UNIVERSITY OF CAPE COAST

EXPLORING THE VIEWS OF LEADERSHIP AT TAKORADI TECHNICAL

UNIVERSITY ON CHANGE READINESS AFTER THEIR UPGRADE

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TECHNICAL UNIVERSITY ON CHANGE READINESS AFTER THEIR

UPGRADE

BY

KWABENA EDUSAH AMO BRONI

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the award of Master of Philosophy degree in Administration in Higher

Education

JUNE 2017

DECLARATION

Candidate's Declaration

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

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

Name: ………………………………………………………………..

Supervisors' Declaration

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

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

Name: ………………………………………………………………..

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

Name: ………………………………………………………………..

ABSTRACT

Change is an integral part of everyday life. The environment is dynamic and not static, for which reason individuals and institutions must learn to adapt to these changes as and when they occur. For institutions, most change initiatives fail to materialise largely because of poor leadership, if leadership is forthcoming, institutions are bound to chalk great successes after change initiatives. The study used the case study approach to explore the leadership's change readiness at Technical Universities after they were upgraded from Polytechnics. The study collected qualitative data from eight participants judgementally sampled from the Takoradi Technical University. The thematic analysis approach was used in analysing conversational interviews and textual data. Four main themes namely, preparations made, roles of leadership, challenges of the Takoradi Technical University and the leadership needs, emerged from the analysis to feed the overarching theme of change readiness of technical universities. The study concludes that the leadership of Takoradi Technical University is ready and has put the necessary tools in place to get the organisational members for the change. The results emanating from this study expand the understanding of change and change readiness and also contribute to existing knowledge on change readiness. The study recommends that the NCTE should evaluate the upgraded institutions to fine tune the new system. Also the institution should offer commercial services as a means of generating income. Finally, the leadership should liaise with industry to know and tailor curriculum to fit industrial wants.

KEY WORDS

CHANGE

CHANGE READINESS

LEADERSHIP

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DEDICATION

To my dad, mom and siblings.

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LIST OF ACRONYMS

TU - Technical University

TTU – Takoradi Technical University

MOE – Ministry of Education

NAB – National Accreditation Board

NCTE - National Council for Tertiary Education

CHAPTER ONE

INTRODUCTION

This study explores the change readiness of leadership of the Takoradi Technical University after the upgrade from polytechnic to technical university status. Thus, this chapter presents the introduction outlining the background to the study, statement of the problem, research purpose and questions. The chapter also highlights the significance of the study, delimitations, limitations and finally the organization of the study

Background to the Study

Education is the background for progress and development for people in every nation. Education makes it possible for societies and individuals to function effectively and have quality livelihood (UNESCO, 2011). Education is a right and a basic human right for that matter. Good quality education is vital for the attainment of wider goals which are on the foundations sustained and dynamic economic growth, poverty reduction, advances in public health and development of a democratic society that offers equal opportunities for all citizens (UNESCO, 2011). Through education, an adequate number of skilled labour and human resources are produced to function in various capacities as professionals to contribute to the development of their countries. Tertiary educational institutions are educational institutions where students study for degrees and diplomas and where academic research is done.

Ogbogu (2011) hinted that tertiary educational institutions are veritable tools for the realization of national development, the development of cultured citizens

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and the promotion of research. She added that tertiary education serves as progenitor of social change through the generation and dissemination of knowledge and new ideas. The World Bank (2000) added that tertiary education provides not only high level skills necessary for every market but also the training essential for technicians, teachers, doctors, nurses, civil servants, engineers, humanists, entrepreneurs, scientists and a myriad of personnel. One of the tertiary educational institutions that provide training of technical knowhow to student is the polytechnic. In Ghana, polytechnics have as their core objective, the provision of quality technical education. The polytechnics equip the country with a generation of literate graduates who are abreast with modern ways of doing things to help in promoting national development (Tarpeh, 1994). The World Bank (2000) succinctly remarked the importance of technical education when they reckoned that the future of this planet (earth) is very much dependent on highly specialized technical manpower. Dating as far back as the colonial era, technical education has undergone a lot of changes such as moving from the status of technical institutes (second cycle institution) to a polytechnic (tertiary institution).

