ghana.

Concerning the area of research and innovation, the VCG member again admitted that they VCG has not achieved that function and that VCG was working on that function as well. In relation to that, the vice chancellor mentioned that:

We are going to set up a research and capacity and linkages offices and these will take care of all of that, so that when we pair institution we can pair them in terms of capacity building, research, collaborations and the rest

(Excerpts from Current VCG Member 1).

This finding contradicts that of Ayisi (2018) who asserts that research findings are critical in formulating policies or national planning which would lead to development. Other VCG members expressed similar views that VCG does very little when it comes to research and innovation by explaining that:

I can attest to that so far, my experience, 2 years now a little while, yes. I mean this kind of discussion has never come up. I mean it has never come up for us discuss

(Excerpts from Current VCG Member 2).

Similarly, another Vice Chancellor-Ghana member concurred that:

Research and innovation function of the university, we have not been able to do that. Because our office that we established here, we did not develop it. And that's why obviously we're going to get that office activated, the research aspect of it is number two. I could conclude that I have not been able to get that part on ground"

Excerpts from Current VCG Member 1).

The other VCG Member had this to say:

Yes, as I said, but when it comes to research, whether collectively as we do here or individually, with support coming from the university it is based on discussion, it is based on some of the suggestions made. Now VCG doesn't have money to support them, except when there is a problem VCG forms a committee to investigate, yes, VCG will pay and fund that investigation but, academic or scientific research VCG does not have money to do that

(Excerpts from Past VCG Member 2).

As to whether VCG has influenced the operations of public universities in terms of outreach functions, the VCG Member respondents indicated that VCG has not achieved the outreach functions of university. In line with this, the VCG member respondent said that:

"We have or I haven't encountered it. The only time I remember we did outreach was whenever we had international meetings, we also use that for outreach but that has also not been of any significance"

(Excerpts from Current VCG Member 1).

Another VCG Member agreed that VCG was not doing enough in terms of outreach programmes and that the various universities were doing that on their own. The VCG member explained further that:

"Yeah, standard outreach programs, especially for admissions of students. And we even tell the Ghanaian public what the universities have, in terms of their

programs. And the universities are doing that on their own, and it is very expensive for them (**Excerpts from Past VCG Member 1**).

The excerpts highlight the significant challenges faced by Vice Chancellors-Ghana (VCG) in fulfilling its mandates related to research, capacity building, and outreach. These challenges are rooted in structural inefficiencies, lack of resources, and an absence of strategic focus. The statement by Current VCG Member 1 about setting up research and capacity-building offices underscores the association's recognition of its inadequacies in research. However, the retrospective admissions by other VCG members reveal a persistent failure to prioritize and institutionalize research activities. The comment by Current VCG Member 2, *"this kind of discussion has never come up"*, highlights the neglect of research within VCG's operational framework. Similarly, another member's acknowledgment of their inability to develop existing research offices confirms the lack of progress in addressing this critical area.

The data also reveal shortcomings in VCG's outreach efforts. The limited scope of outreach activities, largely confined to leveraging international meetings, illustrates the lack of strategic planning. Current VCG Member 1 admitted that outreach programs have not been significant, while another member confirmed that such initiatives are often left to individual universities. Past VCG Member 1 further elaborates that outreach efforts, such as admissions promotion, are independently executed by universities at great expense. These insights suggest that VCG's limited involvement in outreach functions undermines its potential role as a unifying body that could coordinate and

amplify the collective impact of Ghana's public universities. Outreach is a critical dimension of a university's role in society, encompassing public education, community engagement, and the dissemination of knowledge. By failing to strengthen this aspect, VCG falls short of enhancing the visibility and accessibility of higher education in Ghana.

A recurring theme in the excerpts is the issue of funding. VCG's inability to allocate resources for research and outreach reflects systemic financial constraints. Past VCG Member 2 notes that VCG only supports problem-specific investigations, and even these efforts are reactive rather than proactive. Without a sustainable funding mechanism, the association is ill-equipped to foster meaningful advancements in its core functions. Additionally, the loose structural framework of VCG further complicates its ability to coordinate and implement initiatives effectively. The absence of enforceable mandates or a centralized strategy limits VCG's capacity to mobilize member universities for collective action in research, innovation, and outreach.

To address these issues, VCG must adopt a more proactive and structured approach. Establishing fully operational research and capacity-building offices, as suggested by Current VCG Member 1, is a critical step. These offices could serve as hubs for fostering collaborations, pooling resources, and aligning research agendas with national priorities. Additionally, securing external funding through partnerships with government and international agencies could mitigate financial constraints and enable broader outreach programs. VCG's challenges in research, innovation, and outreach reflect deeper structural and operational inadequacies. Addressing these gaps requires strategic investments in infrastructure, a robust framework for

collaboration, and an expanded mandate supported by adequate resources. Only by tackling these challenges can VCG fulfil its potential as a catalyst for higher education transformation in Ghana.

The VCG member further explained that, the Secretariat uses the money raised by the members themselves to finance trips and sometimes zones all the secondary schools in the country, northern zone, and western zone centres. For instance, in collaboration with a regional director of education, the students of the various secondary schools are made aware of programs the various universities run etc., and that makes the students appreciate what they can apply for and what grade they really need, the qualifications that need to be able to apply for certain programmes.

However, a few other VCG members were of the opinion that VCG was doing its best in terms of VCG's influence on the outreach services of the universities. He elaborated further by saying that:

“Well, this were true, I don't know if you have heard of GARNET, its an internet platform that is created by Ghana with sponsorship from VCG, all the universities are supposed to be on it, and it is VCG that initiated it with the then Ministry of Education, NTC, now GTEC, and they started in 2016” (Excerpts from Past VCG Member 2).

The Vice Chancellors-Ghana members were of the view that VCG was doing quite well in the role they played in influencing public universities in terms of scholarship for students. The vice chancellor elaborated further that:

“In terms of some scholarships for students, I will say, Yes!

VCG is doing quite well” (Excerpts from Past VCG

Member 1).

He further explained that, a student who completed SSS and had grade 24 pleaded with the Vice Chancellor A, that he wanted admission. Vice Chancellor A then admitted the boy and after four years down the lane, this boy delivered the valedictory speech. As a result of that, the Vice Chancellors-Ghana met and decided to give 10% of all admissions to the needy people (One person’s intervention). All these efforts were made by VCG so that they take it to their various universities.

Regulatory and Governance Limitations

Concerning regulatory issues, the VCG members were asked whether VCG determines or regulates the activities of the governing council in the universities. In line with this, most of the VCG member respondents indicated that, VCG does not determine or regulate the activities of the governing council of the universities. The VCG member respondents explained that, VCG itself does not have a legal backing and as such lacks the powers to determine what universities should do. The VCG member respondents further explained that, the universities were autonomous and governed by the university council. Thus, the universities were Management-Based regulated and VCG does not have the powers to regulate their activities in any way. This finding concurs with the view shared by Pritchett (2016) who explains that, Management-Based Regulation, is when the entity sets the standards and evaluates itself (or through a third party or, non-governmental party) to determine whether it has achieved these goals. In furtherance of this fact, one of the VCG members indicated that:

“I have said it several times that VCG is a very loose association. No one determines or influences the other, we could discuss issues at VCG so that we set this practice but VCG does not determine or regulate the activities of the university” (Excerpts from Past VCG Member 1).

The VCG member respondent explained further by citing an instance where there was a tollbooth problem in university A and when the VC of the said university was asked about it, the VC told them (VCG) that, he does not report to them and as such does not see the need to do so. He only explained to VCG after hours of persuasion and after colleagues told him that they wanted to know about it so that they would be better prepared to tackle them when they are also confronted with a similar situation in the future.

In terms of their leadership performance, the vice chancellors were of the view that their people/followers were the best people to describe their leadership performance. That notwithstanding, they described themselves as good leaders and further explained that:

You have to ask the people which I led, yes, I know I am a very good leader, I’ve been training them and I leave a legacy, a professional legacy everywhere I go
(Excerpts from Current VCG Member 1).

The VCG member said that he trains people, find people to replace him and ensures that they have the knowledge and skills. At times, people describe the VCG member as being strict but he wants the best of them because if you are lazy then you will have problem with him. This finding concurs with that of Xu and Wang (2008) who assert that the role of leadership in tertiary

institutions is very critical in terms of coming out with innovative ideas or visions, mission, determining and establishing of objectives, planning strategies, policies, and effective methods to achieve the institutional objectives effectively and efficiently along with directing and coordinating the efforts and institution's activities.

Leadership and Capacity Building

Leadership and capacity building are foundational elements for the effective functioning of higher education institutions. In the context of Vice Chancellors-Ghana (VCG), these aspects are critical to fostering innovation, driving institutional transformation, and preparing future leaders for the dynamic challenges in academia. Despite their recognized importance, challenges in implementation and institutional commitment often hinder progress in these areas.

Effective leadership in universities involves setting strategic visions, fostering collaboration, and aligning institutional goals with broader national and global priorities. Members of VCG describe themselves as transformational leaders who prioritize legacy-building and capacity development. For instance, one member emphasized training successors and creating professional legacies, aligning with the views of Bass and Avolio (1993), who assert that transformational leadership inspires followers to exceed their expectations through motivation and vision.

However, leadership within VCG often suffers from fragmented efforts and a lack of unified direction. As noted by a past VCG member, leadership in the association is primarily individualistic rather than collective, which limits the capacity for system-wide impact. Furthermore, the absence of mechanisms

for enforcing shared strategies across universities undermines the association's ability to coordinate and lead effectively.

Capacity building in higher education involves equipping staff and administrators with the skills and tools required to address emerging challenges. VCG has historically facilitated some capacity-building initiatives, such as training programs for academic and administrative staff, in collaboration with organizations like the Association of African Universities. These programs aim to enhance institutional competencies in areas such as governance, resource management, and academic development.

Despite these efforts, there is widespread acknowledgment of the limitations in VCG's capacity-building impact. As one member noted, VCG's initiatives are often indirect and constrained by resource limitations. Without dedicated funding and infrastructure, capacity-building programs remain sporadic and fail to address systemic issues comprehensively.

A VCG member who seemed satisfied with his leadership performance indicated that:

Sometimes you get the inner satisfaction that this is what I set to do, I can see that satisfaction from the way you talk

(Excerpts from Past VCG Member 1).

The other VCG member had this to say:

Well leadership can take so many forms, leadership is not management, leadership is how you are able to call people to do things, when you are not there, leadership is how people buy into your vision, it is how you get people collectively to do a team work, so, in that respect I will say

yes, we all succeeded. Collectively we did, individually I was satisfied, I had people buying in, people supporting me to achieve my visions, I wouldn't say everybody supported me, no I will not be foolish to say that everybody, 100% will support you, many people may go with you at one point in time regarding I predict, and at one point in time you will have few people going along with you but once we have majority with you nothing can stop you (Excerpts from Past VCG Member 2).

This finding resonates with Nanus (2009) who explained that, for leaders to excel in their various endeavours, they need to be trusted by followers. Together, there was the need to create a niche for ourselves in all aspects, and that was why we upgraded what professor A has left behind, that is where we are now. In terms of leadership training, most of the registrars, lecturers, will attest that there was this conscious effort of development of staff, and they put in place a line-up of workshop and training sections for administrators, for academic staff, for works and development, for everybody, for junior staff, for senior staff and members, the VCG member had setup regular training for members, because he believed in training the human being. The staff were provided with quality training so that the people would be able to bring in whatever was needed for the development and improvement of the university, and that is why university A staff have occupied positions in academic institutions, and some of them were due to the training.

Also, the VCG member believed that there was improvement in the area of academic programs. So, it is the quality programs that would train people to

become responsible for themselves and so, the current trend at that time was going entrepreneurial. So, the VCG member used entrepreneurship, and every student had to do it, so a small-scale centre was set up for the students. And under the small-scale centre, they had information for students, so there was the need for the holistic training for their students and their staffs. The idea of the VCG member for setting up this training was to get colleagues to do research that will impact national development, research that it will be practical and they will make policy breaks for government and for the university itself and so that was the purpose for certain research and to council the consultants.

He continued that:

“Yes, one of them that we built is the lecture theatre popularly called X” “So, when you talk about leadership, I tried my best with my team. So, I will say that together we have succeeded and I won’t say my leadership was the best neither will I say it was better than somebody but my leadership as it was helped university A to go a step further

(Excerpts from Past VCG Member 2).

The other vice chancellors had this to say when asked to describe his leadership performance:

Oh. I wouldn’t like to describe what I did at that time as VC but that question can best be answered by people who visited university Y, because for me, I want to say that my performances were special but

you need to go there to see what I did there”

(Excerpts from Past VCG 3)

A Vice Chancellor also stated:

Because, I was the VC for two years and I think I transformed that university. I mean the evidence is there. I increased the number of programs for graduate, provided undergraduate facilities and number of applicants we give scholarship to quite the number of people, and we changed the face lifting of that university, we have added a number of campuses even at town X we have three campus, at town Y were quiet a number of distance education centres there, we also put up infrastructure almost everywhere of the campus. I think my tenure tremendously, I increase the university, and everything equally (Excerpts from Past Vice Chancellor 3).

As to whether their membership in VCG influenced their leadership and for that matter their followers in any way, one of the respondents agreed. With this he indicated that:

Yes, I will give you instances, yes there were people who had ideas and I will say probably, they could have had those ideas through somebody else. I will say during my time I tapped from others' ideas, because they had matured and they wanted some

ideas to be executed, I did, because I value human relationship, I see every human being as important and I sought from others”(**Excerpts from Past VCG Member 1**).

The VCG member indicated that, he needed to listen to people, and he listened more than he talked, he listened to people who had ideas. The VCG member mentioned there were projects and other things he did that were not his ideas directly but the ideas of colleagues. He went further to say that:

...all I needed to do was to set a small committee in that area to put it together and work on it and that was what gave us the benefit. Some of the medical programmes although I do not know anything about it, but was through colleagues (**Excerpts from Past VCG Member 1**).

This finding confirms that of Klein and House, (2015) who explains transformational leadership as being characterized as formulating a clear vision for followers, behaving selflessly, intellectually engaging followers, and providing them with customized consideration. So, the VCG member elaborated further that, as an individual you cannot do everything, some colleagues will take ideas from the VCG member and elaborate on it more than himself and together they will send it to the academic board. He believes that leadership is how you relate with others, how people accept you and not how you want others to relate with you. Leadership is about service. This finding resonates with Bass and Avolio (1993) who are of the view that transformational leadership occurs when a leader upholds the interests of the employees, when they generate understanding and acceptance of the organization's purpose and

assignment, and when they blend employees to appear beyond their own self-interest for the group's good.

Another VCG member explained that:

I believe so. Because most of the things that we did were because of one person or because of me, my leadership was a management leadership. Management were meeting frequently, academia were also meeting frequently in a sense that non - teaching were also meeting frequently. I wasn't a member of that group but I attended that meeting. I think we shared ideas and together we moved (Excerpts from Past VCG Member 2).

The question was posed to a VCG member respondents whether people felt proud associating with them and VCG and most of them agreed that indeed people felt proud associating with them and VCG. One of the vice chancellor respondents mentioned that:

Oh yes, the thing is that when you say, people, you are referring to only the public universities and not any other. But many institutions wish they were part of this institution I remember technical universities when they were set up, they wrote to join VCG, it was going on and on, until VCG decided that technical universities their mandate are different and cannot join so they should set up their own and that is why they set up theirs (Excerpts from Current VCG Member 1).

The other VCG member had this to say:

Since I am out of VCG for about six years now I don't know, but at the time we were there, yes, it was interesting identifying yourselves with VCG and at some time I was happy and proud to identify myself with VCG (Excerpts from Past VCG Member 2).

A past VCG member said

I want to believe so. You won't get 100 percent because there are a lot of people hiding there because of your presence there does not give them the way to do whatever they want to do but I want to believe quite a number of people were not comfortable with me. But I want to believe that on the average looking at our programs, I wouldn't want to say some people feared me because looking at programs I mean my programs were very high, so I want to believe that majority were happy with my leadership" (Excerpts from Past VCG Member 3).

As to whether feedback was part of the leadership skills of the VCG members, one of the respondents agreed and indicated that:

Feedback from VCG meetings, from VCG meeting with government yes, what we did was to meet unions and to report to unions and at times we met the union leaders for them to report to their members, and sometimes Registrar will issue the report, I give feedback on both internal and external interactions (Excerpts from Past VCG Member 2).

Also, he said, internally during Convocation, only senior members, Registrars and the teaching staff are present and not senior and junior staff. At Convocation the Vice Chancellor gives the report on status of the university and on the operations of the university, questions are asked, comments are made and some suggestions are provided for future development and these are some of the ways for providing feedback at major meetings, academic board for example, give some feedback, even when some were not put on the agenda. Again, some committees were invited from time to time to provide report either to the Vice Chancellor or Registrar alone or the finance committee.

Another VCG member mentioned that:

I did, and I even rewarded them. As for feedback from the rank and file was interesting, doors were opened, and I told everybody that I did not want to know things that were going right but things that were not going right so that together may find solutions to things that are not going on right” (Excerpts from Past VCG Member 5).

On the issue of whether their membership of VCG influenced their leadership performance in terms of communication, interpersonal relationship, emotional intelligence and mobilizing resources for their institution. One of the VCG members indicated that, VCG has influenced his leadership performance in terms of communication, interpersonal relationship and emotional intelligence. He explained further that:

I said we were meeting frequently and we attended conferences together. We see ourselves as brothers and sisters so we discuss a lot. We learned from each other; I

indirectly learnt others' leadership skills, especially the way they relate and handle issues whenever there were issues. At that time, I was about the youngest among them initially, and so, I took counsel from them, I was also learning from them informally, so it taught me a lot"

(Excerpts from Past VCG Member 1).

On the issue of whether their membership of VCG influenced their leadership performance in terms of mobilizing resources for their institution, three of the respondents disagreed. One of them had this to say:

Not really, because if you care to know, there was informal competition among us so no one wanted you to be better than him or her in the performance at his or her university and so, it was hard to help each other. I quite remember that even allowances, they will never tell you, they will never give you formal information except you get to know through informal means" **(Excerpts from Past VCG**

Member 1).

Operational Awareness and Perceptions

Operational awareness and perceptions within the higher education sector play a pivotal role in shaping the effectiveness and relevance of coordinating bodies such as Vice Chancellors-Ghana (VCG). These concepts relate to how stakeholders, including teaching and non-teaching staff, perceive the role, influence, and operational impact of VCG on public universities. Understanding these perceptions is critical for identifying gaps, enhancing

communication, and aligning organizational objectives with stakeholder expectations.

The level of awareness about VCG's operational activities varies significantly among stakeholders. Quantitative data indicates that while a majority of staff members are aware of the existence of VCG, many are uncertain about its specific roles and influence. For instance, respondents were unsure whether VCG ensures the promotion of scholarships, facilitates research and innovation, or serves as a think tank for the Ministry of Education. The mean scores for these items hovered around 3.25 on a 5-point scale, indicating widespread uncertainty.

This lack of clarity reflects a communication gap between VCG and its stakeholders. As Ayisi (2018) notes, an organization's ability to fulfill its mandate is heavily influenced by stakeholder awareness and engagement. Without clear messaging and visible outcomes, the operational influence of VCG may be underestimated or misunderstood by the very individuals it seeks to support.

Perceptions of VCG's influence on public universities are mixed. While some stakeholders recognize its efforts in standardization and capacity building, others view the association as a "loose organization" with limited tangible impact. For example, a past VCG member described the association as one where "no one influences the other," suggesting that decisions and recommendations often lack enforceability or widespread adoption. This perception aligns with the decentralized nature of Ghana's higher education system, where universities maintain significant autonomy. As Pritchett (2016) explains, management-based regulation, where institutions self-evaluate and set

their standards, can lead to inconsistent implementation of best practices. Consequently, VCG's potential to act as a unifying force is diluted, contributing to the perception of limited influence. As to whether their membership in VCG has helped in any way, the VCG Members agreed. A VCG Member explained that:

Yes, because I was very familiar with most of the issues, and all the policy papers that were drawn, and was always part of a committee, I was part of the team that set up the help draw the research the common application platforms and other things. I have always been part, and knew what was happening that was why everybody was saying I should come and help (Excerpts from Current VCG Member 1).

Another VCG member was of the view that, their membership with VCG influenced his operations in the public university in terms of interpersonal relationship, resource mobilization, leadership skills and communication with people. The other VCG member had this to say:

Well, I will say yes and probably no. No because I had already started with something of that sort when I was a Dean of the Faculty of Arts and in relating to people, I believed in tapping into people. When I got to VCG I met other people from different walks of life, from different sociological background, different people with different academic background and people who had much

experience than I did, so yes (Excerpts from Past VCG Member 2).

The VCG member explained that these people talked to him about administration because they were in administration before, they taught him how to run a larger institutions and humble challenges, they exchanged their individual challenges, including personal and particularly how to handle difficult people. He mentioned that VCG exposed him to a number of government institutions and VCG taught him how to stand out and not allow himself to be crowded by any politician and the need for him to betray a colleague.

It can be stated that, most of the VCG members were of the view that indeed VCG has influenced the operations of public universities. In terms of how VCG has influenced the operations of public universities, standardization was one of the ways VCG has influenced the operations of public universities and through this VCG ensures that, public universities conform to the established norms and what the regulator wants and ensures that every member institution is doing the right thing. Also, accreditation process, financial management of institutions, research and teaching, the way administration is done and the structure of the administrative setup were other ways that VCG has influenced the operations of public universities.

However, the Vice Chancellors- Ghana members admitted that, VCG needed to do more in terms of helping in the development of capacity building and man power of the university, scholarship for students, research and innovation and outreach functions of university. Again, VCG does not determine or regulate the activities of the governing council of the universities.

However, the Vice Chancellors-Ghana members were transformational leaders and they described their leadership performance as being good leaders and that they were satisfied with their leadership performance although they were of the objective view that, in terms of their leadership performance, their people/followers were the best people to describe their leadership performance. They explained that, providing feedback was as part of the leadership skills they possessed as VCG members. The vice VCG members reiterated that, their membership at VCG influenced the kind of leadership they exhibited on their followers in terms of communication, interpersonal relationship, and resource mobilization for their institutions. As a result, the Vice Chancellors-Ghana members were of the view that, people felt proud associating themselves with them and VCG.

Research Question Three:

How do teaching and non-teaching staff perceive operational influence of Vice Chancellors-Ghana on public universities??

The aim of this research question was to find out the perceptions of teaching and non-teaching staff about the operational influence of Vice Chancellors-Ghana on the public universities. Both questionnaire and interview guide were used to gather responses from the senior members, senior staff and junior staff, (both teaching and non-teaching staff) of the six (6) public universities in Ghana. Table 5 presents the views of the teaching and non-teaching staff on their awareness of the existence of Vice Chancellors Ghana.

