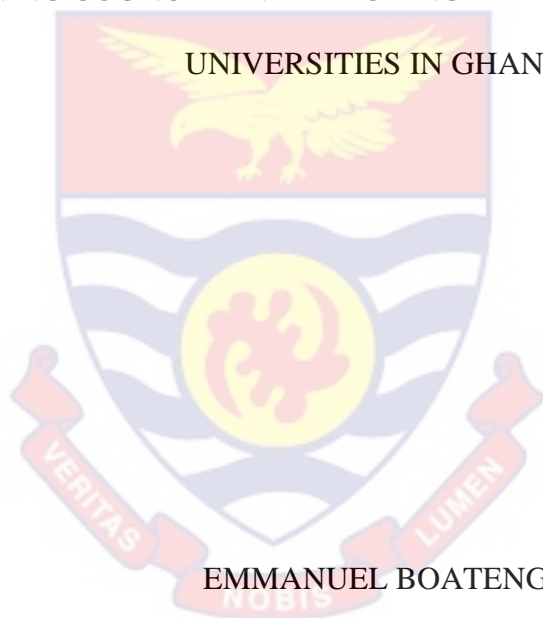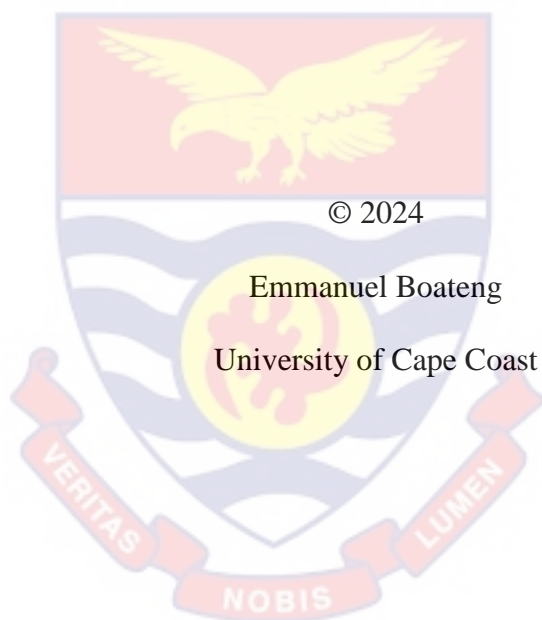UNIVERSITY OF CAPE COAST

GOVERNING COUNCIL AND TEACHING PERFORMANCE OF PUBLIC

UNIVERSITIES IN GHANA

EMMANUEL BOATENG

2024

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Emmanuel Boateng

University of Cape Coast

UNIVERSITY OF CAPE COAST

GOVERNING COUNCIL AND TEACHING PERFORMANCE OF PUBLIC

UNIVERSITIES IN GHANA

BY

EMMANUEL BOATENG

Thesis submitted to the Institute for Educational Planning and Administration

University of Cape Coast in partial fulfillment of the requirements for the

award of Doctor of Philosophy Degree in Educational Leadership

APRIL 2024

DECLARATION

Candidate's Declaration

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

Candidate's Signature…………………   Date………..………….

Name: Emmanuel Boateng (Rev.)

Supervisors' Declaration

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

Principal Supervisor's Signature…………………   Date……………………

Name: Prof. Yaw A. Ankomah

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

Name: Prof. Martins Fabunmi

ABSTRACT

Universities play a critical role in socio-economic development, particularly of emerging economies. This role has added new challenges for higher education management. These challenges have increased pressure on university governing councils to develop innovative governance models and management systems to ensure institutional efficiency and effectiveness.   Given the pivotal role the council plays in university performance, the present study was conducted to explore how the operations of governing councils of public universities in Ghana are helping to promote teaching performance, a core mandate of universities. The study employed a mixed-methods research approach using a concurrent exploratory design. Document analysis, interviews, and surveys were the methods used. A survey was conducted to solicit the views of a cross-section of the full-time staff on the operations of the governing council. The study found that the universities have well-structured and functional governing councils. The council of each public university also has an internal mechanism to assess the performance of staff and students. The council also has an effective committee system to assist in its operations. However, the council's meetings, to a large extent, are spent on government policies, rules, and regulations as against the university's teaching and research agenda. The study recommends that the governance structures of the public universities in Ghana must be maintained and strengthened to ensure continuous provision of good governance in the respective institutions.

KEYWORDS

Governance

Governing Council

Public Universities

Teaching Performance

University Governance

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DEDICATION

To my mentors, Dr. Isaac Brako and Mr. Seth Dei.

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LIST OF ACRONYMS

CUC	Committee of University Chairs
FUSSAG	Federation of University Senior Staff Association of Ghana
GAUA	Ghana Association of University Administrators
GRASAG	Graduate Students Association of Ghana
GTEC	Ghana Tertiary Education Commission
IFA	Independent Financial Advisor
IRB	Institutional Review Board
KNUST	Kwame Nkrumah University of Science and Technology
NAB	National Accreditation Board
OECD	The Organization for Economic Cooperation and Development
ROA	Return on Assets
ROI	Return on Investment
SRC	Students: Representative Council
UCC	University of Cape Coast
UG	University of Ghana
UN	United Nations
UTAG	University Teachers Association of Ghana
ICT	Information Communication Technology
NESSE	Network of Experts in Social Sciences Education and Training
CEO	Chief Executive Officer
SET	Student Evaluation of Teaching
SRT	Student rating of Teaching
SEF	Student Evaluation of Staff
TRF	Teacher Rating Form

SMNA	Senior Member Non-Academic
SMA	Senior-Member Academic
SS	Senior Staff
JS	Junior staff
NEDs	Non-Executive Directors
NPM	New Public Management
UNDP	United Nations Development Programme
TQ	Teaching quality
UTE	Undergraduate Teaching Evaluation

CHAPTER ONE

INTRODUCTION

Background to the Study

University governance has recently attracted much attention from various stakeholders including governments, employers, funding agencies, parents, and students. The reason is not far-fetched, as universities are expected

To5 play a critical role in the development of both developed and emerging economies. Universities are expected to train and develop the necessary knowledge and skills of the manpower for national development. University governance and administration are based on the delegation of authority through the Governing Councils and Academic Boards or Senates.

Governing councils are generally common elements of many organisational structures both in the public and private sectors, including higher education institutions such as universities. Globally, the governing council of a public university is the formal authorised governing body (GTEC, 2019). Some of the major roles the councils are expected to perform are, the provision of strategic direction for the institution, establishment and monitoring of systems of control and accountability, and evaluation of the performance of the institution against established benchmarks. They also include the appointment of the head of the institution, and delegating appropriate authority to him or her to ensure effective management of the institution, to being the principal financial and business authority, acting as the trustee for any property of the institution and ensuring that the institution's constitution is followed at all times (Council of University Chairs, 2014, p. 65)

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Ayadi et al., (2021) posit that the monitoring role of the governing council is very crucial as it occupies the apex position in the decision-making structure of the institution. Providing the strategic direction for the institution also requires the council to provide timely and adequate resources to management for effective discharge of their duties. According to Musselin, (2021), stakeholders' involvement in university education could range from their influence on the membership representation on the governing council to the provision of material and financial resources. He advocated that all major stakeholders such as students, parents, alumni, industry players, funding agencies, traditional authorities, and the government must have representation on the governing council. This is to ensure their active involvement in the decision-making process. Such a participatory governance system promotes transparency and accountability which are prerequisites for the optimal performance of the institution.

Public universities are state-owned institutions funded by taxpayers' money. As part of the changing relationship between governments and higher education institutions, state governments are placing increasing demands on universities for accountability of state resources provided to them. They are also expected to play a pivotal role in transforming the economic structures into technology-based and high-performance economies (Ayad et al., 2021).

The governing council is therefore mandated to help promote good governance. As Le (2020) observes, "in this more competitive world, dominated by knowledge-intensive technology, the keys to economic success have become human resources and more effective population systems, not possible new organizations of production, not natural resources and domestic

economies of scale" (p. 53). For many countries all over the world, university education is seen as the panacea for economic development. Governing councils, therefore, have the legal mandate to promote good governance of all public universities to ensure the realisation of these expectations.

Good governance in higher education is necessary, because a university is a more complex institution than a business entity, and good governance will enable management to achieve the vision and mission of the university. Good governance enables universities to manage and harness both human and material resources and coordinate all the stakeholders toward the achievement of the goals of the institution (Abubakar, 2018).

The success of every university depends on adherence to good governance principles. Good governance facilitates decision-making, sustainability, and growth of the university (Rosalia & Castilo-Villa, 2021). University governance deals with issues that impact the quality of output of the university. Good university governance requires that the leadership of the university promotes accountability, encourages shared governance, defends academic freedom, ensures meritocracy, and strives for excellence Bloom et al. as cited in Rosalia & Catilo-Villa. p.63).

Good university governance has attracted much attention in the 21st century due to some developments in recent times. These developments have generated public discourse on corporate governance on a very wide scale. Governments all over the world are under intense pressure to reform the governance structures of higher education institutions. Universities have not escaped the gaze of this global crusade. Secondly, public resources are declining in general as demand pressure for the expansion of other social

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infrastructure increases. Universities are forced both to identify and attract private sources of income. Public universities are now required to adopt new strategies like corporate organisations with less dependent on government funding. Universities are being encouraged to develop innovative strategies to generate more internal income and also to solicit private sources of income through research consultancies and collaborations.

In the words of Abubakar universities must become "entrepreneurial universities". Abubakar (2018. p.132) concluded that: "a most important reason for putting governance arrangements of universities under scrutiny is that it is in the interest of the long-term future of the university sector that universities are not only operating effectively but are seen to be doing so if the sector is to retain community and hence government support "(Abubakar, 2018).

Teaching performance is reflected in the quality of students an educational institution turns out, and the degrees awarded annually by the educational institution (Hidayat et al., 2023). Teaching performance is usually assessed through student learning achievement scores (student assessment), observed pedagogical practices, employer surveys, or student surveys.

Although there is no consensus in the literature on the assessment of teaching performance (Langbein 2018), Lindsay (2019) concludes that student assessments are the most recent generally accepted evaluation tool for researchers. There is no consensus in the literature on the role of research and teaching in promoting university performance. However, cursory search of the mission statements of some of the globally reputable universities reveal that

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both research and teaching are the major priorities of these universities. For example

1. "The mission of the University of Cambridge is to contribute to society through the pursuit of education, learning, and research at the highest international levels of excellence".

2. For New York University, the mission is "to be an international center of scholarship, teaching, and research defined by a culture of academic excellence and innovation" (Source: The webpages of the respective universities).

In the USA, Teichler (2018) found that faculty pay and promotion to higher academic positions in universities are determined by the number of research publications in high-impact scientific journals. The study therefore established a strong relationship between teaching performance and faculty pay, thus, superior teaching performance reflects on student output. Kundu (2020) on the contrary, did not establish any relationship between teaching performance and faculty remuneration. Most universities in the UK, however, require excellence in research rather than teaching proficiency for professorial and other prestigious positions. Abugre (2017) found teaching overload, lack of research facilities, and congestion of students in academic facilities as major hindrances to effective teaching and learning in state-funded universities in Africa. Another study by Mange, Onyango, and Waweru (2019) on management challenges facing Kenya's public universities also established that insufficient funding, inadequate teaching and learning resources, especially lecture halls, computers, textbooks, and libraries, are the

biggest challenges affecting effective research, teaching, and learning in Kenyan universities.

At the local front, the situation is not different from what is prevailing in the sub-region. Amankona, Tweneboah Kodua and Ogunwemimo (2018), p.86) identified higher education law and structure of decision-making, autonomy, and funding as major bottlenecks affecting teaching and research performance of Ghanaian public universities. Abugri's (2017) study identified weaknesses in institutional policies and infrastructural deficiency as challenging factors hampering effective teaching and learning in public universities in Ghana. Good university governance, therefore, must not just be interested in the number of graduates the university turns out annually but also in the performance of their graduates after graduation. The governing council as the governing body of the university must ensure that the university meets its vision and mission goals to justify the huge investment by the state in the universities.

The connection between governance and organizational performance is well-documented by scholars of corporate governance (e.g. Dauda & Shafii, 2020; Ghulam et al., 2021)   Boards/ councils in the for-profit, non-profit, and government sectors can all have varying degrees of impact on the organisation or institution they are charged to supervise. Boards' structures, membership composition, and committees are some of the key variables identified in the literature (Kyereboah-Coleman, 2018)   Scholars of university governance contend that the representation of major stakeholders of the university on the governing council has the potential to enrich the academic programmes of the university. Through such representations, the academic programmes of the

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university are tailored to meet industry skills and competency requirements (Le, 2020).

Effective monitoring and evaluation of university policies by the governing council can promote the judicious use of scarce resources in the university (Ajal, 2018). Councils with a high composition of professionals from industry, professional associations, government, and civil society organisations can provide the university management with wider expertise, knowledge, and skills regarding curriculum development to reflect the needs of the industry (Awad, 2023).

Similarly, councils with wide networks will be able to use their networks to help universities to access resources such as library materials, laboratory equipment, bursaries, research grants, and scholarships from the private sector to argument government funding. Improved funding will ultimately translate into improved performance (Dato et al. 2019).

Teaching and research are the core mandate of every public university (MOE, 2018). These variables are linked to the educational performance process. Teaching involves the curriculum, the various methodologies of instruction, the course objectives, and the assessment of students. Learning involves the acquisition of the actual course content; it also includes critical thinking, unexpected learning, and meta-learning. A good blend between teaching and learning ensures good performance and vise-versa (Bianchi & Caperchione, 2022). It is the responsibility of the governing council to ensure that the management of the universities create a congenial atmosphere for effective teaching and learning.

With the advent of cost sharing in higher education globally, major stakeholders of university education such as governments, fund providers, employers, students, and their families, are demanding value for money services which include quality teaching (Abugre, 2017).

But research also demonstrates that good teaching depends on many factors such as, provision of adequate infrastructure like learning halls, research and laboratory facilities and equipment as well as staff and students support services, social and academic support services which include financial aid, counselling, sports and recreation. The attention of the governing council should not be limited to the teaching skills of the lecturers but also the environment within which they operate. The governing council is responsible for the provision of adequate support to the university management for effective teaching and learning (Atuahene, 2017).

Teaching performance has attracted much attention in universities in this era of global ranking. Higher education is recognized worldwide, as an essential tool for socio-political and economic growth of modern economies. The increase in university enrollment in recent times has led to many other challenges. Abugre (2017) identified inadequate financing, inadequate infrastructure development to match the rapid expansion, lack of quality assurance measures, congestion of students at lecture halls and hostels, inadequate students and staff support services as major challenges bedeviling higher education in Sub-Saharan Africa.

Ghana's education system structure can be classified into three main categories: Primary, Secondary, and Tertiary. Tertiary education consists of research universities, technical universities, university colleges, colleges of

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education, nursing training colleges, and professional institutions. Undergraduate programmes in universities are usually for four-year duration. Higher National Diploma in Technical Universities last for three years, Colleges of Education Degrees for Primary, and Secondary education teachers last for four years, while professional institutes range between two and four years depending on the programme of study. Universities play a pivotal role in the training of skilled manpower for economic development. The law establishing public universities in Ghana has mandated the governing council to oversee the management of the university. Like corporate boards, the council is responsible for providing strategic direction for the university, to ensure sustainability of the institution. It is the apex body in the governance structure of the university hence all major decisions and policy directives must be approved by the council. However, the council is not responsible for the day-to- day administration of the university but the management which is led by the Vice-Chancellor as the Chief Executive Officer. The latter is accountable to the council which appointed him or her. An academic board, which is a sub-committee of council is charged with all academic related decisions.

Research has established that good university governance is a preliquisite for effective teaching and research and that there is a strong relationship between university governance and performance (Hamzah, Haryono & Mustafa, 2018; Delima & Ragel, 2017; Hajia & Alrabba, 2017; Abdullah, 2017).

Some major debates in the literature on university governance include the definition and conceptualization of university governance, the most

appropriate theory and model of university governance, the measurement of teaching performance, and the link between governance and performance. Anas and Tabash (2023) argue that universities unlike private companies do not have owners in the true sense of the word because public universities are state-owned hence the agency theory is inappropriate in the university setting.

Osazevbaru and Tarurhor (2020) have established a strong connection between good university governance and academic performance whiles (Ibrahim et al., 2023 and Hermalin & Weisbach, 2019, p.54) on the other hand, established a negative relationship between governance and performance. However, other studies by Riyadh et al. (2023) could not establish a negative relationship.

Statement of the Problem

Higher education governance has attracted public debate in recent times, and has been discussed at international higher education reports. Special attention has been focused on the composition and size of university governing councils, as well as their roles and responsibilities towards effective and efficient governance (ANAO, 2019). Some of the factors that have influenced recent innovations in university governance include public sector reforms by governments in both advanced and emerging economies, competition and globalization, and widespread economic hardship (Bailey, 2018). Universities, as public-sector enterprises, have become one of the main focuses of public outcry for reforms (Pollit, 2019)

Massive expansion in university education took place in Ghana after the 1992 reforms when private participation in university education was promoted (Abugri, 2017). Authors such as Ghulam et al., (2021); Alodat et

al., (2022); and Obeng-Sarpong, Buor, and Addo, (2020) contend that governance plays a critical role in improving performance. Roy (2017) posits that good corporate governance provides the mechanism that controls the interests and investments of the relevant stakeholders. Farooq, Noor and Fauzi (2022) recommended different variables in promoting good corporate governance. These included board independence, composition, size, the CEO authority, and the board of directors. Basyith, Ho, and Fauzi (2022) argued that the performance of the organization could be improved if the directors of the organisation are independent of the CEO, and in the case of public universities, if the governing council is independent of the Vice-Chancellor.

Bingab et al., (2018) noted that the governance structures of universities in Ghana are underpinned by the stakeholder philosophy. The structure provides for the governing council to be the apex body in the decision-making process at the university. The council is charged with the responsibility of providing the strategic direction of the university, and the Vice-Chancellor who is the Chief Executive Officer (CEO) is responsible for the day-to-day administration of the university with the assistance of a management team. The Vice Chancellor reports to the council.

The environment of universities today comprises both external and internal stakeholders, each with an interest in the university. External stakeholders comprise business and industry, the scientific community, professional groups, government, political groups, students, and parents. Internal stakeholders are management, staff and students.   The vision and mission of the universities could be achieved only when external and internal stakeholders' interests are considered to be complementary and

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interdependent. These and such other factors call for a constant evaluation of the governance structures of universities to make them fit-for-purpose.

Teaching performance in the higher education landscape has attracted much attention in recent times due to the continuous changes arising from internationalization and globalization. There is an increase in accessibility of higher education globally, with the demography of students considerably expanded and diversified, both socially and geographically. Abugre (2017) found that increasing student numbers and heavy teaching loads coupled with insufficient infrastructural development affect teaching performance in public universities in Ghana. Evidence from empirical studies (Ramsden, 2017; Evans & Acosta, 2021; Abugri, 2017) shows clearly that to ensure optimal teaching performance in public universities, governing councils of universities need to institute and constantly evaluate their governance systems against international benchmarks to boost the morale of employees and subsequently affect teaching performance positively.

The council which is responsible for the recruitment of qualified academic and administrative personnel for the universities, is required to develop and implement human resource policies to ensure the attraction and hiring of qualified personnel. These personnel must be well-resourced and motivated to enable them give of their best. The provision of adequate support for effective teaching and learning is thus a core mandate of the university governing council. This expectation leads to the legitimate question of how the activities of the council's influence teaching performance and learning outcomes.

There is a plethora of empirical studies on university governance, but only few have attempted to establish the link between university governance and teaching performance (Ramsden, 2017) Studies on governance and performance in Sub-Saharan Africa are scanty (Abugri, 2017; Conn, 2017, Evans & Acosta, 2021). In Ghana, the study on university governance by Obeng-Sarpong, Bour and Addo (2020) identified political interferences, inadequate funding, quality assurance, and increased student enrolment as some of the major governance challenges facing higher education.

However, the study did not investigate the impact of these challenges on the teaching performance of the universities. Acquah and Adjapong (2020) researched the effect of governance arrangement types on faculty performance in universities. The governance arrangements were not linked to the performance of the institutions. Similarly, the study of Bingab et al., (2018) which investigated the evolution of university governance in Ghana, did not examine the connection between governance and teaching performance.

 The foregoing seems to suggest that there is a dearth of empirical studies on the linkage between governing council oversight responsibilities and teaching performance in universities in Ghana. With the Governing Council being the body responsible for recruiting qualified academic and administrative staff of the universities, and thus ensuring the promotion of the core mandates; teaching, research, and community service, it is very important to measure the influence of its activities in providing the enabling environment for teaching performance for improved learning outcomes.

Contextually, large volumes of studies on university governance were done in American and European universities (Zheng & Kouweberg 2018;

Pandey et al., 2023; Rinaldi & Vigano, 2021). Studies on university governance in Sub-Saharan Africa and Ghana in particular were scanty (Abugri, 2017; Atuahene, 2017, Biggab et al, 2017).

Methodologically, many of the studies reviewed employed qualitative design (Pandey et al, 2023; Zhenga & Kouwenberg, 2018; Perry & Shivadasani, 2019). Mixed methods design was not employed in any of the studies reviewed.

Furthermore, none of the studies reviewed examined governing council variables such as the composition and diversity, internal assessment, and committee system on teaching performance, which is a core mandate of every university. It is deemed pertinent therefore, to conduct a study to determine how the governing councils of public universities in Ghana promote teaching performance through their activities. It was of interest to ascertain how the governing councils use their diversity and composition, internal assessment, the committee system and meetings to promote teaching performance.

Purpose of the Study

The study sought to investigate how the operations and activities of the governing councils of public universities in Ghana promote the teaching performance. Specifically, the study sought to

1. ascertain the knowledge of students and staff on the governance of public universities in Ghana.

2. determine how the governing council internally assesses the teaching performance in the public universities

3. assess how the governing council promotes teaching performance through its committee system.

4. assess how the governing council uses its meetings to promote teaching performance in the public universities.

5. explore how corporate governance variables such as council diversity and composition help management acquire needed resources to promote teaching performance in public universities.

Research Questions

The following are the specific research questions that guided the study:

1. How do the staff of public universities perceive the functionality of governing councils of public universities in Ghana?

2. In what ways do the governing councils internally assess teaching performance in public universities?

3. How do governing councils use the committee system to promote teaching performance?

4. To what extent do the governing councils use their meetings to address teaching as the core mandate of the universities?

5. How do the councils' diversity and composition help in the acquisition of needed resources to promote teaching performance of public universities?

Significance of the Study

The study aims at contributing to knowledge in the governance of public universities. It will provide empirical information to inform appropriate policies and actions by policymakers of higher education to improve teaching in public universities. It will serve as a guide towards the provision of policy guidelines for governing councils of public universities to enable them guide and direct the activities of the universities to maximize their

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performance. The results of the study will motivate the university management to leverage on the governing council's wide network to acquire the needed resources to complement government resources to improve teaching and research in the universities.

Delimitations

Out of 23 public universities which comprise 15 research and 8 technical universities, the study was delimited to three research universities. All eight newly upgraded technical universities were excluded. Public universities which were considered for the study run undergraduate and postgraduate programmes up to doctoral level. The aim was to find out the perspectives of students and staff of various universities on the quality of teaching at all levels in public universities. This intended to ascertain whether the governing councils of public universities were helping the universities to meet the core mandates for their establishment. Only information-rich staff of the selected universities were sampled for the in-depth interview because the researcher believes that senior management staff and student representatives on the governing council will be able to assess the operations of the governing councils since some of them sit in council meetings or implement council decisions.

Limitations

Most research studies face the challenge of biases. These may come from the selection of respondents by the researcher and responses from the participants which may not be true to reality. The researcher employed appropriate scientific techniques to select participants for the study, to help reduce sample biases. The issue of biases from respondents was addressed by

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triangulating the survey responses with participants' interviews and document analysis from annual reports, and basic statistics. Through data triangulation, therefore, respondents' biases were minimized.   The use of multiple instruments namely; questionnaire, interview guide, and a document checklist helped to address the limitation on biases. Furthermore, the instruments were pilot-tested to ensure that they were able to measure the constructs needed for the study.

Another limitation of the study was the use of self-developed and self-administered questionnaire. However, the limitations associated with such instrument was mitigated by the researcher strictly adhering to the research protocols for ensuring validity and reliability of the data collection instrument. Content and face validity was ensured by experts of research including the researcher's supervisors. Confirmatory factor analysis was calculated to ensure construct validity and reliability was checked by calculating the Cronbach's reliability coefficient.

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Operational Definition of Terms

Key concepts of the study included the following: governance, good governance, university governance, governing council, teaching performance, public universities in Ghana.

Governance: "Is the various processes and systems instituted by an institution by which decisions are made and implemented

University Governance

University governance deals with the system of rules and practices that guide its operations. It includes how resources are allocated and decisions are made. It defines the university's values and mission.

Teaching performance: It refers to the overall teacher's classroom effectiveness which include his teaching methodology, personal conduct which impact on the students' learning.

Public Universities: A state-owned higher education institution funded by the government through public tax.

Governance Council: Is the formal authorized governing body of a public university.

Organization of the Study

This thesis was organized under five chapters. The first chapter presented the background of the study, the statement of the problem, the purpose of the study, the research questions, the significance of the study, delimitations, and limitations. The literature review which include the theoretical and conceptual frameworks and the related empirical studies are presented in chapter two. Chapter three present the overall research methodology adopted for the study. The following sub-themes were

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discussed; research design, study areas, population, sample and sampling procedure, data collection instruments, data collection procedure, data processing and analysis. The results and discussion of the study are presented in chapter four. The final chapter captures the summary, conclusions, recommendations, and suggestions for further studies.

CHAPTER TWO

LITERATURE REVIEW

Introduction

The chapter presents a review of the literature that provides a foundation of the study. The chapter highlights various theories of governance and narrows down to the main theories underpinning the study. It also discusses various models of university governance and the linkages among the main study variables (governing council and teaching performance). This is followed by the research gaps determined from the empirical literature review, culminating in the construction of the conceptual framework.

Theoretical Framework

The study is anchored on three main theories of corporate governance that underpinned the linkages between governing council and teaching performance. The first major theory discussed is the stewardship theory. The second theory is the stakeholders' theory and the third is resource dependency theory. Other theories such as system and resource performance were also reviewed and linked with performance. Various models of university governance have also been discussed and linked with performance.

Theories of Corporate Governance

There are a number of theories on corporate governance. Three major ones discussed here are the stewardship, stakeholders and performance theories**.**

Stewardship Theory: The stewardship theory was developed to address some of the weaknesses inherent in the agency theory in non-profit organisations such as public companies and institutions (Chrisma, 2019). Agency theory was developed with a primary focus on the corporate private

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sector. Agency theory is underpinned by the assumption that there is a goal conflict between the agent (managers of the business) and the performance has attracted higher education scholars' attention (Chrisma, 2019; Torfing & Bentzen, 2020). The theory recommends that motivating the agent through monitoring and incentives for the latter to work in the interest of the principal

Stewardship theory hinges on the assumption that there is a strong correlation between the success of an institution or an organization's system to achievement). The success of the institution enhances the stewards or management) reputation and brings financial rewards in the form of promotions and incentives. This theory posits that stewards want to be good caretakers of the institution's resources to enhance their own reputation and also for financial reward (Mucci et al., 2020). (Mucci et al., 2020, p.113) believe that the stewardship theory is the most appropriate theory for universities due to the varied interest of different stakeholders of the university**.**

University governing council is perceived by stewardship theory as appointed stewards of state to supervise and monitor state resources entrusted to university management for effective accountability. Mucci et al., (2020.p.113) contends that since public universities are state- owned enterprises and therefore do not have owners as in the case of private companies, the agency theory is not appropriate in the university setting. University management is not an agent but a steward of state enterprise. They, therefore, recommends stewardship theory as the most appropriate theory for public university governance. In this sense, stewardship theory is very appropriate for an empirical study into university governance.

However, in recent times, scholars of management have levelled the

following criticisms against the theory; that human behavior is highly unpredictable, therefore the theory's over optimistic view of managerial behavior cannot be accepted. Managers cannot be trusted to be responsible stewards particularly when faced with significant personal incentives. In the case of Vice Chancellors, if they can gain some benefits from sole sourcing from procurement. They can equally award contracts to people or organizations they can benefit from. The council therefore is appointed to ensure that university management do not use their position to amass wealth to the detriment of other stakeholders such as the government, students and their parents. Stewardship theory if not properly checked in practice, throws accountability to the wind. It does not provide mechanisms to ensure accountability of managers as stewards.

University Governance		Complementary Theories- System Theory

Governing Council Variables

1.   Council Internal Assessment.

2.   Council Committees

3.   Council Meetings

4.   Council Composition and Diversity

Complementary Theories- System Theory

1.   University works as a system.
2.   University System comprises Human Resource, Material and Finance.
3.   There is interdependence of components of the system

Stewardship Theory

1.   Strong Positive Relationship Between Institutional Success and Achievements of Stewards
2.   Managers want to be effective stewards
3.   Separation of Council Chair and University Management.