Polytechnics in Ghana were first established as technical institutes that offered craft courses. The formation of technical education can be dated back to the colonial era. In the year 1960, due to industrial development policy and a boom in the technological progress in most areas of the Ghanaian economy, technical education became a necessity. After the introduction of technical education, there was still a gap in manpower supply (Nsiah-Gyaabaa, 2005). This was due to the fact that the technical institutions were offering second cycle craft courses and the

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universities were offering tertiary courses (Nsiah-Gyaabaa, 2005). The courses the technical education offered produced artisans and craftsmen whilst the universities produced highly skilled manpower leaving the middle level manpower gap unfilled. To fill the gap, a number of technical institutions were born and these where the ones in Accra, Kumasi and Takoradi. Three years down the line in 1963, the technical institutions were re-engineered into polytechnics to run non-tertiary programs. The years 1984 and 1986 saw the elevation of the already existing technical institutions into polytechnics status. These years also saw the birth of Tamale and Ho Polytechnics.

Society is not static but dynamic which means things keep on changing and mostly being upgraded. As institutions grow, they undergo upgrades so as to meet societal and stakeholder's expectations and also keep up with time. Institutions also take into consideration the wants and needs of the society and position themselves to meet these needs. According to Burnes (2004), there are different reasons for change and upgrade and these maybe the rippling effect of societal, technical or environmental changes and or socio systematic structures of the institution and the country as a whole. Getting ready for and managing changes and upgrades is a difficult task to do and has a wide and no clearly defined boundaries. Change is inevitable in today's world. Organisation change is defined by different scholars in their own way, Weiner (2009) defines change as the distortion of a part or the entire work environment of an organisations. Elving (2005) added up to the definition of Weiner that the distortions that occur in the work environment can be from internal or external sources. Putting the definitions

together, it can be said that change is the alteration or modification of a part or the whole of an organisations environment. These alterations and modifications are the results of forces within or without the organisations environment. Golembiewski (1995) also defines organizational change as a state of transition between the current state and a future one, towards which the institution is steered towards.

According to Abbas and Asghar (2010), most of the time change are adopted for good reasons. The further said that if organizational changes are carried out right and timely, organisations gain competitive advantage. The researchers also posit that organisational changes are employed to improve organisations "internal and external functionality" and to make organisations effective and efficient. Gilley (2005) postulate that an institution which does not adapt to changes has a less survival period. This statement sits in with Darwin's (1987) statement that "it is not the most intellectual of the species that survives; it is not the strongest that survives; but the species that survives is the one that is able to adapt to and to adjust best to the changing environment in which it finds itself". Change happens in all aspects of human life including education and it is incumbent upon leadership of the various institutions to steer the institution towards a successful end. Milliken, Dutton and Beyer (1992) assert that organisations that respond promptly to changes are bound to survive fierce competition. Not managing change effectively leads to resistance so leadership is faced with a huge responsibility to make sure organisational change is carried out successfully.

Leadership should make sure that the organisation adapts to changes well to ensure the continuous survival of the organisation. Adaptation has been employed in a number of ways, ranging simply from change, including both proactive and reactive behaviour, to a more specific denotation of organizational reaction to environmental forces or demands (Hrebiniak & Joyce 1985). According to Cameron (1984), adaptation is defined as modifying and altering a whole organization or it component in other to address changes in both the external and internal environment. The main purpose of adapting to change is to bring balance to an imbalanced situation in an organisation.

Adaptation also refers to a process which leads to assimilating change initiatives. Adaptation is not a one-time thing that is adaptation is not an event. In adapting to change, organisations should be proactive and not reactive (Cameron, 1984). Organisation through its leadership should anticipate changes and put in place measures to adapt to it. Gilley (2005) asserts that organisational adaptation is mostly characterized by times of chaotic upheaval where there are reversals in the direction of change across a great number of variables of strategy and structure. Organisation's adaptation to change comes about through using diverse strategies to alter and its and it member's shared meanings. Leaders play massive role in preparing an organisation to adapt to the constantly changing environment. According to Kanter (1991), change stalls if leaders fail to act. He further expounded that change innovated need to have ample knowledge and skills in order to get other institutional members ready for a change. Organisational leaders have the responsibility to simulate the other organisational members to strive

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towards a specific goal. Any new strategy no matter how brilliant might fail if those responsible for pushing it have limited idea about how to do make it work. According to Herold and Fedop (2008) leaders are the figures of an organization who lead the organization to effectively cope with changes. Most people are usually resistant to change and for that matter, it is the responsibility of the leadership of and institution to drive employees to a successful acceptance of change and its implications. Therefore, it can be said that effective leader is one who is capable of managing employee's resistance to change and turning their minds and behaviour towards the implementation of a successful change.