Table 5: Views of the Teaching and Non-Teaching Staff on their Awareness of the Existence of Vice Chancellors Ghana

Response	No.	%
Yes	348	83.3
No	70	16.7

Source: Field data, 2023

n= 418

It is noticeable from Table 5 that, the majority of the teaching and non-teaching staff agreed that they were aware of the existence of Vice Chancellors-Ghana. Here, 348(83.3%) of the respondents indicated ‘yes’ as they agreed to the statement whereas 70(16.7%) disagreed by indicating ‘no’ to the statement. Table 6 presents the views of the teaching and non-teaching staff with regards to how long they have known about the existence of Vice Chancellors-Ghana.

Table 6: Views of Teaching and Non-Teaching Staff on How Long they have known about the Existence of Vice Chancellors Ghana

Years	No.	%
Below 5 years	172	41.1
5-10 years	129	30.9
11-15 years	28	6.7
16-20 years	13	3.1
Above 20 years	6	1.4
Not Applicable	70	16.8

Source: Field data, 2023

n= 418

When the teaching and non-teaching staff were asked how long they had known about the existence of Vice Chancellors-Ghana, 172(41.1%) indicated below 5 years, 129(30.9%) indicated 5-10 years, 28(6.7%) responded 11-15 years, 13(3.1%) responded 16-20 years, 6(1.4%) responded above 20 years whereas 70(16.8%) were not applicable because they responded earlier that they did not know about the existence of VCG and so they cannot provide any information with regards to how long Vice Chancellors-Ghana has been in existence. Thus, the majority of the teaching and non-teaching staff had known about the existence of Vice Chancellors-Ghana for less than 5 years. Table 9 presents the views of the teaching and non-teaching staff on how they got their knowledge about the existence of Vice Chancellors-Ghana.

Table 7: Views of Teaching and Non-Teaching Staff on How they got their Knowledge about Vice Chancellors Ghana

Response	No.	%
From a colleague	101	24.2
Industrial action	79	18.9
Activities of the organisation	100	23.9
Read about them	68	16.2
Not Applicable	70	16.8

Source: Field data, 2023

n= 418

The data on how teaching and non-teaching staff learned about Vice Chancellors-Ghana (VCG) highlights varied sources of information. According to the findings, the largest proportion of respondents, 24.2%, indicated that they

learned about VCG through colleagues. This underscores the significance of informal peer communication in disseminating knowledge within institutions. Similarly, 23.9% identified organizational activities as their primary source of knowledge, reflecting the role of VCG's visible actions in building awareness among stakeholders.

However, 18.9% became aware of VCG during industrial actions, indicating that crises or labour disputes serve as moments of heightened organizational visibility. Additionally, 16.2% gained knowledge through reading about VCG, showcasing the impact of documentation and written communication. Notably, 16.8% of respondents did not have prior knowledge of VCG, signalling a significant gap in awareness among institutional staff. These statistics reveal an uneven distribution of information dissemination mechanisms, with informal channels and direct organizational activities playing key roles. The reliance on peer communication and incidental learning during disputes points to a lack of structured and consistent communication strategies from VCG to its stakeholders.

To evaluate the operational influence of VCG, an Exploratory Factor Analysis (EFA) with Principal Component Analysis (PCA) was conducted on 15 items related to the organization's activities. The Kaiser-Meyer-Olkin (KMO) measure of sampling adequacy was 0.878, surpassing the recommended threshold of 0.6 (Hair et al., 2010; Tabachnick & Fidell, 2013). This result indicates a "marvellous" level of sampling adequacy, confirming the suitability of the data for factor analysis. Additionally, Bartlett's test of sphericity yielded significant results, $\chi^2 (105) = 2,557$, $p < .001$, confirming that the correlation structure was appropriate for the analysis. These robust statistical indicators

validate the reliability of the dataset and suggest that VCG's operational activities can be grouped into meaningful factors.

The fact that 16.8% of respondents lacked knowledge of VCG's existence signals a need for improved outreach. The reliance on indirect sources such as colleagues and industrial actions suggests insufficient direct communication with stakeholders. The proportion of respondents aware of VCG through its activities (23.9%) indicates the potential of organizational programs to enhance visibility. Strengthening and publicizing these initiatives could improve awareness among staff. Establishing a structured communication framework, including newsletters, workshops, and digital platforms, could help bridge the knowledge gap and directly engage teaching and non-teaching staff. While informal channels such as colleague interactions remain influential, formalizing these through mentorship or ambassador programs could enhance their impact. Furthermore, expanding the scope and reach of VCG's organizational activities, while documenting and promoting these efforts, could significantly boost stakeholder awareness and engagement.

Table 8: EFA on Perceptions of Operational Influence of VCG in Public Universities Scale

Variable: Perceptions of Operations of VCG	Communalities	EFA
	Extraction	Loadings
Awareness of operational influence of VCG	.793	.563
VCG's influence on public universities	.614	.640
Promotion of scholarships	.537	.666
Promotion of research and innovation	.580	.707
VCG serves as a think tank for MoE	.583	.657
Consensus building	.626	.543
Collaboration with international bodies	.490	.695

Provision of financial aid packages for students	.432	.656
Assistance to government to handle various concerns and negotiation of conditions of service	.571	.604
Determines activities of the governing council of the university	.606	.555
Capacity building and manpower development	.434	.643
Research and Innovation	.533	.730
Cultivation of new knowledge	.524	.628
Outreach functions	.736	.586
Community engagement	.632	.618
Kaiser-Meyer-Olkin value = 0.878		Eigenvalue = 6.049
Bartlett's Test of Sphericity = $\chi^2(105) = 2.557E3$		% of Variance = 40.329

Source: Field data, 2023

These tests also verify the likelihood of the data correlation matrix to have substantial correlations among some of its observed variables. The examination of the correlation matrix showed the existence of many correlation coefficients of .3 and above (Hair et al., 2010; Tabachnick & Fidell, 2013; Field, 2017). The PCA yielded one factor solution as the best fit for the data with a factor loading of .543 to .730 and Kaiser's criterion of eigenvalues greater than 1, and this account for 40.329% of the variance. A review of the scree plot discovered a clear break after the first component (figure 4). This is because, only the first component has Eigenvalues of at least 1 (Osborne, Costello & Kellow, 2008). Thus, the 15 variables seem to measure one underlying factor.

The communalities value ranged from .432 to .793. These values were greater than the threshold of .40 (Osborne, Costello & Kellow, 2008).

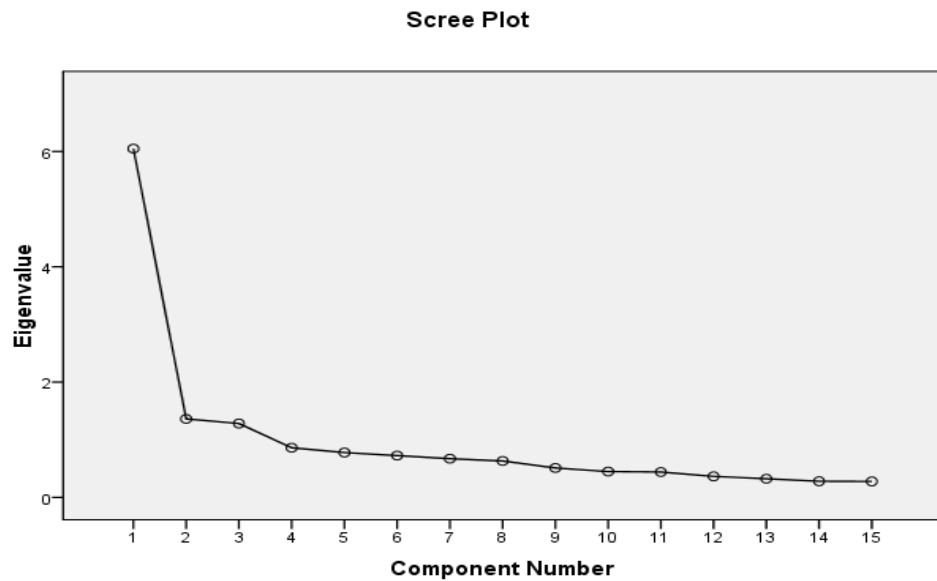


Figure 4: *Scree plot of the operational influence of VCG on public universities components*

Source: Field data, 2023

Table 9 presents the extent to which teaching and non-teaching staff are aware of the operational influence of Vice Chancellors-Ghana on the public universities.

Table 9: Perceptions of teaching and non-teaching staff about the operational influence of Vice Chancellors-Ghana on the public universities

Statements:	M	SD
I am aware of the operational influence of Vice Chancellors-Ghana on public universities.	3.38	1.08
VCG has an influence on the operations of public universities.	3.60	1.05
VCG has ensured the promotion of scholarships.	3.41	1.15
VCG has ensured the promotion of research and innovation.	3.37	1.12

VCG serves as a think tank for the Ministry of Education on matters relating to the public universities.	3.23	1.16
VCG provides a forum for consensus building on issues of common interest to member institutions as well as all other higher educational institutions in the country.	3.34	1.10
VCG collaborates with international bodies with interest in higher education such as the Association of African Universities (AAU), the Carnegie Corporation, McArthur Foundation, Rockefeller Foundation, Ford Foundation, Fulbright Foundation and the World Bank.	3.31	1.20
VCG administers student financial aid packages such as the Standard Chartered Bank Scholarship to support science education in all universities and the A.G. Leventis grant for staff development in member institutions.	3.03	1.15
VCG assists Government to handle both staff and student concerns as well as negotiate conditions of service with staff groups on behalf of Government.	3.37	1.16
VCG determines activities of the governing council in the university.	3.21	1.23
Capacity building and manpower development of individuals through the provision of training of skilled labour force.	3.23	1.15
Research and innovation, through policy formulation or national planning which leads to development.	3.15	1.16
Cultivate of new knowledge both directly (investment in research) and indirectly (the training of qualified researchers).	3.14	1.06

The outreach functions of the public universities through regional development in some deprived regions, and the nation as a whole.	2.98	1.17
“Community engagement” or the public service by purposely contributing to the regional development in some deprived regions, and the nation as a whole.	3.03	1.23

Source Data: Field Data, 2023**n= 418**

Scale: 1 = No Extent; 2 = To a Smaller Extent; 3 = Uncertain;

4 = To Some Extent 5 = To a Greater Extent

Mean of means = 3.25

Mean of standard deviation = 1.14

Table 9 sought to find out the perceptions of teaching and non-teaching staff about the operational influence of Vice Chancellors-Ghana on the public universities. The means and standard deviation were obtained based on the responses recorded for each of the items on the questionnaire that were given to the teaching and non-teaching staff. The computation was done with the use of the Statistical Package for the Social Sciences. The coding of the items was done in line with the scale provided under Table 9 (1= No Extent; 2=To a Smaller Extent; 3= Uncertain; 4=To Some Extent; and 5=To a Greater Extent). A mean of means of 3.25 and a mean of standard deviation of 1.14 were realized which indicate that the respondents were uncertain about most of the statements that were posed to them regarding the perceptions of teaching and non-teaching staff about the operational influence of Vice Chancellors-Ghana on the public universities. Further discussions of individual items are presented in the paragraphs below.

Table 9 shows that respondents were unsure as to whether they were aware of the operational influence of Vice Chancellors-Ghana on public universities ($M=3.38$; $SD=1.08$). However, the respondents were aware to some extent ($M=3.60$; $SD=1.05$) that, VCG has an influence on the operations of public universities. The majority of respondents ($M=3.41$; $SD=1.15$) were unsure as to whether VCG has ensured the promotion of scholarship. The high standard deviation of 1.15 which was higher than the mean of standard deviation of 1.14 indicates that, there were variations in the responses recorded for this item. However, it still holds that the majority of the respondents were unsure about the statement. The majority of respondents were unsure as to whether VCG has ensured the promotion of research and innovation ($M=3.37$; $SD=1.12$).

Similarly, a larger proportion of respondents ($M=3.23$; $SD=1.16$) were unsure as to whether VCG serves as a think tank for the Ministry of Education on matters relating to the public universities. The high standard deviation of 1.16 which was higher than the mean of standard deviation of 1.14 indicates that, there were variations in the responses recorded for this item. However, it still holds that the majority of the respondents were unsure about the statement.

Teaching and non-teaching staff were unsure as to whether VCG provides a forum for consensus building on issues of common interest to member institutions as well as all other higher educational institutions in the country, according to respondents. The result was a mean of 3.34 and a standard deviation of 1.10. Again, the teaching and non-teaching staff were unsure as to whether VCG collaborates with international bodies with interest in higher education such as the Association of African Universities (AAU), the Carnegie

Corporation, McArthur Foundation, Rockefeller Foundation, Ford Foundation, Fulbright Foundation and the World Bank ($M=3.31$; $SD=1.20$).

The high standard deviation of 1.20 which was higher than the mean of standard deviation of 1.14 indicates that, there were variations in the responses recorded for this item. However, it still holds that the majority of the respondents were unsure about the statement. Most of the respondents ($M=3.03$; $SD=1.15$) were uncertain as to whether VCG administers student financial aid packages such as the Standard Chartered Bank Scholarship to support science education in all universities and the A. G. Leventis grant for staff development in member institutions. The high standard deviation of 1.15 which was higher than the mean of standard deviation of 1.14 indicates that, there were variations in the responses recorded for this item.

However, it still holds that the majority of the respondents were unsure about the statement. Respondents were also uncertain as to whether VCG assists Government to handle both staff and student concerns as well as negotiate conditions of service with staff groups on behalf of Government ($M=3.37$; $SD=1.16$), and were unsure as to whether VCG determines activities of the governing council in the university ($M=3.21$; $SD=1.23$). The high standard deviation of 1.15 which was higher than the mean of standard deviation of 1.23 indicates that, there were variations in the responses recorded for this item. However, it still holds that the majority of the respondents were unsure about the statement. In line with this finding, Pritchett (2016) explains that, with Management-Based Regulation, the entity sets the standards and evaluates itself (or through a third party or, non-governmental party) to determine whether it has achieved these goals.

Similarly, the majority of respondents were uncertain as to whether capacity building and manpower development of individuals through the provision of training of skilled labour force ($M=3.23$; $SD=1.15$), and were unsure whether VCG influences research and innovation of the universities, through policy formulation or national planning which leads to development ($M=3.15$; $SD=1.16$). Many respondents were uncertain as to whether VCG influences public universities through the cultivation of new knowledge both directly (investment in research) and indirectly (the training of qualified research) ($M=3.14$; $SD=1.06$); and were also unsure as to whether VCG influences the public universities through the outreach functions with respect to regional development in some deprived regions, and the nation as a whole ($M=2.98$; $SD=1.17$). Again, most ($M=3.03$; $SD=1.23$) of the respondents were uncertain as to whether VCG influences the operations of the public universities in terms of “Community engagement” or the public service by purposely contributing to the regional development in some deprived regions, and the nation as a whole.

The high standard deviation of 1.23 which was higher than the mean of standard deviation of 1.14 indicates that, there were variations in the responses recorded for this item. However, it still holds that the majority of the respondents were unsure about the statement.

Analysis of Data gathered with Interview Guide from Senior Members

Interview sessions were held with some selected senior members (both teaching and non-teaching staff) of the public universities in order to gather further details of information and also corroborate the findings of the data that were gathered with the questionnaire. Most of the senior members were aware

of the existence of Vice Chancellors Ghana and but only a few of them were aware of VCG's influence on the operations of public universities in Ghana. However, there were mixed reactions as to whether VCG has any influence on the operations of public universities.

Perceptions of VCG's Legal and Operational Authority

Whereas some of the senior members were of the view that VCG actually influences the operations of the public universities, others disagreed whereas a few others were unsure. The following are some of the excerpts from the senior members:

Very minimal, because legally speaking, every university is established by an act, and the act gives power to the university council, so appointment, policy and everything is done by the various university council, so Vice Chancellor-Ghana by law is just an association of Vice Chancellors, they do not have any legal effect, so the power by law has been conferred on council and if individual universities their council should take decision there is absolutely nothing that Vice Chancellors-Ghana can do, so they are powerless so to speak (Senior Member 1).

Another senior member who seemed neither to be aware of the operations of VCG nor whether VCG influences the operations of public universities mentioned that:

“Well, I do not know their stipulated roles and the rest all I know is that it is a “CLUB” to ensure that Vice Chancellors come together to think about their welfare and

also to serve as mouthpiece where they can think of public universities and communicate a singular position to the government, that is all, that is all that I know....But largely they are there to talk about the welfare of Vice Chancellors, this is according to my perception” (Senior Member, Non-teaching 2).

Other senior members were of the view that VCG influences the operations of the public universities. One of the senior members said that:

“You see, when they meet, some of the decisions they take affects some of the operation of the universities, as a body they meet to take decisions and whatever they discuss affects the universities” (Senior Member, Non-teaching 3)

However, some of the senior members were unsure about their awareness of the operational influence of Vice Chancellors-Ghana on public universities. In line with this, one of the senior members indicated that:

“That is the core business of the university and therefore every chief executive of the university being a Vice Chancellor is supposed to ensure that, that mandate is carried out as to how the cooperate group as to how Vice Chancellors-Ghana has contributed, I’m unable to get a clear opinion about that” (Senior Member, Teaching 4).

As to whether Vice Chancellors-Ghana has contributed to the capacity building or the teaching functions of the university, one of the senior members agreed. the senior member explained that:

“In the context of the capacity building of its staff VCG has done that for many years and when we even had CVCP they use to have training for all the staff on various things and they have been involved with that but for students I cannot be able to say so” (Senior Member, Teaching 1).

These findings confirms that of CHE as cited in Rubanju (2011) that, one of the most considered critical and vital socio-economic roles of the universities in the country’s development is the capacity building and manpower development because, the products of tertiary institutions form the core of nation building. He argues that no country has succeeded in generating sustainable socio-economic development without long term investment in human resource development, of which it has been argued that higher education is central and crucial.

The insights from Senior Member 1 underscore a significant limitation of VCG: its lack of legal authority. The claim that “every university is established by an act... and the act gives power to the university council” indicates that VCG’s role is constrained to an advisory capacity rather than a regulatory or decision-making entity. This aligns with the governance framework in Ghanaian universities, where autonomy is primarily vested in individual university councils. As a result, VCG is perceived as powerless in influencing university operations directly. This governance structure relegates VCG to a consultative association without enforceable authority, reducing its potential impact on institutional policy or strategic direction.

Stakeholder awareness of VCG’s roles and operations varies significantly as the Senior Member perceive VCG primarily as a “club” for Vice

Chancellors to discuss their welfare and articulate unified positions to the government. This perspective reflects limited awareness of VCG's broader aims, such as fostering collaboration and promoting capacity building among universities. Some stakeholders, such as Senior Member, Teaching 4, express uncertainty about VCG's influence on the core functions of public universities. This suggests a lack of visibility or effective communication regarding VCG's contributions to institutional operations. Conversely, Senior Member, Non-teaching 3 acknowledges that decisions made by VCG during meetings can indirectly influence university operations, highlighting the organization's potential role in shaping collective strategies or policies.

The role of VCG in capacity building is one area where its contributions are recognized. Senior Member, Teaching 1 notes that VCG, and its predecessor, the Committee of Vice Chancellors and Principals (CVCP), have historically provided training programs for university staff. This aligns with the observation by CHE (as cited in Rubanju, 2011) that universities are pivotal in capacity building and manpower development, which are central to sustainable socio-economic progress. However, the lack of a clear link between VCG and student-focused initiatives in capacity building suggests a need to broaden its efforts to encompass all stakeholders in higher education.

VCG's influence on capacity building aligns with the assertion that higher education institutions play a critical role in human resource development and socio-economic transformation (Rubanju, 2011). By equipping university staff with skills and knowledge, VCG indirectly contributes to the production of highly skilled graduates who are essential for nation-building. However, the

fragmented awareness of its roles and limited legal authority impede its ability to achieve a systemic impact.

VCG should enhance its communication strategies to clearly articulate its roles, contributions, and impact to all stakeholders, including non-teaching staff and external partners. Pursuing legislative backing to formalize its role in coordinating certain functions across universities could enhance VCG's influence and operational impact. Expanding capacity-building programs to include student-centered initiatives could enhance VCG's relevance and visibility. Collaborating with university councils and external agencies could amplify VCG's ability to influence policy and drive innovation in higher education. While VCG is recognized for its contributions to capacity building, its lack of legal authority and mixed stakeholder perceptions limit its operational influence. Addressing these challenges through enhanced communication, strategic reforms, and expanded initiatives could strengthen VCG's role as a key player in advancing higher education and socio-economic development in Ghana.

Capacity Building, Research, and Advocacy of Vice Chancellors-Ghana (VCG)

The role of Vice Chancellors-Ghana (VCG) in influencing capacity building, research, and institutional advocacy is multifaceted, encompassing both direct and indirect impacts on Ghana's public universities. The perspectives of senior members reveal a nuanced understanding of VCG's contributions, challenges, and potential areas for improvement. A Senior member, Non-teaching mentioned that:

Oh yes, because then especially with the role I gave you, “collaborating with other institutions”, they bring things, capacity building, when you know what is happening at the other place, which is good practice you want your people to be able to do that. So they arrange training programs and all of that for the managers of the universities to that extent they build capacity” (Senior Member, Non-Teaching 5).

The senior member explained further that, VCG are part of capacity building programmes that are available and not only Association of African Universities which has a capacity building program, so through VCG staff of the university including the VC’s and registrars themselves are able to attend some of these programs and thereby become more like trainers of trainers and then impact to their institution.

Another senior member said:

“Okay, like I said, they attend meetings and even if they can transform one person in the university, it is for the benefit of the entire universities. So, in the cause of their meeting and interrogation, I believe and know they have been having some continuous professional Development for some of their members like some of the finance officers, administrators, registrars and it help the development of the members” (Senior Member, Teaching 3).

This is corroborated by another who said:

“Capacity as a function of the university, I know Vice Chancellors-Ghana attends conferences, they visit other

institutions to learn but those who travels is either the Vice Chancellors, the registrars, or the directors of finance they go and come back, but talking about having those things impact on the universities for perspective of Vice Chancellors it could only have indirect impact on the capacity building of the universities and not direct impact.”

(Senior Member, Teaching 4).

He elaborated further that, Vice Chancellors-Ghana has been linked with the Association of African Universities and so through that engagement the Association of African Universities have certain opportunities for members, so that there will be an indirect impact. However, other senior members were of the view that VCG has not lived up to expectation in terms of capacity building and manpower development. In relation to this, one of the senior members mentioned that:

“I do not see them doing that, I’m yet to see VCG, though they capture it at operational level I do not see that, and public university are autonomous so it will be difficult for VCG to prescribe something for the individual universities” **(Senior Member Non-Teaching 5).**

Most of the senior members were aware of VCG’s influence on public universities in terms of research and innovation. One of the senior members explained that because of the nature of VCG and the linkages VCG have it will be able to influence it, in the sense that these are the things that are happening and the universities ought to take note of it. Below are excerpts from the senior members:

Yeah. I mean research would now become the mandate of individual institutions, but VCG in trying to promote research, engages research institutions (Senior Member, Teaching 1).