Performance Theory

1.   Effective Teaching should be centered on knowledge, the learner and the community.

Stakeholder Theory

1.   Representation of all key stakeholders on the University Governing Council.
2.   Council should comprise both Internal and External Stakeholders of the University.

Resource Dependency Theory

1.   Non-Executive Directors/External Members of the Council come with wider expertise to assist Management
2.   External Council members are able to use their networks to access external resources to complement government subvention

Performance

University Core Mandate

1.   Teaching
2.   Research
3.   Community Service

Figure 1: Theoretical Framework, Governing Council and Teaching Performance.

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Author's construct, 2021.

Stakeholder Theory: The theory is premised on the assumption that no institution or organization has all the resources needed for its sustainability and growth. In other words, no institution or organization is self-sufficient in terms of resources and therefore, must depend on its internal and external stakeholders (Haataya, 2020).   Schaltegger et al. (2019) contend that since the institution depends on others for survival, these stakeholders affect and are affected by the decisions and actions of the institution or organisation directly or indirectly. Mahajan et al. (2023) identified the following as some of the major stakeholders of the university: students, teaching and administrative staff, government, corporate partners, and the public at large. University governance processes must take into consideration all the major stakeholders. Participative governance requires that all major stakeholders' views must be considered in the decision-making process (Haataya, 2020). Valentinov and Chia (2020) support the stakeholder theory as the appropriate governance theory for the university setting since it ensures representative governance. The collegial systems of governance adopted by many universities globally in recent times give credence to this theory**.**

Rosalia and Castilo-Villa (2021) contend that management of universities can achieve the vision and mission of their institutions if they make the interest of their key stakeholders paramount in their policies and operations. It is also paramount for these stakeholders to be identified and brought on board and to interact with one another in the interest of the university (Le, 2020). In Ghana, public university governing councils have been mandated by the law establishing public universities to be stewards and

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act as trustees of the state. The composition, size and roles of governing councils must be subjected to constant scrutiny and assessment if public universities are going to perform optimally.

Charles Blattberg (2024) has identified the following weaknesses of the theory;

i). It lacks clarity on who constitutes stakeholders of an organization or an institution. The theory does not provide a clear framework for prioritizing and balancing of stakeholders interests. When stakeholders have divergent expectations, who's interest should be protected by management.

ii). It has the problem of measurement and accountability. Unlike shareholder value, which can be measured in financial terms by the number of shares, stakeholder interest or value is more subjective and challenging. For example, in the university setting, major stakeholders include the government, university staff, students and their parents, funding agencies, industry, research community and others. Which of these stakeholder has the highest value and therefore must be protected at all cost. With their divergent expectations, how can management of universities meet all?

iii). Increased complexity: meeting the interest of multiple stakeholders can make decision-making very complex and time consuming.

iv). Potential of stakeholder capture of the organization or institution. Blattberg, believes that stakeholders often act in their own best interest not that of the organization or institution. Some stakeholders may pursue their own self-interest if not checked can lead to potential capture or manipulation of management for their selfish gain. The governing council should be

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conscious of such potential danger and put in effective strategies to minimize it to the barest in the interest of the state since public universities are fund from the taxes of the public.

Resource Dependence Theory: Resource dependence strongly advocates that when a high percentage of members of the board of directors of a company comes from outside the organization which are often referred to as Non-Executive Directors (NEDs), provides room for the organization to acquire resources from external sources (Haniffa and Cooke, 2018). This becomes possible due to the wider expertise, knowledge, and improved networking these non-executive directors bring on board.

Major focus of this theory is on access to resources. These resources include human and material resource. The theory argues that the composition of the board of directors and in the case of public universities councils has direct impact on the acquisition of resources for optimal performance of the institution. The theory posits that the size, composition, diversity, and background of the council are very essential variables in the acquisition of external resources for the institution (Jiang et al., 2020). The theory argues that Non- Executive Directors (NEDs) can promote quick access to capital, business contacts, and information (Findilcli, 2019). They can use their enhanced network to reach external stakeholders such as the government, suppliers, buyers, creditors, in the case of universities alumna, parents, civil society groups to acquire cheaper inputs for the firm Arora & Petrova (2018)argue that they can get cheaper access to inputs will positively impact on the institution's performance.

In the case of a public university, there is likelihood that a governing council with high composition from industry, business, professional associations, government, and civil society organizations will provide the university management with wider expertise, knowledge and skills regarding curriculum development to enable university academic programmes to meet industry needs (Jones, 2018) The council can facilitate access to government, policymakers, and appropriate stakeholders for the acquisition of resources for teaching and research. The council can use its wide networks to help the university to acquire resources such as library materials, laboratory equipment, workshops, research grants, bursaries, and scholarships to complement the government's ever- decreasing funding. It is recommended that the diversity, size, composition, and background of council members are a powerful resource that the university management can leverage to acquire additional resources to improve their total performance.

Some of the major weaknesses identified by critics of the theory is that the proponents over emphasize on external resources constrains as against internal dynamics. Again in the current digital environment, the theory has very limited application. For example, information flow in the digital space is limitless. The information technology dispensation has broken the power of autonomy. Scholars of management have however offered the following emerging perspectives to address some of the limitations of the resource dependency theory in practice;

i). Focus on strategic dependence: Organizations and institutions can strategically leverage their dependence on others to gain competitive advantage.

ii). Integrating agency and power dynamics: Organizations and institutions can incorporate network analysis to help them understand the complex interplay of power and influence within and outside their environment in their strategic planning.

iii). Considering non-economic factors: management using the theory in their practice can also consider other non-economic factors such as social, political and cultural factors and how they influence their resource dependencies.

Systems Theory: Ludwig Von Bertalanffy is considered the father of the systems theory. He developed the theory in 1972. Ludwig conceptualised organisation management as systems such as the human body. Although the body has many systems such as reproductive, nervous, muscular, respiratory, digestive etc. the systems work together in a holistic manner. Systems work together to achieve a common goal.   There is interdependence of the components of the system. If one part of the system is removed or damaged, it affects the entire system.   The theory posits that systems have inputs, processes, and outputs. Feedback is shared among components of a system (Ludwig,) as cited in Heylighen & Joslyn, (2019, p.92).

This theory is applicable to university governance because universities have inputs, processes and outputs. The inputs are the students, financial and material resources. The processes are the curriculum, courses of study, as well as library and laboratory equipment, field work, internship, teaching and learning, tests, evaluation, quality assurance mechanisms, etc. The output comes in the form of the quality of graduates produced by the universities, quality research findings, consultancy, and other services rendered to the

community. Governing councils are appointed to ensure that the university systems work to achieve their set goals.

Performance Theory

Performance theory was developed out of performance studies which began in the latter part of 1940s and the early 1950s. It was developed as a model in the social sciences. It employed theatre to study language, ritual, and everyday interactions among humans. The theory was premised on six concepts; level of knowledge, levels of skills, level of identity, context, personal factors, and fixed factors.

The theory proposes three assumptions for optimal performance in organizations and institutions.   In education, the theory posits that effective performance must increase quality of goods and services offered, reduce cost, and increase capacity, knowledge, and skills. Zehir, Findilcli, and Celtckligil, (2021) supports these assumptions and sheds light further by indicating that factors for improving performance in an educational setting should include reflective practice which involves helping the learner to pay attention and relating concepts to the learner's experiences. Secondly, the instructor or the institution must create an enabling environment for effective social interaction between the instructors and learners.

Since a university's core mandate is teaching and learning, it is also required to produce middle and senior-level labour force for the industry. The governing council must pay particular attention to teaching performance. The assertion of performance theorists is that many factors contribute to optimal performance must be taken seriously and be addressed by the governing

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council. The council must ensure that the university management creates the enabling environment for effective social interaction between students and their teachers. Teaching performance will be enhanced only when these factors are properly addressed. In the case of public universities, adequate, teaching, and learning facilities, improved conditions of service for lecturers and staff, and a conducive environment for students are crucial. The governing council thus, plays a pivotal role in improving teaching performances in public universities.
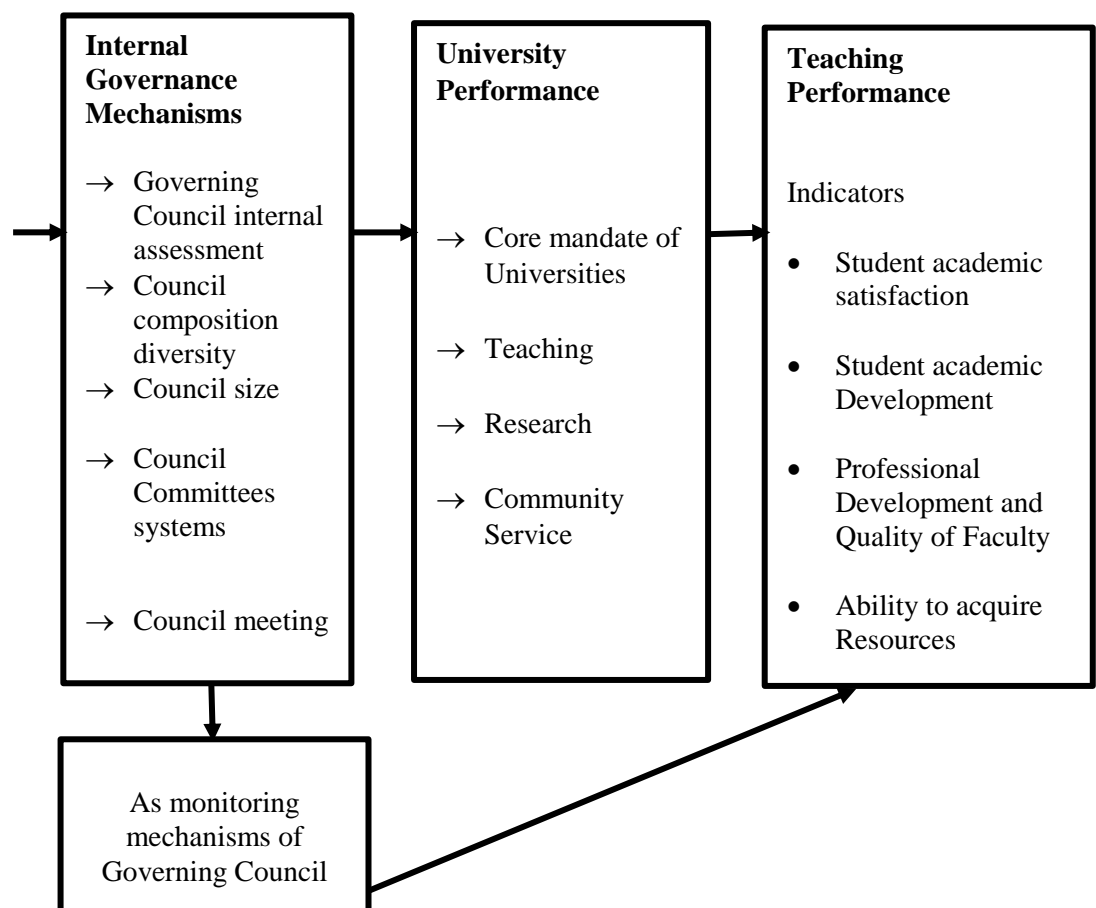
Figure 2: Author's construct

Conceptual Framework

The conceptual framework describes how the university councils' structures, processes, and practices in Ghanaian public universities could impact on their teaching performance. In this framework, internal governance practices (i.e. council internal assessment, council committee systems, council meetings, and council diversity and composition) were examined and linked to teaching performance. The research explored the relationship of these variables to the teaching performance of public universities in Ghana. The dependent variable, teaching performance, was assessed by measures of teaching performance with the following indicators; student academic satisfaction, student academic development, professional development, and quality of faculty and ability to acquire resources.

Students' satisfaction was measured in three key areas teaching, assessment, and generic skills (Bishka, (2018). Students' academic development was measured by academic credibility and recognition of students' degrees and certificates, development and acquisition of personal knowledge and skills, and development and increase in depth and sophistication in understanding of one's field (Darling-Hammond, 2019). Professional development and quality of staff were measured by the number of faculty and staff who participated in development programmes per annum, faculty development policies and programmes in the institutions, and the impact of the development programm on teaching and students' learning outcome (Asif et al., 2018).

 Quality of faculty was assessed by the entry qualification of faculty, years of teaching experience, research publication and impact on teaching, internal and external prizes awarded to faculty, and student- faculty ratio

(Bitler et al., (2019). Management ability to acquire resources was measured by other sources of income besides government subvention, procurement policies and regulations, and university-community relations Powell & Rey, (2018). The framework adopted was similar to studies conducted by (Dewi & Supriyono, 2018) and (Chin, Elder, and Hsieh, 2019)   Performance variable frameworks were similar to studies on university performance by Doucouliagos, (2019), Hamzah, Haryono, & Mustafa (2018), and Yundiato et al., (2021).

Concepts of University Governance Models

The twenty-first century has witnessed higher education reforms globally. Ghana is no exception to this global phenomenon. University governance from the late 19th century to the early 1950s was characterised by the principle of administrative principle which means that the universities were free from governmental control. They were considered as the ivory tower, and conducted themselves according to their own standards without any restrictions or demands from the funding government (Kundu, 2020). However, with the advent of capitalism, globalization, and the privatisation of university education, countries globally sought new models of governance with the aim of promoting efficiency and effectiveness. These new models of governance can be classified into three main groups namely; the state-centered model, the self-rule model, and the market-oriented model. (Kundo, 2020).

State-Centered Model

State-funded universities are established to drive the developmental agenda of the state. Such universities are, thus, referred to as public or state institutions. The state, through the government, exercises strict supervision of

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the entire operations of universities. The state, becomes a major stakeholder of the university, appoints the chief officers of the universities and has direct control over the entire operations of the university. The states determine the academic programmes and research agenda for students (Peters et al., 2022).

There is a strong link between the university and the economic development agenda of the state. The State-Centered model has high degree of hierarchy. Currently, countries such as France, Sweden, Turkey, and Russia tend towards this governance model (Ke Yu, 2022). Major advantages associated with this model include; equity, accessibility of university education to all and sundry and effective coordination between universities strategies and national development goals. However, the following weaknesses can also be associated with the model; (a) it infringes on the academy autonomy of universities which gives birth to innovation and creativity and (b) there is a high level of political interference and inadequate funding by the government. Many scholars of higher education governance oppose the model for the twenty-first century universities in this era of globalization and competition in the higher education sector.

Self-Ruled Model

The self-rule model of university governance was underpinned by the administrative principle which perceives the university as an academically autonomous institution with the right and freedom to learn and pursue research. In this model the state has little or no control over the academic and research agenda of the university. There is no link between the university and the development agenda of the government (Xiao & Chan, 2020).

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A major weakness associated with this governance model is the poor coordination between the universities' strategic goals and national development agenda.   Under this model, university education is conducted with no plans for human resource needs of the state. In Ghana, although public universities are established by the state, prior to the 1992 reforms, public universities operated this model. They were often referred to as "Ivory Towers".   Accountability of state resources provided to them was non-existent. Even today, some scholars see the call for accountability of public universities as infringement of their academic autonomy which I strongly disagree.

All organisations, either private or public, must be accountable to their stakeholders. Since public universities are funded through tax payers' money, the governing council which represents the public must also be held accountable for their stewardship. But the question that needs to be answered is who watches over the watchman? There is a need for more empirical studies to be conducted to ascertain the impact of governing councils' operations on the performances of public universities.   In the Humboldtian model, universities receive funding from the state without being accountable to the government or the state for the funds received.

The strong criticism against this model is that, as state-funded institutions, universities must be accountable to the public through state regulatory institutions. Again, national development agenda, should be the driving force of the university curriculum. There must be a strong link between the university curriculum, research agenda, and industry needs. Universities can no longer live as an island. The needs of the state and their

major stakeholders must be factored into their strategic goals. The self-rule model does not make universities competitive in this era of internationalisation and global ranking.

Market-Oriented Model

This model is premised on the capitalist philosophy. The model assumes that organisations attain the highest efficiency in a free competitive market environment Kocaturk, & Karag (2021). The market-oriented model often referred to as the "entrepreneurial university" model. This model promotes healthy competition among universities for students and financial resources, thereby, ensuring efficiency among institutions.

In this model, the government provides the regulatory framework to ensure quality, equity, and transparency, and allows the various institutions to design their academic programmes and research in line with the national development agenda. Management of the universities is seen as entrepreneurs who must harness the human and material resources given to them to achieve optimal performance (Peters et al., 2022). Scholars who oppose this model argue that it is not in the interest of the state to subject university education to the forces of demands and supply like consumer goods. This will make university education becomes the right of the few privileged ones. Such a system will impact negatively on the human resource development of the state, especially in the developing economies where majority of the population falls below high income earners bracket. Government must not only provide the

regulatory framework but incentives and infrastructure for university education for the population. University education must be equitable, affordable, and accessible to all who qualify. Leading advanced economies which operate this model include United States of America and Australia.

Especially in Sub-Saharan African countries like Ghana.   Adopting the market-oriented model in our public universities without due cognisance to the socio-economic and political environment will deny access to university education to many potential young people whose parents constitute the large percentage of the low-income earners. Subjecting university education to free market economy will allow only the rich to access it, which intends affect the manpower needs of the country.

Bureaucratic Model.

It is argued that one can study university governance based on Weber's bureaucratic paradigm. Herbert H. Stroup as cited in Kordshouli & Alavi, points out some characteristics of university as a bureaucratic institution:

1. Officials are appointed, not elected

2. Rank is recognized and respected

3. Competence is the criterion used for the appointment

4. Salaries are paid directly by the organization and they are fixed

5. One cannot do any other work besides his or her career, career is fixed and exclusive

6. There is separation of personal and organizational property

7. There is security of tenure

Based on the above principles, Stroup, classified university governance models into bureaucratic, collegial and political models. Henderson and

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Anderson each as cited in Peters et al. support Stroup by indicating that the university is a complex organization charted by the state, with some bureaucratic characteristics. It assumes "corporate person" with corporate responsibilities. Secondly, universities have a formal hierarchical structure by law. The structure defines the lines of communication among officeholders. The channels of communication are strictly adhered to. (Kordshouli & Alavi, 2023)

However, the opponents of this model argue that the bureaucratic governance model is not applicable to the university setting because of the following: first, bureaucratic models only describe the formal authority lines and fail to appreciate the power struggle among and between various forces in the university such as academic, administrative and professional staff. Again, the model only describes the formal structures but fails to account for the informal lines and processes. Furthermore, the model does not account for the extensive formal, and informal, and political struggles of internal groups of the university in policy formulation and implementation. It can be concluded from the literature that this model exists in theory but in practice, one cannot exclusively use it to achieve the goals of twenty-first century universities.

Collegium Model

This model is strongly supported by several scholars (Ellen, 2019; Dewi & Supriyono, 2018; Darling-Hammond, 2019; & Kocaturk & Karadag, 2021). Proponents of the model argue that for effective governance in higher education, university management must ensure full participation of all major stakeholders of the university. Universities, therefore, should not be organised like other bureaucracies. Academic faculty, students, administrative support

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staff, alumna and industry must have stake in the decision-making processes. Those who support this model recommend democratic principle as a guide for decision-making in the universities.

A democratic principle is premised on the concept that the university is a community of scholars and for that reason, the university must be allowed to administer its own affairs by ensuring that the entire university community is brought on board in a round table democratic manner to take all major decisions affecting the institution (Ellen, 2019). However, critics of the model argue that it is highly impossible in practice to bring the entire university community together in all major decision-making. Again, the model fails to address conflict within and among the various groups of people in the university community as each group seeks to chart their common interest.

A good critic of the bureaucratic and collegial models provides some good guidance for university management. The models emphasize the need to set chains of command and promote the full participation of all major stakeholders of the university in the decision-making process. However, each of the models cannot be used exclusively since each model has some weaknesses. University management needs to understand these models and combine or select the most appropriate model, taking into consideration the environmental and other factors. Models must be context-relevant in each case.

Political Model

The political model was developed as a new governance model in 1968 by New York University to address major weaknesses associated with the

collegial and bureaucratic governance models. The political model is underpinned by the following assumptions:

- Universities are complex social institutions made up of different groups of people. Each group represents a power block that tries to influence policies and decision in the interest of its group

- In every university, there are small powerful elite groups that influence most of the major decisions. This, however, does not mean that a particular elite group governs everything. Decisions are often arrived through negotiations and consensus.

- As social institutions, conflicts are normal and expected. Conflicts are therefore not a symptom of break-down of law and order. Management is required to abreast with conflict resolution skills to promote good governance.

- Although there exists a bureaucratic system by virtue of the organizational structure of universities, decisions are not necessarily orders from the authority but through the committee system, compromises are negotiated among competing groups

- Universities have both internal and external groups with a major interest in the decision-making process. Internal groups made up of management, staff, and students do not have the exclusive power to make policies without the input of external groups such as the government, governing council, regulatory bodies, financiers (Kocaturk & Karadag, 2021).

The weakness of this model is that it reduces the university to a political organization in which individuals seek their personal goals through organization. However, the system theory posits that university governance

can be likened to the human body which is made up of different systems and yet the systems work together at all times to ensure the well-being of the body. The system is inter- dependent, which one system is affected, it affects the entire system.

The various components of the university are the management, staff and students as internal stakeholders with external stakeholders such as the government, funding agencies, research institutions, industry and parents of students. All these components must work together to achieve the mission and vision of the university. In practice, the political model does not offer effective governance structure and line command for effective communication in the management of public universities.

Contemporary Models in the 21st Century

The New Public Management Model (Braum & Merrien) as cited in Kocaturk & Karadag (2021), Governance Equaliser and blended, or the hybrid developed by de Boer, Enders, and Schimark are three models developed in recent times.

New Public Management (NPM) Model

This has gained popularity in governance literature in recent times Kocaturk & Karadag, (2021). It was developed by Braum and Merrien in 1999 as a new model of management in public sector organisations. Governments adopting the NPM model typically use state regulation instead of state supervision policies to govern the operations of the universities. State regulatory policies are often referred to as indirect methods of governance. Indirect method of governance mission, quality assurance systems and less state micro-management and granting of academic freedom, implies the

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institutions of regulatory bodies such as Accreditation, Higher Education Commission grants autonomy to higher education institutions Kocaturk & Karadag (2021), Dobbins (2018) believes the introduction of regulatory institutions such as accreditation boards, public accountability board, and quality assurance board will go a long way to ensure quality performance in the universities. The NPM is a complete deviation from the State-Centred, Self-Ruled, and the Market- Oriented systems, with effective partnership between the universities and industry, and less interference on the day-to-day administration and motivation at the grassroots levels. It does not provide strategies to deal with structural constraints, and cultural and environmental pressure (Bitler et al., 2019).

There is the need for empirical studies be conducted on this model to determine its usefulness in practice. Like other models, critics of NPM argue that the model although being celebrated by international donor agencies, is not the best model of university governance because its implementation is bound to face some obstacles. For instance, the model does not promote decentralisation and motivation at the grassroots level. It does not provide strategies to deal with structural constraints, and cultural and environmental pressure.

Although the NPM has received international recognition as the most current and appropriate model for university governance, the model has some inherent challenges in terms of practice. The model failed to define the exact role of state regulators, the parameters of quality assurance and how academic freedom and institutional autonomy will be safe guided.

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There is the need for more empirical study to be conducted on the model to determine its applicability in practice.

Five Dimensional "Governance Equaliser" Model

De Boer coined the term "governance equalizer" (Niedlic et al., 2020). This model identifies five key mechanisms or components suitable for university sector governance. These are External Regulation (SR-State Regulation), External Guidance (SG-Stakeholder Guidance), Academic Self-Governance (AS), Managerial Self-Governance (MS), and Competition (C). The first component which is state regulation refers to the state controlled system where the state regulates the university in terms of appointment, payment of salaries, and provision of infrastructure and material resources for the day-to-day running of the institution (Bauer et al., 2018).

The external stakeholders refer to state established regulatory institutions such as the Ministry of Education, Accreditation Boards, and Higher Education Commission with legal mandate to supervise and regulate the operations of universities and higher education institutions. Bauer et al. (2018) argues that major stakeholders such as business or industry must be represented on the governing council or board. Such representation helps the universities to become relevant to their major stakeholders. Academic self-governance is concerned with the functions of the internal stakeholders such as academic, administrative, research, support staff, and students within the university system.

The managerial self-governance, deals with organizational structure and order of command in the management structures of the university. It deals with leadership authority such as the Vice-Chancellor, Pro-Vice Chancellor,

the deans of faculties, heads of department, and coordinators. These structures describe the communication channels in the institution and helps regulate decision-making processes.   The structures also promote participatory governance in the university. Competition, the fifth and final component, it deals with how universities compete for scarce resources such as funding, students and staff. This competition does not take place in the "real market" environment but in the form of quasi-market where performance and rankings of universities determines their patronage by prospective students and employment of their graduates (Bauer et al., 2018).

The "Governance Equalizer" model has attracted worldwide acceptance especially by the international funding institutions and organisations because it is the newest model which aptly deals with all the five relevant components in the governance structure of modern universities. It is also believed to have cross-national applications and has been cited in many cross-national studies on models of university governance. (Niedlich et al., 2018). Although this model is highly recommended by scholars of higher education governance, there are no empirical studies to prove its success in practice. There are many unanswered questions such as: What role should the state regulation play? What form should the external guidance take? How will the academic self-governance be achieved without neglecting other stakeholders? How will managerial self-governance and competition be controlled?   There is, therefore; the need for higher education governance and management scholars to subject it to empirical evidence. Studies must also be done to ascertain its cross-national adaptation.

Hybrid/Blended Models of University Governance

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Governments establish state universities with the objective of training the human resources of the state who will intend to contribute to the national development. Capano, as cited in Kocaturk & Koradag, formulated four systematic models of university governance and the means universities can adopt to achieve their intended goals. These four systematic models consist of hierarchical mode, procedural mode, self-governance mode and steering-at-a- glance mode. He presented his model in the form of four-fold spatial representation Kocaturk & Koradag (2021). According to Capano, this four-fold spatial representation aptly describes the following; the governance structure and chain of command in the university setting. It also shows the flaw in the notion of indirect governance sometimes refer to as" governance without government". In his view, there cannot be governance of public universities without the strong support of the government. Government, therefore is a major stakeholder in public universities, this must be reflected in the governance structure and decision-making policies of public universities.

It can be summarized from the literature on university governance models that there is no single model which is fit- for -all purposes. Various models were developed from philosophical, political, and socio-economic perspectives and must be considered as such. An effective university governance model, therefore, must be context-specific, taking into consideration the socio-economic and political environment. No single model can be used exclusively so a combination of models or different models at different times is critical.

Conceptual Issues Related to University Governance

This section dwells on terms and issues related to university governance. The section first discusses terms such as Good University Governance, Good Governance and performance of universities, Governance and Teaching Performance, Governing Council Size, Composition, Diversity and Teaching Performance, Governing Council Internal Assessment and Teaching Performance, Governing Council Committee Systems and Teaching Performance, Governing Council Meeting and Teaching Performance. The chapter finally ends with a discussion of the conceptual framework supporting the concepts and terminologies. This is done to strengthen the conceptual basis of the thesis for discussions.

Good Governance

Organisation for Economic Co-operation and Development (OECD), argues that 'good governance is defined differently by different organisations and institutions but the most important variables in good governance in any institution or organisation must include; participation, predictability, accountability, and transparency (OECD, 2018). The United Nations Development Programme (UNDP) also posits that good governance in any organization or institution should not be limited to fighting corruption but it must include empowering people with the rights and capacity to be part of the decision making process in all issues affecting their lives and the ability to hold people in power accountable to their stewardship (UNDP, 1997 as cited in Bauer et al. (2021). It must promote participatory governance. In the corporate world, good governance is the key concept. With the internationalisation of higher education, good governance is very important to every university which aims at attaining international reputation. University

governance is a multi-faceted concept, which is too difficult to discuss in all dimensions (Rosalia & Castilo-Villa (2021). The significance of university governance cannot be overstated. It is important for all economies. All nations from the developed to the least developed are undergoing university governance reforms with the aim of accelerating national economic development.

Scholars in higher education have described good governance as a catalyst to improve the quality of all aspects of higher education (Ayad et al., 2021; Xio, 2023; Le, 2020). Good governance is also important for individual institutions because there is a link between university governance and its core mandate. Although the core business of modern universities is teaching, research, and community service, for effective academic work to take place, universities need a sound governance environment to fulfill their core mandate. Research studies have proved that effective university governance is essential for success in teaching and research, and that there is a positive relationship between university governance and academic excellence (Zheng & Kouwenberg, 2018; Haryono & Mustafa, 2018; Pandey et al., 2023, & Rinaldi & Vigano, 2021).

University governance has attracted researchers' attention in recent times. Due to its significance, it is therefore not surprising that governments and universities management globally have become increasingly concerned about, and interested in university governance issues. Countries worldwide have introduced various reforms with the aim of developing a workable university governance framework as a means of achieving quality higher

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education and academic excellence. To guide such reform efforts, further sound research on university governance is timely and of great important.