Kotter (2007) further says that without a vibrant and active leadership, driving an organization to effective change would be impossible. Nwamkwo and Richardson (1996) posit visionary leaders are the ones who mostly aid in dealing with organizational change. The ability to lead an institution's employee to a change is a laborious process, which may face a lot of opposition (Gilley, Gilley & McMillan, 2009). According to Wei, Baroto, Salam, Usman (2015), Leadership is the influential force within the organization. Leadership impacts the group dynamic and also the interaction of its members. Leadership is a process for influencing decisions and guiding people to an expected end (Gayle, Bhoendradatt & White, 2003). De Jager (2001, p. 24) stated that:

> Change is a simple process. At least, it's simple to describe. It occurs whenever we replace the old with the new. Change is about travelling from the old to the new, leaving yesterday behind in exchange for the new tomorrow. But implementing change is incredibly difficult. Most people

are reluctant to leave the familiar behind. We are all suspicious about the unfamiliar; we are naturally concerned about how we get from the old to the new, especially if it involves learning something new and risking failure.

According to Ghana News Agency (2012), His Excellency John Dramani Mahama the Ex-President of the Republic of Ghana in his State of the Nation address, made a proclamation that Polytechnics in Ghana will be converted to Technical Universities. According to him, Students in the Technical Universities will be trained, developed and be equipped with knowledge and skills to stimulate the country's economic and national development agenda. He further expounded that the proposed technical universities would contribute to raising the quality and competitiveness of the Ghanaian workforce by providing opportunities for other employees to add an improved component to their already existing skills and acquire spiffing new skills. These new Technical Universities will also have as it vision to reduce the admission pressures on the traditional universities, provide progression avenues for technical and vocational students, and curb the growing phenomenon of academic type "top-up" programmes for HND graduates at the traditional universities. In other words, once these universities have been upgraded, there will be no need for graduates to go to the traditional universities to top up because the technical universities will be able to offer the same degrees the traditional universities offer.

Technical Universities, having a different focus and orientation from traditional universities, will contribute to creating a more diverse and better

performing higher education system. At every given level of change, the leadership of the institution play very important and different role so as to aid the achievement of the organizational and change goals.

Statement of the Problem

Organizations are incessantly confronting challenges to remain competitive and successful. This compels organizations to frequently re-evaluate their strategies, structures, policies, operations, processes and culture (Shah, 2009). Addressing these challenges culminates into organisations changing regularly. Research (Gilley, 2005; Shah, 2009) has shown that change is very important for every organization and for that reason, every institution should position itself to address these changes effectively. If institutions are able to address these changes which are inevitable and on the ascendency, it will benefit enormously. Readiness for change effectively is however a main challenge in the change management domain because of massive human involvement. Gilley (2005) further asset that two thirds of change initiatives fail, less than forty percent of change efforts produced positive results, one third of change efforts make existing situations worst. Despite these scary statistics, most institution undertake moderate organizational changes once a year and major organizational changes every four or five years.

According to Gilley (2005), in addressing institutional changes, the mainstay of any institution is it leadership. Leadership serves as motivators, disciplinarians, problems solvers and directors. Leadership of an institution is responsible for

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improving performance, quality productivity, strategy and execution of change innovations by working through other organisational members.

On many occasions, leaders are elevated to their position without guidance, training and adequate skills to fully carry out their responsibilities (Gilley, 2005). Polytechnics in Ghana have been upgraded to technical universities. This upgrade has brought about alterations and modifications in the structure, policy and the activities of the affected institutions. Takoradi polytechnic has been officially converted into a Technical University as stipulated in the Technical Universities Act 2016 (ACT 992).