He continued to explain further that, VCG has been behind that idea to set up a national research fund by government even though they have delayed, government does not want to spend money but it is an agenda that is being pushed seriously by the VCG for that national research fund to be set up. When government agreed to set up that research fund, they thought of taking away the research allowance to members of staffs to do individual research on campuses and channel that money into this but it is a standard VCG is against.

So, VCG is interested and when there is research item that must be discussed they are discussed at VCG level before they send to the individual institutions, so by bringing the idea of national research fund and pushing that to government to fund nobody can say VCG don't support research. This finding confirms that of Romer as cited in Oketch et al. (2014) who contends that university education contributes to development through the cultivation of new knowledge both directly, through investment in research, and indirectly, through the training of qualified researchers. One of the senior members who did not support the idea that VCG influences the public universities in terms of research and innovation also said that:

You see the role of VCG is more of an advocacy thing, the VCG office does not have researchers, that is not its role so it will be difficult for us to expect them formulate research topic, because a research is a departmental thing you are

teaching and you are researching to improve your teaching and to make an impact in society so unless that is your role it will be difficult to expect this from VCG for them to go do research” (Senior Member, Non-teaching2).

Again, the senior members were of the view that, there were other areas that VCG has contributed or done to influence the operations of the universities. One of the senior members indicated that VCG has contributed a lot in the area of providing finances. He explained:

So, we can easily look at public education financing, because of the nature of education financing, VCG has played the role in coming up with that, we didn't use to have many components of financing but as we go forward VCG has contributed in refining it, because student didn't use to pay towards their education before they got residential So, in financing VCG has done a lot (Senior Member, Teaching 1).

Most of the senior members were aware of Vice Chancellors-Ghana's activity, in terms of their collaboration with other international bodies that have interest in tertiary education. One of the senior members explained that:

Oh yeah, Vice Chancellor-Ghana has some link with Nigeria, I know they have link with Nigeria Association of Vice Chancellors because, the date I will not remember, but somewhere in 2018 there was Vice Chancellors Ghana forum at Legon, I think they brought in collaborators from

Nigeria to look at funding tertiary educations in Africa,”

(Senior Member, Non-teaching 1).

Several senior members emphasize VCG's contributions to capacity building. Senior Member 5 acknowledges the value of collaboration facilitated by VCG, noting how it exposes university managers to best practices from other institutions. This aligns with the role of VCG in organizing training programs that transform attendees into trainers within their institutions, amplifying the impact of these initiatives. Similarly, Senior Member 3 highlights continuous professional development efforts for finance officers, administrators, and registrars, underscoring VCG's commitment to enhancing managerial competencies.

While these contributions are significant, other senior members view VCG's capacity-building efforts as indirect. Senior Member 4 points out that while Vice Chancellors and other key leaders benefit from conferences and training programs, the impact on broader university capacity tends to be limited. The indirect nature of VCG's influence stems from its reliance on platforms like the Association of African Universities, which provides opportunities for member institutions. This observation echoes the findings of Rubanju (2011), who highlights the pivotal role of higher education institutions in national development through human resource capacity building. However, some senior members critique VCG's efforts in this area. For instance, Senior Member 5 expresses skepticism, suggesting that VCG's lack of legal authority over autonomous public universities limits its ability to enforce capacity-building initiatives. This critique reflects broader structural challenges within VCG's operational framework.

In terms of research and innovation, the role of VCG is more advocacy-oriented. Senior Member 1 points to VCG's involvement in pushing for the establishment of a national research fund. Although this effort has faced delays due to governmental reluctance, it demonstrates VCG's commitment to fostering a supportive environment for research. Romer's theory of endogenous growth (as cited in Oketch et al., 2014) supports this perspective, emphasizing the transformative impact of investment in research and the training of qualified researchers on socio-economic development.

However, the limitations of VCG's role in research are also acknowledged. Senior Member 2 highlights the absence of researchers within the VCG office and underscores the decentralized nature of research activities, which are largely the responsibility of individual universities and departments. This observation reflects the broader challenge of balancing advocacy with the operational realities of university governance. Beyond capacity building and research, VCG has made notable contributions to university financing. Senior Member 1 points to VCG's role in refining public education financing models, highlighting its influence on policies related to student contributions toward education and residential services. This effort illustrates VCG's ability to navigate complex financial challenges and propose sustainable solutions.

VCG's collaborations with international bodies further enhance its influence. For example, its partnership with the Nigerian Association of Vice Chancellors, as noted by Senior Member 1, exemplifies its efforts to foster regional dialogue on critical issues such as tertiary education funding. Such collaborations enrich the collective expertise of VCG and its member institutions, positioning them to address shared challenges more effectively.

The critiques of VCG's capacity to enforce initiatives and directly influence research activities highlight its structural and operational limitations. These challenges stem from its status as an association without legal authority over autonomous universities.

VCG should broaden its initiatives to include more faculty and non-teaching staff, ensuring a wider impact on institutional capacity. Enhancing its lobbying power for initiatives like the national research fund could reinforce VCG's role as a catalyst for systemic change. VCG must clearly articulate its contributions and leverage its successes to build credibility among stakeholders. Expanding partnerships with international bodies can provide additional resources and expertise for capacity-building and research initiatives. The perspectives of senior members paint a dynamic picture of VCG's influence, revealing both its successes and limitations. While it has made commendable strides in capacity building, research advocacy, and financial policy, the association faces challenges in maximizing its impact due to structural constraints. By addressing these gaps and leveraging its strengths, VCG can enhance its role as a pivotal player in advancing higher education and socio-economic development in Ghana.

VCG's Role in University Governance and Regulation

The responses from senior members affirm that Vice Chancellors-Ghana (VCG) does not determine or regulate the activities of university governing councils. This limitation stems from the autonomy granted to public universities, which operate under the authority of their respective governing councils. As Senior Member 2 noted, "on a day-to-day basis... no, because every university is autonomous." This aligns with the framework of Management-

Based Regulation as articulated by Pritchett (2016), where entities set their own standards and self-evaluate their performance, sometimes with external third-party input.

“On a day-to-day basis the answer is certainly is no, because every university is autonomous, so in terms of regulating the activities of the university on a day-to-day basis, no, but they can easily influence policy”

(Excerpts from Senior Member, Non-teaching 2).

The autonomy of universities is enshrined in the governance framework, which empowers university councils to oversee and regulate institutional activities. This structure limits the ability of VCG to intervene in daily operations or enforce directives across institutions. Each council acts independently, focusing on its institution's goals, policies, and compliance frameworks. This decentralized approach underscores a core principle of higher education governance: the balance between autonomy and accountability.

While VCG lacks the authority to regulate governing councils directly, its influence lies in its ability to shape policy. Senior Member 2's assertion that “they can easily influence policy” reflects VCG's role as a platform for collective deliberation and advocacy. For instance, by facilitating dialogue among Vice Chancellors, VCG can advocate for sector-wide policies that align with national priorities, such as enhancing research funding or improving quality assurance mechanisms.

This influence, however, is indirect. The governing councils remain the ultimate decision-making bodies, and VCG's recommendations must align with the priorities and governance frameworks of individual universities. The

management-based regulatory model empowers these councils to adapt VCG's recommendations based on their unique institutional needs and contexts. The management-based regulatory model provides universities with the flexibility to set and evaluate their standards, fostering innovation and responsiveness to local challenges. However, it also presents challenges such as the decentralized governance model can lead to inconsistencies in the implementation of policies across institutions; Without centralized oversight, the adoption of best practices recommended by VCG depends on the willingness of individual councils; and VCG's effectiveness relies heavily on its ability to persuade and align governing councils, as it cannot enforce directives.

Moreover, VCG can strengthen its policy influence by engaging in evidence-based advocacy and building coalitions with key stakeholders, including government agencies and international organizations. Facilitating inter-university collaborations and shared initiatives can promote alignment and consistency in addressing sector-wide challenges. VCG can provide resources and frameworks to assist governing councils in implementing effective self-regulation practices while encouraging accountability through peer reviews and benchmarking. VCG operates within the constraints of a governance model that prioritizes university autonomy and management-based regulation. While it cannot directly regulate governing councils, its role as a policy influencer and advocate remains crucial. By leveraging its platform to promote collaboration and align institutional goals with national priorities, VCG can strengthen its impact on higher education in Ghana, even within the limitations of its mandate

Results of Document Analysis

The VCG Strategic Priorities and Goals (2019) was the main document consulted. The operational influence of VCG on the public universities were matched against the contents in the document. The findings made were recorded and accordingly presented in this chapter.

Table 10: VCG Strategic Priorities and Goals (2019)

Strategic Priorities	Strategic Goals	Page in VCG Strategic Priorities and Goals
Scholarship, Research and Innovation	To promote scholarship, research and innovation to meet global standards	Page 12-14
Common Standards for Universities	To maintain common standards for academic progression and conditions of service of staff members	Page 15
Capacity Development	To provide opportunities for capacity development	Page 16
Stakeholder Engagement	To engage stakeholders for the advancement of Higher Education	Page 17-18
Higher Education Development	To establish a communications strategy	Page 19

	that will foster a better understanding and support for the development of higher education in Ghana	
Collaboration	To collaborate with local and international bodies with the aim of mobilizing requisite facilities, logistics, materials and resources to support teaching, learning, research and service.	Page 20-21
Leadership	To assert professional authority on higher educational matters in Ghana.	Page 22-23

Source: VCG Strategic Priorities and Goals, 2019

Table 10 illustrates VCG Strategic Priorities and Goals (2019). The awareness of teaching and non-teaching staff of the operational influence of VCG on the public universities were matched against VCG Strategic Priorities and Goals (2019). It was found that scholarship, research and innovation constituted one of the strategic priorities of VCG and its goal was to promote scholarship, research and innovation to meet global standards and this could be found between pages 12-14 of the document.

The document revealed that the teaching and non-teaching staff were unaware of this strategic priority and that VCG needed to do more in that regard. In terms of common standards for universities which had the goal of maintaining common standards for academic progression and conditions of service of staff members is on the page 15 of the document. It was found that, the teaching and non-teaching staff were unaware of this strategic priority although some senior members were of the view that VCG was doing well in achieving that goal. In terms of capacity development on the page 16 of the document with the goal: to provide opportunities for capacity development, both the teaching and non-teaching staff members were unaware of it and some of the senior members were of the view that VCG needed to do more.

Stakeholder engagement was one of the strategic priorities of VCG through the engagement of stakeholders for the advancement of higher education. This could be found on pages 17 and 18 of the document. However, both the teaching and non-teaching staff were unaware of this although the senior members were aware and were of the opinion that, VCG was doing much in that regard. Concerning higher education development, with the goal of establishing a communications strategy that will foster a better understanding and support for the development of higher education in Ghana, teaching and non-teaching staff were unaware but the senior members were aware and believed that VCG was doing well in that regard.

This could be found of page 19 of the document. In terms of collaboration which could be found on pages 20 and 21 of the document, the goal was to collaborate with local and international bodies with the aim of mobilizing requisite facilities, logistics, materials and resources to support

teaching, learning, research and service. In line with this, both teaching and non-teaching staff were unaware although senior members were aware and of the view that VCG did well in achieving that goal. In relation to leadership which could be found on pages 22 and 23 of the document, the goal was to assert professional authority on higher educational matters in Ghana. Concerning this, both teaching and non-teaching staff were unaware but senior members interviewed were aware and were of the opinion that VCG was on course in achieving that goal.

It can be concluded that, although excerpts from the interview sessions indicated that most of the senior members were aware of the existence of Vice Chancellors Ghana but they were not aware of VCG's influence on the operations of public universities in Ghana. Yet, the quantitative data that was gathered with the use of the questionnaire from the teaching and non-teaching staff indicated that they were unsure as to whether they were aware of the operational influence of Vice Chancellors-Ghana. Although, the teaching and non-teaching staff were aware to some extent that VCG has an influence on the operations of public universities, yet, they were unsure about many of the operational influences of Vice Chancellors-Ghana. This hinges on the findings that, both the teaching and non-teaching staff were unsure as to whether they were aware of the operational influence of Vice Chancellors-Ghana on public universities; were unsure as to whether VCG has ensured the promotion of scholarships; were unsure as to whether VCG has ensured the promotion of research and innovation; and were unsure as to whether VCG serves as a think tank for the Ministry of Education on matters relating to the public universities.

Both the teaching and non-teaching staff were also unsure as to whether VCG provides a forum for consensus building on issues of common interest to member institutions as well as all other higher educational institutions in the country; were unsure as to whether VCG collaborates with international bodies with interest in higher education such as the Association of African Universities (AAU), the Carnegie Corporation, McArthur Foundation, Rockefeller Foundation, Ford Foundation, Fulbright Foundation and the World Bank; were uncertain as to whether VCG administers student financial aid packages such as the Standard Chartered Bank Scholarship to support science education in all universities and the A. G. Leventis grant for staff development in member institutions; and were also uncertain as to whether VCG assists government to handle both staff and student concerns as well as negotiate conditions of service with staff groups on behalf of Government.

Again, both the teaching and non-teaching staff were uncertain as to whether VCG determines activities of the governing council in the university; were uncertain as to whether capacity building and manpower development of individuals through the provision of training of skilled labour force; were unsure whether VCG influences research and innovation of the universities, through policy formulation or national planning which leads to development; were uncertain as to whether VCG influences public universities through the cultivation of new knowledge both directly (investment in research) and indirectly (the training of qualified research); were unsure as to whether VCG influences the public universities through the outreach functions with respect to regional development in some deprived regions, and the nation as a whole; and were also uncertain as to whether VCG influences the operations of the public

universities in terms of “Community engagement” or the public service by purposely contributing to the regional development in some deprived regions, and the nation as a whole.

Research Question Four

What do Vice Chancellors-Ghana members perceive as the challenges associated with operations of VCG?

The aim of this research question was to find out from the VCG members the perceived challenges associated with the operations of VCG. The interview guide was used to gather responses from the Vice Chancellors-Ghana (both immediate and past). Two major themes emerged from the data related to this research question: *Membership and Resource Limitations and Government Interference and Manipulation.*

Membership and Resource Limitations

The effectiveness of any organizational body is often shaped by the challenges it faces in fulfilling its mandate. For Vice Chancellors-Ghana (VCG), a forum representing the leadership of public universities in Ghana, these challenges are intricately tied to its ability to navigate institutional, political, and operational complexities. Understanding these challenges is crucial for evaluating the Forum’s influence and identifying opportunities for improvement. These perceptions not only highlight systemic issues but also underscore the resilience and adaptability required to sustain VCG’s role in advancing higher education in Ghana. By examining these challenges, the study aims to provide a nuanced understanding of the operational barriers facing VCG and their implications for the broader higher education landscape.

It was realized that membership of staff of VCG was a challenge. Although, there is the need to employ a lot of people and experts from various backgrounds such as: research background, evaluation background, assistant registrar, and others, so that VCG creates room for professionals, the membership of VCG and secretariat is made up of people drawn from institutions and also the association is run with members' dues, it is difficult to engage someone. Another challenge was that of government manipulation and interference. In line with this, one of the VCG members said that:

...government interference, government assume to take over the institutions and made an attempt to bring it under him, many countries are letting the universities go and be independent so that they can be in charge of innovation but here government wants to be in charge so that we go back to be like the secondary schools in a sort of way, so all the head of institutions are under government and everybody is protecting their positions, but I'm always radical (laughs)''

(Excerpts from Current VCG Member 1).

Another said,

There were times we met with government, and we agreed on the levels of salaries to be paid on some services to be provided by government, but implementing or putting them into real practice became problematic now you have "government dragging their feet", so the challenge is that, Ghana will go back and forth, retracting when certain

decisions are to be implemented (**Excerpts from Past VCG Member 1**).

One of the recurring challenges identified by VCG members is the limited staff and resource base of the association. Although the need for professionals from diverse backgrounds, such as research and evaluation experts, was acknowledged, the association operates primarily on member dues, making it difficult to recruit and retain the necessary expertise. This limitation reduces VCG's capacity to effectively execute its mandates and provide specialized support to member universities.

The interplay between government interference and university autonomy is a global issue, significantly impacting innovation, policy implementation, and resource management. Government intervention often hinders the operational freedom of universities. For instance, constraints on financial and administrative independence can reduce universities to extensions of secondary education systems, limiting their role as centers of innovation. This tension reflects global trends where excessive interference undermines autonomy and the ability to pursue innovative agendas (Chen, 2020; Brezovar, 2014). While agreements between governments and university leadership on resource allocation and operational practices exist, implementing these agreements often faces delays, as highlighted in Ghana. This "dragging of feet" prevents consistent progress, creating cycles of regression in university operations (Demin, 2017).

Universities face significant challenges due to limited funding and resource bases. A reliance on member dues, as seen with Ghanaian university associations, restricts their ability to recruit diverse expertise, stifling their

capacity to execute mandates effectively (Anzaldúa Arce, 2019). Globally, underfunding has been identified as a barrier to achieving the independence required for robust research and innovation (Piketty, 2009). The need for a balance between autonomy and government oversight is critical. Universities must maintain sufficient independence to innovate while ensuring alignment with societal needs. Excessive regulation, as observed in multiple systems, often forces institutions into financial dependency or prioritization of market-driven agendas over intellectual freedom (Tapper & Salter, 1995). This underscores the urgent need for systemic reforms that empower universities through enhanced autonomy, accountability in policy implementation, and improved resource frameworks to foster innovation and societal advancement.

Government Interference and Manipulation

The relationship between governments and higher education institutions has long been marked by a delicate balance between oversight and autonomy. While universities serve as critical hubs of innovation, knowledge production, and societal advancement, government interference often complicates their ability to operate independently. In many regions, state intervention shapes governance, financial allocation, and research priorities, sometimes at the expense of academic freedom and institutional creativity. Such interference not only challenges the capacity of universities to innovate but also risks reducing them to bureaucratic extensions of government agendas, undermining their transformative potential. Understanding the dynamics of government manipulation in higher education is crucial for developing strategies that preserve university autonomy while aligning with broader societal goals. This

discourse examines the implications of government control, focusing on its effects on innovation, policy implementation, and resource management.

AVCG member elaborated further that, VCG faces challenges with government in terms of fees, payment of utilities, among others. All these pose as barriers to the operations of VCG. Also, there is the problem of implementation of decisions for instance, you will never get the Minister of Finance to discuss issues with VCG, they will always send a representative, and after agreement has been reached, the representative of the minister will go back and the minister will not accept and say no review, so you have this kind of challenge, where government has not supported VCG to implement some of the agreed decisions or conditions.

Another challenge confronting the operations of VCG was lack of legal backing of VCG. One of the VCG member respondents elaborated further that:

There were barriers because we didn't have any legal backing so there wasn't that formal cooperation by the government, we were forced to be recognised because there was no legal backing (**Excerpts from Past VCG Member 1**).

He explained further that when something happens in university A, VCG does not have any authority to help or to tell you to do this or that because university is an autonomous body. An instance was when there was university A toll booth crises like this, the VC told us that no one can come from any university to advise him on how to govern his university. That is the nature of the barriers that existed between us. Again, another challenge that VCG

encountered in its operations was that of resistance by staff and students to the implementation of decisions. He explained further that:

Well basically I will say that, implementing some decisions you will face resistance on campus when decisions were taken, decisions that will affect either students or staffs”

(Excerpts from Past VCG Member 2).

Government involvement in the operations of VCG emerged as a critical theme. Several respondents highlighted instances of interference where government initiatives conflicted with university autonomy. Additionally, government delays in implementing agreed decisions on salaries, utilities, and fees exacerbate operational inefficiencies, as noted by both past and current VCG members. Efforts by governments to centralize institutional management are frequently perceived as regressive. A recurring sentiment among respondents is that such measures diminish the innovative potential of universities, reducing them to the status of secondary schools. This sentiment aligns with broader critiques of state overreach in university governance, where excessive interference can stifle institutional creativity and adaptability (Chen, 2020; Piketty, 2009). Autonomy is crucial for universities to set unique agendas that foster innovation, yet centralized control tends to prioritize uniformity and compliance over intellectual exploration (Tapper & Salter, 1995).

Operational inefficiencies are further exacerbated by government delays in implementing agreed-upon decisions. Respondents highlighted instances where commitments regarding salaries, utilities, and service fees remained unfulfilled, leading to disruptions in university management. Such delays reflect a broader pattern of governmental inefficiency in higher education systems,

where agreements often fail to translate into actionable outcomes, resulting in stagnation or regression (Brezovar, 2014). This lack of follow-through undermines trust between university administrations and the state, affecting long-term planning and resource allocation (Demin, 2017).

There was another challenge at the Vice Chancellor level that affected the operations of VCG where some Vice Chancellors may oppose certain decisions agreed on by VCG. There are certain times that decisions are taken by VCG but some of the Vice Chancellors may say no, this cannot happen on their account and that they will have difficulty in operating or implementing that particular decision that has been taken in their universities. A challenge from within, now is even worse because of the political allegiance it even becomes worse, and that common front is broken.

As to whether these challenges could be considered as a threat to the operations of Vice Chancellors-Ghana, most of the VCG members agreed that these challenges were a threat to the operations of VCG. The VCG members explained that:

Oh threat. If we are not doing what we are supposed to do we become irrelevant, and VCG has become irrelevant, that is why people will say what is VCG, because what we are supposed to do we don't do it and the threat is that we become irrelevant, we become just an organization we meet and talk and that is a threat to VCG's survival, we would not be able to achieve what we are supposed to achieve"

(Excerpts from Current VCG Member 1).

Many respondents expressed concerns about VCG's potential to become irrelevant if its operational challenges are not addressed. This fear stems from the association's perceived inability to fulfill its mandates effectively. The association's inability to act decisively on issues of significance risks diminishing its credibility and influence. A past VCG member indicated that a challenge can be a threat

It can be an opportunity. Yes, a threat in the sense that these challenges can weaken the strength of VCG thereby impact the operations of the universities, because if VCG is weak it means VCG cannot face government squarely and have certain decisions implemented or certain conditions of service fulfilled (Excerpts from Past VCG Member 1).

He explained further that this problem has brought VCG on its knees because of the weak front that they have, because of the fear since some people assumed certain positions through political appointment, they fear that government can remove them from office tomorrow or tomorrow next. But threats also have the positive side. He explains further that:

And yes, the threat can also create opportunities, these threats can bring you to think outside the box, to do things differently on your campus to innovate, if government is not supporting you the way it should, what will you do, if government is not giving you sufficient funding, what will you do? You have to think critically of to how to generate funds to keep floating. So, yes, is a double edge something” (Excerpts from Past VCG Member 1).

The challenges faced by Vice Chancellors-Ghana (VCG) indeed present both significant threats and potential opportunities for innovation and self-reliance. This dual nature of challenges can be understood through the lens of organizational resilience and adaptive governance, where institutions leverage adversity as a catalyst for transformative change. According to Boin and 't Hart (2003), crises and challenges, although disruptive, offer organizations the chance to re-evaluate their structures and practices, often leading to innovative solutions that might not have emerged under more stable conditions. The difficulties faced by VCG, such as limited funding, bureaucratic inefficiencies, and political interference, can thus act as triggers for rethinking traditional governance models and exploring new ways to enhance autonomy and effectiveness.