Public universities globally, for the past four decades, have been under multiple increasing pressure, from local governments and international institutions to revise the university mandates, goals, mission, and governance structure to meet contemporary economic realities. There has been strong criticism of the governance of public universities globally in recent times (IIEP, 2016).   Governance models and structures of universities in many countries have come under serious scrutiny (Musselin, 2021, p.3). Universities in Europe and America with international rankings are not complacent but are making great efforts to examine their governance models in order to be used as benchmarks for good governance practices.

The educational reforms introduced in the 1990s in Ghana have increased student enrollment in universities significantly. Statistics from the Ghana Tertiary Education Commission (GTEC) indicated that enrollment in universities increased from 11,867 in 1991/92 to 63,576 in the 2003/2004. With the introduction of free tuition at the senior high schools, the figures have quadruped.   This has necessitated the need to reform the governance structures of public universities in order to make it accessible, equitable, and affordable to all qualified applicants. Records also show that less than 40% of all universities applicants are admitted yearly. An indication that a large majority of qualified applicants are turned down by these universities (Effah, 2017) as cited in Atuahene, (2017, p. 42).

Concepts of University Governance

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Edwards (2018), describes university governance as an institutional arrangement which seeks to achieve the purpose and mission of the institution. It is also concerned with the system of authority, the command of control, resource allocation and the decision making processes and the interaction with the outside world. Gayle et al. (2017) believe that university governance deals with the structure and processes of authority and decision-making. It seeks to ensure collective control towards the achievement of a common goal of the institution.   There are two main components of university governance. These are the internal and external systems. The formal deals with the institutional arrangements within the university such as lines of authority, staffing, decision-making processes and financing. Whiles the latter is concerned with the relationship between the university and the external stakeholders such as the government, funding agencies, regulatory institutions, parents, and guardians of students.

The Organisation for Economic Cooperation and Development (OECD, 2018), described university governance, as the internal and external coordination of teaching, and research in higher education institution. Eurydice (2018. p. 32) defines "governance as the formal and informal exercise of authority under policies, laws and rules that articulate the rights and responsibilities of various actors, including the rules by which they interact".

Scholars of higher education such as (Nandi, 2021; Karran & Mallinson, 2019; Eurydice, 2018; McBain, 2020; Golding, 2023; Abdelaziz, 2022; Dato et al., 2019; OECD, 2018) agree to the above definitions. Kerry, (2018) contends that governance deals with how public together with a

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corporate organization or an institution deals with social issues that have mutual benefit to them. The purpose of governance, therefore, is promotion of common public interest.

In higher education, governance refers to the institutional structures which promote the exercise of power towards the achievement of the vision and mission of the institution. It deals with the internal systems of the decision-making processes such as council, committees, faculty, schools, and units, as well as administrative structures such as the vice chancellor/ president, pro/vice chancellors and presidents, departments and programmes (Abdelaziz, 2022).   John Corson as cited in Governance of Colleges and Universities, (2016) described governance as the system through which all stakeholders of the university such as students, staff, trustees, government, and regulatory bodies interact with one another with the aim of minimising conflicts and facilitating collaboration towards the achievement of the vision and mission of the institution.

The Committee of University Chairs (CUC) has developed the seven primary elements of the Higher Education Governance in the Higher Education Code of Governance to serve as a benchmark for governing councils of United Kingdom Universities and Colleges. The aim of the Code of Governance is to promote effective and efficient institutional governance in all higher education institutions in the country.   These seven primary elements are as follows:

- ”The governing body must ensure that governance structures and processes are fit for purpose by referencing them against recognized standards of good practice.

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- The governing body receives assurance that academic governance is effective by working with the Senate/Academic Board or equivalent as specified in its governing instruments.

- The governing body ensures institutional sustainability by working with the Executive to set the institutional mission and strategy. In addition, it needs to be assured that appropriate steps are being taken to deliver them and that there are effective systems of control and risk management.

- The governing body is unambiguously and collectively accountable for institutional activities, taking all final decisions on matters of fundamental concern within its remit.

- The governing body protects institutional reputation by being assured that clear regulations, policies, and procedures that adhere to legislative and regulatory requirements are in place, ethical in nature, and followed.

- The governing body works with the Executive to be assured that effective control and due diligence take place in relation to institutionally significant external activities

- The governing body must promote equality and diversity throughout the institution, including in relation to its own operation" (CUC Code of Governance 2014) as cited in Chivwara, (2017).

Funding and Teaching Performance

The achievements of every public university mission largely depend on the funding by the state. Sawyer and Ahemba as cited in Atuahene (2017) believe that the financial capacity of universities determines the quality of

teaching and research. State funding of universities and especially in Sub-Saharan Africa and Ghana in particular has become a global challenge (Atuahene, 2017).   In 2010, the World Bank drew attention to African governments need for restructuring educational financing, state ownership and control of higher education in Africa.   The report indicated that higher education is very expensive due to increase in enrolments and that nations must encourage partnership and cost-sharing by students. Peters (2018) supported this view.

According to Asiimwe and Steyn (2018) major factors militating against effective teaching and research by academic staff in Ugandan public universities include; government under funding of public universities, poor motivation, heavy teaching load, large class sizes, poor remuneration and lack of university-industrial linkages.   Abugre (2017) conducted a study on institutional governance and management systems in Sub-Saharan higher education development and challenges in public universities identified infrastructure deficiency, inadequate funding, lack of research facilities, teaching overloads of academic staff, and congestion of students at lecture halls as some of the major factors hindering effective teaching and research hence low rankings of Ghanaian public universities at global ranking (Abugri, 2017). It could be summarized from the discussion of the above literature that funding is a critical factor for quality teaching in universities

Good Governance and Performance of Universities

An investment specialist views performance as profit, return on assets (ROA) or return on investment (ROI) but these criteria cannot be used as the principal measures to evaluate university performance (Worthington & Lee,

2018).   Measuring performance in the university sector is complex as it involves many components and dimensions (IFA, 2016). According to IFA, (2016) good governance improves better service delivery, leading to better performance. The United Nations (UN, 2017) defines good governance as the exercise of authority through political and institutional processes that encourage public participation, accountability, and transparency. United Nations indicates further that good governance creates a democratic environment for people to actively participate through formal and informal means in the decision-making process.

Good governance in any organisation or institution, according to OECD, (2018), must involve transparency, participation, accountability, efficiency, and equity in promoting rule of law. The World Bank, (2016) stressed that the successful, efficient, and effective use of human and material resources of any organization hinges on good governance. In effect, good governance determines the performance of an organisation. Bond (2018) also described good governance as a drive toward equitable and sustainable development through accountable and transparent, management of the human, natural, economic, and financial resources of a country.

Several scholars such as (Dauda & Shafii, 2021; Ghulam et al., 2021; Abubakr, 2018; Pennington & O'Neil, 2018; Agiri, 2020) have found a strong association between good governance practices and corporate performance. However, others, Farooq, Nor, & Ali, (2022), established a negative relationship between good governance and performance. Other researchers (Alodat et al., 2022; Singh and Harianto, 2018) could not establish any relationship between good governance and corporate performance. The

differences in the research findings could be attributed to the methodology applied or the nature of data used. Although there is no consensus among scholars, the literature generally attests that, the importance of good corporate governance in enhancing an organisation's performance cannot be disputed. By extension public sector, universities inclusive require good governance for effective service delivery. The governing council therefore has a yeoman's job to ensure that policies and programmes of university must achieve the set objectives.

Good governance is prerequisite for higher educational institutions to improve quality to compete in the global university rankings (Koji et al., 2020). Good governance has been identified as the catalyst for quality of higher education Basyith, Ho, & Fauzi (2022) highly ranked universities attract potential students since graduates from such institutions are highly sought after by employers due to the quality of their degrees (Clark, 2019; Abubakr, 2018). Good governance, therefore, impacts on the employability of university graduates.

Management of universities is under continuous pressure from governments to find innovative ways to deliver quality university education through effective governance (Karinki et al. 2021; Abubakr, 2018; Hidayat et al., 2023). Reforms at universities globally aim at enhancing governance which eventually leads to quality service delivery. Statutory, the university council is the highest decision-making body that has ultimate authority and powers to direct the strategic development agenda of the institution (Abubakr, 2018). As Larson, (2019.p. 65.) puts it "the future of higher education is entrusted to governing councils".

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In recent times, however, the efficiency and effectiveness of governing councils for organisations and universities have been the subject of much scrutiny by stakeholders given the poor performance of university graduates in the job market. There is an ongoing debate for appointments to boards/councils to be based on knowledge, skills, competencies, and experience. It must be devoid of partisan and political considerations. The Committee of University Chairs of the United Kingdom (CUC), seeing the critical role the university governing council plays in delivering quality educational outcomes has developed the Higher Education Code of Governance to guide the governing councils in universities and colleges in the United Kingdom. The Code provides the following as the core responsibilities of Governing Councils:

- To develop appropriate indicators to measure the performance of their institutions with the view to achieving the strategic vision and mission of the institution

- To establish monitoring and controlling systems to conduct risk assessments and handle all internal conflicts and grievances. It must ensure that the institution is accountable for the funding and other resources provided by the state

- To develop appropriate evaluation tools to monitor and evaluate the governing board/council's own performance

- To develop and establish mechanisms to monitor and evaluate the general performance of the institution. These evaluation tools must be appropriate benchmarks against other comparable institutions locally and internationally.

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- To appoint the head of the institution as chief executive and delegate to the head the authority to function well to attain the goals of the institution, and to put in place suitable arrangements for monitoring his/her performance.

- To appoint a secretary to the governing body with managerial responsibilities and clear lines of authority and accountability.

- Act as the principal financial and business authority of the institution approves the annual budget, and monitors all financial transactions of the institution.

- To project and protect the good image and values of the institution.

- To make adequate provision for the general welfare of staff and students

- To act as trustee for all properties and legal documents of the institution.

- To safeguard the institution's constitution, by ensuring strict adherence (CUC 2014, p.65).

Governance and Teaching Performance

Higher education is a necessary tool for economic development. It is required for the development of human capital and skills needed in today's technology-based economy. Quality teaching provides high learning outcomes in universities. However, the debate on the definition of quality teaching is yet to be ended. There is no consensus among scholars concerning the definition of "quality teaching". The Organisation for Economic Co-operation and Development ("OECD") suggested that quality teaching starts with recruitment of teaching staff. Higher education institutions must, therefore,

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place premium on quality of teachers and must institute appropriate measures to attract highly skilled teachers since teaching performance is highly linked with the quality of teachers (OECD, 2018).

The Governing Council, which is mandated, among other things, to determine the strategic direction of the institution, owns it a duty to the state to institute effective measures to promote quality teaching, a core mandate of every university. Reforms in higher education institutions globally in the past four decades aimed at improving quality outcome.   (Chalmers, 2018). (Henard and Leprince-Ringuet, 2018) assert that the most critical component to improve the overall quality of higher education is teaching quality (TQ). Nevertheless, in many Sub-Saharan African countries, including Ghana, there has been less academic discourse on this issue in higher education.   The United Nations Development Programme (UNDP) report in 2018 regarding African human development identified poor quality of education in African higher education institutions. The reports indicated that the poor quality of education was as a result of failure of many of these institutions to provide effective frameworks to improve the quality of academics (UNDP, 2018).

The absence of well-designed policies regulating the educational process, lack of clear vision, lack of appropriate indicators to measure quality in education and human resource with requisite knowledge, skills and motivation to deliver quality services in education are some of the factors cited as contributing to the poor quality of education in higher education institutions (Ramsden, 2016). To address teaching quality in higher education institutions in China, The Undergraduate Teaching Evaluation (UTE) programme was developed. The programme had eight major criteria for ensuring quality

teaching in higher education institutions. These eight major indicators were: (a) teaching conditions (b) utilization of teaching facilities, (c) teaching management, (d) guiding principles of university operation academic atmosphere, (e) teaching staff, (f) subjects, (g) learning outcomes and (h) special features. (Langbein, 2018). Some studies that have established a positive relationship between university governance and student satisfaction or the quality of lecturers on teaching (Lekwa et al. 2019; Zalat, Tanringarsi, & Tingbani, 2018).

Transparency, accountability, responsibility, independence, and fairness are five governance variables that influence students' satisfaction by Langbein (2018). With the introduction of cost-sharing and ever-increasing higher tuition fees, students see themselves as customers and demand quality teaching and other services from university management (Xiao & Wilkins, 2017). Quality teaching is a critical factor for the achievement of the university's vision and mission. Many studies have established strong links between students' satisfaction and teaching quality (Lekwa et al., (2019); Hoffmann & Oreopoulos, 2018).

It can be concluded from the literature that student satisfaction is highly linked with teaching quality (Harris and Sass, 2018; Darling-Hammond, 2019). Goe, Laura, Stickler, and Leslie (2017) found that the quality of lecturers is a crucial factor for student satisfaction. Darling-Hammond (2019) argues that the teaching methodology of lecturers is an important indicator of program quality which has a significant effect on student satisfaction. Poon and Brownlow posit that the level of commitment of

staff to the student learning experience has a significant influence on student performance (Tetteh et al., 2023).

Student support facilities, internet technology, and library services in particular, according to Dewi et al. play an important role in students' success in postsecondary education (Dewi et al. 2018). They argue that the facilities such as lecture halls, library facilities, computers, and recreational facilities impact significantly on students' performance. Goe (2018) also established a strong link between the quality of teaching and students' satisfaction. It could be inferred from the above literature that quality teaching is dependent on many factors such as well-trained and highly motivated lecturers, effective teaching methods, availability of teaching facilities, and enabling environment. The governing council with a legal mandate to govern the universities thus plays a critical role in ensuring improved teaching performance.

Governing Council Size, Composition, Diversity, and Teaching Performance

From the Resource Dependency Theory perspective, the board of directors of a company and in the case of higher education, the governing council is a potentially important resource for the company or the university. It anticipates that a board of directors/governing council can use its wide network to link the company or the institution to the outside world to acquire additional resources to improve the company's or institution's performance. (Lindsay, 2018).

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Rubino and Napoli (2020) stress that although there is a large volume of literature on the significance of corporate boards, there is, however, no consensus on the composition and size of boards' or councils. However, some of the major demographic variables researchers look at include; age, gender, race, ethnicity, and educational background (Arora & Petrova, 2018). Scholars often argue that demographic characteristics of board members has significant impact on the behavior and decision-making of the board which subsequently affect the organization or institution's performance (Johnson, Schnatterly & Hill, 2019).

The size of a board/ council is an important variable in corporate governance as it   determines the board composition and diversity. However, there is no consensus on the optimal board size from the literature. Although literature is yet to agree on the optimum size for a governing board or council, Ibrahim and Samad (2019) argue that large boards/council are more powerful and effective than small boards. Scholars such as Beiner, Drobetz, Sundgre and Wells (2018) recommend a small size, they argue that a larger board is likely to have challenges with communication skills, and coordination of decision-making compared to a small board.

Others have contended that larger board size will help the board acquire additional resources to the institution through their wide network (Dauda & Shafii, 2021; Alodat et al., 2023). Scholars who support larger board size contend that a board/council from diverse background is capable of making good and effective decision because members bring on board their rich knowledge and experiences to bear on the issue at discussion (Anderson & Reeb 2019). Boadi (2018) argues that political consideration can affect

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gender diversity on boards/councils. Women's representation on boards has been seen to improve team performance as women are often seen to pay attention to details and strife for excellence to justify their inclusion on the board. Better teamwork and good decisions could lead to good performance of the organization or institution (Sifile, Brighton, Boadi and Osafo, 2018; Cartel et al. 2019).

I am of the opinion that a larger council size will give room for all relevant stakeholders of the university to be represented. Such extensive representation from academia, business, industry, employers, students, and staff of the university will promote participatory governance, the council can also use its links to the external environment to access various resources to complement government subvention to the university. To ensure optimal performance, the selection of board /council members should be devoid of political interference, nepotism, and cronyism. Members should not only be selected to represent relevant organizations and institutions but based on their personal competencies, knowledge, and skills to contribute to the achievement of the mandate of the university.

Governing Council Internal Assessment and Teaching Performance

Teaching performance in higher education is globally measured by student surveys. This assessment tool is given different names such as; student evaluation of teaching (SET), teacher rating form (TRF), student ratings of teaching (SRT), or student evaluation of faculty (SEF). Results from surveys enables the university management to take critical decisions to

improve instructional effectiveness. Cashin (2019) found that "Many colleges and universities rely heavily, if not solely, on student rating data as the only systematic source of data collected to evaluate teaching" (p.26).

The study by Oldfield and Baron (2018) indicated that student ratings "serve as tools for instructional improvement, as evidence for promotion and tenure decisions, as the means for student course selection, as one criterion of program effectiveness, and as the continuing focus of active research and intensive debate" (p.1). Faculty evaluation by students performs formative and summative functions. The results from student evaluations is used to help the teacher to assess and improve his professional competence and teaching methodology. Summative evaluation helps management to make effective decisions regarding faculty tenure, promotion, transfer, terminations, and increases in pay as well as awards.

Bell et al. (2018) contend that although summative evaluation is more rigid and rigors based on different areas of assessment, students rating rates very high. This shows that faculty teaching performance to a large extent is based on students' ratings. Ellen (2019) believes that "Student ratings are now the most widely used source of information on teaching effectiveness" (p.15). Kulik (2018) however, cautions that although it seems the trend now in many higher education institutions is to use student rating of teachers as the major tool to assess teaching performance, there is no empirical evidence to authenticate its reliability and validity due to its subjective nature. Selden (2019) supports Kulik's assertion and identified the following weaknesses associated with student ratings; student level, class size, age, sex, subject matter, and the nature of the course either core or elective. Instructor

characteristics such as rank, sex, and grading standards may influence students' ratings.

Governing Council Committee Systems and Teaching Performance

Barret (2019) is of the view that when the selection process of board/council members to various committees of the council is not based on knowledge, skills, and competencies but nepotism and cronyism, the institution's performance is compromised. The author also contends that too many committees also impact negatively on the institution's finances. "Busyness hypothesis" which refers to the number of positions that the board/council members can accept, also affects the committee's performance Jirapon et al., (2019). Several scholars such as Klein (2018); El- Mehdi (2017); and Callent et al., (2021) have reported that directors with multiple appointments have a significant impact on firm performance. (Thus Directors with multiple appointments can use their strong networks to access resources, suppliers, and customers to the company Asiimwe & Steyn (2018).

Harrison (2017) however, holds a contrary view. He contends that deans of faculties and heads of departments serving on too many council committees may devote less time to the preparation of lessons, teaching, and research, which can affect their teaching performance negatively. He also posits that when the Vice Chancellor who is the Managing Director (MD) or Chief Executive Officer (CEO) of the university is made to chair many committees of the council, his major role as supervisor of both academic faculty and administrative staff is neglected. This can negatively impact the general performance of the institution.

Governing Council Meeting and Teaching Performance

Proponents of resource dependency theory have established a strong link between corporate governance and an organization or institution's performance. They argue that the effectiveness of board operations can be measured by the frequency of council meetings. According to Bampo-Addo (2018) greater frequency of meetings of the council is likely to result in superior performance. Arthur (2019) opposes this assertion and suggests that the frequency of board meetings is an indication of poor performance of management since the council does not macro-manage the institution but management. However, the overall results from the literature suggest that poor performance by management is responded to by the board raising their level of council activity, with the view to optimising performance.

History of University Governance

Religious bodies in Europe began university education in the late middle ages, from 1150-11500. As a result, universities at the time were seen as religious schools. An accelerated urbanisation, mercantilism, bureaucratisation, and the rise of middle class were some of the major social changes that propelled the grounds for universities to flourish at the time. The universities quickly took advantage of these social needs and became professional training institutions. They began as guilds of teachers and students with common interests. As a partnership between teachers and students, the first universities had nothing to do with the government; they were given complete autonomy (Perkin as cited in Ayisi, 2018).

Universities at the time did not consider research as their core mandate, therefore, did not offer research degrees or demand research for appointments to higher positions.   A doctorate degree or the title "Doctor" from the Latin

"docere" (to teach) was the highest degree conferred on graduates who wanted to teach at the highest level. Research was introduced at a later stage but it was done basically on individual interest rather than an institutional policy. The universities at the time considered themselves first and foremost as professional organizations to promote the well-being of their members. By 1500-1800, the status of universities underwent a massive transformation with the rise of independent nation-states in the era.

The new nation-states needed the universities to serve as the academic and service wing of the government. This new collaboration between the universities and the government opened a new era of university education. Thus, the state developed a reciprocal relationship with the university, the university providing the intellectual capacity for national development while the government provided the funding and infrastructure for the expansion of university education for the populace (Perkins as cited in Ayisi, 2018). Universities were then mandated to provide teaching, research, and services to the community (Ayisi, 2018). Universities' core mandate was defined by the needs of the state.

In 1880, Wilhelm von Humboldt established Berlin University. Humboldt introduced a new model of university governance premised on academic autonomy. This principle gave the university freedom to pursue knowledge and research without government interference. The universities received state funding and yet were not accountable to the government for the resources provided to them by the state   Perkins as cited in Ayisi, 2018). The academic autonomous function of university education was the unique feature of the Humboldtian model. This model became the global brand of all

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universities for many centuries. The Humboldtian model of the dual-core mandate of teaching and research, with time, was embraced by all universities around the world. The Humbodtian model was based on the ideology that universities must be allowed by the state to enjoy academic and institutional autonomy (Kasozi, 2017).

Academic and institutional autonomy means that universities must be given the freedom to determine their teaching and research agenda, and their operations must be devoid of government interference. This academic ideology introduced a long tradition in which the state was expected to provide funding to establish state-owned universities and at the same time limit its influence on how the state-owned institutions are governed. This arrangement transformed universities into public institutions that were both financed by public funds and protected from this same public, and were thus, free to act according to their own standards.

University governance underwent a major transformation after the end of World War II. The hitherto autonomous institutions needed to develop new relationships with the state through the government. Universities assumed a higher role in providing the manpower needs for the socioeconomic development of the state (Salter & Tapper as cited in Ayisi, 2018). As public institutions, universities needed to compete with other social services for state funding. Universities again competed with each other in the higher education market for students and other resources from the state (Kasozi, 2017).

Furthermore, universities were also subjected to public sector reforms. Their prestige as an "Ivory tower" free from accountability to the government for the state resources entrusted to them was challenged. With the rapid rise in

student enrolments, universities were encouraged to seek and develop new models of governance which will make them effective and efficient like corporate organizations (Bratianu & Pinzaru, 2017). Governments all over the world introduced reforms in the university education sector which led to the development of the various models of university governance (Fielden, 2017)

Overview of University Education in Ghana

The beginning of university education in Ghana has been narrated by several authors (Akgodeka, 2018; Bening, 2015; Effah, 2016). All the historians had established the work of two important commissions established by the British colonial government, the Asquith and Elliot Commissions in 1943. The Asquith Commission was "to consider the principles which will guide the promotion of higher education, learning and research and the development of universities in the Colonies" (Colonial Office, cited in Bening, (2015, p.35). The Elliot Commission, on the other hand, was appointed to conduct feasibility studies for the establishment of higher education centres in the three British colonies of West Africa, namely: Gold Coast, Nigeria, and Sierra Leone (Colonial Office cited in Bening, 2015).

The commissions were established due to the agitation by the nationalist movements in the colonies for self-governance. There was a division among the Elliot Commission as regards their recommendations. A majority group favoured a university college for each of the three colonies. A minority disagreed with the majority view and recommended a single university college for the whole of British West Africa which included Gold Coast now Ghana, Sierra Leone, and Nigeria, citing lack of adequate number

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of students, to begin with, as well as infrastructural, logistics, and financial constraints.

The chiefs of Gold Coast, together with the then parliament led by Dr. J. B. Danquah supported the majority group view and sent a delegation to appeal to the colonial office in Britain for a university college for the Gold Coast. This was followed by a number of protests by the chiefs and farmers of the Gold Coast to demand a university college for the Gold Coast with a written undertaken by farmers to finance the university college from the deduction from the sales of their cocoa products. This was the reason the first president of Ghana, Dr. Kwame Nkrumah, named the second hall of residence of the University of Ghana "Akuafo" to commemorate the contribution of cocoa farmers in the establishment of the premier university of the country.

Today, Ghana can boast of 15 Public Research Universities namely; University of Ghana, Legon; Kwame Nkrumah University of Science and Technology in Kumasi; University of Cape Coast, University for Development Studies, Tamale, University of Education, Winneba, University of Mines and Technology; Tarkwa, University of Professional Studies, Accra; University of Health and Allied Sciences; and University of Energy and Natural Resources, Sunyani, Ghana Communication Technology University, Accra, Akenten-Appiah Minka University of Skills Training and Entrepreneurial Development, Kumasi & Ashanti Mampong, Ghana Institute for Managent and Public Administration, Simon Diedong Dombo University of Business and Integrated Development Studies, Wa, C.K. Tedam University for Technology and Applied Sciences, Navrongo, University of Environment and Sustainable Development, Somanya.

Core Mandate of Public Universities

The various Acts establishing public universities provide teaching, research, and community service as their core functions. Products of universities are, therefore, expected by society to use their acquired knowledge, skills, and competencies to contribute to the socio-economic development of the state, in general, and their communities, in particular. Teaching is the principal medium through which the universities impact knowledge and transfer skills and competences to their products (Effa, 2016).

Governance Structures in Public Universities in Ghana

There is no consensus in the literature on the globally accepted set of corporate principles for public sector organisations and institutions (Bathala & Rao, 2018), because the structure of organisations depend on many factors such as the political, legal and economic environment. In Ghana, the statute of every public university stipulates the functions of the University Council. Council structures include council size, council composition, council independence and council committees. The council structure variables in Ghanaian public universities are benchmarked with the structures and responsibilities of board of directors in UK as indicated in the various UK Code of Corporate Governance reports – the Cadbury Report (Cadbury, 1992), the Greenbury Report (Greenbury, 1995), the Hampel Report (Hampel, 1998), and the Higgs Report (Higgs, 2003), as cited in Coussin & Caballero, 2018). Coussin and Caballero (2018) noted that board diversity plays a critical role in an organisation's performance. They are of the view that for a board to be effective, the members should have diverse qualifications, experience, gender, personality and opinion. They argue that diversity brings innovation as a

result of the diverse expertise of members. They cautioned, however, that diversity must be well managed to ensure harmony and cohesiveness through effective communication.

Council Size

The agency and stewardship theories were developed as economic concepts to protect the interest of owners of private and public organisations. The governing board/council in public universities is recommended by agency and stewardship theories as a measure to protect and safeguard stakeholders' interests. The stewardship theory is premised on the assumption that a larger council is preferable because it ensures the inclusion of all the major stakeholders of the institution in the decision-making process. However, studies have shown that a large governing council size is associated with many challenges such as; poor coordination, communication, and monitoring (Mahajan et al. 2023; Dato, Hundon, & Marsland, 2019).

Again, larger councils have been found to be bedevilled with the inability of the directors to exercise their supervisory role of criticizing the top management on poor performance of the organisation or institution (Dato, Hundon, & Marsland, 2019). Cohan (2022) recommends a small council size, preferably, a board/council not more than seven or eight members. He argues that a large board is associated with high cost in terms of honoraria, monitoring, and secretarial services. They take too much time to make a decision as each member wants his or her view to be heard. The agency theory contends that a larger board size is associated with the problem of director freeriding which means that the board members become only

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symbolic feature of the organisation or institution but less as part of the

management process

(Chohan, 2022).

There is, however, no consensus by researchers regarding the optimum size of the board/council that ensures a good performance. Bathala and Rao, (2018) recommend a board/council size of eight or nine whilst Anderson and Reeb (2017) recommend that the board/council members should not exceed fifteen (15). Zheng and Kouwenberg (2018) on the other hand believe that the size of a governing board/council does not matter. Ahmad et al., (2021) also state that bigger boards are less likely to function effectively easier for the CEO to control. Cohan (2022) subsequently contends that smaller boards are more effective and the benefits of increased monitoring through larger boards were outweighed by problems associated with informational asymmetries between the CEO and the board due to communication issues.   He further noted that in larger boards, there is more expertise stemming from the knowledge of each director. Kholief (2018) argues that as the board size becomes larger, it will be more difficult for board members to reach a consensus due to the more diverse opinions and ideas. Therefore, large boards are slower and less efficient in making a decision. In the same vein, Ahmed et al. (2016) argue that reaching a consensus on ideas or agreeing on different opinions is less likely to take place in large boards, which will result in less improvement of the board function to provide the managers with good ideas and contributions. Mahajan et al. (2023) observed that large boards are characterised by less coherence and poorer communication, which might decrease the board members' ability to monitor the management efficiently.

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Gabrielsson and Winlund (2018) maintain that to date there is still a debate about the optimal size of the board. In other words, there is no specific formula that should be adopted or followed to define the number of directors inside the board. Empirically, the evidence regarding the relationship between board size and firm performance is mixed. Anderson et al. (2017) found a negative relationship between the board size and the firm value. Since there is no consensus on the optimal size of board and for that matter council for a public university, it will be prudent, first, to consider the mission of the institution, and then, identify key stakeholders who need to be represented in order to provide the university with the requisite knowledge and skills to support the operationalization of that mission. Besides the number of people to be represented on the council, attention must be given to the skills and competencies of individual council members rather than the organisations or institutions they represent.