This concept aligns with the idea of "creative destruction" described by Schumpeter (1942), where existing systems and structures are broken down in response to challenges, making space for the creation of more efficient, innovative approaches. For VCG, the pressures created by these challenges may foster an environment where there is a push towards adopting more self-reliant strategies, such as diversifying funding sources or advocating for stronger institutional autonomy. These efforts could transform VCG into a more dynamic and adaptable organization, better equipped to respond to future challenges and capitalize on opportunities in a rapidly changing educational landscape.

Moreover, the idea of challenges leading to opportunities is supported by the work of Teece (2007), who discusses how organizations can develop "dynamic capabilities" in response to challenges. For VCG, these capabilities might involve the ability to quickly adapt governance practices, foster

innovation in research and teaching, or build stronger partnerships with both local and international stakeholders. In such a context, adversity becomes a driving force for institutional growth, helping VCG to evolve in ways that would not have been possible without these challenges.

It can be concluded that there were a number of challenges associated with the operations of Vice Chancellors-Ghana. Some of them were: government manipulation and interference; lack of legal backing of VCG; resistance by staff and students to the implementation of decisions; and challenges at the Vice Chancellor level where some Vice Chancellors oppose certain decisions agreed on by VCG. Another challenge was matters concerning VCG's membership due to the need to employ experts from various backgrounds such as: research background, evaluation background, assistant registrar, etc., to help, but the membership of VCG and secretariat is restricted to people drawn from institutions.

Research Question Five

What strategies could be implemented to overcome the challenges faced by VCG in its operations?

The operations of Vice Chancellors-Ghana (VCG) are crucial to the governance and development of public universities in Ghana. However, the forum faces numerous challenges that hinder its ability to fully realize its potential in promoting institutional effectiveness and supporting higher education. These challenges range from limited resources and political interference to issues related to standardization, governance, and stakeholder engagement. Addressing these obstacles requires strategic solutions that not only mitigate existing difficulties but also promote growth, innovation, and

autonomy within VCG. Thus, this research question sought to find out from both Vice Chancellors-Ghana members (current and past) and the senior members (teaching and non-teaching staff) how the challenges associated with the operations of VCG can be addressed. The interview guide was used to gather responses from the respondents. From the research question regarding strategies to overcome challenges faced by Vice Chancellors-Ghana (VCG), two major themes emerge: *Institutional Expansion and Structural Strengthening and Resource Mobilization and Government Engagement*. These themes capture the various strategic recommendations provided by both VCG members and senior staff, offering insights into how the organization could evolve to meet its operational challenges.

Institutional Expansion and Structural Strengthening

One prominent theme that emerges is the need for VCG to undergo expansion and structural strengthening to better support its operations. Respondents suggested the creation of key offices and units within VCG to enhance its functionality and impact. For example, the establishment of a monitoring unit, strategic insight office, and a policy and linkages unit were proposed as critical to driving organizational growth and improving institutional effectiveness. The monitoring unit would ensure standardization across universities, fostering a unified approach to governance and academic practices. Similarly, the strategic insight office would provide a space for critical thinking and decision-making for institutional development, while the policy and linkages unit would focus on research, collaboration, and outreach activities (Bryman, 2016).

This theme of structural expansion is critical for VCG's long-term sustainability, as it suggests a shift from a centralized to a more coordinated and diversified system of operation. By implementing these changes, VCG could align its goals more effectively with the needs of public universities, ensuring that the organization's presence and impact are more widely felt. The emphasis on standardization, collaboration, and research further indicates the potential for VCG to play a pivotal role in shaping the educational landscape of Ghana, improving both teaching and administrative practices across universities.

One of the Vice Chancellors-Ghana members proposed expansion as one of the strategies. She explained further that there was the need to establish key offices such as: monitoring unit, a strategic in site to support services, policy and linkages unit, that will provide feasible impact on the universities. All these bodies, for instance, monitoring unit will help in standardization in our institution and establishing standards in order to have a common front. And the strategic insight will ensure that a group of people come together and think for the institutions; policy and research and the linkages unit will take care of the research and the collaborations, dissemination, outreach and all other things.

In terms of resource challenges, there was the need to adapt different ways of generating resources for VCG. The VCG member explained further that:

These ways, especially the monitoring unit if we are able to act as a regulator, we can get resources; we go to the universities to see that everything is okay, we charge you a little. Also, we should be able to build a conference facility, use it and get income, and then we have other components

who are under VCG and they have the right to do business so, if we are able to do our things well and attract more grounds for the little organizations” (Excerpts from Current VCG Member 1).

Also, there was the need for legal backing supporting the constitution and formation of VCG. Also, there should be a law constituting VCG but every university remains autonomous. Again, VCG members should be honest with themselves and should be convinced that although they have been appointed and endorsed by government, they would remain objective, stay firm and fair when it comes to certain decisions.

Resource Mobilization and Government Engagement

The second theme revolves around the challenges of resource mobilization and the need for greater government engagement in supporting VCG’s operations. Respondents highlighted the importance of adapting innovative strategies to generate resources, such as regulating universities and charging fees for monitoring services. They also suggested the establishment of conference facilities as a revenue-generating venture, which would not only provide income but also offer a platform for fostering academic collaboration and knowledge dissemination (Kotler et al., 2016).

In addition, the legal backing for VCG’s constitution and formation was deemed essential for securing its operations and ensuring its autonomy. The creation of a legal framework would protect VCG’s rights and responsibilities, providing it with the necessary authority to make decisions and carry out its mandate without undue political interference. This is particularly important, as many respondents expressed concern over government manipulation and

interference in university affairs. The call for the government to respect the autonomy of universities and to back off from direct involvement in administrative matters reflects a desire for VCG to operate freely and independently, allowing academic and administrative leaders to make decisions based on their expertise rather than political convenience (Cummings & Worley, 2014).

Furthermore, the theme of government engagement extends to the broader need for VCG to foster stronger relationships with key stakeholders, such as the government, GTEC, and international bodies. Strategic collaboration could help mobilize resources and facilitate the exchange of knowledge and expertise, strengthening the overall capacity of public universities in Ghana. By promoting research, scholarship, innovation, and capacity development, VCG could drive the institutional transformation necessary for the advancement of higher education in the country. In terms of manipulation and interference from government, one of the senior members indicated that:

The government must appreciate the uniqueness of higher education, whatever we do within the higher education space is for the benefit of the university and for the nation. As we plan for higher education, there is no shortcut, the government always want things that are convenient and this will destroy the country so firstly government must respect itself, it must back-off and allow technical people within the university to have that freedom and government must assure them of a free hand for them to think through

and innovate and research and use the knowledge to support national development (Excerpts from Senior Member 1).

Another senior member suggested that VCG should embark on awareness creation. In line with this, he suggested that:

They should embark on our awareness creation, throughout my 25 years in university X. I have never seen any forum organized by Vice Chancellors-Ghana to make their presence felt apart from the 2018 conference and even that conference it was only members and few who were privileged to be invited so there should be a conscious awareness creation initiated where it moves from university to university to let them know and not one way (Excerpts from Senior Member 2).

He also suggested that, if their activities in terms of welfare activities goes beyond Vice Chancellors, registrars, and directors and trickles down then that one too will make people think that they internally have this or that. Again, VCG should be registered for them to have a mouthpiece in that case, they will have a legal way to negotiate.

Other strategies suggested by the senior members included: VCG should promote scholarship; research and innovation; maintain common standards for academic progression and conditions of service of staffs; ensure capacity development; engage stakeholders for higher education; engage government and GTEC for the advancement; establish a communication strategy that will foster the better understanding and support for higher education in Ghana; and

also collaborate with local international bodies with the aim of mobilizing requisite facilities, logistic materials and resources to support teaching and learning.

It can be concluded that, both the Vice Chancellors-Ghana members (current and past) and senior members (both teaching and non-teaching staff) suggested a number of strategies that can address the challenges associated with the operations of VCG. These strategies included: the proposed expansion of VCG and the need to establish key offices such as: monitoring unit, a strategic in site to support services, policy and linkages unit that will provide feasible impact on the universities. All these bodies, for instance, monitoring unit will help in standardization in our institution and establishing standards in order to have a common front. And the strategic insight will ensure that a group of people come together and think for the institutions and policy and research and the linkages unit will take care of the research and the collaborations, dissemination, outreach and all other things. In resolving the resource challenges, there was the need to adapt different ways of generating resources for VCG including putting in place a monitoring unit that regulates the activities of the universities so that as they regulate, they charge something little and build a conference facility and use it and get income from it. Also, there was the need for legal backing supporting the constitution and formation of VCG. In addition, there should be a law constituting VCG although every university remains autonomous. Again, VCG members should be honest with themselves, speak out and should be convinced that although they have been appointed and endorsed by government, they would remain objective, stay firm and fair when it comes to certain decisions.

Another suggestion was that, the government must respect itself, it must back-off and allow technical people within the university to have that freedom and government must assure them of a free hand for them to think through and innovate and research and use the knowledge to support national development. Again, VCG should embark on awareness creation. Other strategies suggested by the senior members included: VCG should promote scholarship; research and innovation; maintain common standards for academic progression and conditions of service of staffs; ensure capacity development; engage stakeholders for higher education; engage government and GTEC for the advancement; establish a communication strategy that will foster the better understanding and support for higher education in Ghana; and also collaborate with local international bodies with the aim of mobilizing requisite facilities, logistic materials and resources to support teaching and learning.

Results of Research Hypotheses Testing (Null) Testing

Two (2) hypotheses were tested in this current investigation. Prior to these hypotheses testing, the normality assumption was performed. This was tested using mean, median, 5% trimmed mean, skewness, kurtosis and the histogram and normal Q-Q plot. Details of the results are presented in Table 11 and Figure 2.

As displayed in Table 11, the mean, median, and 5% trimmed mean of all the latent variables (awareness of the existence of VCG and views on the influence of VCG on the operations of public universities) were approximately the same, indicating that the data of the aforementioned variables were approximately normally distributed (Gravetter & Wallanu, 2014). Furthermore, the values of skewness and kurtosis were within the acceptable range of -2 to

+2 (George & Mallery, 2010; Tabachnick & Fidell, 2013; Gravetter & Wallnau, 2014) or -2 to +2 for skewness and -7 to +7 for kurtosis (Bryne, 2010; Hair et al., 2010). The coefficient of skewness and kurtosis for the scales indicated that the data were fairly normal and the basic assumption of parametric testing is fulfilled. This was confirmed by visual inspection of the Histogram and Normal Q-Q plot as shown in Figure 5.

Table 11: Test for Normality

Variable	Mean	Median	5% TM	Skewne ss	SE	Kurtosis	SE
Awareness of the existence of VCG	49.17	48.90	48.80	.629	.10 6	.777	.21 2
Influence of VCG on the operations of public universities	48.80	49.00	48.70	-.045	.11 9	-.314	.23 8

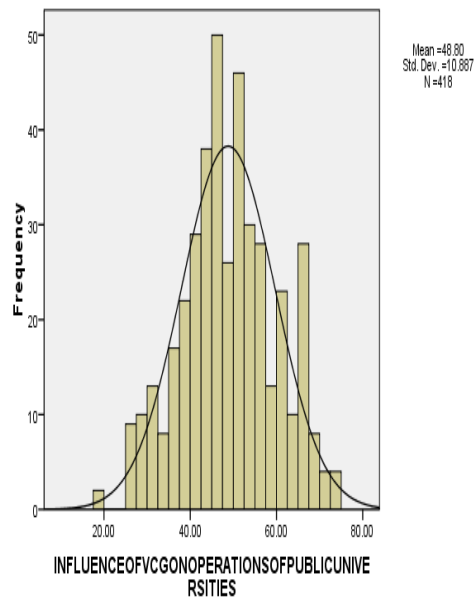
Source: Field data, 2023

TM=Trimmed Mean

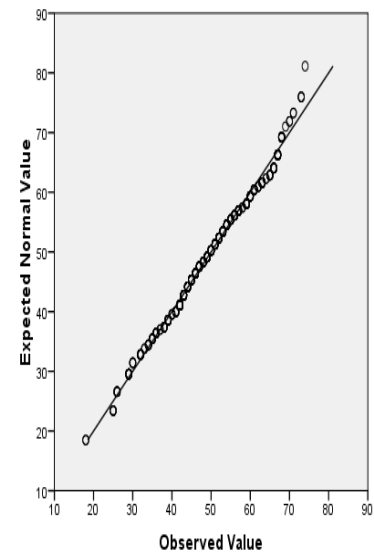
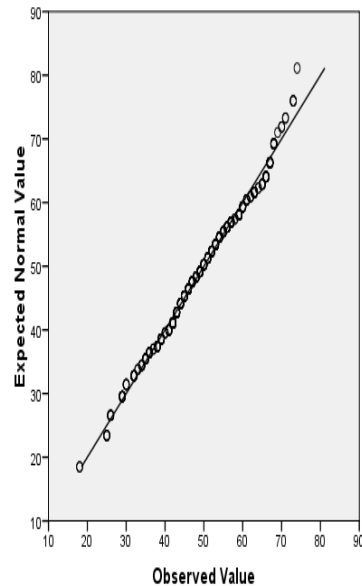
SE=Standard Error

From Figure 6, the histogram and normal Q-Q plots for all the latent variables were examined. The histogram of the variables indicated that the peak of the data set is in the middle and fairly symmetrical. Additionally, the normal Q-Q plot indicated that the points lied in a reasonably straight diagonal line from bottom left to top right. Thus, the scores of all the variables (Awareness of the existence of VCG and Influence of VCG on the operations of public universities) were closer to the straight line (i.e. the data followed the diagonal line closely and does not appear to have a non-linear pattern). This suggests no major deviations from normality.

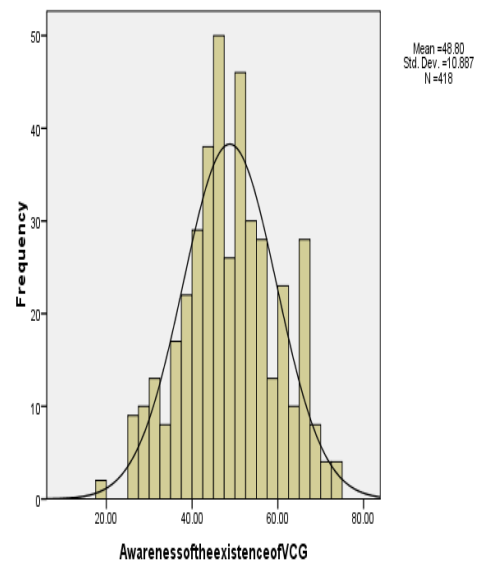
INFLUENCEOFVCGONOPERATIONSOFPUBLICUNIVERSITIES



Normal Q-Q Plot of AwarenessoftheexistenceofVCG

Normal Q-Q Plot of
INFLUENCEOFVCGONOPERATIONSOFPUBLICUNIVERSITIES

AwarenessoftheexistenceofVCG



Also, with the assumption of adequate sample size ($n=418$), the central limit theorem states that when the sample size has 100 or more observations, violation of the normality is not a major issue (Bland & Altman, 1999; Ghasemi & Zahediasl, 2012), hence, the data is good for parametric test.

Research Hypothesis One

Teaching and non-teaching staff and their awareness of the existence of VCG

H₀: Teaching and non-teaching staff do not differ significantly in terms of their awareness of the existence of VCG.

H₁: Teaching and non-teaching staff differ significantly in terms of their awareness of the existence of VCG.

This research hypothesis sought to find out whether or not there was a statistically significant between teaching and non-teaching staff regarding their awareness of the existence of VCG. The independent samples t-test was used in the analysis. The independent samples t-test is used to determine whether there are any statistically significant differences between two or more independent groups. With regards to this study, there were two independent groups regarding type of staff members such as: teaching and non-teaching staff. Therefore, the means of these independent groups were compared in order to find out whether any differences existed between these independent groups and as to whether these differences were statistically significant on their awareness of the existence of VCG. Results are illustrated in Table 16.

Table 12: Independent Samples T-test on Teaching and Non-Teaching Staff and their Awareness of the Existence of VCG

Gender	Group	N	Mea n	Std. Dev.	Df	t- valu e	p- valu e	η^2
Awareness of the Existence of VCG	Teaching	13	45.35	16.7				
		2		4	317.47	1.84	0.63	0.068
	Non-	28	42.40	12.1	8	9	3	
	Teaching	6		2				

Source: Field Data, 2023 ** significant at $p=0.05$ (2-tailed)

Table 12 shows the results of the independent sample t-test on teaching and non-teaching staff and their awareness of the existence of VCG. From Table 16, it was realized that the teaching staff had a mean score of ($M=45.35$; $SD=16.74$) while the non-teaching staff had a mean score of ($M=42.40$; $SD=12.12$). This shows that the teaching staff were better informed and aware of the existence of VCG compared with that of the non-teaching staff. Again, the standard deviation ($SD=16.74$) of the teaching staff indicates that the individual teaching staff' awareness of the existence of VCG varied more than that of the non-teaching staff ($SD=12.12$). However, when the mean scores of the two groups were tested using the independent samples t-test at 5% significant level, two-tailed, the results revealed that there was no statistically significant difference between teaching and non-teaching staff regarding their awareness of the existence of Vice Chancellor-Ghana ($t(317.478)=1.85$, $p = 0.633$).

Effect size was calculated using eta squared (η^2) based on Cohen (as cited in Cohen, Manion & Morrison, 2018) guidelines on the interpretation of eta square(η^2), the magnitude of the difference between the mean values of the awareness of the existence of VCG by teaching and non-teaching staff in the public universities was moderate (eta squared (η^2) = 0.068). This shows that only 6.8% percent of variance in the awareness of the existence of VCG could be explained by teaching and non-teaching staff in the public universities. Therefore, the null hypothesis which stated that, teaching and non-teaching staff do not differ significantly in terms of their awareness of the existence of VCG fails to be rejected.

Research Hypothesis 2

Teaching and non-teaching staff and their perceptions on the influence of VCG on the operations of public universities

H₀:Teaching and non-teaching staff do not differ significantly in terms of their perceptions on the influence of Vice Chancellors- Ghana on the operations of public universities.

H₁:Teaching and non-teaching staff differ significantly in terms of their perceptions on the influence of Vice Chancellors- Ghana on the operations of public universities.

This research hypothesis sought to find out whether or not there was a statistically significant between teaching and non-teaching staff regarding their views on the influence of Vice Chancellors-Ghana on the operations of public universities. The independent sample T-test was used in the analysis. Findings from the study are presented in Table 17.

Table 13: Independent Samples T-test on Teaching and Non-Teaching Staff and their Perceptions about the Influence of VCG on the Operations of Public Universities

Gender	Group	N	Mean	Std. Dev.	Df	t-value	p-value	η^2
<hr/>								
Influence of Teaching		13	47.8	10.02				
VCG on the		2	8	02	355.	-	0.1	0.06
operations of					389	1.37	69	5
public	Non-	28	49.3	11.7				
universities	Teaching	6	5	35				

Source: Field Data, 2023 **** significant at p=0.05 (2-tailed)**

The analysis of the independent sample t-test results presented in Table 13 provides valuable insights into the perceptions of teaching and non-teaching staff regarding the influence of Vice Chancellors-Ghana (VCG) on the operations of public universities. From the data, it is clear that while both groups perceive VCG's influence, there are some notable differences in the extent of this perception. The teaching staff reported a mean score of (M=47.88, SD=10.02), while the non-teaching staff had a higher mean score of (M=49.35, SD=11.35). This suggests that non-teaching staff generally view VCG's impact on university operations as stronger compared to teaching staff. Additionally, the higher standard deviation for non-teaching staff (SD=11.35) indicates a greater variability in their perceptions of VCG's influence, which may suggest

differing individual experiences or perspectives within this group, in contrast to the more uniform perceptions among teaching staff ($SD=10.02$).

However, despite these differences in mean scores, the independent samples t-test results, with a p-value of 0.169, indicate that the difference between the two groups is not statistically significant at the 5% significance level ($t(355.389) = -1.377, p = 0.169$). This result suggests that, in a broader sense, there is no substantial difference in how teaching and non-teaching staff perceive VCG's influence on the operations of public universities. It is important to note that a non-significant p-value indicates that any observed difference between the groups is likely due to random variation rather than a meaningful difference in perception.

Further analysis of the effect size, calculated using eta squared (η^2), reveals that the variance in perceptions between teaching and non-teaching staff accounts for only 6.5% of the total variability in their views of VCG's influence. According to Cohen's (as cited in Cohen, Manion & Morrison, 2018) guidelines, an eta squared value of 0.065 represents a moderate effect, implying that while there is some difference in perceptions between the two groups, it is relatively small in magnitude. This moderate effect size suggests that other factors beyond staff type (teaching vs. non-teaching) likely contribute more significantly to shaping individuals' perceptions of VCG's operational impact.

In light of these findings, the null hypothesis, which posited that teaching and non-teaching staff do not differ significantly in their perceptions of VCG's influence on public universities, cannot be rejected. The lack of a statistically significant difference supports the conclusion that both groups, while differing in their individual views, largely agree on the general perception

of VCG's impact on university operations. This result suggests that, regardless of staff roles, there is a shared understanding or awareness of the role VCG plays in shaping the operations of public universities in Ghana. This insight can be important for policymakers and institutional leaders in understanding the broader consensus on VCG's influence and may help guide future initiatives aimed at improving the relationship between VCG and university staff across all levels.

Chapter Summary

The chapter examines the influence of Vice Chancellors-Ghana (VCG) on public universities, presenting findings from surveys and interviews with senior staff, junior staff, and current and past VCG members. The analysis integrates both quantitative and qualitative data, structured around five research questions and two hypotheses, to address the study's objectives. The study sampled 418 respondents, primarily male (56%), with diverse representation across senior members, senior staff, and junior staff. Most participants were non-teaching staff and had under five years of service. Additionally, interviews were conducted with eight VCG members and five senior university personnel to provide deeper insights. The formation of VCG was driven by socio-economic challenges and the need for a unified platform to address systemic issues in higher education. Historical accounts emphasized the collective need to standardize operations, share solutions, and engage with the government as a unified body. The transition from the Committee of Vice Chancellors and Principals to VCG reflects this evolution.

VCG plays a pivotal role in resource mobilization, policy formulation, advocacy, and fostering standardization across universities. Notable

contributions include shaping curriculum policies, influencing higher education governance, and addressing collective challenges like funding and administrative standardization. However, challenges such as limited resources and political interference sometimes undermine its effectiveness.

The effectiveness of VCG is recognized in areas such as mediating salary disputes and preventing prolonged strikes, often acting as a bridge between universities and government entities. Nonetheless, some respondents critiqued VCG as a "loose association" with limited regulatory authority and cohesion. Political influences and the growing number of universities have further complicated its ability to maintain a strong unified front.

VCG has influenced public universities by ensuring standardized policies, collaborative resource mobilization, and governance alignment with national goals. It has contributed to capacity building through linkages with international bodies, although its direct role in this area remains limited. Some respondents highlighted gaps in VCG's involvement in outreach and research initiatives. VCG's operational limitations stem from a lack of legal authority, funding constraints, and fragmented coordination among member institutions. Respondents called for stronger internal cohesion, enhanced regulatory frameworks, and proactive approaches to innovation, capacity building, and outreach efforts.

The findings highlight both the achievements and challenges of VCG in influencing the operations of public universities. While it has made notable contributions to policy advocacy, standardization, and mediation, its limited regulatory power and internal fragmentation hinder its full potential. Strengthening VCG's structure, securing legal backing, and fostering unity

among members are critical for enhancing its effectiveness and ensuring the sustainability of higher education in Ghana.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

Introduction

This chapter marks the concluding part of the study. It aims at highlighting the main findings. It also presents a summary of the research process, the conclusions, and recommendations and offers implications for future research.

Summary of Research Process

The study sought to examine the influence of Vice Chancellors-Ghana (VCG) on the operations of public universities. Specifically, the study sought to find out the factors that necessitated the formation of Vice Chancellors-Ghana; ascertain the ways that Vice Chancellors-Ghana has influenced the operations of public universities; find out the perceptions of teaching and non-teaching staff about the operational influence of Vice Chancellors-Ghana on the public universities; assess the challenges associated with the operations of VCG ;examine the strategies for enhancing operational influence of VCG on public universities; examine whether teaching and non-teaching staff differ significantly in terms of their awareness of the existence of VCG; and investigate whether teaching and non-teaching staff differ significantly in terms of the influence of Vice Chancellors-Ghana on the operations in public universities.

In order to find answers to the research questions and the hypotheses that were formulated to guide the study, the concurrent triangulation mixed method design was employed. The study covered vice chancellors, registrars, directors of finance and executives secretaries (both current and past)who were

members of Vice Chancellors-Ghana and all the teaching and non-teaching staff of the six (6) public universities in Ghana (University of Ghana, Kwame Nkrumah University of Science and Technology (KNUST), University of Cape Coast, University for Development Studies, University of Energy and Natural Resources (UNER) and University of Mines and Technology (UMAT). In all, 418 teaching and non-teaching staff of six (6) public universities, five (5) senior members and eight (8) vice chancellors, registrars, directors of finance and executive secretaries (both current and past) members of Vice Chancellors-Ghana were selected for the study totalling 431 respondents. The census method was used to select three (3) traditional universities established before the New Educational Reforms 1991 and the simple random sampling method was also used to select three (3) universities established after the New Educational Reforms 1991. For the quantitative phase of the study, the multi-stage (stratified and proportionate) technique and the simple random sampling procedure (lottery method) were used in the selection of teaching and non-teaching staff of the public university for the study. For the qualitative phase of the study, purposive sampling was utilized for finding both the senior members of both teaching and non-teaching and the members of Vice Chancellors-Ghana (both current and past) to serve as respondents.

The questionnaire and interview guide were used to gather the requisite data for the study. A set of five point Likert scale type of questionnaire was used to gather data from the teaching and non-teaching staff of six (6) public universities. The quantitative data gathered from the teaching and non-teaching staff were processed with statistical tools such as frequencies, percentages, means and standard deviations, as well as independent samples t-test. The

qualitative data gathered from the senior members and vice chancellors, registrars, directors of finance and executive secretaries (both current and past) members of VCG were analysed using the thematic approach. The following were the main findings of the study.

Summary of Key Findings

1. The socio-economic challenges faced by Ghanaian universities during the 1990s, compounded by systemic inefficiencies, underscored the need for these institutions to come together in a common forum. This collective approach allowed universities to advocate for their welfare, push for standardization across the sector, and present a unified front in discussions with the government. By joining forces, universities were better equipped to address their shared concerns and advocate for reforms that would improve their financial stability, academic standards, and overall operational effectiveness. This solidarity also strengthened their negotiating power with the government, ensuring that the issues affecting the sector were taken seriously and addressed more effectively.
2. The Vice Chancellors-Ghana (VCG) has played a pivotal role in shaping the operations of public universities in Ghana, particularly in areas such as standardization, accreditation, financial management, research, teaching, and administrative structures. Through its leadership, VCG has been instrumental in facilitating alignment across these diverse institutional domains. By fostering consistency in academic standards and overseeing the accreditation process, VCG has helped to ensure that universities meet national and international expectations. Additionally, its influence on financial management practices has contributed to more sustainable

budgeting and resource allocation. In research and teaching, VCG's guidance has promoted innovation and the enhancement of academic programs. Furthermore, VCG has been crucial in refining administrative structures to improve efficiency and support institutional growth. Overall, the leadership of VCG has provided a framework for greater cohesion and effectiveness within the public university system.

3. Vice Chancellors in Ghana have exhibited transformational leadership qualities, characterized by their ability to inspire and motivate their teams towards achieving institutional goals. These leaders are often seen as change agents, driving improvements in various aspects of university operations. In addition to these leadership traits, many Vice Chancellors express a high level of satisfaction with their leadership performance. They perceive themselves as effective leaders, confident in their ability to guide their institutions through challenges and foster growth. This self-assurance in their leadership is reflected in their commitment to making impactful decisions that benefit the broader academic community, further reinforcing their transformational approach to leadership.
4. Both teaching and non-teaching staff at public universities in Ghana are generally aware of the existence of the Vice Chancellors-Ghana (VCG). However, there is a notable disparity in the level of awareness regarding VCG's operational influence. While senior members of staff recognize the significant impact that VCG has on university operations, such as in policy development, financial management, and academic standards, both senior and junior staff are largely unaware of the extent of this influence. This lack of awareness among the broader staff body may hinder effective

collaboration and alignment with VCG's goals, highlighting the need for more targeted communication and engagement efforts to bridge this gap and ensure a unified approach across the institution.

5. The effective functioning of the Vice Chancellors-Ghana (VCG) has been hindered by several significant challenges. Government interference has been one of the main obstacles, limiting the autonomy of VCG and influencing decision-making processes. Additionally, the lack of sufficient legal authority has constrained VCG's ability to enforce its policies and initiatives, often resulting in a lack of clarity about its role and mandate. Resistance from both staff and students has also posed a challenge, as some may be hesitant to embrace the changes or reforms advocated by VCG. Furthermore, inadequate resources have hampered VCG's capacity to implement its objectives effectively, making it difficult to support the necessary programs and initiatives for institutional improvement. Internal challenges at the Vice Chancellor level, such as inconsistent leadership approaches or competing priorities among university leaders, have also contributed to difficulties in aligning the efforts of public universities with VCG's broader vision. Together, these challenges have made it harder for VCG to fulfill its mandate and achieve its goals for higher education reform in Ghana.
6. To enhance the operational effectiveness of the Vice Chancellors-Ghana (VCG), several strategies have been recommended. One key approach is diversifying resource generation methods to reduce reliance on external funding sources, ensuring more financial stability and sustainability. This could involve exploring partnerships with industry, engaging alumni

networks, and seeking additional research grants. In parallel, increasing awareness about the role and influence of VCG is essential. By improving communication with university staff, stakeholders, and the public, VCG can foster greater understanding of its mandate and operations. This heightened awareness would help align institutional objectives with VCG's goals and encourage more active participation from university communities. Together, these strategies aim to strengthen VCG's position and increase its effectiveness in driving positive change across Ghana's public universities.

7. Statistical analysis of staff awareness and views regarding the Vice Chancellors-Ghana (VCG) revealed that there was no statistically significant difference between teaching and non-teaching staff in terms of their awareness of VCG's existence. The t-test results indicated a value of $t(317.478) = 1.85$, with a p-value of 0.633, which is well above the commonly accepted threshold of 0.05. Therefore, the null hypothesis, which posits that there is no difference between the two groups, was retained. In a similar vein, no statistically significant difference was found between teaching and non-teaching staff regarding their views on VCG's influence on university operations. The t-test result here was $t(355.389) = -1.377$, with a p-value of 0.169, again greater than the 0.05 threshold. This further led to the retention of the null hypothesis, suggesting that both groups share similar perspectives on VCG's operational impact. Thus, the statistical analysis indicates that staff awareness and views on VCG's influence do not significantly differ between teaching and non-teaching staff.

Conclusions

The following conclusions could be drawn from the findings of the study. It can be concluded that, the unification of Ghanaian universities in the 1990s emerged as a response to significant socio-economic challenges, leading to stronger collective advocacy and the standardization of operations across institutions. This collaborative effort addressed shared concerns and reinforced the institutions' capacity to navigate systemic issues. Over time, however, questions have arisen about how this unified approach has evolved and whether it continues to effectively improve the welfare of universities amidst ongoing pressures. While this historical collaboration underscores the importance of institutional solidarity in mitigating socio-economic challenges, there is growing uncertainty about whether the approach remains relevant in the current educational landscape or if more sophisticated and targeted strategies are now necessary to address modern complexities.

Vice Chancellors-Ghana (VCG) has been instrumental in shaping the operations of public universities, with significant contributions in standardization, accreditation, and financial management. These interventions have enhanced governance structures and streamlined institutional processes, positioning VCG as a critical body for centralized decision-making and operational efficiency. However, questions remain regarding the measurable improvements in university performance resulting from these efforts and the sustainability of these gains over time. While VCG's influence highlights its potential to strengthen institutional frameworks, its long-term impact on outcomes such as the quality of education and research output requires deeper

evaluation to determine its effectiveness and enduring relevance in Ghana's higher education landscape.

Vice Chancellors generally view themselves as transformational leaders, expressing satisfaction with their performance and their ability to guide their institutions effectively. However, this self-perception raises important questions about how their leadership is evaluated by staff, students, and other stakeholders within the university community. Understanding whether these external assessments align with the Vice Chancellors' views is critical to gaining a holistic picture of their leadership effectiveness. While their confidence in their leadership style is evident, the broader implications of this style on institutional outcomes, such as academic excellence, staff morale, and student satisfaction, must be rigorously examined to determine its true impact on the university ecosystem.

Awareness of Vice Chancellors-Ghana (VCG) and its influence appears to vary significantly among university staff. While senior members are generally informed about VCG's role and impact, many junior and senior staff lack a clear understanding of its operational significance. This disparity raises questions about why certain groups remain unaware of VCG's activities and how this knowledge gap might affect the implementation and acceptance of its policies. A lack of awareness, particularly among junior staff, could result in disengagement from institutional initiatives, undermining the effectiveness of VCG's governance efforts. Addressing this gap through targeted communication and engagement strategies is crucial to fostering widespread institutional cooperation and ensuring that VCG's policies are embraced at all levels of the university structure.

The operations of Vice Chancellors-Ghana (VCG) face significant challenges that hinder its effectiveness, including government interference, the absence of robust legal backing, and resistance from university stakeholders. These issues limit VCG's authority and its ability to drive meaningful changes across public universities. Key questions arise about what specific reforms or legal frameworks could be implemented to strengthen VCG's mandate and address internal resistance effectively. Without these reforms, VCG's ability to enhance governance and operational efficiency remains constrained. Tackling these challenges is essential for empowering VCG to fulfill its role as a unifying and transformative force in Ghana's higher education system.

To enhance its impact on university operations, Vice Chancellors-Ghana (VCG) must prioritize resource generation and efforts to increase awareness about its roles and contributions. Adopting innovative models for resource generation, such as public-private partnerships or leveraging alumni networks, could help VCG secure sustainable funding to support its initiatives. Additionally, implementing inclusive awareness campaigns tailored to all levels of university staff and stakeholders would foster greater engagement and understanding of its objectives. While these strategies are forward-thinking, their success hinges on effective implementation and collaboration with government entities and university communities. VCG's ability to adapt to modern financial strategies and communication models will be pivotal in ensuring its long-term relevance and impact on Ghana's higher education sector.

Statistical analysis reveals no significant difference in awareness levels or perceptions of Vice Chancellors-Ghana (VCG) between teaching and non-

teaching staff. Both groups demonstrate similar knowledge of VCG's existence and influence, yet an operational gap persists between VCG and the broader university staff. This finding raises important questions about why this disconnect exists despite comparable awareness levels. Addressing this issue requires VCG to develop more inclusive engagement and communication strategies that actively involve staff from all levels in its decision-making processes. While the data indicate parity in awareness, the operational gap highlights the need for deeper structural and relational reforms to ensure that VCG's initiatives resonate across the university workforce and foster greater collective participation.

The findings highlight the vital role that Vice Chancellors-Ghana (VCG) plays in managing and standardizing operations across public universities in Ghana. Despite its contributions, persistent challenges such as gaps in staff awareness, internal resistance, and external government interference continue to undermine its operational effectiveness. These issues emphasize the need for a more strategic and proactive approach to strengthen VCG's influence. Addressing these challenges through legal reforms to solidify its authority, innovative resource generation strategies to enhance sustainability, and improved communication to engage university stakeholders more inclusively is imperative. The broader implication ("so what") lies in VCG's potential to significantly enhance its impact on higher education governance, provided it successfully adapts to both internal demands and external pressures. This adaptability is crucial for ensuring the long-term relevance and efficacy of VCG within Ghana's evolving higher education landscape.

Recommendations

Based on the findings and conclusions drawn from the study, the following recommendations have been made:

1. It is recommended that universities enhance collaborative engagement by continuing to strengthen collective advocacy and standardization efforts through a unified forum. This approach remains vital for addressing persistent socio-economic challenges. At the same time, universities should explore more adaptive and modern strategies to ensure their relevance and effectiveness in today's rapidly evolving educational landscape.
2. It is recommended that the Vice Chancellors-Ghana (VCG) conduct a comprehensive evaluation of its long-term impact on institutional quality. This evaluation should focus on critical areas such as education, research, and financial management, aiming to assess how effectively these domains have been influenced and where improvements can be made. By thoroughly examining its influence on public universities, VCG can identify strengths and weaknesses, ensuring its efforts contribute more effectively to the advancement of higher education in Ghana.
3. It is recommended that the Vice Chancellors-Ghana (VCG) implement mechanisms to assess the perception of Vice Chancellors' leadership across all university stakeholders. This assessment would provide valuable insights into how leadership is viewed by those within the academic community, including faculty, students, and staff. Based on these findings, VCG should develop leadership programs that align transformational leadership principles with measurable institutional improvements. By fostering leadership development, VCG can enhance the effectiveness of

Vice Chancellors in driving positive changes within universities and ensuring long-term institutional success.

4. It is recommended that the Vice Chancellors-Ghana (VCG) focus on increasing awareness of its operational influence among both junior and senior staff to ensure greater alignment with institutional policies. By enhancing understanding of VCG's role and actions, staff members at all levels will be better positioned to contribute to institutional goals. Regular communication and engagement campaigns are essential for fostering a culture of cooperation and collaboration. These efforts will help to strengthen relationships across the university community, ensuring that all staff are aligned with the broader objectives of the institution and are working together to achieve them.
5. It is recommended that the Vice Chancellors-Ghana (VCG) advocate for legal reforms aimed at securing its mandate and reducing government interference in its operations. By pushing for these reforms, VCG can strengthen its legal foundation, ensuring that it has the necessary authority to act decisively. With a more robust legal framework, VCG will be better positioned to implement its decisions and policies without resistance, allowing for greater autonomy in shaping the direction of public universities. This will enhance VCG's ability to drive institutional improvements and achieve its long-term objectives.
6. It is recommended that the Vice Chancellors-Ghana (VCG) explore diverse funding models to reduce its financial dependency on external sources. By diversifying its resource generation strategies, VCG can create more sustainable and reliable revenue streams for public universities. This could

include forming partnerships with industry, tapping into alumni networks, and pursuing research grants, all of which would provide additional financial support. Alongside these efforts, increasing awareness of VCG's role and its potential to drive institutional growth will help attract investment and foster collaboration with various stakeholders. This approach will ensure that VCG can operate with greater financial autonomy and stability.

7. It is recommended that the Vice Chancellors-Ghana (VCG) address staff disengagement by fostering more inclusive decision-making processes. This would help bridge the gap between staff awareness and VCG's operational role, ensuring that all employees feel valued and involved in the decision-making that shapes the direction of the institution. Targeted staff engagement initiatives should be implemented to encourage active participation and improve communication. By creating a more inclusive environment, VCG can enhance staff motivation, cooperation, and commitment, ultimately leading to more effective collaboration and a stronger sense of ownership over the institution's success.

Implications for the Study:

This study provides essential insights into the role and influence of the Vice Chancellors-Ghana (VCG) on the operations of public universities, with implications spanning policy development, university governance, and leadership practices. By highlighting the standardized frameworks that VCG fosters across Ghana's public universities, the study underscores the need for unified operational standards and policies that can improve consistency in administrative and academic functions. Furthermore, the findings suggest that

VCG's role as a policy and advisory body could inform future government and educational policymakers on best practices for collaborative governance, positioning VCG as a critical mediator between universities and government bodies.

Moreover, the study's focus on VCG's influence on organizational standardization highlights the potential for expanding VCG's role in supporting international collaboration, capacity building, and the promotion of research and innovation. These implications advocate for a more robust and engaged VCG that not only oversees policy alignment but also champions research and development within the academic community.

Contribution to Knowledge

This study makes a substantial contribution to the literature on higher education governance, particularly within the context of Ghana and other comparable settings in Sub-Saharan Africa. By examining the *Vice Chancellors-Ghana (VCG)* and its influence on public university operations, this research provides a multi-layered understanding of the evolution, organizational structure, and functional impact of a collective leadership body within a rapidly evolving educational landscape. This study also delves into the historical context that catalyzed the formation of the VCG, shedding light on how socio-economic challenges and the need for unified representation in negotiations with the government led to the development of VCG as a pivotal governance body for public universities.

This research contributes to the academic discourse on governance models by situating VCG within the framework of *collective governance*. In examining VCG's influence on public universities, the study highlights the ways

in which collective leadership can centralize decision-making for key operational areas such as resource allocation, staff conditions, student support, and partnership-building, while retaining institutional autonomy. This contributes to the understanding of how higher education institutions in developing nations can balance institutional independence with collaborative governance practices that ensure operational consistency and quality.

Furthermore, this study explores the implications of standardized policies across institutions, particularly in terms of promoting equitable resource distribution, aligning policies for staff promotion and welfare, and consolidating financial strategies. The VCG's involvement in these areas reflects a unique approach to navigating governance complexities in the public sector, offering insights into a governance model that is driven by shared challenges and collective solutions rather than isolated institutional objectives. This model enriches the body of knowledge on effective higher education governance by illustrating how public universities in Ghana, through VCG's coordination, can adopt cohesive strategies that address sector-wide needs.

By focusing on VCG's role in policy development, the study reveals how a central governance body can impact and harmonize critical policy areas such as teaching standards, accreditation processes, and faculty conditions of service across public universities. The insights gained on the mechanisms through which VCG influences policy, such as through consensus-building forums and strategic consultations with the Ministry of Education, enhance the understanding of collective decision-making and its potential to promote operational uniformity across institutions. This provides a valuable reference point for policymakers, educational administrators, and international bodies

interested in fostering collaborative and uniform policy frameworks within university systems, particularly in low- and middle-income contexts where resources and governance capacities may be limited.

This study contributes uniquely to the field by investigating *stakeholder perceptions* of VCG's effectiveness, offering nuanced insights into how teaching and non-teaching staff view the role and influence of VCG within their institutions. This angle adds depth to the discourse on collective leadership by highlighting the ways in which the success of centralized governance is contingent upon its perceived relevance, effectiveness, and responsiveness to stakeholder needs. The study's findings on perceived challenges, such as VCG's limited involvement in capacity building and research development, emphasize the need for governance bodies to maintain ongoing engagement with diverse stakeholders to enhance alignment between governance strategies and institutional goals.

In documenting the perceptions of university staff, this research underscores the importance of building an inclusive governance framework that fosters open communication, feedback mechanisms, and a sense of ownership among stakeholders. These findings can inform future studies on the adaptability of collective governance in educational systems where staff engagement and perception of leadership bodies may directly impact institutional morale, policy implementation, and the achievement of educational outcomes.

This study establishes a foundation for further research on higher education governance structures in low- and middle-income countries (LMICs). It provides a case study of the VCG as a functional example of collective

governance in a context marked by resource constraints, socio-economic challenges, and an increasing demand for accessible, quality education. The study illustrates the ways in which a governance body like VCG can foster inter-institutional collaboration, support alignment with national development goals, and bolster institutional resilience by advocating for common policies and practices.

The insights provided by this study are applicable beyond Ghana, offering a model for similar governance bodies in other LMICs seeking to build collective frameworks to address shared challenges in public university systems. In particular, the research can serve as a comparative baseline for studies examining the roles of similar associations in other regions, such as the Committee of Vice Chancellors in Nigeria or the University of East Africa's governing body, allowing for cross-national analyses of governance effectiveness and best practices.

By offering a thorough exploration of the VCG's influence on public university operations, this study advances the discourse on higher education governance and paves the way for future research into the impact of collaborative governance on academic and administrative efficiency in developing nations.

Model for the Study

From the study, the research has proposed this model for the study which can guide the operations, mission and vision of VCG.

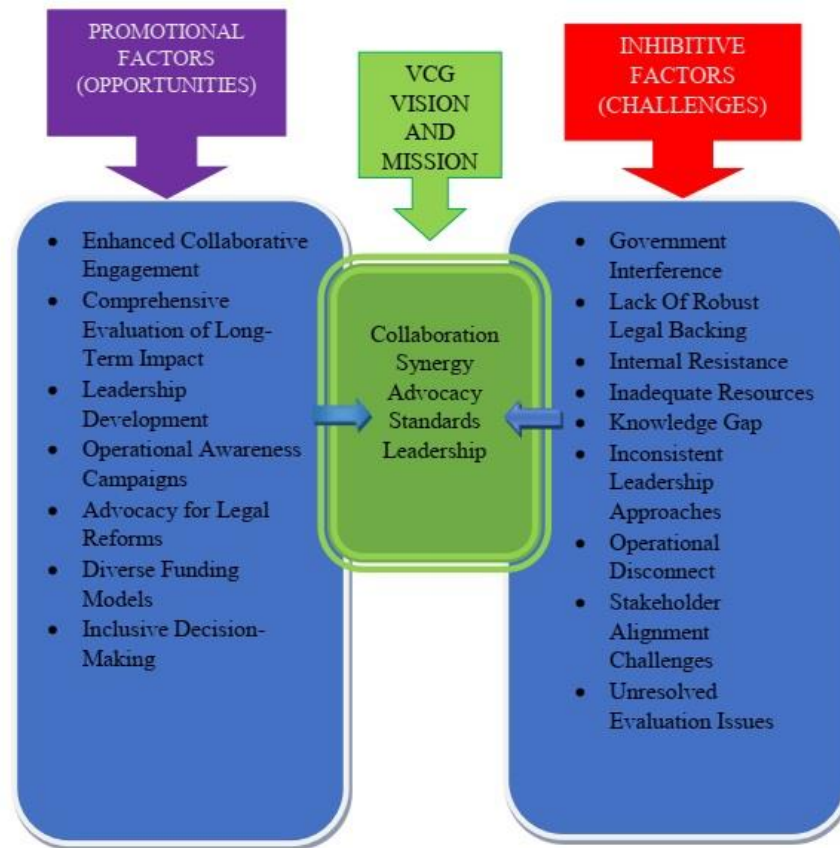


Figure 5: Model for the Study

Source: Author's Own Construct, 2023

The model depicting the operational dynamics of Vice Chancellors-Ghana (VCG) is a compelling representation of the dual forces shaping its trajectory. At its core lies a tension, symbolized by the arrows, between challenges that inhibit progress and opportunities that beckon VCG toward fulfilling its mission and vision. This interplay highlights the delicate balance VCG must strike to navigate its complex environment effectively.