Council Composition

Studies on boards (Awad et al., 2023; Agiri, 2020) have highlighted the importance of board composition, meetings, and working style. The Act establishing public university in Ghana provides that the chairperson of the council and three other members should be nominated by the president. One elected representative from the following key stakeholders; university teachers association (representing the senior academic staff), one elected member from convocation, non-academic senior staff, teachers and education workers union, the university alumnae, one representative for undergraduate and one for postgraduate students, three members from industry in the core mandate of the university, one representative from the national regulatory body the Ghana

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Tertiary Education Commission Education and one representative from the council of conference of heads of assisted senior high schools as members of the council for public university (NCTE, 2019).

Council Committees

A committee is defined as "a group of people appointed or chosen to perform a function or do a particular job on behalf of a large group" (Oyebade, Ajayi & Oyeyipo, 2017). Committees are accountable to the appointing authority or body. The two main types of committees are formal or statutory (permanent) and ad –hoc (temporary).   Formal/ statutory or permanent committees are established as part of the statutory requirement of the organisational structure with delegated duties and authority. Ad-hoc or temporary committees on the other hand, are created for a specific assignment and cease to exist after the discharge of their task. Committees help the board directors/council to discharge their numerous responsibilities by delegating authority to them to work on their behalf.   This brings efficiency to the work of the board/council (Jiraporn et al. 2019).   Harrison (2017) has classified board committees into two main types: monitoring or oversight, and management supporting or operating. Operating board committees provide an advisory role to the board while the monitoring counterpart protects shareholders' interest by providing an independent assessment of the organization's operations and advising management accordingly.

Several studies (Callen et al., 2018; De Silva Lokuwaduge, 2017a; Khanchel, 2017; Klein, 2018) have established the importance of board committees as a component in the board structure. They noted that when the remuneration, audit, and nomination committees are made independent of the

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CEO and reports directly to the board/ council, it leads to effective monitoring and scrutiny of management performance. They recommended that an audit committee must be instituted as a statutory committee of the council to help in financial accountability of the institution.

Barrett (2019) identified audit committees as having an important role in the governance framework of public sector entities by providing an assurance of the reporting activities and an independent advice to the CEO and the board.   This ensures the independence and objectivity of the audit committees. The Dearing Committee (Dearing, 2019) recommended that university councils needed nominations committees or an equivalent mechanism to ensure that they could find members of the highest individual caliber on council committees.

Bear, Duin, and Ramaley (2018) have identified the following as some of the major factors that determine the performance of committees: size, composition, the chairmanship, times of meetings, secretarial capabilities, and provision of resources.   Bampo-Addo (2018) studied challenges of the committee system in Ghanaian universities. She found that the frequency of meetings, unfair representation of non-academic staff, large financial expenditure and Vice-Chancellors chairing too many committees affect committee performance. The Acts establishing public universities state that the committees of council should include the following; Academic Board, finance and audit, professional advisory, tender, appointment and promotion etc. The Academic Board is responsible for all academic related issues in the university.

Governing Council Meetings and Quality Teaching

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Arthur (2019) observes that governing boards/councils devote too much attention on compliance to instructions and regulations of regulatory bodies or agencies of the government to the detriment of strategic development of the organisation. Such attention has the potential of reducing shareholders' value of the organisation. In the case of universities, more instructional hours are spent on committee meetings as against teaching and research. In a research which examined the effects of the working style of the board on its task performance, (Gabrielsson and Winlund 2000) found that in addition to the significance of formal board structures, the level of board member involvement and the extent of clearly defined working styles was important.   This finding supports Bampo-Addo's (2018) assertion that the extent of committee's effectiveness depends on their ability to exercise 'will and skill' as committee power.   Barret (2019) used board meetings as a governance variable in his study and confirmed that if the board increases the frequency of meetings, the recovery from poor performance is faster and hence, meetings are positively related with high performance and better monitoring.

Bampo- Addo (2018) also identified as a major weakness of committees, the frequency and the length of committee meetings. These deplete the academic staff time meant for the primary business of teaching and research.   Refusal of management to implement recommendations of committees often leads to demoralisation of members and in turn makes the committee system ineffective. Council can hide behind committees to avoid blame.

Governance Reforms in the Ghanaian Public Universities Sector

The educational system of Ghana can be classified into three main levels namely; Primary, Secondary and Tertiary according to Ministry of Education (MOE, 2019). A major reform in the educational sector in Ghana was undertaken in 1991. Some of the major goals of the reforms were to improve upon educational quality, access, equity, relevance, efficiency, and sustainability to propel the developmental agenda of the country. Major differences between the old and new university governance system can be looked at from a number of perspectives.

Closed and Open Policy Regime

The period from 1948 when university education was introduced by the British colonial government till 1991, when the new education reforms were introduced, could be described as a period of closed policy on university education in Ghana. There were only three public universities in the country. As a result, there was limited access and lack of equitable distribution of university education. Private universities were not in existence. The government single handedly provided and financed university education. From 1992 to the present can also be described as the open policy regime where access to university education has been expanded by the inclusion of private participation in university education. Currently, Ghana has over 100 private universities and university colleges. Universities can be found in all major cities of the country. This has increased accessibility and equity. All universities both public and private require accreditation of their facilities and academic programmes by a national regulatory body, the Ghana Tertiary Education Commission (GTEC) to operate legally. (Atuahene, 2017).

National Policy Shift on University Education

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The country had only public universities prior to the reforms. University education was considered as a prerogative of the elites at the time. But with explosion in population growth coupled with the education reforms at the primary, secondary and technical/vocational levels, there was the need for a paradigm shift. Today, university education has been made accessible to all qualified applicants, equitably distributed around the country. The government has introduced students' loan trust to provide flexible loans to students in universities, both public and private.

Institutions Regulating University Education in Ghana

Prior to the reforms, there was only one institution, the University Commission, responsible for the entire operations of Universities. The reforms established two institutions, namely, the National Council for Tertiary Education (NCTE) and the National Accreditation Board (NAB) to help regulate not only university but the entire tertiary education sector. The former was responsible for the general oversight responsibility of universities and also served as a liaison between the government and universities. The latter was responsible for quality especially assurance in higher education institutions. Their mandates covered both public and private higher education institution in the country. This was done to ensure quality with the introduction of private participation in higher education. By the new Act of 2018, Act 1043, the two bodies have been merge into the Ghana Tertiary Education Commission (GTEC).

Funding University Education in Ghana

During the closed regime era, the government funded the entire university education. Funding included the provision of infrastructure, tuition,

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and library materials, remuneration of staff as well as the boarding and lodging of students including their monthly stipends. The full cost of training of university graduates was born by the state. This was possible due to the number of universities then as well as the total enrollments. With the astronomical increase in student enrollments coupled with the economic hardship experienced country-wide, new models of funding became necessary. The new governance reforms have introduced cost-sharing, internally generated income through consultancy services, and public-private partnership in the provision of infrastructure.

Powers of University Governing Council

Prior to the reforms, the Acts establishing all public universities made the Head of State the Chancellor of all public universities. The Head of State who also doubled as the Chancellor of all the public universities appointed the Vice Chancellors of the Universities. The governing councils were limited in number and often selected based on political affiliation, not requisite knowledge, skills, and competences in university governance to assist management on governance issues. The current governance system has broadened the number of people on the council to include professionals from appropriate institutions and organizations relevant to the core mandate of the universities. Councils now have the power to appoint the Chancellors and Vice-Chancellors. The latter therefore becomes accountable to the Council which ensures effective accountability. University Councils were mandated by the reforms to be the governing bodies of all public universities.

Key Debates and Controversies

The review of the literature on higher education governance identified some major debates: the definition and concept of university governance, the most appropriate theory and model of university governance, the measurement of teaching performance, and the link between governance and performance (Anas & Tabas, 2023; Pandey et al., 2023; Zheng & Kouwenberg, 2018). There is no consensus on the studies reviewed on the above concepts. Musselin, (2021) posits that since universities are not for-profit organizations, it is inappropriate to use the agency theory in the university setting; this is because the agency theory seeks to protect shareholders' interests against management manipulations. He further argues that although some universities in developed economies like the United Kingdom and the United States of America have attained company status, the aim of every public university is not-for-profit. They are state institutions established to provide public good services. University authorities are not managers as required by the agency theory (Hung, 2018).

Studies   by Le (2020); Ayad, et al., (2021); Osazevbaru and Tarurhor, (2020); Rosalia & Castilo-Villa (2021); Altabck and Salmi, (2018) have established positive relationship between good corporate governance practices and the performance of the firm. However, other studies by Yuanto (2018) and Bauer et al. (2018) established a negative relationship. Scholars such as Rashid, Islam, and Anderson (2018) reported a neutral relationship. The role of good governance in public universities cannot be taken for granted in this era of globalization and internationalization in the higher education environment. The global ranking of a university's performance determines the attractiveness of the institution to its prospective applicants and employers. To

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compete for students, and funding on the global market, university's governance structures must be efficient and effective.   No single university governance model has been prescribed by the literature as a panacea for good governance for universities globally. An effective governance model must take into consideration

 the context. A combination of models is often seen as better than a single model depending on the objectives set.

 Empirical Studies on University Governance Performance

Perception of staff about the functionality of the Governing Council

A number of studies have been conducted in relation to university governance and performance. The quality of university education has become a topical issue in public discourse in recent times because of the challenges that face the entire education system globally. Scholars of higher education governance have identified some major challenges confronting universities globally due to the diversification and privatization of university education. These include inadequate infrastructure, especially, lecture halls, computers, and library resources, teaching overload, inadequacy of   lecturers, limited research facilities, inadequate funding, increased student enrollment, and lack of institutional autonomy (Hamzah, Haryono, & Mustafa, 2018; Xio, 2022, Peters, 2018).

The governing council is the legally mandated governing body of public universities (GTEC, 2019). Some of the major roles the boards are expected to perform include, the provision of strategic direction for the institution, establishment and monitoring of systems of control and accountability, evaluation of the performance of the institution against

established benchmarks, appointment of the head of the institution and delegation of appropriate authority to him or her to ensure effective management of the institution, serving as the principal financial and business authority, acting as the trustee for any property of the institution and to ensure that the institution's constitution is followed at all times (CUC, 2014)

Barret (2019) posits that the monitoring role of the governing board is very crucial as the council occupies the apex position in the decision-making of the institution. Providing the strategic direction for the institution also requires the council to provide timely and adequate resources to management for the discharge of their duties.   According to Klein (2019) stakeholders' involvement in university education could range from their influence on the membership representation on the governing board/council to the provision of additional resources.   He advocated that all major stakeholders such as students, parents, alumni, industry players, funding agencies, traditional authorities, and the government must have representation on the governing board/council.   This will ensure their active involvement in the decision-making process. Such a participatory governance system promotes transparency and accountability which are prerequisites for the optimal performance of the institution.

Usman (2018) studied governance in higher education in Pakistan. The study examined the differences in the role of boards of governors in maintaining quality education in both public and private universities in Pakistan. The study further explored the role of the organizational structure of higher education in the country. It assessed the role of the Higher Education Commission of Pakistan as a regulator of higher education in the country and

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its policies regarding quality assurance. The study adopted the qualitative method, the bureaucratic oligarchic university governance, and the Garbage Can Models as the conceptual framework.

The study's major findings were that there are major structural issues in the higher education system in Pakistan leading to poor governance of institutions and poor quality of education in both the country's public and private sector universities. The result portrayed that the private universities sector of Pakistan had more efficient system governance structures compared to the public sector hence performance of private universities was better than their public counterparts. This was because the boards of public sector universities lacked autonomy and were under strong political influence. The Higher Education Commission, the regulatory body was poorly resourced to discharge its constitutional mandate efficiently. It was concluded from the findings of the study that an effective governance structure is pivotal for the promotion and maintenance of quality academic outcomes in public and private universities

Veltri, Puntillo, and Pierr (2022) investigated the association between universities' corporate governance structure and the knowledge transfer performance outcome in Italian state universities. Their study employed the Upper Echelon Theory (UET). They disagreed with the agency and stakeholder theories of university governance but focused on the board (council) as the strategic management of the institution. The study adopted the quantitative design and case study as the research method. The researchers sought the cognitive bases and perceptions of the corporate elite (such as the board of directors) as well as the processes that affect corporate choices and

outcomes. It also examined the role of women on corporate boards (board diversity), the board/council composition, board/council members' STEM background and their influence on the university's academic programmes, and the presence of external members on the board/council as well as the role played by university governance mechanisms on the institution's performance.

The results showed that Italian university governance was portrayed as a bureaucratic-oligarchic model where collegial decision-making bodies composed mainly of professors, dominated internal university governance. In effect, there was less participatory governance. The state wielded too much power in the university governance because the state decides how many resources will be allocated to each university and how these resources are to be utilized.   Thus the government becomes the main financier of state universities. The findings revealed that there is less women representation in university governance. Thus only 29.3% of the governing board were women. There are also fewer external stakeholders on the governing board, only 21.5% of the board were appointed outside the university community. Faculty to student ratio was 3.5%. In terms of decision-making, the collegial model of governance is practiced.

There is, no consensus on the optimal size of the governing council. While some scholars such as Ibrahim and Samad (2019) advocate for a large board, others such as Mahajan et al. (2023) strongly oppose larger councils but rather recommend that the size of the governing council should be smaller not exceeding nine people. Each school of thought presents strong arguments for its position. However, the literature on the role of governing council agrees that if the monitoring, service, strategy, and resource provision functions of

the council are well executed, it will help the university management to perform at the optimal level (Cohan, 2022).

All the major stakeholders of the university expect the university to deliver quality educational services to both the students and the society at large. Students and parents expect the university to equip its students with the requisite knowledge, and employable skills to enable them to contribute to the economic development of the state. This high expectation demands that the governing council must perform its supervisory role to ensure that the universities achieve their vision and mission statements.

Governing Council's internal assessment of Teaching Performance

Student survey has been one of the instruments used globally to measure teaching effectiveness in higher education. Different names have been given to this evaluative instrument commonly referred to as student evaluation of teaching (SET), teacher rating form (TRF), student ratings of teaching (SRT), or student evaluation of faculty (SEF). Survey results have been used to make critical judgements regarding instructional effectiveness. Cashin (2019) reported, "Many colleges and universities rely heavily, if not solely, on student rating data as the only systematic source of data collected to evaluate teaching" (p.26). Oldfield and Baron (2018) reported that student ratings "serve as tools for instructional improvement, as evidence for promotion and tenure decisions, as the means for student course selection, as one criterion of program effectiveness, and as the continuing focus of active research and intensive debate" (p.1). Student ratings are essentially used for two faculty evaluative functions: formative and summative. Results from student evaluations have been used to inform the teacher and, assist the

individual to become a more effective instructor. Summative evaluations using student ratings are used to make decisions to support tenure, promotion, transfer, and termination decisions as well as approve pay increases and faculty awards.

Data from student ratings have served as the only criterion for judging the teaching performance of teachers in some colleges and universities according to Cashin. Cashin (2019) reported, "many colleges and universities rely heavily, if not solely, on student rating data as the only systematic source of data collected to evaluate teaching. According to Bell et al. (2018) although summative evaluation includes more technical rigour and a wider array of data, summative decisions about teaching are often made on the basis of student ratings data alone" (p.51). Consequently, evaluating faculty teaching performance through the use of student ratings has been highly subjective and not objective evaluation process. Ellen (2019) believes that "Student ratings are now the most widely used source of information on teaching effectiveness" (p. 15). Kulik (2018) suggested that "the trend seems to be toward an increasing use of student ratings in higher education" (p. 23). This emphasis on student ratings or "student satisfaction measures" (Downey, 2018, p.711) is highly contested against some academic faculty who believe that such evaluation lacks reliability and validity.

According to OECD (2018) human resource policies (recruitment, remuneration, career development, career progression, etc.) of higher education institutions such as universities should support the strategic objective of teaching. Factors cited as contributing to the poor quality of education include the absence of well-designed policies regulating the

educational process, lack of clear vision, lack of appropriate indicators to measure quality in education, and human resources with requisite knowledge, skills, and motivation to deliver quality services in education (Ramsden, 2018).

United Nations Development Programme (UNDP) report regarding African human resource development highlighted the poor quality of education in African higher education institutions, stating that many of these institutions failed to provide effective frameworks to improve the quality of academics or the development of required teaching capabilities (UNDP, 2018). There are studies that link good university governance with performance (Lekwa et al., 2019; Zalat, Tanringarsi, & Tingbani, 2018).

Dewi et al. (2018) examined five governance variables (transparency, accountability, responsibility, independence, and fairness) and found a positive and significant influence on student satisfaction. Student satisfaction has become an important concept in higher education with the introduction of tuition fees by students as alternative funding. Students are paying higher tuition fees and increasingly see themselves as customers and demand quality teaching and other services from university management (Hidayat et al., 2023).

Quality teaching is important for the achievement of the university's vision and mission. A number of studies have established relationships between students' satisfaction with teaching quality and loyalty (Briska et al. 2021, Hoffmann and Oreopoulos 2018). Their findings indicate that student satisfaction is highly determined by the teaching quality which in turn will affect students' loyalty (Harris & Sass, 2020; Darling-Hammond, 2019).

Zaleniene and Pereira, (2021) found that the quality of lecturers is a crucial factor for student satisfaction. Darling-Hammond (2019) confirmed that the teaching method used by lecturers is an important indicator of programme quality which has a significant effect on student satisfaction. Poon and Brownlow (2017) posit that teaching staff with a higher level of commitment to the student learning experience have a significant influence on student satisfaction.

Martirosyan (2017) also states that student support facilities, internet technology and library services in particular, play an important role in students' success in postsecondary education.   He believes that the availability of facilities and their quality affect students' satisfaction.   The facilities include lecture halls, the library, computer laboratories and entertainment centres.

Tetteh et al. (2023) also found a significant relationship between the quality of teaching and students' satisfaction. This finding affirms the assertion   that quality teaching is dependent on factors such as well-trained and highly motivated lecturers, effective teaching methods, availability of teaching facilities, and an enabling environment.

In university administration, one key environmental contribution bothers on decision-making. `Gudo, Oanda, and Olel (2011) postulated that inadequate involvement of students and staff in decision-making impact negatively on the quality of teaching and learning in public and private universities. These studies give credence to the fact that teaching and for that matter the general performance of every university, public or private, hinges on effective governance structure, and the creation of a congenial environment

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for both staff and students. Hence the governing council which is mandated to promote effective institutional governance plays a vital role in the general performance of their respective institutions.

A cursory look at studies conducted on university governance on the local front also collaborates with the findings discussed earlier. Bingab, et al. (2015) researched the evolution of university governance in Ghana. The study employed the qualitative design where eminent former senior university administrators and officials of regulatory institutions with management, administrative, and governance experience were interviewed. The results showed that reforms in the university sector must focus on governance. Measures must be instituted to strengthen institutional capacities, the need to balance private sector actors in the university governance as well as the introduction of new governance policies which recognized and include all major stakeholders of the university in the decision-making process. Their findings support the general view that good governance is a panacea for quality performance in the university.

In another study on strengthening university governance in Sub-Saharan Africa the same researchers, Bingab et al. (2018) recommended some measures to strengthen university governance in Ghana. These include the need to improve the quality of university education, recruiting quality teachers and administrative staff and retraining, motivating them to give of their best, improving the curriculum of various academic programmes of the university to meet industry needs, and university management providing students and the general public with value-for-money services.

Amankona, Kodua, and Ogunwemimo (2018) undertook a comparative study on governance in higher education between Ghana and China. The approach was purely qualitative using existing literature from published articles, government reports, and scholarly books. The study was based on the Clark Typology and Braun's Cube of Governance Framework. The study identified a number of similarities in higher education in Ghana and China, including reforms, autonomy, leadership, funding, and politics. They also offered the following recommendations for practice in higher education institutions should engage industries and organizations in strategic policymaking. Industries and organizations must be encouraged to provide additional funding in the form of consultancy services, research grants, scholarships for staff and students as well as infrastructure facilities. To promote effective institutional governance, governments in both countries should limit their influence in higher education governance, including minimising influence in areas such as the appointment of members of the governing council and party faithful to key positions in the universities. There is a need to increase the level of academic autonomy of universities in both countries. Scientific research conducted by the universities in both countries must reflect the needs of industries and organizations for the accelerated economic development of both countries.

Governing Council Committee Systems and Teaching Performance

According to Klein (2018), when the selection process of council members to various committees of the board is not transparent and lack people with knowledge, skills, and competencies, the institution's performance is compromised. The authors also found out that too many committees also are a

drain on the institution's finances. The number of positions that council members accept on an institution council has become known as the "busyness hypothesis" (Dato, Hundon, & Marsland, 2019).

On the other hand, other studies have reported that directors with multiple appointments have a positive impact on firm performance (Farooq et al., 2022; Alodat et al., 2022; Barret, 2019). Directors with multiple appointments can generate benefits given that they have many networks and can use that to access resources, suppliers, and customers to the company (El-Mehdi, 2017; Arthur, 2019).

Bampo-Addo (2018) holds a contrary view. He contends that deans of faculty and heads of departments serving on too many council committees may devote less time to the preparation of lessons, teaching, and research, which can impact their teaching performance negatively. He also posits that when the Vice Chancellor who is the Chief Executive Officer (CEO) of the university is made to chair many committees of the council, his major role as supervisor of both academic faculty and administrative staff is neglected. This can negatively impact the overall performance of the institution.

Arthur and Ewusi-Armah (2021) findings revealed that the committee system has a high influence as a management tool for effective democratic governance of public universities. The study, however, identified some weaknesses associated with the committee system in the universities. They include: inadequate funding for effective committee work, human resource with the requisite knowledge, skills and competences, logistic and administrative support, under representation of administrative staff on various committee and failure of management to implement committee decisions.

Governing Council Meeting and Teaching Performance

Resource dependency theory links corporate governance and performance with the intensity of board/council activity as measured by the frequency of board/council meetings. Findilcli (2019) suggests that a greater frequency of meetings is likely to result in superior performance. Awad et al. (2023) oppose this assertion and suggests that board activity is likely to symbolize a response to poor performance. The association between the number of meetings and performance is more complex. However, overall results from the literature suggest that boards respond to poor performance by raising their level of board activity, which in turn is associated with improved operating performance.

Bampo-Addo (2018) study findings shown that more council meetings deplete the time for teaching and research for Deans and Heads of Department who serve on various council sub-committees. The study found that "the council's meetings to a large extent are spent on government policies, strategic development of the university, rules, and regulations from the regulatory institutions as against the teaching and research agenda of the university.

Jiang et al. (2020) argue that there is currently a danger of too much board time spent in the area of compliance and that the board is too occupied with statutory regulations to the detriment of the strategic development of the organization which has the potential to reduce shareholders' value in the organization. In a study that examined the effects of the board's working style on board task performance, Gabrielsson and Winlund found that in addition to the significance of formal board structures, the level of board member involvement and the extent of clearly defined working styles was important

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(Gabrielsson and Winlund, 2020). Shin and Jones (2022) used board meetings as a governance variable in his study and confirmed that if the board increases the frequency of meetings, the recovery from poor performance is faster, and hence meetings are positively related to high performance and to exercise 'will and skill' as committee power.

Bampo- Addo (2018) also identified a major weakness of committees, as the frequency and length of committee meetings, sincs this depletes the time for teaching and research Deans and Heads of Department who serve on various council sub-committees. Refusal of management to implement the recommendations of committees often leads to the demoralization of members and in turn, makes the committee system ineffective.

Governing Council Diversity and Composition and Teaching Performance

It is noted that a more diverse board of directors is able to make decisions based on many perspectives, according to academics who support diversity in organizational boards (Gull et al., 2018). Khan, Subhan, and Ntim (2019) proposed that gender diversity on boards should include political, academic, non-academic, industrial, and female representatives. Female diversity in teams tends to take into account a wide range of opinions, which makes them capable of making better decisions in comparison, which is one reason for the push for gender diversity. Therefore, improved team decisions may result in greater business (Gull et al., 2018; Cucari, De Falco & Orlando, 2018). Businesses that value diversity in their human resources send out a good message to potential participants and participants.

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According to Ibrahim and Samad (2019) large boards and councils are more powerful and effective than small ones. On the contrary, scholars, such as (Beiner, Drobetz, Sundgre, and Wells 2018) constantly argue that small boards perform better than bigger governing councils as long as diversity of human capacity is represented on the council. Others believe that the board-performance nexus is more closely related to the board's capacity to access the enormous resources that would result from a larger board than from a smaller one (Isa & Farouk 2018; Khan, Subhan, & Ntim, 2021).

Scholars who argue in favour of diversity contend that a more diverse board of directors/council is capable of making decisions based on different opinions from different people that have different experiences. Thus, different working and non-working experiences of men and women may improve the decision-making process (Gull et al., 2018). Isa and Farouk (2019) suggests that gender diversity on boards may have a political dimension. Teams with women have been seen to improve team performance as diverse teams consider a wide range of perspectives and thus are capable of reaching better decisions. Better team decisions could lead to higher business value and performance (Gull et al., 2018; Cucari, de Falco, & Olando, 2018).

Gull et al. (2018) argue that diversity on governing boards should include members from all categories, particularly strong women in leadership roles. More precisely, it has been demonstrated that teams with women perform better because diverse teams are better equipped to evaluate a variety of perspectives and reach more accurate conclusions. Once more, it has been found that the best team talks lead to a significant conclusion Gull et al., (2018); Cucari, & De- Falco, & Olando, (2018). In light of the

aforementioned discussions, it is reasonable to assume that tertiary institutions with higher representation of diverse groups (representation of all gender, rank, and union groups on the board) also send an important positive signal to rich contribution and influence in pulling development projects to support academic work of the University.

Gaps in Existing Knowledge

The review of literature has revealed in the following gaps areas; contextual, methodological, theoretical, including limited research variables, and limited cross-national studies on governance and performance. Contextually, large volumes of studies on governance in higher education and universities, in particular, were done in American, European, and Asian universities (Pandey et al., 2023; Zhenga & Kouwenberg, 2018, Mushin et al., 2018; Wijiya & Dewi 2018; Veltri, Puntillo, & Pierre 2020). Studies on university governance in Sub-Saharan Africa and other developing countries and Ghana, in particular, are scanty (Usman, 2018; Kiplangat & Kangethe 2019; Abugri, 2017; Obeng-Sarpong, Buor, & Addo, 2020; Bingab et al, 2018; & Tetteh & Ofori, 2018)

Methodologically, all the studies found to have been conducted with the exception of Kiplangat and Kangethe (2019), which employed the mixed methods design, adopted either the qualitative separately or quantitative separately. The study by Usman et al., (2018) employed the qualitative approach. On the other hand, Bingab et al. (2018), Amankona, Kodua, and Ogunwemimo, (2018); Obeng-Sarpong, Buor, & Ado, (2020); Tettheh and Ofori, (2018); and Wijiya and Dewi (2018) employed the quantitative design.

Although all the empirical literature reviewed established a strong positive link between governance and performance, none of the studies focused on the role of the governing council in promoting the core mandate of teaching, research, and community service. Again, none of the studies examined the governing council variables such as the council size, composition, diversity, internal assessment mechanism, council committees, and council meetings as effective tools for good university governance.

None of the empirical literature reviewed linked university governance with teaching performance. No study was found on governing council and teaching performance in Ghanaian universities. The current study is intended to fill these gaps by adding to the volume of studies conducted in Ghana employing the mixed methods design.

The three major corporate governance theories namely; the stewardship, stakeholder and the resource dependency informed the four research questions. The stakeholder theory informed research question two " in what ways do the governing council assess teaching performance? This question aimed at assessing how the resources given by the government to the university management is being used for its purpose. The three-fold mandate of every public university is teaching, research and community. It also meant to assess the governing council which is appointed by the government as a steward to the university is delivering on its mandate.

The stakeholder theory informed research questions three and four which were; to what extent do the committee system helps the governing council to promote teaching performance and how does the council use its

meeting to promote teaching performance? These questions assessed how major stakeholders of the university are brought on board on the decision-making table.

Finally, the resource dependency theory informed the fifth research question; "how does the governing council diversity and composition help management to acquire additional resources to promote teaching and learning? The theory posits that non-executive directors of a company are able to use their rich network to help the managing director to acquire resources externally. In the case of the university, the research question sought to find out how the composition and diversity of the council is help university management to acquire additional resources to supplement government subvention to improve teaching performance.

Chapter Summary

This chapter examined theories and models of governance and concepts of university governance. It also delved into the history of university education, an overview of university education in Ghana, governance structures of Ghanaian public universities, and how the governing council's variables such as the size, composition, and diversity, council internal assessment, committee system, and meetings impact on teaching performance.

Some of the major theories of governance reviewed were stewardship, stakeholder, systems, and performance theories as related to university governance. It also reviewed concepts of university governance models. Major governance models reviewed were the state-centered, the self-ruled, the market-oriented, the bureaucratic, the collegium, the political, the

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new public management, the five-dimensional governance equalizer, and the hybrid/blended models of university governance.