On one hand, the inhibitive factors loom large, posing significant obstacles to the realization of the vision and mission of VCG. Government interference emerges as a critical barrier, restricting VCG's autonomy and curtailing its ability to implement bold and independent policies. Compounding this challenge is the absence of robust legal backing, which undermines the

organization's authority and often leaves its role and mandate ambiguous. Internal resistance, both from staff and students, further complicates reform efforts, as skepticism and hesitation stall the adoption of new initiatives. These internal tensions are exacerbated by inadequate resources, which limit VCG's capacity to fund transformative programs or support essential operations.

Adding to these operational difficulties is a pervasive knowledge gap. While senior members may understand VCG's significance, many senior and junior staff remain unaware of its influence, leading to misalignment and disengagement. Leadership inconsistencies across universities also contribute to a fragmented approach, where competing priorities dilute the collective effort needed for unified progress. The operational disconnect, where the strategic objectives of VCG fail to align with the day-to-day realities of universities, further hampers the realization of its goals. Finally, unresolved evaluation issues create blind spots, as the lack of robust assessments prevents a clear understanding of VCG's long-term impact, leaving critical areas of improvement unaddressed.

Despite these formidable challenges, the model also illuminates a range of opportunities that can propel VCG closer to its vision. Enhanced collaborative engagement stands out as a key avenue for progress, where building stronger alliances among universities can amplify collective advocacy and foster mutual growth. Comprehensive evaluations of VCG's long-term impact present another opportunity, offering insights that can refine strategies and sharpen the focus on institutional priorities. Leadership development is a particularly promising domain; by nurturing transformational leaders, VCG can drive the cultural and operational shifts necessary for sustained progress.

Addressing the knowledge gap through operational awareness campaigns is another critical step. Targeted efforts to inform and engage staff at all levels can foster a unified understanding of VCG's role, enabling smoother implementation of its initiatives. Advocacy for legal reforms also holds significant promise, as securing greater autonomy and reducing governmental interference would empower VCG to act decisively. Diversifying funding models could alleviate resource constraints, with innovative approaches such as public-private partnerships and alumni engagement offering new revenue streams. Finally, inclusive decision-making could strengthen institutional cohesion, ensuring that all stakeholders feel heard and valued in the policymaking process.

The arrows in the model vividly illustrate the tension VCG faces. Challenges push against its progress, threatening to derail its mission, while opportunities pull it toward transformation and growth. This tension demands strategic clarity. VCG must fully understand the forces at play, identifying both the hurdles to overcome and the avenues for advancement. By systematically addressing its challenges while capitalizing on its opportunities, VCG can navigate this push and pull to emerge as a more effective and impactful force in Ghana's higher education system.

This model is not merely a snapshot of VCG's current predicament but a call to action, urging it to embrace its opportunities while steadfastly tackling its challenges. In doing so, it can bridge the gap between aspiration and reality, ensuring that its mission and vision are not just ideals but lived outcomes.

Areas for Future Research

This study examined the influence of Vice Chancellors-Ghana (VCG) on the operations of public universities. Future studies should investigate why there is resistance by staff and students to the implementation of decisions taken by VCG; and further investigations need to be conducted on the challenges at the Vice Chancellor level where some Vice Chancellors oppose certain decisions agreed on by VCG. Again, future studies should investigate whether or not there is a statistically significant difference in the awareness of the existence of VCG and the awareness of the operational influence of VCG on the public universities regarding staff category (senior member, senior staff and junior staff). This stems from the differences recorded in the responses that were gathered with the interview guide given to the senior members and the questionnaire given to teaching and non-teaching staff of the public universities.

REFERENCES

- Abukari, E., & Corner, M. A. (2010). *Bangladesh: Public-Private Partnership in Higher Education* (Financed by Asian Development Bank), Asian Development Bank.
- Addo, K. (2010). Returning to study in higher education in Ghana: Experiences of mature undergraduate women. *Research in Comparative and International Education*, 6(4), 103-112.
- Agbodeka, E. (1998). *Limitations to mobility of students with special needs (disability) in Ghana: A case study of the University of Ghana, Legon*. (Unpublished thesis), Kwame Nkrumah University of Science and Technology, Kumasi.
- Agresti, P., & Finlay, D. (2008). *Practical research: planning and design*. London: Pearson Education Limited.
- Aldholay, J. L., Isaac, W. L., Abdullah, G. T., & Ramayah, E. (2018). Exploring the link between integrated leadership and public-sector performance. *The Leadership Quarterly*, 21(2), 308- 323.
- Ali, C. (2010). From "Liberal professions" to "lucrative professions": Bowdoin College, Stanford University, and the civic functions of higher education. *Teachers College Record*, 113(7), 1566-1596.
- Al-Obthani, W. L., & Ameen, B. J. (2018). "Can you see me?" A self-based model of authentic leader and follower development. *The Leadership Quarterly*, 16(3), 343-372.
- Alonderiene, N. S., & Majauskaite, F. (2016). *Professors and their politics*. Baltimore, MD: John Hopkins University Press.

- Amedahe, F. K. (2004). *Introduction to research methods in education*. Accra: Mercury Press
- Ary, D., Jacobs, L. C., & Winston, A. (2013). *Introduction to research*. C.B.S. College Publishing. The Dryden Press.
- Ashenfelter, L., Bath, D., Smith, C., Stein, S., & Swann, R. (1999). Beyond mapping and embedding graduate attributes: bringing together quality assurance and action learning to create a validated and living curriculum. *Higher Education Research and Development*, 23(3), 313-328.
- Asrar-ul-haq, M., & Anwar, L. E. (2018). Contemplative administration: Transforming the workplace culture of higher education. *Innovating Higher Education*, 35(4), 217-231.
- Athiyaman, I. (1997). *Higher education and work*. London, UK: Jessica Kingsley.
- Avolio, B.J., Walumbwa, D. A., & Weber, F. J. (2009). The four I's of transformational leadership. *Journal of European Industrial Training*, 15(2), 9-16.
- Ayisi, E. A. (2018). Higher education institutions' impacts on the socio-economic growth of Ghana. *International Journal of Education and Research*, 6(9), 145-162.
- Bagri, J. (2019). *Academically adrift: Limited learning on college campuses*. Chicago, IL: University Of Chicago Press.
- Baldwin, A., & Black, E. (2010). *Educating preparing America's undergraduates for lives of moral and civic responsibility*. San Francisco, CA: Jossey1Bass.

- Baloch, R., & Shah, M. (2014). *Doing research on sensitive topics*. London: Sage.
- Bass, B. M. (1985). The impact of transformational and authentic leadership on innovation in higher education: The contingent role of knowledge sharing. *Telematics and Informatics*, 35(1), 55-67.
- Bass, B. M. (1987). Leadership: A communicative perspective. *Leadership*, 10(7), 7-35.
- Bass, B. M. (1990). Fostering affective organizational commitment in public sector agencies: The significance of multifaceted leadership roles. *Public Administration*, 93(3), 557-575.
- Bass, B. M. (1997). Constitutional amendments: Materializing organizational communication. *Academy of Management Annals*, 3(1), 1-51.
- Bass, B. M., & Steidlmeier, R. E. (1999). Ethics, character and authentic transformational leadership behaviour. *The Leadership Quarterly*, 10(2), 181-217.
- Bass, B. M., Avolio, B. J., & Atwater, Y. D. (1996). Perspectives on the leadership of chairs of nonprofit organization boards of directors: A grounded theory mixed-method study. *Nonprofit Management & Leadership*, 22(4), 411-433.
- Bass, B.M. & Avolio, B. J. (1990). Management and leadership in colleges and universities. *Innovating Higher Education*, 6(4), 1-3.
- Bass, B.M. & Avolio, B. J. (1993). Transformational leadership and organizational culture. *Public Administration Quarterly*, 17(4), 112-121.

- Bawakyillenuo, C., Nusari, J., Al Falasi, M., Alra.jawy, I., Khalifa, H., & Isaac, S. (2013). Exploring constructions of the context in discourse of leadership practices. *Corporate Communications: An International Journal*, 21(3), 371-387.
- Bening, I. (2005). *Professional development for using technology in mathematics teaching in Ghana*. University of Otago, New Zealand.
- Best, J. W., & Khan, J. V. (1993). *Research in education (7th ed.)*. New Delhi, ND: Prentice Hall of India Private Limited.
- Bingab, B., Forson, J. A., Mmbali, O., & Baah-Ennumh, T. (2016). The evolution of university governance in Ghana: Implications for education policy and practice. *Asian Social Science*, 12(5), 147-160.
- Bingab, B., Forson, J. A., Mmbali, O., & Baah-Ennumh, T. (2018). The politics of public college tuition and state financial aid. *The Journal of Higher Education*, 83(5), 617-647.
- Bland, A., & Altman, C (199). Instructional leadership. *Educational Management Administration and Leadership*, 48(1), 82–105.
- Bloom, D. Canning, D. & Chan K., (2006). *Higher Education and Economic Development in Africa* (Harvard University). Retrieved from: [https://www.edu-links.org/sites/default/files/media/file/Bloom And Canning.pdf](https://www.edu-links.org/sites/default/files/media/file/Bloom%20And%20Canning.pdf)
- Bloom, D. Canning, D. & Chan, K.(2005). *Higher Education and Economic Development in Africa*. Washington, D.C: World Bank, Human Development Section.
- Boisvert, L. (1998). *Research design IT*. New York: Palgrave.

- Bourner, N. H. (1998). *The aims of higher education: Problems of morality and justice*. Chicago, IL: University of Chicago Press.
- Bryman, D. (2007). Organisational communication and supportive employees. *Human Resource Management Journal*, 14(3), 20-30.
- Bryne, B. M. (2010). *Structural equation modeling with AMOS: Basic concepts, applications, and programming*. New York: Routledge.
- Burn, M. (1978). Complexity leadership style: Shifting from human capital to social capital. *People & Strategy*, 39(2), 22-27.
- Burns, I. E. (1978). Organizational change and renewal: Can strategic communication methods ease the pain? A case study from the University of Southern Queensland. *New Review of Academic Librarianship*, 22(3), 282-293.
- Carlyle, W. (1841). *Public policy challenges facing higher education in the American West*. New York: Palgrave Macmillan.
- Castells, A. (1993). *Cultivating the spirit: How college can enhance students' inner lives*. San Francisco, CA: Jossey-Bass.
- Castells, A. (2001). Student loans: Do college students borrow too much - or not enough. *Journal of Economic Perspectives*, 26(1), 165–192.
- Chadha, O. (1997). The effect of authentic leadership and organizational atmosphere on positive organizational behaviour. *International Journal of Management, Accounting, and Economics*, 4(11), 1122-1135.
- Caulfield, J. (2023). *How to Do Thematic Analysis Step-by-Step Guide & Examples*. Scribbr. Retrieved November 1, 2024, from <https://www.scribbr.com/methodology/thematic-analysis/>

- Cheng, E., & Tam, L. (1997). *Five high-impact practices: Research on learning outcomes, completion, and quality*. Washington, D.C.: Association of American Colleges and Universities (AAC&U).
- Chivwara, W. G. (2013). *Higher education in the digital age*. Princeton, NJ: Princeton University Press.
- Cialdini, L. (1984). Purpose, mission, and context: The call for educating future leaders. In K. L. Guthrie & L. Osteen (Eds.), *Reclaiming higher education's purpose in leadership development* (pp. 9-20). Malden, MA: New Directions for Higher Education.
- Cialdini, L., & Goldstein, A. (2004). *Dream factories: Why universities won't solve the youth jobs crisis*. Toronto, Canada: TAP Books.
- Cloete, L., Baker, V. L., Baldwin, R. G., & Makker, S. (2015). Where are they now? Revisiting Breneman's study of liberal arts colleges. *Liberal Education*, 98(3), 48-53.
- Cohen, L., Manion, L., & Morrison, K. (2011). *Research methods in education* (6th ed.). London: Routledge.
- Cohen, L., Manion, L., & Morrison, K. (2018). *Research methods in education* (8th ed.). Abingdon, UK: Routledge.
- Connelly, P. (2008). *Research design IT*. New York: Palgrave.
- Covey, N., & Merrill, K. (2006). Adaptive or transactional leadership in current higher education: A brief comparison. *International Review of Research in Open and Distributed Learning*, 18(3), 178-183.
- Craib, G. (1997). Authentic leadership: Development and validation of a theory-based measure. *Journal of Management*, 34(2), 89-126.

- Creswell, J. W. (2002). *Educational research: Planning, conducting, and evaluating quantitative and qualitative approaches to research*. Upper Saddle River, NJ: Merrill/Pearson Education.
- Creswell, J. W. (2007). *Qualitative inquiry and research design: Choosing among five traditions*. Thousand Oaks, CA: Sage Publications.
- Creswell, J. W., & Clark, P. (2011). *Research design: Qualitative, quantitative, and mixed methods approach* (5th ed). Los Angeles: Sage Publications.
- Creswell, J. W., & Creswell, J. D. (2018). *Research design: Qualitative, quantitative, and mixed methods approach* (5th ed). Los Angeles: Sage Publications.
- Creswell, J. W., & Plano Clark, V. L. (2007). *Designing and conducting mixed methods research*. Thousand Oaks, CA: SAGE.
- Creswell, J. W., & Plano Clark, V. L. (2018). *Designing and conducting mixed methods research* (3rd ed). Thousand Oaks, CA: SAGE.
- Creswell, J. W., Plano Clark, V. L., Guttman, M. D., & Hanson, J. (2003). *Educational research: Planning, conducting and evaluating quantitative and qualitative research* (3rd Ed.). New Jersey: Pearson Education.
- Daft, F. (2005). Leadership in a communicative perspective. *Scandinavian Sociological Association*, 10(1), 21-35.
- Dambudzo, U. (2009). *An introduction to qualitative research* (2nd ed.). London: Sage Publications.
- Dansereau, L., Graen, K., & Haga, Y. (1975). Control by numbers: New managerialism and ranking in higher education. *Critical Studies in Education*, 56, 190-207.

- Davis, M. (2003). *Why teach?: In defense of a real education*. New York, NY: Bloomsbury Publishing.
- De Meulemeester, C., & Rochat, D. (1995). *Universities in the marketplace: The commercialization of higher education*. Princeton, NJ: Princeton University Press.
- De vaus, M. (2002). *The Sage handbook of qualitative research*. Los Angeles: Sage Publications.
- Deng, P. (2010). The internationalization of Chinese firms: A critical review and future research. *International Journal of Management Review*, 14(4), 408-427.
- Denzin, N. K., & Lincoln, Y. S. (Eds.). (2018). *The Sage handbook of qualitative research*. Los Angeles: Sage Publications.
- Descombe, L. (2003). A review of research confideliity of implementation: Implications for drug abuse prevention in schoolsettings. *Health Education Research*, 18(2), 237-256.
- Dorwin, E., & Alvin, P. (1997). The magical elements of college linked to long-term success in work and life. *About Campus*, 19(6), 2-8.
- Drucker, W. (1998). Connecting the dots: Accountability, assessment, analytics, and accreditation. *Planning for Higher Education Journal*, 46, 1-16.
- Durkheim, E. (1973). Do leadership styles influence organizational health? A study in educational organizations. *International Journal of Educational Methodology*, 1(1), 19-26.
- Duwiejua, E., & Newman, C. (2014). Learning environments, and human capital acquisition: Toward an integrated paradigm of student development. *Journal of College Student Development*, 38(3), 229–243.

- Dzeto, L. (2014). Revisiting organizations as discursive constructions: *Communication Theory*, 25, 375-392.
- Effah, P. (2018). *Rethinking higher education governance in Ghana: Reflections of a professional administrator*. Dakar, Senegal: CODESR.
- Effah, P., & Mensa-Bonsu, E. (2001). Determining distance education students' readiness for mobile learning at University of Ghana using the Theory of Planned Behaviour. *International Journal of Education*, 10(1), 91-106.
- Fosu, D., & Owusu, K. (2015). *Projecting Ghana into the Real Middle Income Economy: The Role of Technical, Vocational Education Training*. Parliamentary Briefing Paper. Accra.
- Fraenkel, J. R., & Wallen, N. E. (2000). *How to design and evaluate research in education*. McGraw Hill.
- Fraenkel, J. R., & Wallen, N. E. (2010). *How to design and evaluate research in education* (7th Ed). New York: McGraw-Hill.
- Fraenkel, J. R., Wallen, N. E., & Hyun, H. H. (2019). *How to design and evaluate research in education* (10th ed). New York, NY: McGraw-Hill.
- Ghana Education Service Report (2001). *Approaches to Ghana's higher education challenges drawn from the US community college model*. Accra.
- Ghana Education Strategic Plan (2003-2015). *Ghana Multiple Indicator Cluster Survey with an Enhanced Malaria Module and Biomarker, 2011, Final Report*. Ghana. Statistical Service. <http://www.Stats ghana.gov.gh>

- Ghasemi, E., & Zahediasl, I. (2012). Relating teacher PCK and teacher practice using classroom observation. *Research in Science Education*, 49(5), 1141–1175.
- Giorgi, L. P. (1997). *Research design: quantitative, qualitative, mixed methods, Arts-based and community-based participatory research approaches*. New York: The Guilford Press.
- Glesne, L., & Peshkin, S. (1992). *Research methods and statistics: A critical thinking approach*. Belmont: Wadsworth, Cengage Learning.
- Goffman, A. P. (1961). *Failure to launch: Structural shift and the new lost generation*. Washington, D.C.: Center on Education and the Workforce, Georgetown University.
- Goldkuhl, J. W. (2012). *Research in education* (8th ed.). Needham Heights, MA: Allyn and Bacon.
- Gornitzka, Å & Maassen, P., Samoff, J., & Carol, B. (2007): ‘Hybrid Steering Approaches with respect to European Higher Education’, *Higher Education Policy*, 13(5), 21-23.
- Graen, H., & Uh-Bien, I. (1995). How incremental success slows transformative change and integrated planning achieves it. *Planning for Higher Education Journal*, 44(2), 9-17.
- Gravetter, F., & Wallnau, L. (2014). *Essentials of statistics for behavioural sciences* (8th ed.). Belmont, CA: Wadsworth.
- Green, H. (1997). Student engagement and student learning: Testing the linkages. *Research in Higher Education*, 47(4), 1-32.

- Green, L., Caracelli, M., & Graham, D. (1989). How can comprehensive school reform models be successfully implemented? *Review of Education Research*, 72(3), 433-479.
- Guardini, D. (1998). Communicative leadership: Theories, concepts, and central communication behaviors. *Demicon*, 4(3), 7-38.
- Guba, E. G., & Lincoln, Y. S. (2005). *Paradigmatic controversies, contradictions and emerging confluences in the sage handbook of qualitative research* (3rd ed). California: Sage Publications.
- Guerrero, B. (2014). Leadership: A communicative perspective. *Leadership*, 10(2), 7-35.
- Hair, J. F., Black, W. C., Babin, B. J., & Anderson, R. E. (2010). *Multivariate data analysis* (7th edition). Upper Saddle River, NJ: Prentice Hall.
- Harris, G. (2007). Communication, organizing, and organization: An overview and introduction to the special issue. *Organization Studies*, 32(1), 1149-1170.
- Hill, M. A. (1998). Undergraduate recognition of curriculum-related skill development and the skills employers are seeking. *Chemistry Education Research and Practice*, 20(1), 68-84.
- Hodder, I. (2000). The interpretation of documents and material culture. In N.K. Denin & Y. S. Lincoln (Eds). *Handbook of Qualitative research* (2nd ed. pp.703-715). Thousand Oaks C.A.: Sage Publications.
- Hoffman, J. G. (2000). Do transformational leaders affect turnover intentions and extra-role behaviours through mission valence? *The American Review of Public Administration*, 46(2), 226-242.

- Holloway, C., & Wheeler, S. (2002). *Instrumentation. In Neil J. Salkind (Ed.), encyclopedia of research design*. Sage Publications.
- Homan, G. C.. (1954). *The human group*. Routledge
- House, D. (1971). What matters in college student success? Determinants of college retention and graduation rates. *Education, 138*(8), 309-322.
- Howe, D. L. (1988). Instruction, capacity, and improvement. CPRE Research Report Series RR-43, *Consortium for Policy Research in Education*. University of Pennsylvania.
- Hurtado, C., & Dey, C. (1997). *Crisis in higher education: A plan to save small liberal arts colleges in America*. East Lansing, MI: Michigan University State Press.
- IHEP (1998). Identity transitions: Developing graduate attributes.” Paper presented at Effective Teaching & Learning Conference, Queensland, Australia.
- Imenda, C. (2014). *Designing the new American university*. Baltimore, MD: John Hopkins University Press.
- Jacobson, F., & Borrás, M. L. (2004). *Redefining higher education: How self-direction can save colleges*. New Brunswick, NJ: Transaction Publishers.
- Jacobson, F., & House, D. (2001). Transition from mass to universal Higher Education. *Daedalus 9*(1), 1-41.
- James, P. (2000). Regression analysis? *Multivariate Behavioral Research, 26*(6), 499–510.

- Jinbaani, A. N. (2015). *Faculty of agribusiness and communication sciences department of agricultural and resource economics* (Doctoral dissertation), University for Development studies, Ghana.
- Katsamunskas, O. I. (2016). *Higher education at risk: Strategies to improve outcomes, reduce tuition, and stay competitive in a disruptive environment*. New York, NY: Stylus Publishing.
- Kellerman, A. K. (1984). Leadership in the context of temporary organizations: A study on the effects of transactional and transformational leadership on the fellows' commitment in projects. *Journal of Leadership and Organizational Studies*, 21(3), 376-393.
- Kelman, T. D. (1958). *The online college labor market: Where the jobs are*. Washington, D.C.: Center on Education and the Workforce, Georgetown University.
- Kezar, P. (2007). *The fall of the faculty: The rise of the all-administrative university and why it matters*. New York, NY: Oxford University Press.
- Khalique, H. (2010). *Neoliberalism's war on higher education*. New York, NY: Haymarket Books.
- Kimenyi, D. (2011). *Our underachieving colleges: A candid look at how much students learn and why they should be learning more*. Princeton, NJ: Princeton University Press.
- Klein, G. (1932). The scope of professional administrators in academia and its implications. *Journal of Economics and Economics Education Research*, 16(5), 107-117.
- Klein, O., & House, E. (1995). The role of communication faculty in collegial governance. *Kentucky Journal of Communication*, 34(2), 53-58.

- Kominiak, P. (2017). *General education essentials: A guide for college faculty*. San Francisco, CA: Jossey-Bass.
- Krejcie, R. V., & Morgan, D. W. (1970). Determining sample size for research activities: *Educational and Psychological Measurement*, 30(3), 607-610.
- Krueger, W., & Lindahl, B. (2001). *Is college worth it?: A former United States Secretary of Education and a liberal arts graduate expose the broken promise of higher education*. Nashville, TN: Thomas Nelson.
- Kruss, M., Cloete, L., Baker, V. L., Baldwin, R. G., & Makker, S. (2015). Revisiting Breneman's study of liberal arts colleges. *Liberal Education*, 98(3), 48-53.
- Kwame Nkrumah University of Science and Technology (2021). *54th Annual congregation*, Directorate of Public Affairs, KNUST.
- Laing, R. (2013). Narrativising equity in globalising times. *Discourse: Studies in the Cultural Politics of Education*, 34(2), 170–184.
- Leedy, P.D., & Ormrod, J.E. (2010). *Practical research: planning and design*. London: Pearson Education Limited.
- Lincoln, Y. S. (1995). Emerging criteria for quality in qualitative and interpretive research. *Qualitative Inquiry*, 1(3), 275-289.
- Lindholm, M. (1988). Leadership as social influence: An expanded view of leadership communication theory and practice. *Journal of Leadership & Organizational Studies*, 23, 467-479.
- Lindholm, M. (1990). Employee voice and silence. *Annual Review of Organizational Psychology and Organizational Behavior*, 1(6), 173-197.

- Luthans, S. (2011). *The purposeful graduate: Why colleges must talk to students about the vocation*. Chicago, IL: University of Chicago Press.
- Maassen, D. (2012). *An avalanche is coming: Higher education and the revolution ahead*. London, UK: Institute for Public Policy Research.
- Maizura, S., Masilamani, K., & Aris, S. (2009). *Methodology of research in education*. New Delhi: Sterlin Publication.
- Malterud, K. (2001). Qualitative research standards, challenges and guidelines. *The Lancet*, 358(12), 483-488.
- Maree, K. D. (2007). *Methods of social research*. Basingstoke: CollierMacmillan.
- Marx, K., & Engels, H. (1968). *A dozen economic facts about K-12 education*. *The Hamilton Project*: Washington, D.C.
- Materu, D. H. (2007). *Why does college cost so much?*. New York, NY: Oxford University Press.
- Mattone, C. (2020). *Designing the new American university*. Baltimore, MD: John Hopkins University Press.
- Mayer, B., Davis, J., & Schoorman, A. (1995). Explaining knowledge sharing: The role of team communication styles, job satisfaction, and performance beliefs. *Communication Research*, 33(5), 115-135.
- McElwee, J., & Redman, S. (1993). *Higher education in transition: A history of American colleges and universities* (4th ed.). New Brunswick, NJ: Transaction Publishers.
- McIntosh, I. (1977). Building degree profiles: The tuning approach. *Tuning Journal for Higher Education*, 1(2), 37-69.

- McMillan, J. H., & Schumach, S. (2010). *Research in education evidence based inquiry* (7th edn). New Jersey: Pearson.
- McMillan, K., & Schumacher, G. (2001). *Qualitative methods in social science*. London: McGraw Hill.
- Meier, C. G. (2021). *How college works*. Cambridge, MA: Harvard University Press.
- Merriam, S. B., & Tisdell, E. J. (2016). *Qualitative research: A guide to design and implementation* (4th ed). San Francisco, CA Jossey Bass.
- Merton, R. K. (1957). The role-set: Problems in sociological theory. *The British Journal of Sociology*, 8(2), 106-120.
- Merton, R. K. (1968). Seven principles of good practice in undergraduate education. *American Association of Higher Education Bulletin*, 39(3), 3-7.
- Montenegro, K., & Patrinos, M. A. (2014). *Education pays 2013: The benefits of higher education for individuals and society*. New York, NY: The College Board.
- Morgan, D. L. (2014). Paradigms lost and pragmatism regained methodological implications of combining qualitative and quantitative methods. *Journal of Mixed Methods Research*, 1(1), 48-76.
- Morse, J. M., & Chung, D. (2003). Designing funded qualitative research. In N. K. Denzin & Y. S. Lincoln (Eds.), *Handbook of qualitative research* (2nd ed, pp.220- 35). Thousand Oaks, CA: Sage Publications.
- Mugenda, W. R., & Mugenda, D. (2003). *Educational research: An introduction* (4th ed.). New York, NY: Longman.

- Muzafer, R., & Sherif, E. (2010). *Things we know and don't know about the Wider Benefits of Higher Education: A review of the recent literature*. London, UK: London School of Economics and Political Science (LSE).
- Nanus, E. P. (1989). Leadership = communication? The relations of leaders' communication styles with leadership styles, knowledge sharing and leadership outcomes. *J Bus Psychol*, 25(2), 367-380.
- National Accreditation Board (NAB) (2019). *Ghana Tertiary Education Commission*. Accra.
- Newcomb, S. (1946). *The economy goes to college: The hidden promise of higher education in the post-industrial service economy*. Washington, D.C.: Georgetown University Center on Education and the Workforce.
- NCTE Budget (2015). The public university: Recalling higher education's democratic purpose. *Thought & Action*, 8(1), 69-84.
- Nidiffer, J. (2001). Conceptions of learning and knowledge in higher education: Relationships with study behaviour and influences of learning environments. *International Journal of Educational Research*, 41(2), 407-428.
- Nusari, J., Al Falasi, M., Alrajawy, I., Khalifa, H., & Isaac, S. (2018). Communicative leadership and context: Exploring constructions of the context in discourse of leadership practices. *Corporate Communications: An International Journal*, 21(3), 371-387.
- Oduro, K. T. (2018). *Basic education in Ghana in the post-reform*. Accra: Centre for Policy Analysis.
- Ofori-Atta, M. (2006). Achieving integration in mixed methods designs-principles and practices. *Health Services Research*, 48(6/2), 2134-2156.

- Ogah, J. (2013). *Using Narrative in Social Research. Qualitative and Quantitative Approaches*. London: Sage Publications.
- Ogunbenle, D. A., & Edogiawerie, O. (2016). Engineering Public Private Partnerships (PPPs) in University Education Service Delivery in Africa. *Journal of Academic Administration in Higher Education*, 8(2), 21-30.
- Oketch, M., McCowan, T., Schendel, R., (2014). *The Impact of Tertiary Education on Development. Systematic Literature Review for DFID*, Institute of Education, London.
- Olofu, C., Kanu, L., & Ugochigborogu, T. (2020). *The graduate school mess: What caused it and how we can fix it*. Cambridge, MA: Harvard University Press.
- Organization for Economic Co-operation and Development (OECD) (2005). *OECD Science Technology and Industry Outlook 2004*. Paris: OECD.
- Organization for Economic Co-operation and Development (OECD) (2008). *Tertiary Education for the Knowledge Society*. OECD Thematic Review of Tertiary Education: Synthesis Report.
- Osborne, J. W., Costello, A. B., & Kellow, J. T. (2008). Best practices in exploratory factor analysis. In J. W. Osborne (Ed.), *Best practices in quantitative methods* (pp. 205-213). Thousand Oaks, CA: Sage Publishing.
- Osuala, C. S. (2005). *Introduction to research methodology*. Nigeria, Onisha: Fep Publishers.

- Owusu-mensah, I. (2015). Promoting Quality University Education in Ghana: The Challenges of Mentoring Private Universities. *British Journal of Education, Society and Behavioural Science* 8(2), 104-116. <https://doi.org/10.9734/BJESBS/2015/17104>.
- Pansiri, M. D. (2005). *Educational research: An introduction to psychology* (5th ed.). New York: Longman.
- Parker, C. (2013). Student motivations, learning environments, and human capital acquisition: Toward an integrated paradigm of student development. *Journal of College Student Development*, 38(3), 229–243.
- Patton, M. (1990). *Designing qualitative research*. Thousand Oaks: SAGE.
- Patton, M. (2000). *Educational Research: An Introduction* (8th Ed.). Boston: Pearson Education Inc.
- Patton, M. (2001). *Qualitative research and evaluation methods*. Thousand Oaks, CA: SAGE.
- Patton, M. (2002). *Qualitative research and evaluation methods* (4th ed.). Thousand Oaks, CA: Sage Publications.
- Piercy, C., & Piercy, K. (1972). *The end of college: Creating the future of learning and the university everywhere*. New York, NY: Riverhead Books.
- Pierre, G. (2000). *Multiversities, ideas, and democracy*. Toronto, Canada: University of Toronto Press.
- Pierre, G., Peters, O., & Guy, E. (2000). *Higher education as a public good: A critical perspective*. New York, NY: Peter Lang Publisher.

- Polkinghorne, Y. S. (2005). Paradigmatic controversies: Contradictions, and emerging confluences revisited. In N. K. Denzin & Y. S. Lincoln (Eds.), *The SAGE handbook of qualitative research* (4th ed., pp. 97–128). Thousand Oaks, CA: SAGE.
- Pondy, L. (1989). Perceptions of leader charisma and effectiveness: The effects of vision content, delivery, and organizational performance. *Leadership Quarterly*, 10, 345-373.
- Popper, L. (2004). Revisiting “organizations as discursive constructions”: 10 years later. *Communication Theory*, 25, 375-392.
- Pritchett, S. (2016). *College disrupted. The great unbundling of higher education*. New York, NY: Palgrave Macmillan Trade.
- Psacharopoulos, S. A. (1985). The public university: Recalling higher education’s democratic purpose. *Thought & Action*, 8(2), 69-84.
- Psacharopoulos, S. A. (1995). *American higher education in crisis?: What everyone needs to know*. New York, NY: Oxford University Press.
- Qoura, D., & Khalifa, L. S. (2016). What type of leadership in higher education promotes job satisfaction and increases retention? *Journal for Leadership and Instruction*, 15(4), 27-32.
- Rallis, C., & Rossman, P. (2003). *Social research: Theory, methods and techniques* London: Sage Publications
- Ray, C. (2004). *Research methods in education*, (6th ed.). London: RoutledgeFalmer.
- Regassa, A., Pascarella, E. T., Ethington, C. A., & Smart, J. C. (2013). The influence of college on humanitarian/civic involvement values. *The Journal of Higher Education*, 59(4), 412– 437.

- Regoniel, I. (2015). Dimensionality of communication styles. *Communication Research, 36*(8), 178-206.
- Reish, D. (2020). Conceptualizing communicative leadership: A framework for analyzing and developing leaders' communication competence. *Corporate Communications: An International Journal, 19*(8), 147-165.
- Roberts, J. (2001). Trust and control in Anglo-American systems of corporate governance: The individualizing and socializing effects of processes of accountability. *Human relations, 54*(12), 1547-1572.
- Rorty, E. (1980). *The practice of social research* (11thed.) Belmont: Wadsworth Cengage Learning.
- Rowe, J. (1971). *Rethinking undergraduate business education: Liberal learning for the profession*. San Francisco, CA: Jossey-Bass.
- Rubanju, H. (2011). *Higher education in America*. Princeton, NJ: Princeton University Press.
- Rubin, H. J., & Rubin, I. S. (2012). *Qualitative interviewing: The art of hearing data* (3rd ed). Thousand Oaks: Sage Publications.
- Rycroft, D. (1995). Communication: Sine qua non of organizational leadership theory and practice. *International Journal of Business Communication, 54*, 12-30.
- Sampson, L. (1999). Studying interpersonal communication in organizations: A leadership application. *Academy of Management Journal, 28*(8), 309-326.
- Sarantakos, S. (2005). *Social research* (2nded.). New York: Palgrave Publishers Ltd.

- Schwandt, T. A., Lincoln, Y. S., & Guba. E. G. (2007). Judging interpretations: But is it rigorous? Trustworthiness and authenticity in naturalistic evaluation. *New Directions for Evaluation*, 114(8), 11–25.
- Shamir, R. L., & Associates, G. (1993). Signaling participation through relational communication. *Group & Organization Studies*, 14(2), 325–354.
- Shapiro, T. (1987). Horizontal stratification in postsecondary education: Forms, explanations, and implications. *The Annual Review of Sociology*, 34(1), 299–318.
- Shaw, P., & Newton, C. (2014). Academic restructuring: Organizational change and institutional imperatives. *Higher Education*, 39(6), 67–91.
- Shills, Q. (1965). Ask and you shall hear (but not always): Examining the relationship between manager consultation and employee voice. *Personnel Psychology*, 65, 251–282.
- Siddique, M., Aslam, U., Khan, G. A., & Fatima, M. (2011). The purposes of higher education. In A. Gutmann, *Democratic Education* (pp. 172–193). Princeton, NJ: Princeton University Press.
- Siniscalco, J., & Ariat, P. (2015). Implementation matters: A review of research on the influence of implementation on program outcomes and the factors affecting implementation. *American Journal Community Psychology*, 41(3), 327–350.
- Soutar, T., & McNeil, A. (1996). *Higher education beyond job creation: Universities, citizenship, and community*. Lanham, MD: Lexington Books.

- Stryker, E. (1980). Management in higher education: Thinking and planning more strategically. *Journal of Business Management*, 10(2), 70-79.
- Tabachnick, B. G., & Fidell, L. S. (2013). *Using multivariate statistics* (6th ed). Boston, MA: Pearson.
- Tashakkori, A., & Teddlie, C. (1998). The internationalization of Chinese firms: A critical review and future research. *International Journal of Management Reviews*, 14(4), 408-427.
- Tashakkori, A., & Teddlie, C. (2003). *Foundations of mixed methods research: Integrating quantitative and qualitative approaches in the social and behavioural sciences*. Los Angeles, CA: Sage publications.
- Tashakkori, A., & Teddlie, C. (2008). *Foundations of mixed-methods research: Integrating quantitative and qualitative approaches in the social and behavioral sciences*. Thousand Oaks, CA: SAGE Publications, Inc.
- Tashakkori, A., & Teddlie, C. (Eds.). (2009). *Handbook of mixed methods in social and behavioural research* (2nd ed). Thousand Oaks, CA: Sage Publications.
- Teddlie, C., & Tashakkori, A. (2003). *Foundations of mixed methods research: Integrating quantitative and qualitative approaches in the social and behavioural sciences*. Los Angeles, CA: Sage publications.
- Teferra, M. (2005). *21st century skills and competences for new millennium learners in OECD countries*. OECD Education Working Papers, No. 41, OECD Publishing. <http://dx.doi.org/10.1787/218525261154>.
- Teferra, M. (2014). *The American freshman: Thirty-five-year trends*. Los Angeles, CA: Higher Education Research Institute (HERI).

- Tetteh, R. (2007). Romancing the market: narrativising equity in globalising times. *Discourse: Studies in the Cultural Politics of Education*, 34(2), 170–184.
- Thibaut, A. & Kelly, P. (1959). *Good jobs are back: College graduates are first in line*. Washington, D.C.: Georgetown University Center on Education and the Workforce.
- Thomson, N. M., (2008) in Agyeman Duah, I., (eds) *An Economic History of Ghana: Reflections on a half-century of challenges and progress*, UK: Ayebia Clarke Publishing Limited.
- Todres, K., & Holloway, G. (2004). *Qualitative methods in social science*. London: McGraw Hill
- Trow, M. (1970). Reflections on the transition from mass to universal Higher Education. *Daedalus*, 9(1), 1-41.
- Turner, R. (2002). The content and dimensionality of communication styles. *Communication Research*, 36(2), 178-206.
- UNESCO Institute of Statistics, (2014). *What matters in college: Four critical years revisited*. San Francisco, CA: Jossey-Bass.
- University of Cape Coast (2021). *School of Graduate Studies congregation 2021*, University of Cape Coast.
- University of Ghana (2021). *Facts and Figures. Public Affairs Directorate*, University of Ghana.
- Utuka, K. (2010). Private participation in higher education in sub-saharan Africa: Ghana's experience. *International Higher Education*, 86(3), 20-22.

- Varey, K. V. (1993). First-generation college students at a four-year university: background characteristics, reasons for pursuing higher education, and first-year experiences. *College Student Journal*, 36(1), 3-11.
- Vice Chancellors Ghana Strategic Action Plan (2019). *Vice Chancellors Ghana*. Accra.
- Vigoda-Gadot, D. (2012). Leveraging transformational and transactional leadership to cultivate the generation of organization-focused ideas. *The Leadership Quarterly*, 26(2), 204-219.
- Vroom, K., & Jago, T. (2007). Constitutional amendments: Materializing organizational communication. *Academy of Management Annals*, 3(1), 1-51.
- Waduge, T. N. (2011). *Locus of authority: The evolution of faculty roles in the governance of higher education*. Princeton, NJ: Princeton University Press.
- Walford, B. N. (2005). *Scientific method and social research*. New Delhi: Sterling Publishing.
- Walsh, G., Trovas, L., & Gupta, J. (2015). Supervisory responsiveness and employee self-perceived status and voice behavior. *Journal of Management*, 41(6), 1854-1872.
- Whitener, Y. E., Brodt, A., Korsgaard, P., Werner, O. (1998). *Assessing organizational communication: Strategic communication audits*. New York, NY: The Guilford Press.
- World Bank, (2008). *Constructing Knowledge Societies: New Challenges for Tertiary Education*, Washington DC: World Bank.

- World Health Organisation (WHO) (2013). How many subjects does it take to do a regression analysis? *Multivariate Behavioral Research*, 26(5), 499–510.
- Xu, L., & Wang, E. (2008). The role of communication in enhancing work effectiveness of an organization. *Management & Economics*, 3(4), 49–57.
- Yang, U. (2014). *Higher education? How colleges are wasting our money and failing our kids and what we can do about it*. New York, NY: St. Martin's Griffin.
- Yang, U., & Islam, G. (2012). Integral vision: A multi-perspective approach to the recognition of graduate attributes. *Higher Education Research and Development*, 30(5), 573-584.
- Yukl, G. (2010). *Leadership in organizations* (6th ed). Upper Saddle River: Pearson's Education Inc.

APPENDICES

APPENDIX A
QUESTIONNAIRE BOTH TEACHING AND NON-TEACHING STAFF
OF PUBLIC UNIVERSITIES
UNIVERSITY OF CAPE COAST
COLLEGE OF EDUCATION STUDIES
INSTITUTE FOR EDUCATIONAL PLANNING AND
ADMINISTRATION

Dear Respondent,

I thank you for volunteering to participate in this exercise. The study seeks to examine the influence of Vice Chancellors-Ghana (VCG) on the operations of public universities. Your full input will help make informed decisions about the topic. It would therefore be appreciated if you could provide responses to all items on the questionnaire, and do it honestly. You are assured of complete confidentiality and anonymity of all information provided. Nothing will ever be published or reported that will associate your name and/school/department with your responses to the survey questions. Your name is therefore not required on any part of the instrument. Your participation in this study is completely voluntary. You hereby consent to voluntarily participate in this study by providing responses to items of the various sections of this instrument.

SECTION A: DEMOGRAPHIC CHARACTERISTICS

Please tick (✓) where appropriate

1. Gender:

- a) Male []
- b) Female []

2. Category:

a) Senior Member []

b) Senior Staff []

b) Junior Staff []

3.Type of Category:

a) Teaching Staff []

b) Non-teaching Staff []

4. Type of Senior Member:

a) Teaching Staff []

b) Non-teaching Staff []

5. College/School/Department:

.....

6. Years of service in the university:

a) Below 5 years []

b) 5-10 years []

c) 11-15 years []

d) 16-20 years []

e) Above 20 years []

SECTION B: AWARENESS OF THE EXISTENCE OF VICE

CHANCELLORS-GHANA

Please express your view on your awareness of the existence of Vice Chancellors-Ghana in the public university. Your view will help the researcher to generate data on whether the teaching and non-teaching staff are aware of existence of Vice Chancellors-Ghana in the public universities.

7. What do you know about Vice Chancellors-Ghana (VCG)?

.....

.....

.....

8. How long have you known VCG existence?

- a) Below 5 years []
- b) 5-10 years []
- c) 11-15 years []
- d) 16-20 years []
- e) Above 20 years []

9. How did you get your knowledge about VCG?

- a) From a colleague
- b) Industrial action
- c) Activities of the organisation
- d) Read about them
- e) Any other, please specify.....

**SECTION C: PERCEPTIONS OF TEACHING AND NON-TEACHING
STAFF ABOUT THE OPERATIONAL INFLUENCE OF VICE
CHANCELLORS-GHANA ON THE PUBLIC**

Please express your view on your level of awareness of the operational influence of Vice Chancellors-Ghana on the public university. Your view will help the researcher to generate data on the extent to which teaching and non-teaching staff are aware of the operational influence of Vice Chancellors-Ghana on the public university.

Direction on how to respond: Indicate your view with a tick [✓]. Where: **1= No extent; 2= To a smaller extent; 3= Cannot relate; 4= To some extent; and 5= To a greater extent.**

Statement: Level of Awareness of the Operational influence of Vice Chancellors-Ghana on the public universities	1	2	3	4	5
10. I am aware of the operational influence of Vice Chancellors-Ghana on public universities.					
11. VCG has an influence on the operations of public universities.					
12. VCG has ensured the promotion of scholarships.					
13. VCG has ensured the promotion of research and innovation.					
14. VCG serves as a think tank for the Ministry of Education on matters relating to the public universities.					
15. VCG provides a forum for consensus building on issues of common interest to member institutions as well as all other higher educational institutions in the country.					

16. VCG collaborates with international bodies with interest in higher education such as the Association of African Universities (AAU), the Carnegie Corporation, McArthur Foundation, Rockefeller Foundation, Ford Foundation, Fulbright Foundation and the World Bank.					
17. VCG administers student financial aid packages such as the Standard Chartered Bank Scholarship to support science education in all universities and the A. G. Leventis grant for staff development in member institutions.					
18. VCG assists Government to handle both staff and student concerns as well as negotiate conditions of service with staff groups on behalf of Government.					
19. VCG determines activities of the governing council in the universities.					

20. Capacity building and manpower development of individuals through the provision of training of skilled labour force					
21. Research and innovation, through policy formulation or national planning which leads to development.					
22. Cultivate of new knowledge both directly (investment in research) and indirectly (the training of qualified researchers).					
23. The outreach functions of the public universities through regional development in some deprived regions, and the nation as a whole?					
24. “Community engagement” or the public service by purposely contributing to the regional development in some deprived regions, and the nation as a whole.					