On staff perception of the functionality of the governing councils of public universities, the literature showed that the governing council is the legally mandated governing body of public universities (GTEC, 2018).   Some of the major roles the boards perform include: the provision of strategic direction for the institution, establishment and monitoring of systems of control and accountability, evaluation of the performance of the institution against established benchmarks, to appoint the head of the institution, and delegate appropriate authority to him to ensure effective management of the institution, to be the principal financial and business authority, to act as the trustee for any property of the institution and to ensure that the institution's constitution is followed at all times.

The literature indicated that measuring performance in the university sector is complex.   Other measures such as the establishment of Quality Assurance and Human Resource Development Directorates and other quality measures and policies also help the management of universities to internally assess teaching and the general performance of staff and students of the university.

Findings from the literature revealed that the committee system has a high influence as a management tool for effective democratic governance of public universities.   The governing councils use the committee system as a management tool for effective democratic governance of public universities. Through the various sub-committees of the council, members of the university constituents are given the opportunity to take active role in the decision-

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making process. However, scholars have identified the following weaknesses associated with the committee system in the universities that need to be addressed; inadequate funding for effective committee work, human resource with the requisite knowledge, skills and competences, logistic and administrative support, under representation of administrative staff on various committee and failure of management to implement committee decisions.

The literature reviewed suggests that a greater frequency of governing councils' meetings is likely to result in superior performance, and there is a strong association between the number of meetings and institutional performance.   However, overall results from the literature suggest that boards/councils respond to poor performance by raising their level of board/council activity, which in turn is associated with improved operating performance. Scholars who support board/council diversity and composition conclude that a more diverse board of directors is able to make decisions based on many perspectives. Female diversity in teams tends to take into account a wide range of opinions, which makes them capable of making better decisions in comparison, which is one reason for the push for gender diversity. Therefore, improved team decisions may result in greater business value and performance.

The literature has shown that there are several studies on governance and performance in universities, nevertheless, most of the studies were conducted in European and American universities, studies in Sub-Saharan African universities are scanty and there is none in Ghanaian public universities. Again, none of the studies reviewed examined the link between governance council and teaching performance, a core mandate of every

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university. Finally, of the studies reviewed employed the mixed methods approach, hence this study sought to bridge the gap and contribute to knowledge.

CHAPTER THREE

RESEARCH METHODS

Introduction

This chapter provides information on the methods that were used to conduct the research study. It covers the philosophical underpinning of the study, research design, the population, sample, and sampling techniques, data collection instruments, data collection procedures, as well as data processing and analysis.

The philosophical underpinning of the study

Effective scientific research is underpinned by a philosophy. The research philosophy explains the researcher's system of thought about how new and reliable knowledge about the research can be obtained (Kelly, 2018).

This study was underpinned by the pragmatism philosophy. Pragmatists believe that truth is what works at the time (Creswell & Creswell, 2018). Cohen, Manion and Morrison (2018) posit that in pragmatism, the researcher focuses on what is valuable and what is truth and that is what works. They further argue that the researcher adopts deductive and inductive reasoning to enquire about the multiple dimensions of the research question and problem. Therefore, pragmatism makes the use of mixed methods approach possible in this research.

Pragmatism argues that research requires that the researcher makes decisions about which goals are most meaningful and which methods are most suitable. Pragmatists oppose any use of force or domination that could limit freedom of respondents and participants in giving information. The pragmatic paradigm supports a combination of different research approaches. Pragmatism has often been associated with the mixed methods research literature as the appropriate paradigm for conducting mixed methods research (e.g. Feilzer, 2018; Morgan, 2018; Brown & Bringnall, 2017; Onwuegbuzie & Johnson, 2016; Morgan, 2017; Denscombe, 2018; Creswell & Creswell, 2018) and since this research employed the mixed methods design, it was therefore very appropriate research paradigm to use.

Research Design

The study adopted the concurrent exploratory mixed-methods approach. This approach involves collecting and analysing both qualitative and quantitative data in one study. The approach enhances the understanding of the research problem instead of either approach (Cohen, Manion & Morrison, 2018) Cohen (2018) argues that the combination of quantitative and qualitative methods reduces biases and increases consistency and accuracy of research analysis and findings. Almeida (2018) explains the concurrent triangulation design as an approach that combines quantitative and qualitative approaches simultaneously, operating side by side but separately in answering research questions. Equal weight is given to both qualitative and quantitative data. Also, Pardede (2018) describes parallel or concurrent mixed methods design as a design that collects quantitative and qualitative data, and analyses them for comparative purposes in a single study.

The mixed methods design was used to ensure that all relevant stakeholders were reached to arrive at comprehensive findings and conclusions. This method is aligned with the pragmatism paradigm. Pragmatism philosophy postulates that truth neither depends on reality independent of the mind nor within the mind. The exploratory concurrent design was used for the quantitative component of the study. Concurrent exploratory design is one of the research designs under the mixed-methods approach. This method was deemed relevant to the study because of the nature of the study. The data collection instrument for this component was a questionnaire. The questionnaire was administered to the sample respondents of students and staff of the three universities. The following advantages are the rationale for using a questionnaire;

a) It is easier to administer to a wider audience compared to interviews. The sample for the study was 421 respondents, so it was obvious that the questionnaire would be the most appropriate data collection instrument

b) It ensured consistence, since the same questions were asked from all the respondents

c) The sample audience were literates (i.e, university students and staff). This made the administration of the instrument very appropriate for their personal understanding and completion

d) It allowed only respondents who gave their consent to be included in the study.

Pragmatists believe that truth is what works at the time (Creswell & Creswell, 2018). Cohen, Manion and Morrison (2018) posit that in pragmatism, the researcher focuses on what is valuable and what is truth and that is what works. They further argue that the researcher adopts deductive and inductive reasoning to enquire about the multiple dimensions of the research question and problem. Therefore, pragmatism makes the use of mixed methods approach possible in this research.

The study employed this method because it allowed data to be collected from multiple sources. The data collected through questionnaire and semi-structured interview guide from different respondents and participants provided more robust and reliable findings which are backed by both positivist and naturalist paradigms. Since governing councils' activities affect both staff and students of the universities, it was prudent and logical that these two cohorts of respondents were included in the study. The data from the

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questionnaire was used to validate or confirm the one from the interview guide. The interview guide enabled the researcher to solicit more in-depth information from participants to enrich those obtained through the questionnaire. Triangulating the data from the two categories of respondents produced more reliable findings backed by the different paradigms.

A phenomenological design was employed for the qualitative component because Creswell and Creswell (2018) noted that, a phenomenological study seeks to describe the perceptions and lived experiences of a group of people or a community about a concept or a phenomenon from their own perspective. The main data collection instruments for phenomenological studies are interviews and observations. The design used a semi-structured interview guide to solicit members of the university community's experiences and perceptions of their university council's oversight responsibilities towards the performance of the core mandate of the university which is research, teaching, and community service.

Interviews can be described as a collection of data through oral quizzes using a set of pre-determined questions. Creswell (2018) believes that an interview is an effective method since the interviewer has the flexibility to reframe the questions to solicit particular information. It also provides room for the interviewee to seek clarification from the interviewer. The main advantages of using interviews in collecting data for this study included the following;

a) It provides direct contact with the participants which led to specific, constructive suggestions

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b) It enabled the researcher to obtain detailed information from the participants

c) Unlike surveys, only a few people with rich information were needed.

A semi-structured interview guide was employed for the study because the instrument enabled the researcher to be consistent with all the participants, by asking the same pre-determined written questions. It created room for the interviewee to elaborate or provide additional information and also sought clarification from the interviewer.

Study Area

The study was delimited to three out of the fifteen public universities in Ghana. These are: The University of Ghana-Legon, Kwame Nkrumah University of Science and Technology, (Kumasi), and University of Cape Coast. The University of Ghana at Legon in Accra is the premier public university in Ghana with a student enrolment of 41,583 and a staff of 5,393. Kwame Nkrumah University of Science and Technology has a student population of 42,928 and a staff of 3, 188 and finally, the University of Cape Coast also has a student population of 40,886 and a staff of 5,078 (GTEC, (2019).

University of Ghana, Legon: The University of Ghana, formerly called the University College of Gold Coast, was established in 1948 under the mentorship of the University of London to begin university education in the then Gold Coast. The University College was established primarily to train indigenous graduates to replace the mainly expatriate middle-level manpower for the Gold Coast. The name was changed to the University College of Ghana in 1957 after the nation attained independence from British rule and the

President Dr. Kwame Nkrumah became the first indigenous Chancellor. It became the University of Ghana after it obtained its charter.

Kwame Nkrumah University of Science and Technology: The first President of the independent state, Dr. Kwame Nkrumah, after independence in 1957, saw the need to train and develop more indigenous people to take over the developmental agenda of the country from the colonial expatriates and hence moved for a second university college and this was massively supported by parliament. In 1951, the College of Technology, Science, and Arts (CTSA) in Kumasi was upgraded to the Kwame Nkrumah University of Science and Technology (KNUST). The university's core mandate was to train young Ghanaians in technology, science, and arts (Gold Coast, as cited in Bening, 2015). The first batch of 200 students was admitted to the School of Engineering and Department of Commerce from Achimota College in Accra. The university became purely a science and technology institution in 1958, and the Department of Commerce and teacher training programmes were relocated to Winneba and Achimota respectively.

 University of Cape Coast: Dr. Kwame Nkrumah established the third university in the country at Cape Coast. He indicated that Cape Coast was chosen for two significant reasons: it was meant to celebrate Cape Coast as the birthplace of formal education in the country and also as the former capital of the Gold Coast (Effah, 2018). On December 15, 1962, the university was inaugurated to be mentored by the University of Ghana.

These three universities are referred to as the traditional universities in Ghana. They were the first three universities to be established during British colonial rule and immediately after independence. The governance structures

of these universities followed the British public universities' governance system. All three universities have practiced their governance system for over six decades. They were purposively selected in order to assess the governance structure's impact on teaching, a core mandate of every public university. They were also selected in order to assess any innovations introduced in the governance structure since their inception.

Population

The study population comprised mainly staff of the three public universities in Ghana. The staff population comprised senior members, senior staff, and junior staff. Records show that there are 13, 659 staff in the three public universities in Ghana (GTEC, 2019). The distribution of the staff by category is shown in Table 1.

Table 1: Distribution of Respondents by Staff in Public Universities.

Institution	SMA	SMNA	SS	JS	Total	PERCENTAGE
UG	1167	262	1703	2261	5393	39
KNUST	901	229	1149	909	3188	24
UCC	748	288	1491	2251	5078	37
Total	2816	779	4343	5421	13,659	100

Source: Ghana Tertiary Education Commission (GTEC, 2020) *Where SMA=Senior Member Academic, SMNA=Senior Member Non-Academic, SS=Senior Staff, and JS=Junior Staff*

 Sample and Sampling Techniques

The sample is the proportion drawn from the larger population from which inferences could be made. It needs to be adequate to avoid sampling errors or biases to enable generalisations to be made. According to

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Taherdoost, (2018), the sample is a smaller subset. As a representation of the target population under study, it should reflect the entire population for the drawing of generalizable conclusions. The sample is an essential feature in any empirical study. Estimating an appropriate sample size is a critical component in a quantitative research design because the sample enables the researcher to describe the sample statistics in relation to the actual population. An effective survey hinges on the researcher's ability to calculate an appropriate sample size from which to obtain data to describe the characteristics of the population.

Probability Sampling

The sample size of the study was 421 and comprised 409 staff who responded to survey questionnaire and 12 interview participants made up of Pro- Vice Chancellors, Provosts, Deans, and Students.   The sample for the survey respondents was calculated using Slovin's (as cited in White, 2017) recommended formula. The rationale for using this formula was due to its precision estimation of the desired population. Again, the formula was chosen because it had been tested and used in most survey and case studies (White, 2017).

The Slovin's formula $n = \frac{N}{1+N\,(e2)}$

Where n=Sample size

N=Population size

E=Level of precision of sampling error which is $\pm$ 5%

N (staff) = 13659, n= 389

Table 2. Distribution of Samples Size by Institutions

	SMA	SMNA	SS	JS	Total	Sample size

	SMA	SMNA	SS	JS	Total	
UG	1167	262	1703	2261	5393	**153**
KNUST	901	229	1149	909	3188	**91**
UCC	748	288	1491	2551	5078	**145**
Total	2816	779	4343	5721	13659	**389**

Source: GTEC, 2019.   SMA=Senior Member Academic, SMNA= Senior Member Non-Academic, SS=Senior Staff, JS=Junior Staff

The overall sample size

Using the Slovin's formula and with $e = 0.05$

$$n = \frac{N}{1 + Ne^2} = \frac{13659}{1 + (13659) * 0.05^2} = 388.62 \approx 389$$

Sample size for UG, KNUST and UCC

For UG sample size calculation

$$n_{UG} = \frac{5393}{13659} \times 388.62 = 153$$

For KNUST sample size calculation

$$n_{KNUST} = \frac{3188}{13659} \times 388.62 = 91$$

For UCC sample size calculation $n_{UCC} = \frac{5078}{13659} \times 388.62 = 145$

The study used the Slovin's formula to calculate the sample size (White, 2017). The Slovin's formula, assumes an alpha level of 0.05, the population proportion (assumed to be 0.05). This provided the maximum sample size and a degree of accuracy of 0.05 gave a sample size of 389 staff (see Tables 3 to 6). However, adjustments were made by increasing the sample size allocated to the staff by adding 20 to reach 409 to cater for the probability of non-responses. The 12 interview participants were purposively selected to be interviewed for the qualitative data component. These were one

Pro-Vice Chancellor (Academic), a provost of a college, a dean of a faculty and a student representative on the governing council (four interview participants each from the three universities).

Cooper and Schindler (2018) define sampling techniques as the method used in selecting members of a sample for a research study. There are two main procedures for selecting members of a sample. Selection of members of the sample can be done by either a probability or non-probability procedure. Sampling is used in social research because often, it is impossible to conduct a census (i.e. using the entire targeted population for a study), so a sample is selected from the larger population to allow for inference. This study adopted multisampling procedures including purposive, stratified, simple random and proportion-to-the-size sampling.

Non-Probability Sampling

Through the purposive sampling technique, three universities were selected out of the fifteen public research universities. The eight currently upgraded polytechnics to technical universities although are now public universities were excluded from the study since their upgrading from polytechnics to technical universities might have affected their governance structure. Creswell and Creswell (2018) have indicated three conditions under which purposive sampling may be used: when the researcher wants to identify particular cases for in-depth investigation, when members of the sample are difficult to reach, and when the researcher wants to select unique cases for investigation.

The selection criteria were the number of years the university has operated the current governance structure. To qualify for selection, the

university might have operated the current governance structure over four decades. The aim of this criterion was to assess its efficiency and also to identify any innovation or modification introduced to the university governance since inception. By using the above criterion, the first three public universities established during the colonial rule and immediately after independence often, referred to as the traditional universities in in Ghana emerged. These universities were the University of Ghana, Legon, Kwame Nkrumah University of Science and Technology in Kumasi, and Cape Coast University in Cape Coast.

The staff of the three universities were grouped into four strata; senior members (academic), senior members (non-academic), senior staff, and junior staff. The rationale for using the stratified sampling was to ensure precision and cut fair representation. A proportionate number of members of staff using the sample frame of the total staff of each university obtained from Ghana Tertiary Education Commission (GTEC) served as the sampling frame. Respondents were selected through random systematic sampling for the study. Students' representatives on the governing councils were purposively selected as participants. The total number of staff as obtained from the sample frame was 38%, 25%, and 37% respectively for UG, KNUST, and UCC. These percentages were proportional to the total number of staff in each university.

A purposive sampling which is a non-probability technique was employed to select information-rich participants from Pro-Vice Chancellors, Provosts, Deans of faculty, and Student Representatives on the council to be interviewed for the qualitative component of the study. In all, 12 participants,

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four from each of the three universities were purposively selected as interview participants. These participants were chosen for the following reasons:

1. Some of them are either members or co-opted members of the university council. For example, all Pro Vice-chancellors sit at council meetings as attendees. Students Representative Council (SRC) and Graduate Students Association (GRASAG) presidents are members of the council. Pro Vice-Chancellors -Academics are responsible for academic work which includes teaching and learning in their respective universities.

2. Many of them are members of council sub-committees and often are implementers of council decisions. Provosts and Deans of Faculties supervise teaching in their respective colleges and faculties hence they can evaluate the teaching performance of staff and students in their universities.

3. To determine sample size in qualitative research, it should be large enough to ensure that data saturation, theoretical saturation, or informational redundancy can be achieved when analysing the data.

      The 12 interview participants were selected based on the fact they head various academic units of the university and relatively have better knowledge regarding the governance practices of the universities. They are also implementers of council academic policies, and serve on the Academic Board and other committees of the council. They receive complaints from students regarding academic challenges. They were, therefore, in the position to assess how councils promote teaching performance. Also, their status as heads of academic units gave them the opportunity to know first-hand what goes on in their respective units with regard to the academic performance of lecturers and

students. Student representatives on the council were strategically selected for inclusion in the interview participants since they sit at council meetings, and, are thus, in a position to assess the extent to which council meetings focus on the core mandate of teaching and research or otherwise.

Also, 409 survey respondents were sampled using the proportional sampling procedure to allocate 38%, 37%, and 25% of the UG, UCC, and KNUST populations as questionnaire respondents for each of the three institutions in the population. A proportion of 38%, 37%; and 25% were respectively used because it was proportional to the total population of each institution.   Figure 3 gives a summary of the sample and sampling procedure used.

Sample (n) = (389) +12
N=401

Sampling Procedure

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↓
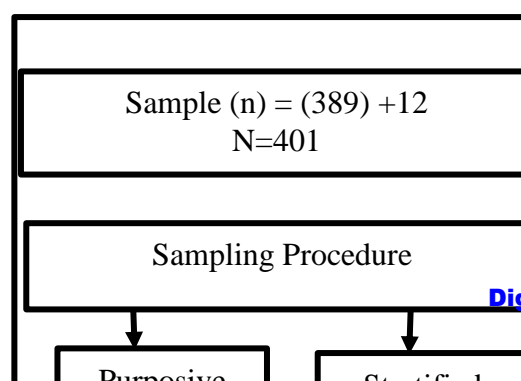
Figure 3: Chart Flow of Sample and Sampling Procedure for the study

Source: Researcher construct (2021)

A stratified sampling procedure was used to select the quantitative data respondents. Specifically, the staff was grouped into various strata (staff categories) as presented in Table 4. A simple random sampling technique using computer random numbers method was used to select the respondents. Using a Microsoft Excel tool, tables of random sampling numbers were designed by the researcher to select the respondents for the four strata: senior members' (academic), senior members' (non-academic), senior staff, and junior staff (SMA, SMNA, SS, and JS).   The first and the last numbers in each of the sample frames were entered to generate the tables for each category of respondents. The tables had the same number of rows with their columns corresponding to the designed sampling frame, and four (4) sample frames were created for each institution, one for each of the staff categories. Through this procedure, the 411 respondents were selected as the sample for

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the study. The units of analysis for the study were the full-time staff of the three selected public universities.

The students' categories were two: undergraduates and postgraduates. The presidents of the Students Representative Council (SRC) and the Graduate Students Association of Ghana (GRASAG) representing undergraduate and graduate students respectively were purposively selected as participants for the study. The reason for their inclusion of the participants was that they represent students on the governing council and as such attend council meetings. They were considered fit to provide candid opinions as to how the council assesses teaching performance in their various institutions. The 421 respondents made up of 409 staff and 12 participants were selected using both systematic simple random and purposive sampling procedures. These participants were able to provide data that enabled the researcher to achieve the objective of the study.

3.7 Data Collection Instruments

The main data collection techniques used in this study were literature reviews, interviews, questionnaires, and document analysis. A semi-structured interview guide, questionnaire, and documentary checklist were the data collection instruments used. According to Creswell and Creswell, (2018) an interview guide is a data collection instrument that enables a researcher to collect information through oral quizzes using a set of pre-determined questions. An interview is described as a conversation between two or more individuals with the goal of obtaining some specific information. An interview provides an opportunity for participants to describe and interpret a phenomenon from their own worldview (Creswell & Creswell, 2018).

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Creswell and Creswell (2018) posit that for interviews to be effective, the interviewer must ask the right questions to lead the interviewee to come out with the right information to answer the research question. Morgan (2018) identified the following advantages associated with interviews:

1.   In-depth information can be obtained from participants through direct contact.

2.   Very confidential information can be obtained from participants

3.   Only information-rich participants can be sampled

There are three types of Interviews: structured, unstructured, and semi-structured. Interviews can be with an individual or groups, often referred to as focus-group discussions or interviews. This study adopted the semi-structured interview because the method enabled the interviewees to elaborate, and provide detailed information and also seek clarification from the interviewer. Since pre-determined questions were asked to all participants, it ensured consistency.

Interview guide was used to collect data from participants who were mainly Pro Vice- Chancellors, Provosts, Deans of Faculty, and Student representatives on the governing council. Information from the interviews provided data for the qualitative section of the study. This was necessary because the study employed the mixed methods approach. Interviews helped the researcher to deal with complex issues, and provided further clarification to participants on questions.

However, interviews present a number of challenges: It requires adequate training of interviewees for them to ask appropriate questions. It cannot be recorded without the permission of the interviewee. Technical

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challenges such as faulty recorders or noise can make the researcher lose vital information. In view of the challenges associated with the instrument, the researcher took the following precautions to minimise such negative effects enumerated above. All interviews were conducted by the researcher himself. The recording machines were pretested to ensure they were in a good state before they were used. The interviews were conducted face-to-face at participants' offices. They were transcribed immediately after the session to minimise loss of vital information.

The participants sampled for the interviews were seen as information-rich because they head academic units, implement council decisions and also receive students' complaints on academic work. Since the focus of the study was on teaching performance, which is a core mandate, there was a tendency that, respondents might not give out sensitive information when using only the questionnaire.   The interviews, therefore, enabled the researcher to explore issues in-depth using probing questions. The interview guide provided the researcher with an opportunity to book appointments with participants personally. The interview guide was developed after the validation of the questionnaire since it meant providing supplementary data to the questionnaire.

The document analysis checklist was used to analyse appropriate documents relevant to the study from the universities and other regulatory authorities of the universities. Documents analysed included the annual statistics which give students enrollment and graduation figures, research publications of staff, staff development policy, in-service training programmes for staff and annual budget with the view to ascertain how these documents

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confirm or otherwise the responses of respondents and participants from the questionnaire and the interviews.

The above documents were analysed because it is mandatory for all public universities to submit their annual report, student and staff statistics, academic programmes, budget, and audited accounts to the government through regulatory agencies such as Ghana Tertiary Education Commission (GTEC). This information makes the government and the general public aware about the general performance of the universities since they are financed from the taxes of the public.

A questionnaire is "a written list of questions that are answered by a number of people so that information can be drawn from the answers" (Oxford Advanced Learner's Dictionary, 2018, p. 869). A major advantage of questionnaire is that it can be administered to a wider audience as compared to interviews. It is quick to administer, has minimal investigator effect, and can be used to reach a larger literate population. However, it has the following weaknesses; low response rate, biased sample, and idealized answers. The researcher adopted the instrument because the respondents for the study were fairly large and literate. To minimise the negative effects of the instrument, an appropriate scientific measure was followed to ensure its validity and reliability. The filled questionnaires were collected from respondents immediately after completion to minimise low response rate.

The philosophy of the pragmatists supports the use of questionnaire as a data collection instrument. The questionnaire had five (5) sections (A, B, C, D and E) to cover the four research questions. Section A captured the bio data of respondents, which included sex, age, rank, level of education, and years of

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experience in the university.   Section B had items related to Research Question One, How the governing council internally assesses the teaching performance of the university. Section C had items on Research Question Two The extent to which council committees' system promotes teaching performance. Section D sought information on the extent to which the council uses its meetings to promote teaching performance. Section E, focused on how council diversity and composition affect teaching performance. The responses in section B to E were measured numerically using a five- point discrete scale such that positive two (2) represented the strongest disagreement to the items or questions; positive five (5) represents the strongest agreement to the items or questions while three (3) represents null response, 1=Disagree, 2- Strongly Disagree, 3-Neutral, 4- Agree, 5- Strongly Agree.

Validity of Instruments

There is no best technique to calculate reliability, according to the literature.   However, the Cronbach's alpha coefficient is the universal technique used (Hair et al., 2019).   Cronbach alpha coefficient of internal consistency was calculated to estimate the consistency and reliability of items. Kathuri and Palls (2018) argue that instruments with validity confident of 0.7 or above are preferred, while 0.65 is considered minimally acceptable in research. Structured questionnaire was the instrument used in collecting quantitative data for the study.   The instrument had five sections (A-E). Section A solicited background characteristics of respondents. This included their sex, age arranged in age brackets 25-34, 35-44 etc, years of experience and rank. Section B have questions related to research question one. Section C had items for research question three, Section D on research question four

and Section E answered research question five. Cronbach alpha coefficient was calculated for each section to ensure internal consistency. The validity confident of 0.7 was obtained for each section.

Face and content validity of the instrument were obtained by presenting to at least two research professionals, of which one was the researcher's principal supervisor. Amin (2018) posits that face and content validity are determined by expert judgement. Data collection validity was ensured by observing the following protocol: key information was verified through the use of multiple sources of information. This was done by reviewing documents such as minutes of council meetings, annual reports, and other statutory reporting documents, and cross-checking the same information from participants during the interviews.

Reliability of Instruments

Sekaran (2018) argues that a study is reliable if another researcher can use the same procedure to arrive at comparable findings. To ensure the reliability of the study, the researcher maintained a comprehensive protocol. The reliability of the instruments was obtained by using test-retest reliability. Fraenkel and Wallen (2018) argue that for most educational research, the stability of scores over a period of two months is sufficient evidence of test–retest reliability. The instruments were tested using Cronbach Alpha and the researcher ensured that the recommended reliability of 0.7 by Kaplan and Saccuz (2017) was strictly adhered to. Furthermore, the researcher used respondents who were indeed willing to participate in the study. This was achieved by each of them signing a consent form.

The semi-structured interview guide was used to ensure that the same questions were asked of all participants. The researcher also recorded the interviews with permission from participants and transcribed them verbatim. This was essential in order not to lose the original meaning of the responses. Member checking was adopted by sending the verbatim transcription of the interview to participants to confirm statements attributed to them before using such in the analysis.

Trustworthiness of Qualitative Instrument

Semi-structured interview guide was used to collect primary data from the participants. The trustworthiness of the instrument was ensured by adhering to the standard research protocols such as credibility, dependability and confirmability. Credibility was ensured by adopting data triangulation. Primary data obtained from survey respondents and interview participants were cross-checked with data from secondary sources document analysis. Data that did not agree were rejected. Again member-checking was employed by sending the transcribed interview recordings to participants to confirm statements attributed to them before such data were used in the final analysis.

To ensure dependability, inquiry audit was carried out. The data was sent to a senior research fellow outside the data collection and analysis to examine the processes of data collection and analysis as well as the final results. I conducted audit trail by documenting the entire data collection processes in a journal with the aim to ensure that all necessary information and processes are not overlooked or forgotten.

Pilot Testing

The research instruments (see Appendices 7 and 8) comprising a semi-structured interview guide, questionnaire, and document analysis checklist were pilot-tested at the University of Professional Studies, Accra, a public university that was not included in the study population, to test the coherence and validity of the instruments. The goal of the pilot test was to establish if the instruments were robust enough to elicit detailed appropriate responses from respondents and participants. The rationale for the pilot te

st was to identify any weaknesses in the instruments that needed to be corrected before using them in the data collection for the main study (Cooper & Schindler, 2016).

According to Bryman and Bell (2017) the pilot test of a data collection tool helps in refining the information on the instrument. In all 40 respondents made up of 15 staff and 25 students answered the questionnaire. With the exception of one student, all other respondents answered the questionnaire completely. Two staff were consulted to give their opinions regarding the clarity and structure of the questions. Both indicated that the items were clear and sequential. In the case of the interview guide, one deputy registrar in charge of administration was interviewed. His in-depth knowledge of council activities really helped the researcher to review the items to remove ambiguities and repetitions, to ensure greater clarity. It also helped to reduce the time allotted from the initial 35-45 minutes to 15-20 minutes.

Initially, students were included in the sample for the survey data. However, responses from the students during the pilot test showed that many students did not have adequate knowledge of the functions of the governing council. It was therefore not appropriate to include them in the survey.

Hence students were exempted with the exception of the SRC and GRASAG presidents who represent the student body on the governing council and therefore found appropriate for inclusion as participants. Additional questions such as the functions of the council and concluding remarks by the interviewee on the usefulness of the governing council in the university governance and suggestions to improve the supervisory role of the council were added to the interview guide.   In all, the pilot-testing of the instruments enabled the researcher to fine- tune them for the final data collection.

Data Collection Procedure

Data were collected from both primary and secondary sources. Document analysis was also carried out. Annual budget, annual report, basic statistics, and other regulatory documents on quality evaluation from the Ghana Tertiary Education Commission (GTEC) constituted the secondary source. Primary data were collected directly from participants of the study. Structured questionnaire, interview guide, and document analysis checklist were used to collect both quantitative and qualitative data for the purpose of answering the research questions for the study.