Thank You

APPENDIX B

**INTERVIEW GUIDE FOR PRESENT VICE CHANCELLOR-GHANA
MEMBERS (VICE CHANCELLORS, REGISTRARS, DIRECTORS OF
FINANCE/EXECUTIVE SECRETARIES)
UNIVERSITY OF CAPE COAST
COLLEGE OF EDUCATION STUDIES
INSTITUTE FOR EDUCATIONAL PLANNING AND
ADMINISTRATION**

Background Information

1. Gender.....
2. Do you hold any executive positions in VCG?
PROBE: If yes, what position do you hold?
3. How many years did you hold this position?
4. How many years do you have remaining to end your tenure of office?

Factors that necessitated the formation of Vice Chancellors-Ghana

5. In your opinion what factors necessitated the formation of VCG?
6. What roles do Vice Chancellors-Ghana play in the university operations?
7. Do you think that VCG has lived to expectation in terms of the roles expected of them?

PROBE: Please provide reasons for your response.

Ways Vice Chancellors-Ghana has influenced the operations of public universities in Ghana

8. Has VCG influence the operations of the universities?

Probe: How?

PROBE: Do you think VCG has contributed to the capacity building and manpower development function of the universities?

If Yes assign reasons

PROBE: What about research and innovation, through the formulation of policies or national planning?

PROBE: Will you also say that VCG has contributed to the outreach functions of public universities?

If Yes in which other areas

9. Does VCG determines or regulates the activities of the governing council in the universities?

Please provide reasons for your response

10. How will you describe your leadership performance as a VC?
11. How has your membership in VCG influenced your leadership performance?

PROBE: Do people feel proud to be associated with Vice Chancellors-Ghana?

If Yes assign reasons

PROBE: Do people find meaning in their work with you as their leader?

PROBE: Through you, are people able to come up with ideas they have never thought of?

PROBE; Do you give feedback to your people on their performance?

12. To what extent has VCG influenced your leadership performance in the following areas?

PROBE: Communication

Resource Mobilization

Interpersonal Relationship

PROBE: In what other areas has it influenced your operations as Vice Chancellor,

Challenges associated with the operations of VCG

13. Are there any barriers/obstacles confronting the operations of VCG?

PROBE: what are those challenges?

14. Do you see these as threat to VCG's operations?

PROBE: Please explain

Strategies for enhancing operational influence of VCG on public universities

15. In your opinion what are some of the feasible ways to enhance the operational impact of VCG on public universities?

16. How can these strategies ensure the effective influence of the operations of VCG on public universities?

APPENDIX C**INTERVIEW GUIDE FOR PAST VICE CHANCELLORS****UNIVERSITY OF CAPE COAST****COLLEGE OF EDUCATION STUDIES****INSTITUTE FOR EDUCATIONAL PLANNING AND****ADMINISTRATION****Background Information**

1. Gender.....

2. Did you hold any executive positions on VCG?

PROBE: If yes, what position did you hold?

3. How many years did you hold that position?

Factors that necessitated the formation of Vice Chancellors-Ghana

4. In your opinion what factors necessitated the formation of VCG?

5. What roles do Vice Chancellors-Ghana play in the university operation?

6. Do you think that VCG has lived to expectation in terms of the roles expected of them?

PROBE: Please provide reasons for your response.

Ways Vice Chancellors-Ghana has influenced the operations of public universities in Ghana

7. Do you think Vice Chancellors-Ghana has influence the operations of public universities in Ghana

PROBE: what are some of them?

PROBE: Do you think VCG has contributed to the capacity building and manpower development function of the universities?

If Yes assign reasons

PROBE: What about research and innovation, through the formulation of policies or national planning?

PROBE: Will you also say that VCG has contributed to the outreach functions of public universities?

If Yes in which other areas

8. Does VCG determine or regulate the activities of the governing council in the universities?

Please provide reasons for your response

9. How will you describe your leadership performance as a VC during your tenure of office?

PROBE: Did people feel proud to be associated with you as Vice Chancellor?

If Yes assign reasons

PROBE: Did people find meaning in their work with you as their leader?

PROBE: Through you, were people able to come up with ideas they never thought of?

PROBE; Did you give feedback to your people on their performance?

10. How did your membership in VCG influence your leadership performance?
11. To what extent did VCG influence your leadership performance in the following areas?

PROBE: Communication

Resource Mobilization

Interpersonal Relationship

PROBE: In what other areas did VCG influence your operations as Vice Chancellor?

Challenges associated with the operations of VCG

12. Were/Are there any barriers/obstacles that confronted the operations of VCG?

PROBE: what are those challenges?

13. Did/Do you see these as a threat to VCG's operations?

PROBE: Please explain

Strategies for enhancing operational impact of VCG on public universities

14. In your opinion what are some of the feasible ways to enhance the operational influence of VCG on public universities?

15. How can these strategies ensure the effective influence of the operations of VCG on public universities?

APPENDIX D
INTERVIEW GUIDE FOR SENIOR MEMBERS (TEACHING AND
NON-TEACHING STAFF)
UNIVERSITY OF CAPE COAST
COLLEGE OF EDUCATION STUDIES
INSTITUTE FOR EDUCATIONAL PLANNING AND
ADMINISTRATION

Background Information

1. Gender.....
2. Type of senior member? Teaching [] Non-Teaching []
3. How many years have you served in your position as a senior member?
4. How many years have you worked in the university?

Awareness of Existence of Vice Chancellors-Ghana

5. Are you aware of the existence of Vice Chancellors-Ghana (VCG)?
6. For how long have you known of its existence?
7. How did you get to know of its existence?

The extent to which Vice Chancellors-Ghana has influenced the operations of public universities in Ghana

8. Are you aware of the roles of VCG?

PROBE: If Yes, kindly explain some of the roles of VCG that you know?

PROBE: In your view do you think VCG has lived up to expectation in terms of the roles expected of them?

PROBE: What are your reasons for this response?

9. Do you think that Vice Chancellors-Ghana has any operational influence on public universities in Ghana?

PROBE: YES, HOW? NO: WHY?

The extent to which Vice Chancellors-Ghana has influenced the operations of public universities in Ghana

PROBE: Do you think VCG has contributed to the capacity building and manpower development function of the universities?

PROBE:What about research and innovation, through the formulation of policies or national planning?

PROBE: Will you also say that VCG has contributed to the service function of the public universities through regional development in some deprived regions, and the nation as a whole?

PROBE: In what other areas has VCG influenced the operations of the public universities in Ghana

10. Does VCG determine or regulate the activities of the governing council in the universities?

Please provide reasons for your response

11. How would you describe the leadership performance of your VC, Registrar, Directors of Finance, and Executive secretary of VCG?
12. How in your opinion has your VC membership in VCG influenced the operations of public universities?

Strategies for enhancing operational impact of VCG on public universities

13. Please do you think there are feasible ways to enhance the operational influence of VCG on public universities?
14. What are these recommendations?

15. How can these strategies ensure the effective impact of the operations of VCG on public universities?

APPENDIX E

VCG STRATEGIC PLAN (2019)

Priority 1 (Scholarship)

Goal: To promote excellence in scholarship, research and innovation to meet global standards.

Strategic Objectives	KPIs	Resource Requirements	Responsibility	Time Frame (Years)		
				1-3	4-6	7-10
THRUST 1: SCHOLARSHIP						
1.1 Create an environment which promotes world- class teaching and learning	<ul style="list-style-type: none">• Harmonized existing Statutes, Acts, Policies• Number of promotions• Environment• Number of Strikes averted• Financial Support offered to members	<ul style="list-style-type: none">• Existing Statutes• Teaching and Learning Resources• Financial Resource	VCG Secretariat / Exec. Secretary			

	<ul style="list-style-type: none"> • Number of teaching and learning resources distributed 					
1.2 Promote academic excellence that meets world standards	<ul style="list-style-type: none"> • Improved Global ranking status 	<ul style="list-style-type: none"> • Reputation • ICT/physical infrastructure 	Exec. Secretary			
1.3 Support academic staff mobility	<ul style="list-style-type: none"> • Number of academic staff exchanges • Number of networking and collaborations established 	<ul style="list-style-type: none"> • Mobility Centres • Networking 	VCG Secretariat			
1.4 Enhance public engagement to promote scholarship	<ul style="list-style-type: none"> • Number of public engagement 	<ul style="list-style-type: none"> • Media person 	VCG Secretariat / Exec. Secretary			

Priority 1 (Research)

Strategic Objectives	KPIs	Resource Requirements	Responsibility	Time Frame (Years)		
				1-3	4-6	7- 10
THRUST 2: RESEARCH						
2.1 Mobilise financial resources to support university research	<ul style="list-style-type: none">Funding for Research increased	<ul style="list-style-type: none">Subscription to research funding databasesResearch Networks	VCG Secretariat / Exec. Secretary			
2.2 Support affiliate universities to produce research of exceptional quality for sustainable development	<ul style="list-style-type: none">Number of Research outputs supported	<ul style="list-style-type: none">State of the Art laboratory equipmentDiverse Researchers	VCG Secretariat / Exec. Secretary			

2.3 Create avenues for the commercialisation of research	<ul style="list-style-type: none"> • Research commercialisation opportunities created 	<ul style="list-style-type: none"> • Patents, Copyrights, Trademarks etc • Market Access 	VCG Secretariat / Exec. Secretary			
2.4 Develop a unified patenting and intellectual property policy.	<ul style="list-style-type: none"> • Unified patenting and intellectual policy developed 	<ul style="list-style-type: none"> • Legal expertise 	Ex. Sec and all VCs			

INNOVATION

3.1 Establish and leverage information technology capability to enhance the	<ul style="list-style-type: none"> • Number of high impact journals published for 	<ul style="list-style-type: none"> • ICT Resources 	VCG Secretariat			
---	--	---	-----------------	--	--	--

quality of research and to streamline administrative processes across affiliate universities	institutional and national development					
3.2 Deploy information technology that will enable effective communication securely among member universities	<ul style="list-style-type: none"> • Level of ICT deployed • Effective communication among member Universities 	<ul style="list-style-type: none"> • ICT capability (GARNET) 	Ex. Sec and all VCs			
3.3 Enhance public engagements, knowledge exchange and innovation	<ul style="list-style-type: none"> • Number of public engagements 	<ul style="list-style-type: none"> • Social media 	Ex. Sec/VCGSecretariat			

culture among universities to ensure that research and education benefit the wider public	<ul style="list-style-type: none">• Number of exchanges in knowledge and intra/intercultural engagements					
--	--	--	--	--	--	--

Priority 2(Common Standards for Universities)

Goal: To promote common standards for academic progression in universities to meet the highest international standards and a common condition of service of staff.

Strategic Objectives	KPIs	Resource Requirements	Responsibility	Time Frame (Years)		
				1-3	4-6	7-10
THRUST 1: POLICIES AND PROCESSES						
1.1 Harmonise conditions of service, UTAG, GAUA, FUSSAG, TEWU, GUSSS etc.	<ul style="list-style-type: none"> Harmonised conditions of service 	<ul style="list-style-type: none"> Existing conditions of service for organised bodies in various universities 	VCG			

1.2 Harmonise institutional policies and processes for appointments and promotions	<ul style="list-style-type: none"> • Harmonised criteria for appointments and promotions 	<ul style="list-style-type: none"> • Existing documents for appointments and promotions criteria for various universities 	VCG			
THRUST 2: MOBILITY						
2.1 Promote students' mobility across universities and grade transfer.	<ul style="list-style-type: none"> • Criteria for student mobility developed 	<ul style="list-style-type: none"> • Existing student mobility policies • NAB Policy and documents on curriculum design 	Committee Appointed by VCG			

	<ul style="list-style-type: none"> • A Policy framework for curriculum design • Harmonised grading system 					
2.2 Promote staff mobility across universities.	<ul style="list-style-type: none"> • Number of staff mobility per academic year 	<ul style="list-style-type: none"> • Harmonised conditions of service and statutes 	Committees of VCG			

Priority 3(Capacity Development)*Goal: To provide opportunities for capacity development*

Strategic Objectives	KPIs	Resource Requirements	Responsibility	Time Frame (Years)		
				1-3	4-6	7-10
THRUST 1: CAPACITY ENHANCEMENT						
1.1 Expand opportunities for capacity development in critical areas, e.g: IT, Sciences, Law,	<ul style="list-style-type: none"> Number of trainings, conferences and workshops organised Enhancement of equipment 	<ul style="list-style-type: none"> Existing Universities' Human Resources 	VCG, Exec. Sec.			

1.2 Facilitate collaborations with external universities for purposes of capacity building: e.g. France Higher Education forum, St. Andrews Faculty Development Programmes	<ul style="list-style-type: none"> • Number of external collaborations secured 	<ul style="list-style-type: none"> • Financial Resources • Existing networks 	Exec. Sec.			
THRUST 2: SKILLS MATCHING						

2.1 Establish centre for skills matching and placement.	<ul style="list-style-type: none"> Centre established 	<ul style="list-style-type: none"> Data Management System Office space 	VCG Secretariate/ Exec. Sec.			
---	--	--	---------------------------------	--	--	--

Priority 4(Stakeholder Engagement)

Goal: To engage stakeholders for the advancement of Higher Education

Strategic Objectives	KPIs	Resource Requirements	Responsibility	Time Frame		
				(Years)		
				1-3	4-6	7-10
THRUST 1: INDUSTRY ENGAGEMENT						
1.1 Hold regular engagements and interactions with industry	<ul style="list-style-type: none"> Number and frequency of engagements held and outcomes achieved 	VCG Premises	Executive Secretary			

1.2 Translate the outcomes of industry engagements for mutual benefit	<ul style="list-style-type: none"> • Demonstrable benefits resulting from industry engagements • Changes in curriculum resulting in engagements • Number of Faculty internships facilitated 	<ul style="list-style-type: none"> • Resource persons 	Executive Secretary/ Committee of VCG			
THRUST 2: DATABASES						
2.1 Do an analysis and create a detailed database for critical human resource for	<ul style="list-style-type: none"> • Report on human resource requirements • Database created 	<ul style="list-style-type: none"> • DatabaseManagement System 	Exec. Sec., Committees of VCG			

national development.						
2.2 Use the database to guide periodic review of curricula to make them relevant to the needs of society.	<ul style="list-style-type: none"> Number of curricula revised due to information from database 	<ul style="list-style-type: none"> Data on Human Resource needs of society 	Member Universities			

THRUST 3: GOVERNMENT, SOCIETY AND MEDIA ENGAGEMENT

3.1 Identify researchable areas (quarterly) that will address critical problems for national development.	<ul style="list-style-type: none"> • Number of research areas identified for national development • Number of advocacies (uptake) on research findings • Research impact on society 	<ul style="list-style-type: none"> • Research Databases (SCOPUS etc) • NDPC's report 	VCG, Member Universities			
3.2 Communicate the research findings to stakeholders and government	<ul style="list-style-type: none"> • Research reports for national development • Implementation of research findings 	<ul style="list-style-type: none"> • Publication outlets 	Exec. Secretary/ Member Universities			

Priority 5(Higher Education Development)

Goal: To establish a communications strategy that will foster a better understanding and support for the development of higher education in Ghana

Strategic Objectives	KPIs	Resource Requirements	Responsibility	Time Frame (Years)		
				1-3	4-6	7-10
THRUST 1: PUBLICIZATION						
1.1 Sponsor exhibition of research findings of member	<ul style="list-style-type: none"> Number of research exhibitions or Fora held or sponsored 	<ul style="list-style-type: none"> Research publications Innovations introduced 	VCG			

Universities at various fora.						
1.2 Facilitate quarterly publications of research activities of member Universities using appropriate social media platforms.	<ul style="list-style-type: none"> Number of Research Publications disseminated Feedback received on publications 	<ul style="list-style-type: none"> Social media platforms 	Exec. Sec. Member Universities			

1.3 Engage various media outlets for communication.	<ul style="list-style-type: none"> Database of media outlets established Published Newsletter Number of press soirees held 	<ul style="list-style-type: none"> Network 	VCG Secretariat Exec. Sec.			
THRUST 2: CONTRIBUTION TO NATIONAL ISSUES						
2.1 Respond to national issues	<ul style="list-style-type: none"> Number of Formal 	<ul style="list-style-type: none"> Pool of experts from 	VCG,			

on higher education for national understanding.	<p>Statements submitted to Sector ministry and regulatory institution etc</p> <ul style="list-style-type: none"> • Number of public lectures on National issues 	member universities	Exec. Sec.			
--	--	------------------------	------------	--	--	--

Priority 6(Collaboration)

Goal: To collaborate with local and international bodies with the aim of mobilising requisite facilities, logistics, materials and resources to support teaching, learning, research and service.

Strategic Objectives	KPIs	Resource Requirements	Responsibility	Time Frame (Years)		
				1-3	4-6	7-10
THRUST 1: LOCAL LINKAGES FOR COLLABORATION						
1.1 Build strong rapport with institutions of government (Executive, Legislature and Judiciary) for the prompt release of resources.	<ul style="list-style-type: none"> Evidence of rapport established and Resources released 	<ul style="list-style-type: none"> VCG Secretariat Public Relations Unit required 	Exec. Secretary			

1.2 Harness individual and collective expertise of member universities and making same available to Government and other stakeholders.	<ul style="list-style-type: none"> • Number of expertise recommended to government and stakeholders • Impact of expertise on national issues referred to government 	<ul style="list-style-type: none"> • Pool of expertise in member universities 	VCG			
1.3 Engage with private universities	<ul style="list-style-type: none"> • Positive outcomes of engagements with private universities 	<ul style="list-style-type: none"> • Data on private universities 	VCG			

Strategic Objectives	KPIs	Resource	Responsibility	Time Frame (Years)		
		Requirements				
				1-3	4-6	7- 10
THRUST 2: INTERNATIONAL LINKAGES FOR COLLABORATION						
2.1 Establish effective international linkages for the mobilization of materials in support of teaching and learning in higher education institutions (eg.	<ul style="list-style-type: none">Number of international linkages establishedTeaching and Learning	<ul style="list-style-type: none">Membership to the international organisations (eg ACU, GEANT, NORDUNET, Carnegie, Network Start-Up Resource Centre, etc)	VCG Exec. Sec.			

ACU, GEANT, NORDUNET, Carnegie, Network Start-Up Resource Centre, etc).	Resources mobilised					
2.2 Build international linkages to facilitate exchange programmes between Ghanaian Universities and Selected International Universities.	<ul style="list-style-type: none"> • Number of exchange programmes • Number of international linkages facilitated 	<ul style="list-style-type: none"> • Financial Resources • Databases 	VCG Exec. Sec.			

Objective 7(Leadership)

Goal: To assert professional authority on higher educational matters in Ghana.

Strategic Objectives	KPIs	Resource Requirements	Responsibility	Time Frame (Years)		
				1-3	4-6	7-10
THRUST 1: VISIBILITY IN THE EDUCATIONAL LANDSCAPE						
1.1 Ensure VCG visibility through the following: a. Seek representations on national committees set up on educational matters and participate actively.	<ul style="list-style-type: none">Number of representations on national committee	<ul style="list-style-type: none">Pool of Experts of Member universities	VCG Exec. Sec.			

b. Dialogue with government over issues affecting the universities	<ul style="list-style-type: none"> • Number of dialogues held 	<ul style="list-style-type: none"> • Pool of Experts of Member universities 	VCs			
c. Request for inclusion of VCG on the mailing list of Parliament on all educational matters	<ul style="list-style-type: none"> • Request granted 	<ul style="list-style-type: none"> • Contact with Parliament 	Exec. Sec.			
d. Institutionalise biannual and other educational round-table conferences on higher education	<ul style="list-style-type: none"> • Round table conferences held 	<ul style="list-style-type: none"> • Pool of Experts of Member universities 	VCG			
e. Make active contributions and/or present proposals to guide educational reviews/reforms for national discourse	<ul style="list-style-type: none"> • Number of proposals presented on national issues 	<ul style="list-style-type: none"> • Pool of Experts of Member universities 	VCG			

THRUST 2: TRANSPARENT AND ACCOUNTABLE LEADERSHIP

2.1 Providing institutional transparency and accountability by doing the following: a. Ensure budgeting procedures are complied with	<ul style="list-style-type: none"> Degree of compliance with budgetary procedures 	<ul style="list-style-type: none"> Budgetary requirements 	Exec. Sec.			
b. Ensure prompt and regular Financial reporting	<ul style="list-style-type: none"> Calendar for financial reporting Timely financial reporting 	<ul style="list-style-type: none"> Source document for preparing financial statements 	Exec. Sec.			

c. Conducting annual auditing	<ul style="list-style-type: none"> • Audit reports 	<ul style="list-style-type: none"> • External Auditors • Financial statements 	Exec. Sec.			
d. Adhering to procurement regulations and processes	<ul style="list-style-type: none"> • Compliance to procurement law 	<ul style="list-style-type: none"> • Procurement Law 	Exec. Sec.			
THRUST 3: INSTITUTIONAL VISIBILITY						
Establish an institutional presence by doing the following:	<ul style="list-style-type: none"> • Documentation completed 	<ul style="list-style-type: none"> • Human Resource 	Exec. Sec.			

a. Completion of critical documentation						
a. Set up an appropriate infrastructure and administrative system required for effective operations	<ul style="list-style-type: none"> • Administrative system set-up 	<ul style="list-style-type: none"> • Management Software system 	Exec. Sec.			

b. Develop an interactive and dynamic website	• Website developed	• IT Resources	Exec. Sec.			
d. Publish periodic institutional newsletters	• Institutional newsletters published	• PR Unit at VCG	Exec. Sec.			

APPENDIX F

UNIVERSITY OF CAPE COAST

INSTITUTIONAL REVIEW BOARD SECRETARIAT

TEL: 0558093143 / 0508878309

E-MAIL: irb@ucc.edu.gh

OUR REF: UCC/IRB/A/2016/1613

YOUR REF:

OMB NO: 0990-0279

IORG #: IORG00114976

26TH OCTOBER, 2022

Ms. Martha Bosua Hackman
Institute for Educational Planning and Administration
University of Cape Coast

Dear Ms. Hackman,

ETHICAL CLEARANCE – ID (UCCIRB/CES/2022/109)

The University of Cape Coast Institutional Review Board (UCCIRB) has granted Provisional Approval for the implementation of your research **The Influence of Vice Chancellors- Ghana (VCG) on Operations of Public Universities**. This approval is valid from 26th October, 2022 to 25th October, 2023. You may apply for a renewal subject to submission of all the required documents that will be prescribed by the UCCIRB.

Please note that any modification to the project must be submitted to the UCCIRB for review and approval before its implementation. You are required to submit periodic review of the protocol to the Board and a final full review to the UCCIRB on completion of the research. The UCCIRB may observe or cause to be observed procedures and records of the research during and after implementation.

You are also required to report all serious adverse events related to this study to the UCCIRB within seven days verbally and fourteen days in writing.

Always quote the protocol identification number in all future correspondence with us in relation to this protocol.

Yours faithfully,

Kofi F. Amuquandoh

Ag. UCCIRB Administrator

ADMINISTRATOR
INSTITUTIONAL REVIEW BOARD
UNIVERSITY OF CAPE COAST