In large surveys where specific answers are anticipated from the respondents, structured questionnaire is often used (Burns & Ryman, 2017). Items on the questionnaire were structured on a five -point Likert scale with options ranging from Strongly agree to Strongly disagree for respondents to choose from. Burns and Ryman (2017) posit that the Likert scale is a very effective technique in the collection of quantitative data. The questionnaire for this study was specifically designed in line with the research questions.

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Before going into the field, an introduction letter from the Institute for Educational Planning and Administration was obtained to introduce the researcher to the selected institutions and participants for the purpose of data collection (See Appendix 3). Also, the Institutional Review Board (IRB) of the University of Cape Coast gave ethical clearance for the conduct of the research study after reviewing the research proposal (See Appendix 2). The participants for the interviews for the qualitative data were individually contacted first by phone and face-to-face for their consent to participate in the study after the purpose of the study was well explained to them. Participants were assured of anonymity and confidentiality of the information they would provide. Likewise, they were also assured their right to withdraw from the study at any point without any adverse obligation. All who agreed to participate in the study were made to sign a consent form (See Appendix 7). The date, time, and venue for each interview were set with each participant.

The interviews took place in the participants' respective offices. All the interviews were conducted by the researcher himself. With prior permission from the participants, the interview session was audio-recorded and each session lasted between 15 and 20 minutes. The recorded data were transcribed immediately after the session and sent to participants by email for member-checking before any statement from the interview was used in the analysis. Special codes were used to ensure the anonymity of participants' names and institutions. According to Creswell and Creswell (2018) trustworthiness is fundamental to high-quality qualitative study, hence the researcher adopted the member-checking to validate the accuracy of

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participants' responses before using them in the analysis. After each interview session, a special thank you letter was sent to each of the participants.

For the quantitative data, letters were written to the presidents of the various staff categories in the three universities, ie, Universities Teachers Association of Ghana (UTAG), Ghana Association of Universities Administrators (GAUA), Federation of Senior Staff Association of Ghana (FUSSAG), and Teachers and Educational Workers Union (TEWU). An appointment was booked for the researcher to meet members of the various associations. At the meeting, purpose of the study was explained to them and participants were assured of anonymity and confidentiality of the information they would provide. Those who voluntarily decided to participate in the study were asked to sign consent forms and given the questionnaire to read and tick the appropriate responses. It took participants between 15 and 20 minutes to complete the questionnaire and were taken back immediately after completion.

Data Processing and Analysis

Data analysis is a complex process involving scrutinizing, cleaning and inspecting and modeling the data collected with the objective of identifying outcomes or relationships that can be generalized or draw inferences about the population under study in line with the specific research questions (Hyndman, 2018).

Analysis of Quantitative

The questionnaire data were reviewed and edited to ensure completeness and validity in line with the research questions. Data were then coded to facilitate easy analysis. IBM SPSS version 23 and Microsoft Excel applications were used to analyse the quantitative data. Descriptive statistical tools were used to

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determine the characteristics of the measures of central tendencies on governing councils' operations and teaching performance. The quantitative data were analyzed using descriptive and inferential statistical tools. Data on personal profile of respondents were analyzed using cross tabulation. This allowed two variables to be compared using percentages and also determine relationship if any existed between them. Data regarding Research Question One were analyzed by using one-way analysis of variance to compare the three institutions, the extent of council influence on teaching performance.

Analysis of Qualitative Component

The analysis of the qualitative data was guided by Bella Williams (22024) six-phase model of thematic analysis of phenomenological data. This framework has been the most preferred approach in recent times by qualitative researchers. The main themes for analysis of the qualitative data were;

      i)   Council internal assessment mechanisms

      ii)   Council use of the committee system

      iii)   Council use of committees

      iv)   Council diversity and composition

These themes were developed from the research questions. Bella six-phase model was considered as the most appropriate method for analysis of the qualitative data component of this research because the approach was flexible and had the ability to produce comprehensive and rich data as it explored the views of respondents.

Step 1: I played back the recorded interview several times and transcribed them verbatim.

Step 2: I read the transcribed data multiple times to immerse myself with the aim of gaining a holistic understanding of participants' experiences

Step 3: Bracketing: I reflect on my own biases and assumptions regarding the phenomenon and actively set them aside in order not to affect the analysis of the data from participants

Step 4: Coding and thematic identification: I identify key themes and patterns emerging from the data using codes to categorize relevant sections.

Step 5: Thematic refinement: I reviewed and refined themes to ensure they accurately represent the data and captured the essence of the lived experience of participants.

Step 6: Interpretation: I analyzed the relationships between themes, considering the broader context and provided rich interpretation of the phenomenon based on participants' perspective and wrote a comprehensive report of the study results, supporting each finding by direct quotations from respondents, and drew conclusions from the findings as the final phase.

Ethical Considerations

Every credible research study must address ethical issues such as data privacy, conundrum, false accounting, discrimination, and causing harm to respondents. This study followed all ethical issues diligently. Saunders et al., (2016) defined ethics as "the norms or standards of behavior that guide moral choices about one's behavior and relationships with others" (p. 65). Formal approval for the research proposal was sought from the Institutional Review

Board (IRB) of the University of Cape Coast before embarking on the data collection. Also, permission was sought from the Registrars of the three universities for the conduct of the study in their respective universities. The researcher met all survey respondents and interview participants' face-to –face to explain the objectives and purpose of the study. Those who agreed to participate in the study were made to sign the participants' consent form. The rights of respondents were protected by granting them the freedom to withdraw from the study or not to answer any question which they felt offensive without any adverse effect to them. Special codes were developed by the researcher for each survey respondent and interview participant and their institutions. This provided anonymity, hence the names of respondents and their institutions were protected from third parties. Confidentiality of information provided by respondents was assured at every stage of the study. Instruments used for the data collection were protected by special passwords and finger print code. Filled questionnaires were handled solely by the researcher during data coding and entry and were kept under lock in a secured cabinet from third parties.

CHAPTER FOUR

RESULTS AND DISCUSSION

Introduction

This chapter presents the results and discussion of the study. The demographic characteristics of the respondents according to gender, and ranks or departments of the members of the governing council are first presented, followed by a description of the characteristics of the governing councils involved in the study. The chapter focuses on finding answers to the key research questions guiding the study: how the governing councils internally assess teaching performance in public universities; how the governing councils promote teaching performance through their committee system; how the governing councils use their meetings to promote teaching performance in the public universities; and how corporate governance variables like council diversity and composition help in the acquisition of needed resources to promote teaching performance in public universities.

The methodology used in this study was the concurrent exploratory mixed methods design. The key instruments used for the collection of data were documentary check-list, structured questionnaire, and semi-structured interview guide. The statistical tools used for the analysis included frequency distributions, means, standard deviations, and a one-way analysis of variance

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(ANOVA). The tests were conducted to ascertain significant differences among respondents from the three institutions.

Demographic Characteristics of Respondents

This section of the thesis describes the characteristics of the units (the three public universities) and the individual respondents according to gender, ranks, colleges, and roles they play to support the activities of the governing council. The purpose of presenting these demographic characteristics of both the selected universities and the bio-statistics of the individual respondents is to provide a domain for the analysis, so as to bring a better understanding of the actions and behaviors of the members who make up the governing councils of the three Ghanaians universities under review.

Distribution of Respondents at the Three Universities by Gender

The breakdown of the sample respondents are as follows: At the University of Ghana, a total of 155 staff were sampled, out of which 109 were males and 47 were females. A total of 150 staff were sampled at the University of Cape Coast, out of which 61 were females and 89 were males. One hundred staff made up of 58 males and 42 females were sampled at Kwame Nkrumah University of Science and Technology.

Table 3: Proportionate Distribution of Respondents by Institution

Institution	Frequency	Percent (%)
UG	155	38
KNUST	100	25
UCC	150	37
Total	**405**	**100**

Source: Field Survey (2022)

Table 3 displays a proportionate distribution of the respondents in the study by institutions; (UG155:38%; UCC,150:37%; KNUST,100:25%. The table shows that the number of respondents sampled for the quantitative data in the three educational institutions is almost proportional to the total sample, an indication that there is likely to be a fair representation of views from these groups in terms of how the governing council is performing with regard to teaching.

Staff perception of the functionality of the Governing Councils in their universities

Research Question One: How do the Staff of Public Universities perceive the Functionality of Governing Councils in Ghana?

This section discusses the functionality of the governance structure of the three public universities in Ghana. The section first presents brief information about the selected universities and their governance structure. It discusses issues related to the size and composition of the governing council to bring out the operational character of the governance structure that the selected public universities have been working with.   Bathala and Rao (2018) argued that there is no consensus in the literature on a set of corporate governance principles globally accepted as a benchmark for board structures because such structures depend on the organisational practices, the legal, political and economic environment.

In the Ghanaian university education sector, the statute of every public university stipulates the functions of the University Governing Council. Council structures include council size, council composition, council independence and council committees.   These characteristics are similar

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to what several reports reviewing the structures and the responsibilities of boards of directors in the UK, such as the Cadbury Report, the Greenbury Report, the Hampel Report and the Higgs Report summarised as best practice recommendations in higher education institutional governance in the UK (Obeng-Sarpong, Bour, & Addo, 2020).   Coussin and Caballero (2018) found that an effective board must possess the following characteristics: diverse qualification, experience, personality, opinion, and gender. They argued that diversity creates a pool of expertise necessary for innovation. However, this diversity must be managed to ensure harmony, council cohesiveness, and good communication.

The Act establishing every public university in Ghana makes it mandatory for the university to appoint a governing council which is the apex decision-making body of the institution (GTEC, 2019).   Hence, there was the need to explore whether this mandatory act is being followed by the university management. Participants were asked, "How do the staff of your university perceive the functionality of your governing council?   Why do you describe your council as functional?   These were some of the responses by participants:

> *It's functional because we are mandated to meet every quarter and we do. We meet to approve and disapprove management policies and plans. We meet to deliberate on all important issues from management.* **(TM 1)**

> *The council is in charge of issues related to academic programmes, appointments at the professorial rank, deputy registrars, and other high-ranking officers of the university. They give strategic direction to the management, they*

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oversee everything.   All committee's decisions go to the council for final approval (**MM1**)

Over the years they have come in to make pronouncements. In recent times there has been a lot of back and forth in respect of all kinds of things in the university and they have s*-w`tamped their authority to ensure the smooth administration aof the university. Generally, the council has ensured the university's smooth governance. I can therefore describe the council as very functional regarding the crucial role they play in the governance of the university (**IM 3**)

Because I see them performing their statutory duties and the atmosphere in the university also attest to that (**SR 1**)

All the participants were unanimous regarding the existence of the governing council in their universities and the crucial role it plays in the governance structure of their institutions. This perspective supports the assertion of Gayle et al. (2017) who 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 universities" (p.72).

University governance is concerned with collective control toward common goals. It deals with arrangements in which public, and private actors, seek to solve societal problems and create societal opportunities, and essential care for the institutions within the governance activities take place (Musselin, 2021). Over 292 participants representing (75%) of the staff at the three

universities sampled from the survey agreed that their universities have functional governing councils.

Further interviews were conducted with participants of the three universities visited to find out the council sizes, the council compositions, and level of independence/and autonomy given to these councils to make their work effective. During the interviews, the following diagram as shown in Figure 6, was displayed by each one of them who said it was the general functional governance structure the universities operate.

The study found that all three universities had followed the statutes of their various universities strictly. As a result, the statutory requirement of establishing a governing council to serve as the apex governing body for each university has been adhered to.

Again the study has shown that the statutes of the various universities provide guidelines for selection of members of the governing council, which promotes participatory governance whereby all constituents of the university community are well represented on the governing council. This shows that all major stakeholders of the universities take active part in the decision-making process. Thus, management of the three universities maintain effective governance structures which have helped to minimize conflicts at their various campuses.

Council Composition	
Government Appointees	Chancellor
Regulatory-Bodies (GTEC, NAB)	Governing Council
Industry Professional Bodies	
Employers	Vice – Chancellor
Alumni	
University Staff & Students	Pro Vice - Chancellor
GOVERNING COUNCIL MEMBERS	
UG (20)	Registrar
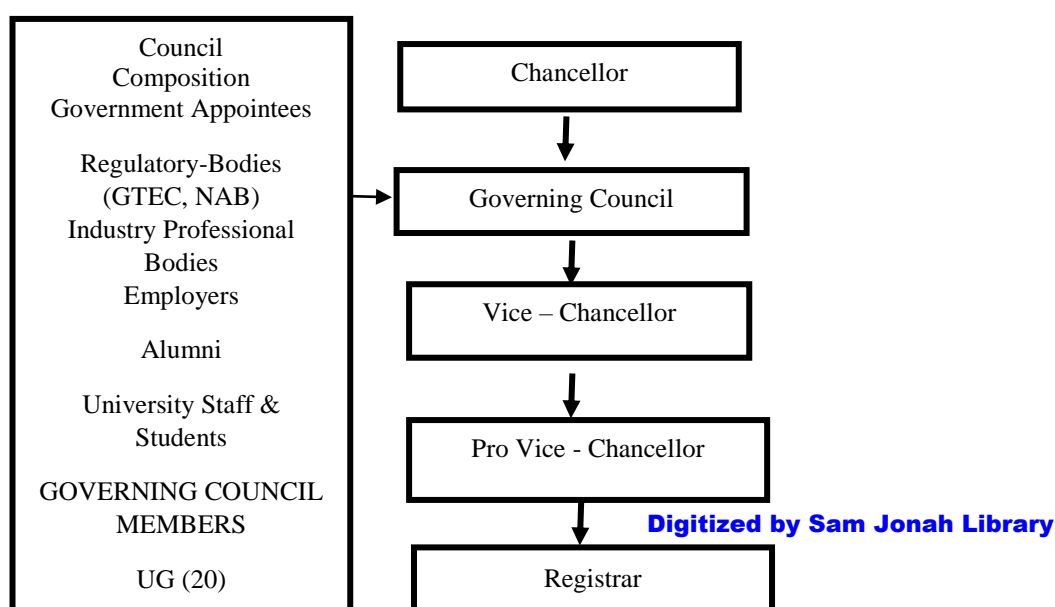
Figure 4: The general functional governance structure of Governing Council in Public Universities in Ghana.
 Source: Field Data (2022)

Functions, Composition, and Sizes of the Governing Councils

University of Ghana was founded in 1948 as the University College of the Gold Coast affiliated to the University of London which supervised its academic programmes and awarded degrees.   In 1961, the Government of Ghana under President Dr. Kwame Nkrumah passed the University of Ghana Act, 1961(Act, 79). The Act made the university a sovereign institution with the right to determine its own academic programmes and awarded degrees. After Ghana gained independence in 1957, the university college was renamed University of Ghana.   University of Ghana currently is governed by the University of Ghana Act, 2010 (Act, 806). (UG website, 2023).

The statutes of the University of Ghana (2018, p.65) states: "the Governing Council of the University of Ghana is the highest decision-making body in the university". The Council shall consist of the chairperson, the Vice-Chancellor, two convocation representatives, one teaching, one non-teaching, one representative of the UG branch of University Teachers Association of Ghana (UTAG), two staff representatives, one representing junior staff and

one, senior staff. The others are representatives from undergraduates of the university, postgraduate students of the university, the academy of arts and sciences, the conference of heads of assisted senior high schools (CHASS), the Ghana Tertiary Education Commission (GTEC), the alumni association of the university. The rest are three government appointees taking into account, the need for gender balance. Expertise in management and finance, two other persons appointed by the university council from outside the university in consultation with the Vice-Chancellor, Registrar (Secretary).

    The University of Ghana has twenty (20) member council. The University of Ghana council is expected to extend governance oversight responsibilities over 20 schools, 4 colleges, 6 institutes, 11 centres of excellence, and 22 affiliated institutions and other colleges of education. The above-listed academic institutions bring out the point that the work of the governing council of the University of Ghana is enormous, which implies that in order for the council to achieve set goals and objectives, it must put in extra effort as these areas present a broader spectrum of work to be done.

    The University of Cape Coast was inaugurated on December 15, 1962, to be mentored by the University of Ghana. The name was changed to the University College of Science Education (UCSE) in 1964. The act, Act 390 which established the institution provided as follows:

> *The focus of the university is to provide instruction and to make provision for research and for the advancement of knowledge in such branches of learning and study, for such persons (whether members of the university or not) and in such manner as it shall determine; provided that initially, the University shall give emphasis to the preparation of teachers (graduate and others) for secondary schools,*

teacher training colleges, polytechnics, and technical institutions in Ghana.

The highest decision making body is the University Council. Thus, according to the statutes of the university of Cape Coast (2018, p.25).

> *The Governing Council of the University of Cape Coast consists of the chairperson, the Vice-Chancellor, two convocation representatives, one teaching; one non-teaching, one representative of the UCC branch of University Teachers Association of Ghana (UTAG), two staff representatives, one representing junior staff and one, senior staff. The others are representatives from undergraduates of the university, postgraduate students of the university, the principals of colleges of education, the conference of heads of assisted senior high schools (CHASS), the Ghana Tertiary Education Commission (GTEC), the alumni association of the university. The rest are three government appointees taking into account, the need for gender balance. Expertise in management and finance, two other persons appointed by the university council from outside the university in consultation with the Vice-Chancellor.* (Statutes of U.C.C, 2018, p.25).

 The statutes of Kwame Nkrumah University of Science and Technology affirm the university Council as the highest decision-making body of the University. (KNUST Status, 2017, p.15),

> *The Governing Council of the Kwame Nkrumah University of Science and Technology consists of the chairperson, the Vice-Chancellor, two convocation representatives, one teaching; one non-teaching, one representative on the KNUST branch of University Teachers Association of Ghana (UTAG), two staff representatives, one representing junior staff and one, senior staff. The others are representatives from undergraduates of the university, postgraduate students of the university, the Ghana Association of Engineers, the Association of Ghana Industries, the Conference of Heads of Assisted Senior High Schools (CHASS), the National Council or Tertiary Education (NCTE) now Ghana Tertiary Education Commission (GTEC), the alumni association of the*

university. The rest are three government appointees taking into account, the need for gender balance. Expertise in management and finance, two other persons appointed by the university council from outside the university in consultation with the Vice-Chancellor. (Statutes of KNUST, p.15).

Functional Responsibilities of the Governing Council Members

Further investigations were done about the level of knowledge and expertise of the members of the governing council of the universities. The submissions from one of the interview participants brought a set of experts who have been assigned responsibilities to serve on the governing councils of Ghanaian public universities. Table 4 displays the general functional responsibilities of the council members in public universities in Ghana.

Table 4: Responsibilities of Experts on University of Ghana to the Governing Council

Rank	Area of study/ Relevant experience	Responsibility	Active/Not Active
University Teachers Association (UTAG)	Philosophy	Academic and staff related issues	Active
Non-Academic Senior Staff	Public Administration	Administrative and staff issues	
Teachers and Education Workers Union (TEWU)	Geography	Unionized staff issues	Active
Th university Alumnae	Finance	Alumina, fundraising and internship issues	Active
SRC representative for Undergraduate	Psychology	Students related issues	Active
GRASAG Representative for Postgraduate Students	Communication studies	Postgraduate students research an students industrial attachment	Active
Three Members from Industry in the core mandate of the University	Public Administration, Research, Engineering	Professional standards and employability of students	Active
One Representative from the Ghana Tertiary Education Commission (GTEC)	Quality Assurance and Curriculum, Design	Accreditation, quality and other regulatory policies and regulations	Active

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One Representative from Council of Conference Of Heads Of Assisted High Schools	Educational Administration	Admission requirements of SHS applicants, disciplinary and administrative issues	Active

Source: Field Data, 2022.

Thus, the Council of the University of Ghana University gives opportunity for people with all kinds of backgrounds to bring on board their expertise for the running of the University. This strong representation is likely to make decisions taken by the council to be more professional and strong. Support of members from the private sector on councils in public universities is recommended by agency and stewardship theories as a measure to protect and safeguard stakeholders' interests (Rosalia & Castilo-Villa, 2021; Ayad et al., 2021; as well as Xio, 2022). When participants were asked about what should constitute an ideal size of the governing council, they shared the following:

> *In my opinion, larger boards have been found to be characterized by decreased ability of the governing board to criticize provost, deans, and heads of department for any misconduct or wrongdoing. I have observed that large boards are likely to face problems dealing with misconduct, especially when it has to make decisions on matters that do not directly link to penalties stipulated in the University's Code of Conduct. To me, I think the size of the governing council matters, as far as I am concerned the level of cooperation and agreement among members of every council will be sound if the council size is relatively small*

> *Over here we have a good representation of all sections on our council. For instance, I can give you the membership list of our council. First, there is a representative from the University Teachers Association (UTAG) (representing the senior academic staff members), one elected member from convocation, non-academic senior staff, teachers and education workers union, the university alumnae, one representative for undergraduate and one for postgraduate students, three members from industry in the core mandate*

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of the university, one representative from the national regulatory body the Ghana Tertiary Education Commission (GTEC and one representative from the council of conference of heads of assisted high schools. This is the list of the members that we have on our council **(TM3).**

We have a fair representation of all key stakeholders of the university on the governing council, however, the selection of these representatives is highly influenced by the government which intends to achieve its goals with them **(MM 2).**

The agency theory by Hermalin and Weisbach (2018) suggests that as board size becomes large, the agency problem related to director freeriding increases, and the board becomes more symbolic and less a part of the management process. The recommendation by a participant for a smaller governing council size membership is consistent with the findings of Mucci et al. (2020) who suggested a relatively small governing council size to enhance effective and quick decision-making to facilitate consensus building on policy formulation and implementation. Supporting this view, Ahmad et al. (2020) argue that as board size becomes larger, it is more difficult for board members to reach a consensus due to the more diverse opinions and ideas.

However, this is contrary to the recommendations made by Anderson and Reeb (2017) who endorsed a large size governing board. Their justification is that in larger boards, much deeper expert ideas are shared to help strong decisions to be made for effective governance. Sharing similar view, a participant noted that decision-making is less slow, emphasizing the point that it depends much on the one chairing the meeting. It is common to

assume that a larger council is preferable because it allows for the inclusion of more diverse council members who bring a variety of areas of expertise. Indeed, other studies have shown that larger councils have more coordination and communication issues, which reduces the effectiveness of the board in overseeing agents (Bathala, & Rao, 2018; Dato, Hundon & Marsland, 2019). There is therefore no conclusion on the ideal size of the governing council.

Several studies have highlighted the importance of board composition, meetings, and working style, as well as, the important role of the chief executive in helping or hindering the development of an effective board (Mahajan et al., 2019; Hundon & Marsland, 2019) or the emergence of a core group of board members that are important in getting things done (Murray et al., 2018).   The statement of one of the participants on good governance is supported by Wijaya and Dewi's 2018 finding that the implementation of good university governance principles had a positive significant direct effect on student satisfaction and institutional performance.

Veltri, Puntillo, and Pierr (2022) found that governing council composition and diversity have an influence on the university's academic programmes. Gudo, Oanda, and Olel (2017) noted that inadequate involvement of students and staff in decision-making impacts, negatively on the quality of teaching and learning in public universities. The governing council needs to constantly ensure participatory democracy on the various university campuses since students and staff are major stakeholders of the university.

The descriptions of the governing councils' structures by the three universities suggest that the governing councils' structure follows the State -

Centered Governance Model where the system is influenced by a high degree of hierarchy, and where council representatives are usually appointed rather than elected. Drawing from the experiences of pioneer tertiary institutions in countries such as France, Sweden, Turkey, and Russia which have strictly followed the state-centered model council governance approach, one could deduce that both disadvantages and advantages tend towards this governance model as pointed out by Ke Yu, (2022).

A participant shared this:

> T*he State Centered Governance Model is helpful because it fosters closer links or cooperation between the university and the government strategies and helps in the pursuit of national development goals. The state is not left out in most of the decisions taken. A major limitation of this model is that the state has little and limited influence over how resources are allocated in the University* (**IM 3**)

The Act establishing every public university in Ghana makes it mandatory for the university to have a governing council as the apex decision-making body of the institution (GTEC, 2019). Resource allocation for academic work in the university is a prerogative of the leadership of the university, and therefore the council could be held responsible for any inadequacy. The study found that all the three public universities have well-structured functional governing councils.

Governing Council Internal Assessment of Teaching Performance

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Research Question Two: How do Governing Councils Internally Assess Teaching Performance in the Public Universities?

The research question sought to find out how the governing councils at the universities internally assess teaching performance. Peters (2019) alluded to the fact that one of the tools used globally to assess the effectiveness of teaching in higher education is the student survey. This evaluation tool goes by a variety of titles such as, student evaluation of teaching (SET), teacher rating form (TRF), student ratings of teaching (SRT), and student evaluation of faculty (SEF). In many schools and universities, according to Langbein (2018, p.1), student evaluations "serve as tools for instructional improvement, as evidence for promotion and tenure decisions, as a way for students to choose their courses, as one criterion of program effectiveness, and as the continuing focus of active research and intense debate,"   It is in the light of the above noted significance of staffs' ratings of tutors' performance, that the research question was formulated to assess teaching performance in the three universities. The staff were required to respond to a 29 item questionnaire with a sub-scale on the theme: how council activities promote teaching performance.

Table 5: Views Staff of on how Governing Councils Assess Teaching Performance

Item	Disagree		Agree	
	Freq.	%	Freq.	%
The council has an internal mechanism to assess the performance of staff and students	139	34.1.	266	65.7

There are mandatory documents management provides the council to assess the performance of staff and students	161	40.0	244	60.3
Council through management motivates academic and administrative staff for quality teaching in the form of awards and prizes	152	37.4	253	62.5

Source: Field Data, 2022

To assess how the council uses its activities to assess teaching performance, a five-point Likert scale ranging from "1= Strongly Disagree to 5= Strongly Agree" was adopted. A total of 405 staff members responded to the staffs' questionnaire. For analysis purposes, Strongly Disagree and Disagree were combined as "Disagree" while Strongly Agree and Agree were combined as "Agree". Neutral responses were not considered in the analysis as they could not be used to make any valid judgement. The results of the staff responses on how the governing council internally assesses teaching performance are presented under the various sub-scales in Table 5.

The results from Table 5 reveal that 266 (65.7%) of them agreed that the council has an internal mechanism to assess the performance of staff and students. Indeed, over half of the staff (244:60.3%) agreed that there are mandatory documents management provides to council to assess the teaching performance of lecturers. 253 of the survey respondents said the council through the management motivates staff and students through awards policy to promote high quality teaching performance (253:62.5%).

Table 6: One-way ANOVA Description

The Council has Internal Mechanism to Assess Performance of Staff and Students

	N	Mean	Std.	Std.	95% Confidence	Minimu	Maxi

		Deviation	Error	Interval for Mean Lower Bound	Upper Bound	m	mum
SMA	106	4.4545	.66572	.11589	4.2185	4.6906	2.00	5.00
SMNA	94	4.3810	.49761	.10859	4.1544	4.6075	4.00	5.00
SS	106	4.0303	.84723	.14748	3.7299	4.3307	2.00	5.00
JS	99	4.1923	.98058	.19231	3.7962	4.5884	1.00	5.00
Total	405	4.2566	.78807	.07414	4.1097	4.4035	1.00	5.00

Source: Field Data, 2023

To examine the perceptions of the staff about how the governing councils internally assess the teaching performance in the three public universities, a one-way analysis of variance ANOVA was conducted. The staff were grouped into four categories namely; senior member-academic, senior member non-academic, senior staff, and junior staff. The results of the ANOVA showed significant differences at $p \leq 0.138$ in the perception that the governing council has internal mechanisms to assess the performance of staff and students. The results also showed significant differences among the three institutions.

Table 7: ANOVA Distribution of Council's Internal Assessment

	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	3.415	3	1.138	1.876	.138
Within Groups	66.142	109	.607		
Total	69.558	112			

Source: Field Data

Participants' views were solicited through interviews to confirm the survey responses. Below are some interview responses of participants corroborating questionnaire results on how the councils internally assess teaching performance in the universities:

> *Every quarter the VC briefs the council on every activity in the university. These briefings cover academics, research, community service, etc. Based on these briefings, the council is able to ask questions, seek clarifications, and give suggestions and directions to management. Again, the Academic board submits periodic reports on all academic activities in the university to the council (***MM 2***)*

> *The Academic Board provides the following documents; Annual Statistics, Annual Reports, Annual Budget, etc which detail information on enrolment, new programmes, graduation, staff, and expenses made on academic programmes. All this information helps the council to address any shortfall in teaching, research, and any other area of the university's operations"* **(IM 3)**

> *The rewards and sanctions policy of the university is one of the ways by which the council internally assesses performance in general in the university. Lecturers who win international awards for teaching and research as well as students who excel in their studies are often rewarded during graduation. Non- Non-performing lecturers and students are also sanctioned. A lecturer appointment can be terminated. Students can be withdrawn. This is done to promote excellence from both staff and students* **(SR 2).**

The participants' remarks are supported by the findings of Mushin et al. (2019) that adequate learning facilities, teaching quality of academic staff, and good university governance have a significant impact on student satisfaction. The implementation of rewards and sanction policy by the governing council is to ensure that both students and staff perform optimally.

A study by Usman (2018) on governance in higher education in Pakistan found that to promote quality academic work on university campuses, major structural weaknesses in the governance structure of public universities must be addressed.   Usman (2018) concluded that reforms need to be introduced to ensure participatory governance where all major stakeholders of the university are included in the decision-making process.

Another study by the Organisation for Economic Co-operation and Development (OECD) established a strong link between the recruitment of teaching staff and teaching performance (OECD, 2018).   The study cited the absence of well-designed policies regulating the educational processes, lack of clear vision, lack of appropriate indicators to measure quality in education, and lack of human resources with the requisite knowledge, skills, and motivation to deliver quality services in education as factors affecting the quality of higher education in African Universities (Ramsden, 2018). Martirosyan (2018) also found that internet technology, library services, and student support facilities, in particular, play an important role in students' success in post-secondary education.

The current study found that the governing councils have internal mechanisms to assess the teaching performance of the universities.   The establishment of Quality Assurance and Human Resource Development Directorates and other quality assurance measures and policies in all three universities showed that teaching performance could easily be assessed. The study findings harmonize with the system theory which conceptualises the university as a holistic system made up of finance, staff, students, physical,

and material resources. Governing councils are appointed to ensure that the university systems work to achieve their set goals.

The findings of this study collaborate with Usman (2018), Ramsden (2018), OECD (2018) and Martirosyan (2018). These studies have shown that effective teaching and learning hinge on many factors such as quality faculty that are well motivated, congenial learning environment as well as effective student support services. The governing council should have mechanism in place in place to address all deficiencies affecting teaching and learning in their respective institutions

Using Council Committee System to Promote Teaching Performance

Research Question Three: In What Ways Do Governing Councils Use the Committee System to Promote Teaching   Performance**?**

Oyebade, Ajayi, and Oyeyipo (2017) defined a committee "as a group of people appointed or chosen to perform a function or do a particular job on behalf of a large group" (p.58).   Every committee is responsible to its appointing body. Committees could be temporary/Ad- hoc or formal/ statutory or permanent. An Ad- hoc committee is created for a specific purpose and ceases to exist after the discharge of its task. Permanent/Formal or Statutory committees, on the other hand, are required by the law to establish the institution or organisation with specific roles and functions. Formal committees have delegated duties and authority.   Board of directors'/ Governing council functions are discharged through the various sub- committees of the board/council (Jiraporn et al., 2019).

Harrison (2017) identified two main types of board committees. These are monitoring or oversight and operating or management support board

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committees.   Operating board committees advise management about board decisions. Their monitoring counterparts protect shareholder interests by independent reviews of corporate executives and affairs. Studies have indicated that committees are an important requirement in the board structure (De Silva Lokuwaduge, (2017); Khanchel, (2017); Klein, (2018). Khanchel, (2017), and El Mehdi (2017) argued that the appointment and promotion committee, the audit committee, and the remuneration committee, must be made independent from the CEO. This will ensure better scrutiny, accountability, and assessment of management performance.   It is recommended that every university should have these oversight committees.

Barrett (2019) stressed the critical role of the audit committees in every public sector organisation or institution in protecting the public purse. The Dearing Committee (Dearing, 2019) recommended that university councils are to have appointment and remuneration committees to select and remunerate officers for the management of public universities.

A survey was conducted with the staff sampled from the three universities about their views on how the council uses the committee system to promote teaching performance in the University.   The respondents were requested to respond to a 29 item questionnaire with six subscales. A five-point likert scale ranging from "1= Strongly Disagree to 5= Strongly Agree" was used on the questionnaire.   Strongly Disagree and Disagree were combined as "Disagree" and Strongly Agree and Agree were combined as "Agree" for the purpose of analysis.   The results of staffs' view on the use of committee system in promoting teaching performance are presented under the various sub-scales in Table 9.

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Table 8: Staff Views on the Use of Committee System to Promote Quality Teaching

Item	Disagree		Agree	
	Freq.	%	Freq.	%
Council has appointed adequate committees for effective institutional governance	161	39.7	244	60.3
Council has a mechanism in place to ensure that members of various committees possess appropriate competencies for effective committee work	162	40.0	243	60.0
Council holds committees accountable for their actions and inactions.	170	41.9	235	58.0
Council has committees to address students and staff grievances promptly to create atmosphere for effective teaching and learning	144	35.5	261	64.4
The council committee on procurement facilitates the timely acquisition of teaching and learning materials to promote quality teaching and learning	250	61.7	155	38.3

Source: Field Data, 2022

Results from Table 8 reveal that the staff agreed that the university council has appointed adequate number of committees for effective institutional governance. Over 60% of the staff 244: 60.3% agreed that the council has appointed adequate committees for effective governance of the universities. Again, 243 representing 60% agreed that there exists a mechanism in place to ensure that members of the various committees possess appropriate competencies for effective committee work. Two hundred and sixty-one respondents representing 64.4% agreed that the council has appointed appropriate committees to deal with students and staff grievances promptly.   Unfortunately, a significant number of the staff (170: 41.9%) shared that council does not hold committees accountable for their actions and inactions. Over 60% of the staff (250: 61.7%) also disagreed that council sub-committee on procurement facilitates timely acquisition of teaching and learning materials to promote effective teaching and learning.

On the perceptions of staff about how the governing councils use the committee system to promote teaching performance, a one-way analysis of variance (ANOVA) was employed. To obtain reliable results, however, the staff were categorised into four groups: senior member-academic, senior member non-academic, senior staff, and junior staff. The results of variance (ANOVA showed significant differences at $p \leq 0.O8$ in the perception that the governing council has appointed adequate committees for effective supervision of managements. Table 9 shows multiple comparisons of respondents' responses of how the governing councils use the committee system to promote quality teaching performance in the three public universities.

Table 9: Description of One-Way (ANOVA)

Council through the promotion committee regularly appraises staff with the view to improve performance

	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
					Lower Bound	Upper Bound		
Senior member academic	106	3.8182	1.28585	.22384	3.3622	4.2741	1.00	5.00
Senior member non-academic	94	3.8095	1.47034	.32085	3.1402	4.4788	1.00	5.00
Senior staff	106	3.8788	1.21854	.21212	3.4467	4.3109	1.00	5.00
Junior staff	99	3.6923	1.54322	.30265	3.0690	4.3156	1.00	5.00
Total	405	3.8053	1.34867	.12687	3.5539	4.0567	1.00	5.00

Source: Field Data, 2023

Table 10: ANOVA Distribution of Council's use of the Committee System

Council through the promotion committee regularly appraises staff with the view to improve performance

	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	.516	3	.172	.092	.964
Within Groups	203.201	109	1.864		
Total	203.717	112			

Source: Field Data, 2023

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It is evident from Tables 8 to 10 that respondents unanimously agreed that the university council has appointed adequate committees to facilitate good governance in their universities. They indicated that the committees are very active and functional. However, they were quick to comment on the low representation of administrative staff on the various committees and frequency of committee meetings, which they believe can negatively affect the teaching and research performance of academic staff serving on several committees such as deans and heads of department. They indicated further that sometimes, some of the committees are not adequately resourced for effective committee work. The following comments from participants buttress the views on how the council uses the committee system to promote teaching performance:

> *Council has various sub-committees such as finance, audit, development, etc. These committees are headed by people who have experience and expertise in these areas.   Every council member serves on at least one of the sub-committees based on his or her expertise. For example, I am a charted accountant so I serve on the finance committee. Council members bring their expertise to bear on the decisions of various committees. All   committees report to the council for ratification of their decisions* **(TM 2).**

> *There are several committees to promote quality teaching and academic excellence. This includes the Academic Board, Quality Assurance, and Academic Review, which review academic programmes to ensure that they meet*

industry and regulatory requirements. These committees permeate all levels of the university i.e. colleges, schools, faculty, and departments. Again people who serve on these committees by the university statutes must be professionals with the requisite knowledge, skills, and competencies. This is to ensure that decisions made at the various committees can stand the test of time. Also, all committees' decisions, policies, and plans need the council's ratification before implementation. All academic-related issues are handled by the Academic Board and its related sub-committees at the various levels of the university. Academic-related committees report to the academic board and the latter to the council **(MM 3).**

For us, we have the academic board, and academic directorate with sub-committees such as quality assurance, examination, and library committee. These units permeate through colleges, schools, and even departments. Each department has academic advisors, examination officers etc. These units report to the academic board and the
     latter to the council. In effect, the council promotes quality teaching through the various sub-committees of the academic board **(IM 1)**

The council promotes teaching which is a core mandate of the university through the colleges, faculties, directorates,

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schools, departments, and units. All academic related issues are dealt with by the Academic Board which also reports to the council **(MM 3).**

Since the university operates a bi-camera model, the council has delegated some of its powers to the academic board; there are also various sub-committees of the academic board, and all these committees report to the academic board and the latter to the council. So all academic-related issues are dealt with through the academic board and its sub-committees. All committees' decisions need the approval of the council **(IM 3)**

Responses from participants concur with the survey respondents that the governing council has instituted various committees to help her in its oversight responsibility of the university. The study by Arthur and Ewusi-Armah (2021) found that the committee system is an effective decision-making tool in tertiary education in Ghana. It promotes participatory decision-making and has a high influence on management decisions. However, the committee system is bedeviled with the following challenges; financial constraints, lack of human resource and logistic support, failure of management to implement committee decisions, and one person or few people serving on so many committees. The study recommended that to obtain optimal benefit from the committee system, governing councils of the universities needed to address the challenges mentioned.

Several scholars (e.g. Jiang et al., (2020; De Silva Lokuwaduge, 2017; Khanchel, 2017; Klein, 2018) have recommended board committees as an

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important component in the university's governance structure. Khanchel (2017) and El Mehdi (2017) cautioned that to make committees effective, they must be made independent of the CEO who is the Vice -Chancellor of a public university and be made to report directly to the governing council.   They noted that the existence of an audit committee, a nomination committee, and a remuneration committee, and the independence of these committees from the CEO's involvement, led to better monitoring and better scrutiny of activities which resulted in better performance and accountability.   They recommended that every university should have these oversight committees. Barret (2019) recommended audit committee, appointment, and promotion committee as well as remuneration committees for every public university.   This view is supported by the literature on the committee system.   Bampo-Addo (2018) contends that one of the weaknesses of the committee system in Ghanaian universities is the fact that management is free either to accept or reject a committee's report.   Committees play just an advisory role to management. For example, if a decision of a disciplinary committee causes students' unrest on a university campus, the council and management are those who will be held responsible for the unrest by the government and the public, not the committee that took that decision to punish the offending students. Members of committees are not held responsible for their actions and inactions.

However, 61.7 % of the staff respondents were of the opinion that the council committee on procurement must be adequately resourced to ensure that all the necessary inputs for teaching and learning are procured on time for effective academic work.   The large number of staff disagreeing that the council sub-committee on procurement facilitates prompt acquisition and

distribution of teaching and learning materials to promote effective teaching and learning gives cause for concern. Lecturers and administrators need tools and equipment to work in order to deliver quality output and if these resources are not available, definitely, it will affect their optimal performance.

Studies have shown that the performance of committees depends on several factors including the composition, size, chairmanship, time of meeting, provision of resources, and secretarial capabilities of secretaries (Klein, 2018). A study on challenges of the committee system in Ghanaian universities found that frequency of meetings, unfair representation of non-academic staff, large financial expenditure, and Vice-Chancellors chairing too many committees affect committee performance.

The Acts establishing public universities mandate the committees of the council to include the following; Academic Board, which is authorized to determine all academic-related matters of the university, finance and audit, professional advisory, tender, appointment, and promotion, etc. The study found that the council has an effective committee system. The system enables the council to delegate some of its functions to its various sub-committees. Generally, the Academic Board with its sub-committees is responsible for all academic-related issues. However, appointment to the various sub-committees of the council is done by the university management. All decisions, plans, and policies of committees need the approval of the council before implementation.

Performance theorists posit that effective performance at higher education levels must produce an increase in quality, an increase in capacity, knowledge, and skills, and a decrease in the cost of production of goods and

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services (Bransford et al., (2017). The Councils use of the committee system supports the performance theory.

The results of the study are consistent with the position of scholars such as De Silva Lokuwaduge, (2017) and Dearing (2019) who argue that the committee system is an effective tool for the governing council to bring all major stakeholders of the university on the decision-making table. They also recommend for the governing council to make the audit and remuneration committees independent of the Vice-Chancellor. To them such arrangement will serve as checks and balances on the Vice-Chancellor. When the Audit committee reports directly to the governing council, financial irregularities cannot be covered by the Vice-Chancellor. Again, the Vice-Chancellor and his management team must not decide on their remuneration but the council. Effective application of the committee system by the governing council will ensure accountability and transparency of university's operations.

Using Governing Council Meetings to Promote Teaching Performance.

Research Question Four**:** How do Councils Use their Meetings to Promote Teaching Performance?

Research Question Four sought to assess the extent to which governing councils' use their meetings to address teaching as core mandate of the universities? The staff were requested to respond to a five (5) items on the 29-item questionnaire relating to using the council's meetings to promote teaching performance.   A five-point Likert scale ranging from "1= Strongly Disagree to 5= Strongly Agree" was associated with the test construction principles outlined on the questionnaire. Strongly Disagree and Disagree were combined as "Disagree" and Strongly Agree and Agree were combined as

"Agree". The results of the staff's views on how the council uses its meetings to promote teaching performance is presented under five (5) various sub-scales in Table 11.

Table 11: Staffs' Views on the use of Councils Meetings in Promoting Teaching and Learning

Item	Agree		Disgree	
	Freq.	%	Freq.	%
Council meetings once in a semester are enough to deal with all relevant issues regarding institutional governance	293	59.1	164	40.6
Council meetings on strategic development make reference to teaching and learning performance.	170	41.9	236	58.2
Council meetings on finance and audit reports make due reference to teaching and learning performance	193	47.7	213	52.5
Council meetings on government policies make due reference to teaching and learning performance	196	48.3	209	51.5
Council meetings on rules and regulations and reports from regulatory bodies such as GTEC make due reference to teaching performance	87	21.4	319	78.7

Source: Field Data, 2022

The results from Table 11 reveal that staff agreed that council meetings once a semester are enough to deal with all relevant issues regarding institutional governance. This is evident from Table 11 as the majority of the staff (293: 59.1%) agreeing that council's quarterly meetings are enough to address governance issues in the university since management is responsible for the day-to-day administration. Largely, most of the staff (236: 58.2%) shared that council meetings on finance and audit reports make no reference to teaching and learning performance. Also 209:(51.5%) further added that the

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meetings of the council spent on government policies give no attention to teaching and learning performance. Over 78% indicated that council meetings on rules and regulations from the regulatory institutions hardly make any reference to teaching and research which constitue the core mandate of the university. This perception of staff is born out of the recent publication of the regulatory bodies about unaccredited programmes being run by some public and private tertiary institutions. This warning has the potential of making the universities lose prospective applicants. The council, therefore, devotes much of its meetings to scrutinize management regarding institutional and programmes accreditation requirement in order not to tarnish the image of their respective institutions.   The views of participants on this issue ar noteworthy:

> *Council members spend much of their time discussing rules*
>
> *and regulations and reports   from   external   regulatory*
>
> *bodies. For example, a number of reports from GTEC are*
>
> *being scrutinized properly and discussed thoroughly to*
>
> *find amicable solutions to the challenges of the institution*
>
> **(TM 3).**

> *Since management is responsible for the day-to-day*
>
> *administration of the university, I think the four meetings of*
>
> *the council are adequate. Yes, as I said earlier, the council*
>
> *does not micro-manage but the Vice Chancellor and his*
>
> *management team are responsible for the day–to–day*
>
> *administration of the university. So their meeting times in*
>
> *my view are okay. Council statutory sub-committees also*
>
> *meet. So quarterly meetings by the   council are adequate*

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for them to approve policies, reports, and plans of its various sub-committees **(TM 1)**

I think that council has given enough powers to the Academic Board to deal with all academic related issues in the university. As a results it is the Academic Board that takes decisions on all academic matters of which teaching is one. Council just approves programmes, plans and policies of the academic board. Council's meeting times are not spent on the nitty-gritty of academic programmes. Council's approval of any programme, plans and policies depends on the briefings of the academic board. My assessment on this issue is that since this bi-camera system has worked perfectly over six decades in this university, it must be maintained **(TM 1)**

Participants were of the view that quarterly meetings of the council are adequate for their oversight responsibilities in the university. Day-to-day administration should be done by management according to the university statutes. The council can attend to any urgent issues through emergency meetings. Increasing the council's meeting times will be perceived by the members of the university community as the council taking over the day-to-day administration from the management which can mar the academic freedom of the university.

The above findings are consistent with the position of Findilcli (2019) and Bampo-Addo (2018). Respondents asserted that the council has delegated

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some of its authority to its sub-committees. The Academic Board with its numerous sub-committees is responsible for all academic-related issues in the universities. The academic staff, especially the deans, heads of department, and coordinators, serve on various academic board sub-committees. This situation as indicated by Bampo-Addo (2018) depletes them of time for teaching and research. The study found that the council's meetings, to a large extent, are spent on government policies, strategic development of the university, rules, and regulations from the regulatory institutions without direct reference to the teaching and research agenda of the university.

The stakeholder theory is based on the premise that no organization is self-sufficient and actually depends on its relationships with internal and external groups (Freeman, 2017). Mahajan et al. (2023) contend that the university governance process involves a broad range of stakeholders, including students, teaching and administrative staff, government, corporate partners, and the public at large. The theory, therefore, advocates that the stakeholder governance model seems more applicable to the collegial and representative governance of universities (Haataya, 2020). The committee system should help the governing council to promote representative governance which includes all major stakeholders in the university in the decision-making process.

Schaltegger et al. (2019) argue that there is currently a danger of too much board time spent in the area of compliance and that the board is too occupied with statutory regulations to the detriment of the strategic development of the organization which has the potential to reduce shareholders' value in the organization. In a study that examined the effects of

the board's working style on board task performance, Gabrielsson and Winlund (2020) found that in addition to the significance of formal board structures, the level of board member involvement and the extent of clearly defined working styles were important. This finding shows that the extent of a committee's effectiveness depends on its ability to exercise 'will and skill' as committee power.   Barret (2019) used board meetings as a governance variable in his study and confirmed that if the board increases the frequency of meetings, the recovery from poor performance is faster, and hence meetings are positively related to high performance and to ensure the exercise of 'will and skill' as committee power.

Bampo- Addo (2018) also identified a major weakness of committees being the frequency and length of committee meetings, as these deplete the academic staff time meant for the primary business of teaching and research. Refusal of management to implement the recommendations of committees often leads to the demoralization of members and in turn, makes the committee system ineffective. Council can hide behind committees to avoid blame.

The findings of the study agree with Bampo-Addo (2018) but contrast Barret (2019) assertion that frequency of board or council meetings helps institutions to recover from poor performance. The study found that the frequency of committee meetings has the potential to limit the time of academic faculty that serve on various committees' time for effective preparation lecture notes and teaching. Again, frequency of meetings can also impact negatively on the supervision role of provosts, deans and heads of department. However, these findings contrast Barret (2019) finding which

posits that frequency of council or committee meetings help the institution to recover from poor performance. This study found the opposite.

Using Governing Council Diversity and Composition to Secure Additional Resources to Promote Teaching Performance.

Research Question Five: To What Extent Do Governing Councils Diversity and Composition help in the Acquisition of External Resources to Promote Teaching Performance in Public Universities?

The purpose of Research Question Five was to assess the views of the staff of the three universities about how governing councils use their diversity and composition to acquire external resources to promote teaching performance. A study by Bingab et al. (2017) has shown that some of the major challenges confronting public universities in Ghana include; inadequate funding, infrastructure, and logistics for effective teaching and learning, since public universities in Ghana operate the state-centered governance model. The current

study sought out to ascertain how the governing councils' use their diversity and composition to assist their various universities to acquire external resources to complement government subvention to promote teaching and research in public universities.

The staff of the universities were requested to respond to a 29 item questionnaire with six subscales, one of which was on how the diversity and composition of the council facilitate the acquisition of additional resources to complement government subvention to promote teaching performance. The test construction concepts given on the questionnaire were linked to a five-point Likert scale to assess how governing bodies employ their diversity and

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composition to acquire external resources to enhance teaching performance.

The results of the staff's views on the issues in the three universities are shown

in Table 14.

Table 12: Governing Council using their Diversity and Composition to Affect Teaching Performance

Item	Disagree		Agree	
	Freq.	%	Freq.	%
Council composition is gender- balanced, making issues affecting female staff and students attract adequate attention by council.	310	76.6	95	23.5
Council composition ensures that all major stakeholders of the university are well represented on council	159	39.3	246	60.6
Council composition provides management with experienced professional input to their academic programmes	178	44.0	227	56.0
Council diversity brings on board rich experiences from large spectrum of academic, industry and professional fields	199	49.1	206	50.6
Council diversity and composition ensure wide network thereby helping them to secure additional resources to complement government subvention	206	50.6	199	49.1

Source: Field Data, 2023

The results from Table 12 reveal that staff held varied views on how

the councils use their diversity and composition to help their universities to

acquire external resources to complement government subvention with the

view to enhance teaching and learning. Majority of the respondents disagreed

with the statement that council composition ensures gender parity. Three

hundred and ten (310:76.6%) staff respondents indicated that there is no

gender balance in the composition of the council with very few females

represented.   Over 72.2% of the (112) respondents from the University of

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Ghana, 64% of those from KNUST, and 50.6% of those from UCC, complained of low female representation on the respective governing councils. On the other hand, 246:(60.6%) indicated that all major stakeholders of the university community are well represented on the council. Again, 56% staff agreed that council composition and diversity provide management with rich professional experience and skills input for their academic, research, and other developmental policies. Similarly, 56% agreed that council members bring on board rich experiences from a large spectrum of academic, industry, and professional fields.

However, respondents held different views on how the university is leveraging on the council's diversity and composition to acquire external resources to enhance teaching and learning. In all, 206 (50.6%) disagreed that the council's diversity and composition help management to acquire external resources to enhance teaching and learning. In UG, 112:72.2% disagreed that council diversity and composition help management to acquire external resources to enhance teaching and learning. Similar sentiments were expressed by staff from KNUST and UCC, that 64% and 50.6% respectively.

Participants also had different views on how the council's diversity and composition could help in the acquisition of resources to complement government subvention. Two participants stated the following while praising the council's effort to help the university to acquire external resources:

> *The diversified and well-connected governing council of*
> *this university has, in my   opinion, assisted in securing*
> *more funding to supplement the government subsidies we*
> *receive. If the council was not set up in this manner, it*

would have been challenging to secure funding from donors and institutions. For instance, when we require the delivery of goods on credit, we rely on the connections of a few of our council members to procure   them and then pay for them over time with flexible terms **(IM1).**

I am of the view that immediate steps have to be taken to restructure our institution's   governing council. If plans are not made towards correcting this, we would have some difficulty running the institution. For example, we rely heavily on our global alumni for fundraising for development projects on campus. As you know women are very good at   fundraising, so we need more women on the council **(IM2).**

Other   participants agreed with these first participants by saying:

I think so, for example, we have a representative from GTEC who really guides the university   regarding regulations of accreditation and reaccreditation of academic programmes. The alumni representative is very influential in fundraising and has helped procured street lights to illuminate the roads at the university. From my personal experience on the council, I can say the council is very influential in the acquisition of resources   to complement government resources **(MM 3).**

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> *Basically, the council helps   in   resource   acquisition indirectly by approving policies for such direction by the management of the university* (**IM 3**)

However, other participants expressed dissenting views on the issue such as the following:

> *I am not sure if we have direct support from the council with the exception of the late Kofi Annan who as chancellor, he used his wide network to attract a lot of resources for the university. But I cannot say anything regarding the other council members. I strongly think that the council besides their oversight responsibility must help in the acquisition of resources for the university. I also feel that members of the university community have very little knowledge about their council members. This must be upbeat"* (**MM 3**)

> *Council diversity helps in diverse ways but not in terms of the acquisition of financial resources to complement government subvention in my view. The university leverages the council members' expertise, knowledge, skills, and competencies in many ways such as the development of new academic programmes, student-industrial relations, and decisions at the committee level* (**MM 2**)

I don't think that they are proactive in that direction. I think that helping the university to acquire resources should be one of their functions because the university has a lot of needs so the council must use their network to help the university in that direction **(IM 1)**

*Yes, council members coming from different background enables them to use their rich network to help the university to acquire resources such as funds to establish scholarships and bursaries for needy students, research grants for staff and students, teaching and learning materials and equipment. There are some traditional leaders on   the council and such people can use their influence to secure land for the university to expand its campuses in their traditional areas since each member wants to make an impact, their diversity indeed creates an opportunity for the university in diverse ways but this golden opportunity is yet to be utilized by the university management. In my view, I think this function should be included in the mandate of the council and must be   stressed on during their orientation (*SR3)**

The responses from the participants reveal that the customers of the various public universities need to take the advantage the council diversity and composition brings on board to design innovative strategies to acquire external resources to complement government subvention.   Literature on council

diversity and composition acknowledges that a more diverse board of directors is able to make decisions based on many perspectives, according to academics who support diversity in organizational boards (Gull et al., 2018).

Khan, Subhan, and Ntim (2019) proposed that gender diversity on boards should include females, because females in teams tend to take into account a wide range of opinions, which make them capable of making better decisions. Improved team decisions may result in greater business value and performance (Isa & Farouk, 2018). Businesses that value diversity in their human resources send out a good message to potential participants. According to Ibrahim and Samad (2019) large boards and councils are more powerful and effective than small ones. On the contrary, scholars, such as Cucari, De Falco, and Orlando (2018) argue that small boards perform better than bigger governing councils as far as diversity of human capacity is represented on the council. Others believe that the board-performance nexus is more closely related to the board's capacity to access the enormous resources that would result from a larger board than from a smaller one (Khanisubhan & Ntim, 2019; Isa, & Farouk, 2018).

Scholars who argue in favour of diversity contend that a more diverse board of directors/council is capable of making decisions based on different opinions from different people that have different experiences. Different working and non-working experiences of men and women will improve the decision-making process (Gull et al. 2018; Khan & Subhan, 2019). Khan, Subhan, and Ntim (2019) suggest that gender diversity on boards may have a political dimension. Teams with women have been seen to improve team performance as diverse teams consider a wide range of perspectives and thus

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are capable of reaching better decisions. Better team decisions could lead to higher business value and performance (Barret, 2019; Klein, 2019). Companies with a higher degree of diversity on the board also give an important positive signal to potential employees of the company. To ensure optimal performance, the selection of council members should be devoid of political interference, nepotism, and cronyism. Members should not only be selected to represent relevant organisations and institutions but based on their personal competencies, knowledge, and skills to contribute to the achievement of the mandate of the university.

Khan, Subhan, and Ntim (2019) argued that diversity on governing boards should include members from all categories of life, particularly strong women in leadership roles. It has been demonstrated that teams with women perform better because diverse teams are better equipped to evaluate a variety of perspectives and reach more accurate conclusions. Once more, it has been found that the best team talks lead to a significant conclusion and team performance (Gull et al., 2018). In the light of the aforementioned discussions, it is reasonable to assume that tertiary institutions with higher representation of diverse groups (representation of all gender, rank, and union groups on the board) also send an important positive signal to rich contribution and influence in pulling development projects to support academic work of the university.

The study showed that the council's diversity and composition are an important resource for the acquisition of external resources to complement government subvention but this resource is woefully under-utilized by the university management. Participants argued that very little information is

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provided by the university management regarding the background of council members to the university community, hence, they are not approached whenever the need arises. For example, members who come from employer associations can assist student-internship in their various organizations. Those from professional associations can be approached for research consultancy services, research grants, bursaries, and scholarships for students and lecturers. The alumni association can be used to raise funds for development projects on campus through their representatives on the council.

Since government subvention keeps dwindling each passing academic year, the council's diversity and composition provide another channel for management to mobilize additional resources to augment government subvention for the smooth running of the university. The study supports, the resource dependency theory which posits that the structures of corporate governance such as university governing councils affect the institution's access to resources essential for firm performance (Jones, 2018). The findings show how the management of public universities could leverage the wide networks of governing council members to acquire external resources such as consultancy services, scholarships and bursaries, research grants, laboratory equipment, and library resources to improve teaching and learning performance in the respective universities.

The findings support Bingab et al. (2017) study which identified inadequate infrastructure and logistics as some of the major challenges affecting effective teaching and learning in public universities in Ghana. The findings are also in agreement with Barret (2019) studies, which recommends

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that diversity of governing boards in the case of public universities governing councils should include members from all categories of life.

Therefore, the governing councils of public universities in Ghana should include representatives from funding agencies such as the GETFUND, Scholarship secretariat, research institutions, regulatory institutions, employers' associations and civil society organizations.

Such diversity will bring on board people with wide and rich network which the university management can leverage to get research consultancies, scholarships and bursaries, internship arrangements for staff and students. The university management can enter into private-public partnership arrangements with the industry player for provision of infrastructural projects to complement government. The need for the management of various universities to leverage on their council's diversity and composition to acquire additional resources to improve teaching performance was emphasized by both survey respondents and interview participants.

CHAPTER FIVE

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Introduction

This final chapter presents the overview of the study, the key findings, conclusions, and recommendations. The overview includes restating the main purpose of the study and research questions. It is followed by a statement of key findings, conclusions drawn, operational recommendations, and suggestions for further research.

Summary of the Study

The statutes of every public university in Ghana make it mandatory for the university to appoint a governing council with the powers of governing boards of a business entity. The council is made up of representatives of all recognised unionized groups of the university community, such as the University Teachers' Association of Ghana (UTAG), Ghana Association of

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University Administrators (GAUA), Federation of University Senior Staff Association of Ghana (FUSSAG), Teachers and Educational Workers Union (TEWU), Students Representative Council (SRC), Graduates Students' Association of Ghana (GRASAG),   government appointees, representatives from regulatory bodies of higher education, professional bodies from the core mandate of the university, employer organisations, alumni, and other major stakeholders.   The core mandate of every public university is three-fold: namely, teaching, research and community service.

The main purpose of the current study was to investigate how the operations or activities of the governing council promote the teaching performance of public universities in Ghana.   The study addressed the following objectives:

1. To ascertain the perception of staff of public universities on the functionality of their respective governing councils.

2. To determine how the governing council internally assesses teaching performance in the public universities

3. To assess how the governing council promotes teaching performance through the committee system.

4. To examine how the governing council uses its meetings to promote teaching performance

5. To explore how corporate governance variables like council diversity and composition help management acquire external resources to promote teaching performance.

Specifically, the study was guided by the following five research questions:

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1. How does the staff perceive the functionality of the governing councils of public universities in Ghana?

   In what ways do the governing councils internally assess teaching performance in public universities in Ghana?

2. How do the councils use the committee system to promote teaching performance?

3. To what extent do the governing councils use their meetings to promote teaching performance as a core mandate of the university?

4. How do the council's diversity and composition help in the acquisition of resources to promote teaching performance in public universities in Ghana?

The research questions were developed through an extensive review of the literature on university governance and the functions of governing councils of higher education institutions. In order to answer the above research questions, an exploratory concurrent mixed methods research design, which enables the researcher to collect quantitative and qualitative data at the same time, was adopted.

A documentary review was done to seek the best practices of good university governance and the functions of governing boards of higher education institutions practiced in other parts of the world. Questionnaire and semi-structured interview guide were developed as instruments to collect the relevant data for the study. The purpose of the semi-structured interview guide was to solicit perceptions of the permanent staff of the universities about the functionality of the governing councils of their respective universities. The interviews sought to explore how the governing council is helping the

university to achieve its core mandate of teaching, research, and community service.

Seven themes were developed after the interview data had been transcribed based on the composition of the council and its implication on teaching performance, how the council internally assesses teaching performance, how the council promotes teaching performance, through the committee system, how the council uses its meetings to promote teaching performance and how the council diversity and composition help management to acquire external resources to promote teaching performance.   The questionnaire also investigated the same themes from the students and staff's perspectives.

In all, 415 respondents comprising 405 survey respondents and 10 interview participants made up of full-time staff and students were involved in the data collection. Completed questionnaires were returned for empirical analyses, with a response rate of approximately 99%. The statistical tools used for the quantitative analysis included frequency distribution, means, standard deviations, and one-way analysis of variance. The tests were conducted for significant differences at a significance level of 0.05.

The questionnaires for the survey were tested for validity and reliability by computing the Cronbach alpha.   The instrument validity confidence was 0.86. The implication is that the items were highly valid and reliable because Kathuri and Palls (2018) argue that instruments with validity confidence of at

0.7 or above are preferred, while 0.5 is considered minimally acceptable in research. The face and content validity of the instruments were obtained by presenting them to two research professionals, one of them being the researcher's principal supervisor. Amin (2018) posits that face and content validity are determined by expert judgement.

Main Findings

The following findings were derived from the analysis of the qualitative and quantitative data of the study:

1. The council through internal mechanisms such as the Quality Assurance, Human Resource and Development directorates, reports from Academic Board and council sub-committees as well as quarterly briefing by the Vice Chancellor are able to assess teaching performance of their various institutions.

2. Again management has instituted reward and sanction regimes in their various universities. The goal of such policies is to identify hard working staff and students to be rewarded and also sanction non-performers. These award scheme is one of the ways the council is able to internally assess teaching and learning performance.

3. Moreover, management submits statutory documents such as Annual budget, Annual Statistics, Annual reports on students and staff, students and staff appraisal, staff publication, programmes accreditation to some regulatory institutions such as the National Accreditation Board and Ghana Tertiary Commission through the council. These documents provide opportunity for the council to

assess teaching and the general performance of their various universities.

4. Council members with expertise in academia and research represent the council on the Academic Board. Such people provide technical advice on all academic and research policies, programmes and plans of the Academic Board

5. Academic Board gives quarterly briefing on all academic related issues to the council to assist them to monitor and supervise academic work

6. All Academic Board and sub-committees of the Board requires the approval of council for all their academic policies, plans and programmes before implementation. It is evident from the study that through the committee system the council is able to promote teaching performance

7. Academic staff who serve on council sub-committees have limited time for teaching and research

8. The frequency and duration of meetings affect academic staff who serve on various committees teaching performance.

9. The Vice Chancellor by the statutes of the University is chairs a number of council sub-committees and as well as Academic Board and other sub-committees of the board. This affects his time for effective supervision of teaching

10. Although the governing councils' diversity and composition are important resource for management to acquire additional resource

to improve teaching performance, this has not been optimally utilized by management

CONCLUSIONS

1. The governing council through effective internal mechanisms are able to assess teaching and the general performance of their universities. These mechanisms help the council to address under performance at all levels of the universities operations

2. Through the Academic Board and its various sub-committes the council is able through the committee system promote teaching performance.

3. The council members who serve on the Academic Board are able to give expert advice to the board on all academic related issues.

   Such technical support can enrich all the academic programmes and promote effective teaching and learning in the universities

4. The committee system provides opportunity to the council to promote participatory governance and also supervise teaching since all academic related issues are dealt with by the Academic Board and the latter needs the approval of council before implementation of all their academic policies, plans and programmes

5. Although the governing council through the Academic Board and its various sub-committees supervise and promote teaching performance, there is the need for the council to ensure that management has policies and guideline for creation of

committees.   When meetings are not well planned and regulated, they have the tendency to derail staff time for teaching which will eventually affect outcomes of students the universities produce. The number of committees, the frequency and duration of meetings as well as the representation of staff on various committees should attract management attention. Management should ensure academic staff do not serve on several committees since committee meetings can negatively affect their teaching performance.

6. Governing council members coming from wide spectrum of academia and professional background provides opportunity for university management to leverage to acquire additional resources to promote teaching performance.

7. This important resource provides room for management to establish public-private partnership for infrastructural development, research consultancies for faculty, scholarships and bursaries for brilliant but needy students, research grants for staff and students and industrial attachment and internships for students. Management can appeal to council members to liaise with their various institutions and organizations with the universities for such mutual collaboration. The universities will can conduct research studies to improve the operations for these institutions and organizations while the latter provide financial and other support for staff and students of the universities.

RECOMMENDATIONS

1. Management should well resource Quality Assurance and Human Resource and Development Directorates to maintain high standards at all levels of the university's operations.

2. Management should maintain the rewards and sanction regime since such strategy puts students and staff on their toes and promotes optimal performance at all levels of the university's operations

3. The governing council should thorough scrutinize all statutory reports of management before they are submitted to regulatory institutions. Such an exercise will help the council to ascertain the true state of affairs of the university. The council's assessment of teaching and the general performance should not be based only on quarterly briefing of the Vice Chancellor at council meetings. Statutory reports become public document for general consumption by the public local and international. Good performance by the university has the potential to attract funding agencies, industry as well as potential students since universities are competing for potential students.

4. The bi-cameral system of governance between the council and the Academic Board should be maintained and strengthen. The system promotes institutional autonomy and academic freedom which are catalyst for the university's sustainability and growth as a higher education institution in the global higher education environment.

5. The Academic Board and all other committees of the university must be well resourced. This is because the committee system is an effective strategy to promote participatory governance. When all major stakeholders of the university are brought on board in the decision-making process, it facilitates effective implementation of policies, plans and programmes.

6. Management of Universities must develop policy guidelines for the selection and tenure of staff to serve on various committees to promote participatory governance

7. The governing council should sanction management or committee chairs who implements committee decisions, policies and programmes without prior approval of the council. When such authority is exercised by the council, it will make the university to recognize and respect the council as the highest decision-making body of the university. Failure to do so will gradually erode their position as the final decision-making body of the university.

8. The university management should recommend to the government to review the mandate of governing councils to include provision of additional resources to their universities to complement government subvention.

9. The management of universities should appeal to their council to use their rich network to assist the university in arears such as public-private partnership in infrastructural development, scholarships for staff and students, research consultancy

services and students' internships in their organizations and institutions

10. The management of universities must leverage on the council's diversity and composition to acquire the needed resources such as scholarships, bursaries, laboratory equipment, library resources etc to promote teaching performance in their universities

Areas for Further Studies

1. This study was delimited to the three often referred to as the traditional universities out of the fifteen public universities in Ghana. Further studies in this area can be conducted by enlarging the sample size to include other public universities exempted in this study.

2. A comparative study between public and private universities in Ghana can also be conducted to explore the similarities and differences in governance structures of these universities.

3. A further study can also be conducted to explore the governance structures of the recently upgraded polytechnics to technical universities and the colleges of education that are now degree-awarding institutions to assess the impact of the governance structures on their total performance.

4. A cross-national study can also be carried out to explore the governance structures of public universities in Sub-Saharan Africa with the view to contributing to the knowledge of the governance of universities in the sub-region.

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APPENDICES

APPENDIX A

LETTER ON INTRODUCTION FROM IEPA TO IRB, UCC

United Nations
Educational, Scientific and
Cultural Organization

Institute for Educational Planning
and Administration at University
of Cape Coast, Ghana.
UNESCO Category II Centre
of Excellence.

Our Ref.: IEPA-UNESCO /1.2/VOL.1/0099   1st November, 2021

The Chairman
Institutional Review Board
UCC

Dear Sir,

REQUEST FOR ETHICAL CLEARANCE – Rev. Emmanuel Boateng (EO/EDL/19/0003)

We write to introduce to you Rev. Emmanuel Boateng with registration number **(EO/EDL/19/0003)**, a PhD student pursuing Educational Leadership.

We wish to inform you that the Institute has approved Rev. Emmanuel Boateng's research proposal.

We would be grateful if ethical clearance could be granted to him to collect his data. His research topic is **"Institutional Governance and Teaching Performance in Public Universities in Ghana"**.

Kindly find attached a copy of his proposal for your perusal.

Counting on your usual support.

Thank you.

Yours faithfully,

Dr. Francis Ansah
HEAD, ACADEMIC PROGRAMMES
For: DEPUTY DIRECTOR-GENERAL (ACADEMIC PROGS. & PROFESSIONAL DEV'T)

cc: Director-General, IEPA
       Deputy Director-General (Admin. & General Services)
       Head of Administration
       Rev. Emmanuel Boateng, IEPA

Telephone: + 233 (0) 332 130 571
             + 233 (0) 207 728 812   **Postal Address:** University of Cape Coast,
Fax: + 233 (0) 332 130 588   Cape Coast- Ghana

APPENDIX B

ETHICAL CLEARANCE FROM IRB-UCC

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University of Professional Studies, Accra
Counselling Unit
P.O.Box LG 149
Legon
14th February, 2022
reveboateng@gmail.com
0240-150540

Dear Sir/Madam,

REQUEST TO PARTICIPATE IN A PHD RESEARCH STUDY

I am Rev Emmanuel Boateng, an Assistant Registrar at Counselling Unit of University of Professional Studies, Accra. I am conducting a research study for a PhD Thesis in Educational Leadership at the Institute for Educational Planning and Administration of University of Cape Coast.

The topic for my research thesis is **INSTITUTIONAL GOVERNANCE AND TEACHING PERFORMANCE OF PUBLIC UNIVERSITIES IN GHANA**. The study seeks to examine how the operations/activities of Governing Councils promote teaching performance. It explicitly seeks to determine the following:

1. How the Governing Council internally assesses teaching performance which is a core mandate of public universities
2. How the Governing Council uses the committee system to promote teaching performance
3. How the Governing Council uses its meetings to promote teaching performance and
4. How the Governing Council composition and diversity promotes teaching performance

I would be most grateful if you could grant me an interview to answer the above research questions. The interview will be conducted by myself at a venue and time most convenient to you and would last between 30-45 minutes. It could be face to face or virtual. All COVID 19 protocols will be observed.

I assure you that the information you will provide through the interview will be used strictly for academic purposes and your identity will be protected by the use of numbers and codes. At no point will your identity be disclosed to a third party

I have enclosed the questions for the interview, ethical clearance from IRB of UCC and an introductory letter from my institute. Thank you for your attention and counting on your cooperation

Yours faithfully,

REV. EMMANUEL BOATENG

APPENDIX C

LETTER OF INTRODUCTION

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United Nations Educational, Scientific and Cultural Organization

Institute for Educational Planning and Administration at University of Cape Coast, Ghana. UNESCO Category II Centre of Excellence.

Our Ref.: IEPA-UNESCO /I.2/VOL.1/0101   1st November, 2021.

The Pro Vice Chancellor
Academic
University of Ghana
Legon

Dear Sir/Madam,

LETTER OF INTRODUCTION

The bearer of this letter **Rev. Emmanuel Boateng (EO/EDL/19/0003)** is a PHD student studying at the Institute for Educational Planning and Administration (IEPA) at the University of Cape Coast.

He requires some information from you for the purpose of writing his thesis titled: "**Institutional Governance and Teaching Performance in Public Universities in Ghana**" as a requirement for his Ph.D. programme.

We would be grateful if you could grant him interviews to enable him gather the information he needs. You may opt for virtual or face to face interview at your convenient time. The student will contact you for the necessary arrangements regarding the interview.

While anticipating your co-operation, we thank you for any help that you may be able to offer him.

Yours faithfully,

Dr. Francis Ansah
HEAD, ACADEMIC PROGRAMMES
FOR: DEPUTY DIRECTOR-GENERAL (ACADEMIC PROGS. & PROFESSIONAL DEV'T)

cc: Deputy Director-General, Admin. & General Services, IEPA
        Head, Administration, IEPA

Telephone: + 233 (0) 332 130 571
+ 233 (0) 207 728 812
Fax: + 233 (0) 332 130 588
Website: www.iepa.ucc.edu.gh
Email: iepa@ucc.edu.gh

Postal Address: University of Cape Coast, Cape Coast- Ghana
GPS: CC-145-8669

APPENDIX D

LETTER OF REQUEST TO THE REGISTRARS OF THE

UNIVERSITIES

<div align="right">

University of Professional Studies, Accra
Counselling Unit
P.O.Box LG 149
Legon
20th July, 2022
reveboateng@gmail.com
0240-150540

</div>

The Registrar
Kwame Nkrumah University of Science and Technology
Kumasi

Dear Sir,

PERMISSION TO CONDUCT A PHD RESEARCH STUDY IN YOUR UNIVERSITY

I am Rev Emmanuel Boateng, an Assistant Registrar at the Counselling Unit of University of Professional Studies, Accra. I am conducting a research study for my PhD Thesis in Educational Leadership at the Institute for Educational Planning and Administration of University of Cape Coast.

The topic for my research thesis is **GOVERNING COUNCIL AND TEACHING PERFORMANCE OF PUBLIC UNIVERSITIES IN GHANA**. The study seeks to examine how the operations/activities of Governing Councils promote teaching performance. It explicitly seeks to determine the following:

1. How the Governing Council internally assesses teaching performance which is a core mandate of public universities
2. How the Governing Council uses the committee system to promote teaching performance
3. How the Governing Council uses its meetings to promote teaching performance and
4. How the Governing Council composition and diversity promotes teaching performance

Students and staff of public universities in Ghana have been selected as the unit of analysis. I would be most grateful if you could grant me permission to administer questionnaire to levels 300-800 students and staff of your university and interview some key participants to answer the above research questions. I will administer questionnaire and interview participants by myself at a venue and time most convenient to participants and it would last between 10-30 minutes. It could be face to face or virtual. All COVID 19 protocols will be observed. I would provide you findings of the study after presentation of the final thesis.

The following key officers will be requested as participants for the interview:
The Dean Faculty of Pharmacy and Pharmaceutical Sciences
The Dean Bioscience
The Dean of Allied Health Science
The Dean of Forest Resources
The Dean of Renewable Natural Resource and the Dean of Faculty of Agriculture.

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I assure you that the information respondents and participants will provide through the survey and interview will be used strictly for academic purposes and their identity and institution will be protected by the use of numbers and codes. At no point will their identity and institution be disclosed to a third party

Kindly find attached the questions for the interview, ethical clearance from IRB of UCC and an introductory letter from my institute. Thank you for your attention and counting on your cooperation

Yours faithfully,

REV. EMMANUEL BOATENG

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APPENDIX E

UNIVERSITY OF CAPE COAST
OFFICE OF THE REGISTRAR

Telephone: +233(0)3321 32480/3   Direct: 0332097893
E-mail: registrar@ucc.edu.gh
Website: www.ucc.edu.gh

In case of reply please quote:

UNIVERSITY POST OFFICE
CAPE COAST, GHANA

Our Ref: OR/34A/VOL.1/119
Your Ref:

7th September,2022

Rev. Emmanuel Boateng
Counselling Unit
University of Professional Studies,
Accra

Dear Sir,

RE- PERMISSION TO CONDUCT A PHD RESEARCH STUDY IN UNIVERSITY OF CAPE COAST

I write to communicate approval of your request to conduct a PhD research in this University, interviewing some students and staff.

The data collected should be treated confidential and for the sole purpose of the research.

Thank you.

Yours faithfully,

ROSE BLANKSON-AUSTIN
JUNIOR ASSISTANT REGISTRAR
FOR: REGISTRAR

LETTER OF PERMISSION FROM THE REGISTRAR OF UCC

APPENDIX F

REQUEST TO RESPONDENTS TO PARTICIPATE IN THE STUDY

UNIVERSITY OF CAPE COAST

INSTITUTIONAL REVIEW BOARD SECRETARIAT

TEL: 0558093143 / 0508878389
E-MAIL: irb@ucc.edu.gh
OUR REF: UCC/IRB/A/2016/1229
YOUR REF:
OMB NO: 0990-0279
IORG #: IORG0009096

26TH JANUARY, 2022

Rev. Emmanuel Boateng
Institute for Educational Planning and Administration
University of Cape Coast

Dear Rev. Boateng,

ETHICAL CLEARANCE – ID (UCCIRB/CES/2021/158)

The University of Cape Coast Institutional Review Board (UCCIRB) has granted Provisional Approval for the implementation of your research titled **Institutional Governance and Teaching Performance in the Public Universities in Ghana.** This approval is valid from 26th January, 2022 to 25th January, 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,

Samuel Asiedu Owusu, PhD
UCCIRB Administrator

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APPENDIX G

QUESTIONNAIRE TO RESPONDENTS

This questionnaire has been designed to solicit information for research work being undertaken on the above topic. Students and staff of public universities in Ghana have been selected as the unit of analysis. As a result, you have been selected as one of the respondents. The survey is completely voluntary; however, your co-operation and opinions are very important to the success of the study and will be kept strictly confidential. Please kindly respond to the questionnaire by filling in as appropriate. The information given through this questionnaire is purely for academic purposes. I look forward to your participation and appreciate your support in this important effort.

Consent to Participate in Research:

I understand that any information I share will remain confidential and that when the results of the research are published or discussed in conferences, no information will be included that would reveal my identity or that of my institution. I am 18 years of age or older. By agreeing to continue with the survey and submit a response to the researcher in question, I am giving consent to participate in this research work. Ethical clearance approval with ***Ref No. (UCCIRB/CES/2021/158)*** *has been obtained from University of Cape Coast Institutional Review Board for the study*

I consent to participate in this survey: □ Yes   □ No

SECTION A*: Background Characteristics of Respondents*

1.   Please indicate your gender

a.   Male   [   ]

b.   Female [   ]

2.   Please indicate your age (as at last birthday)

  [D/M/Y] [   ]

3.   Indicate your highest level of educational qualification

   a. Below first Degree [   ]

   b. First Degree   [   ]

   c. Second Degree   [   ]

   d. Terminal Degree   [   ]

   4. Indicate your years of experience or service in this university

   Years and months   [   ]

   5.   Indicate your rank   [   ]

   Senior member Academic   [   ]

   Senior member Administrative   [   ]

   Senior staff   [   ]

   Junior staff   [   ]

1. Is the Governing Council functional? Yes[   ]   No[   ]

In relation to sections **B, C, D, and E** please indicate your response to the statements.   Use the adjacent discrete scale with regard to its lowest or highness.   Note that the higher the number the stronger you agree to the statement and also the lower the number the stronger you disagree with the

statement.   1= Disagree, 2= Strongly Disagree, 3=Neutral, 4=Agree, 5

Strongly Agree, However, (3) represents null response.

SECTION B: KINDLY THICK YOUR RESPONSE

TO WHAT EXTENT DOES COUNCIL ACTIVITIES PROMOTE TEACHING PERFORMANCE?	1	2	3	4	5
Council through the appointment committee ensures that only qualified academic and administrative staff are hired by the university.					
Council through the promotion committee regularly appraises staff performance with the view to improve performance.					
Council through the Academic Board provides regular in-service training for academic and administrative staff to enhance their performance.					
Council mandatory demands Annual Report on students and staff performance from the Academic Board to monitor performance.					
Council provides incentives for academic and administrative staff for self-development					
Council regularly rewards hard working academic and administrative staff.					
Council through the promotion committee and Academic Board sanctions non-performing students and staff					
SECTION C: *RESEARCH QUESTION TWO: HOW DOES COUNCIL USE COOMITTEES SYSTEM TO*					

	1	2	3	4	5
PROMOTE QUALITY TEACHING IN THE UNIVERSITY?					
Council has appointed adequate committees for effective institutional governance.					
Council has a mechanism in place to ensure that members of various committees possess appropriate competencies for effective committee work					
Council holds committees accountable for their actions and inactions.					
Council ensures that Academic Board approves only academic programmes in the core mandate of the university					
Council has committees to address students and staff grievances promptly.					
Council committee on procurement facilitates timely acquisition of teaching and learning materials for the university					
SECTION D: *RESEARCH QUESTION THREE: TO WHAT EXTENT ARE COUNCIL MEETINGS USED WELL TO FOCUS ON THE CORE MANDATE OF TEACHING AND RESEARCH?*					
Council meetings of once in a semester is enough to deal with all relevant issues regarding institutional governance					
Council meetings spent on strategic development make due reference to teaching and learning performance					

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	1	2	3	4	5
Council meetings spend on finance and audit reports make due reference to teaching and learning performance.					
Council meetings spent on government policies make due reference teaching and learning performance					
Council meetings spent on rules and regulations and reports from regulatory bodies such as National Accreditation Board (NAB), National Council for Tertiary Education (NCTE) and Media make due reference to teaching and research agenda of the university					
SECTION E: *RESEARCH QUESTION FOUR: TO WHAT EXTENT DOES COUNCIL DIVERSITY AND COMPOSITION INFLUENCE TEACHING PERFORMANCE*					
Council composition is gender balance. This makes issues affecting female staff and students attract adequate attention by council.					
Council composition ensures that all major stakeholders of the university are well represented on council					
Council composition provides management with experience professional input to their academic programmes.					
Council diversity brings on board rich experiences from large spectrum of academic, industry and professional fields					
Council diversity ensures wide network which helps them					

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to secure additional resources to complement government subvention.				

APPENDIX I

INTERVIEW GUIDE FOR PARTICIPANTS

This semi-structured interview is part of a PHD research project. The research project is titled: "**Governing Council and teaching performance of public universities in Ghana".**

Demographic Questions:

1. What is your highest academic qualification?

2. How long have you been working at the university?

3. Is the governing council of your university functional?

4. Why do you describe your governing council functional?

5. How many people are on the Council?

6. In your opinion, is the council size adequate to ensure full representation of all key stakeholders?

7. Does the council have women representation? If yes, how many are they?

8. What are the main functions of the Council?

9. How does the Council promote teaching which is a core mandate of the university?

10. How does the Council use the committee system to promote teaching in the university?

11. How the council does internally assess the performance of students and staff?

12. How many meetings are held by the council in an academic year?

13. In your view are they sufficient to deal with all major issues of governance in the university?

14. Does the Council diversity help the university to acquire external resources to complement government subvention?

15. What ways do you suggest the Council can be made more effective in their oversight role?

APPENDIX J: Post Hoc Test of Multiple Comparisons
Multiple Comparisons
Dependent Variable:

	(I) Rank of staff	(J) Rank of staff	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
						Lower Bound	Upper Bound
Tukey HSD	SMA	Senior member non-academic	.07359	.21745	.987	-.4938	.6409
		Senior staff	.42424	.19177	.126	-.0761	.9246
		Junior staff	.26224	.20427	.575	-.2707	.7952
	SMNA	Senior member academic	-.07359	.21745	.987	-.6409	.4938
		Senior staff	.35065	.21745	.376	-.2167	.9180
		Junior staff	.18864	.22855	.842	-.4077	.7850
	SS	Senior member academic	-.42424	.19177	.126	-.9246	.0761
		Senior member non-academic	-.35065	.21745	.376	-.9180	.2167
		Junior staff	-.16200	.20427	.857	-.6950	.3710
	JS	Senior member academic	-.26224	.20427	.575	-.7952	.2707
		Senior member non-academic	-.18864	.22855	.842	-.7850	.4077
		Senior staff	.16200	.20427	.857	-.3710	.6950
Games-Howell	SMA	Senior member non-academic	.07359	.15881	.967	-.3483	.4955
		Senior staff	.42424	.18757	.119	-.0713	.9198
		Junior staff	.26224	.22453	.650	-.3383	.8628
	SMNA	Senior member academic	-.07359	.15881	.967	-.4955	.3483
		Senior staff	.35065	.18315	.235	-.1355	.8368
		Junior staff	.18864	.22085	.828	-.4043	.7815
	SS	Senior member academic	-.42424	.18757	.119	-.9198	.0713
		Senior member non-academic	-.35065	.18315	.235	-.8368	.1355
		Junior staff	-.16200	.24235	.908	-.8062	.4822
	JS	Senior member academic	-.26224	.22453	.650	-.8628	.3383
		Senior member non-academic	-.18864	.22085	.828	-.7815	.4043
		Senior staff	.16200	.24235	.908	-.4822	.8062

APPENDIX K: Post Hoc Test of Multiple Comparisons

	(I) Rank of staff	(J) Rank of staff	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
						Lower Bound	Upper Bound
Tukey HSD	SMA	Senior member non-academic	.00866	.38114	1.000	-.9858	1.0031
		Senior staff	-.06061	.33613	.998	-.9376	.8164
		Junior staff	.12587	.35804	.985	-.8083	1.0600
	SMNA	Senior member academic	-.00866	.38114	1.000	-1.0031	.9858
		Senior staff	-.06926	.38114	.998	-1.0637	.9252
		Junior staff	.11722	.40059	.991	-.9280	1.1624
	SS	Senior member academic	.06061	.33613	.998	-.8164	.9376
		Senior member non-academic	.06926	.38114	.998	-.9252	1.0637
		Junior staff	.18648	.35804	.954	-.7477	1.1206
	JS	Senior member academic	-.12587	.35804	.985	-1.0600	.8083
		Senior member non-academic	-.11722	.40059	.991	-1.1624	.9280
		Senior staff	-.18648	.35804	.954	-1.1206	.7477
Games-Howell	SMA	Senior member non-academic	.00866	.39122	1.000	-1.0417	1.0590
		Senior staff	-.06061	.30838	.997	-.8741	.7529
		Junior staff	.12587	.37643	.987	-.8756	1.1273
	SMNA	Senior member academic	-.00866	.39122	1.000	-1.0590	1.0417
		Senior staff	-.06926	.38463	.998	-1.1040	.9654
		Junior staff	.11722	.44107	.993	-1.0607	1.2952
	SS	Senior member academic	.06061	.30838	.997	-.7529	.8741
		Senior member non-academic	.06926	.38463	.998	-.9654	1.1040
		Junior staff	.18648	.36958	.958	-.7980	1.1710
	JS	Senior member academic	-.12587	.37643	.987	-1.1273	.8756
		Senior member non-academic	-.11722	.44107	.993	-1.2952	1.0607
		Senior staff	-.18648	.36958	.958	-1.1710	.7980

Source: Field   Data,   2023

APPENDIX K

DOCUMENT ANALYSIS CHECKLIST

ANALYSIS OF COUNCIL MEETING MINUTES

1. Date, time and venue of meeting?

2. Attendance

3. Agenda

4. Major decisions taken

5. Major assignments for the next meeting

6. Those assigned to the major decisions for the next meeting

7. How long was the meeting?

   ANAYSIS OF REPORT DOCUMENTS

1. When the report was submitted

2. How regular is the report submitted?

3. Content of the report

4. Who submitted the report?

5. Who received the report?

6. Any action taken on the report?