It is very laudable for a country to be concerned about technical education. However, despite the good tidings that the upgrade brings, there are also going to be certain changes that may occur as a result. As it stands now, the leaderships change readiness remains virtually unexplored. Even though Takoradi Polytechnic has become a Technical University, information on the readiness of leadership to embrace this change remains unchartered. This study therefore seeks to understand the readiness of leadership to champion the change within the new status of the institution.

Purpose of the Study

The purpose of the study was to examine the readiness of leadership of Takoradi Technical University in this transition period from a polytechnic to a Technical University. Specifically, the study sought to examine the roles the leadership play in the transition of the Takoradi polytechnic to a technical university, examine the Takoradi University's leadership's readiness for change

and the factors that influence the readiness after the upgrade and also examine the challenges the Technical University is facing after the upgrade.

Research Questions

1. What are the preparations made in relation to leadership's understanding of change and change readiness?

2. What is the role of leadership in ensuring the change readiness of Takoradi Technical University after the upgrade?

3. What are the challenges that Takoradi Technical University is facing in this transitional era?

4. What are the leadership and management needs of Takoradi Technical University?

Significance of the Study

Armenakis, Harris and Mossholder (1993), postulate that successful change begins with a state of organizational readiness that is driven by leadership beliefs. This study will help the researcher assess the readiness of the Takoradi Technical University to foil the changes the upgrade brings. It will serve as a source of reference for future research work in Technical Universities in Ghana preparing an institution after an upgrade which will lead to a change. It will further serve as a reference material on leadership issues in technical universities in Ghana and for stakeholders at the different levels of the educational system who want to update their knowledge and skills in the role of leadership in preparing an institution for change.

Delimitations

The study was delineated to leadership practices to cope with the new Technical University status of the Takoradi Technical University. Also, despite the fact that other polytechnics have acquired the technical university status, the study is delimited to the Takoradi Technical University. The study also focused on institutional leadership and not the entire working force and the student body. The study only concentrated on the leaderships change readiness leaving the other institutional members.

Limitations

The study had certain limitations, some of which are the following. The number of participants envisaged for the study (10 in all) was reduced by two due to refusal of respondents to partake in the study. Also because of their busy schedules some respondents were rushing through with their answers. Interpretive studies such as this study cannot be generalised for that reason the study cannot be generalised outside the research area.

Definition of Terms

Change at its deepest level, refers to altering aspects of a thing or person or an institution.

Change readiness is a gauge of how prepared and able organisational members are for change initiatives.

Institutional change at its deepest level, refers to changes in the ideas that govern institutions. As ideas change, rules and practices shift as well.

Organisation of the Study

The study has been organised into five chapters. Of the remaining four, Chapter Two reviews related literature. Review of literature was done under themes. Chapter Three focuses on the methodology of the study. Specifically, research design, population, sample and sampling procedure, instrument, and data collection and analysis procedures were covered. Chapter Four looks at the results of the study and discusses the findings, while the last chapter provides a summary, draws conclusions and makes recommendations. Suggestions for further research are also included.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

To provide a solid foundation in support of the research problem, purpose and question outlined in the first chapter, this chapter talked about the transformational leadership theory, the transition theory ad change readiness theory. This chapter also talked about the conceptual framework and the empirical studies guiding the study. The chapter summarizes the emerging issues relating to the research questions.

Transformational Leadership Theory

According to Burns (1978), transformational leadership can be defined as an approach that brings about change in individuals, social structures and systems. Transformational leadership once carried out right provides motivation, boost morale and increases performance of the followers. These can be ensured by the leaders to optimize performance in many ways amongst these are, connecting the followers sense of identity and self-mission and the collective identity of an organization; being an example for the followers, inspiring them to give their best, challenging followers to take greater responsibilities and tasks, gaining in-depth understanding of the strength and weakness of the followers. The theory of transformational leadership was first developed by Burns (1978) in the 20th century in his research targeted at political leaders. In recent years, Burns' thoughts have been borrowed to organizational and institutional management and psychology.

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Burns (1978) defines transformational leadership as one where the leader and followers help each other to reach higher levels of motivation and morale. He purported that transformational leadership makes it possible for followers to soar to higher level needs from lower level needs. He further proposed two concepts, transformational leadership and transactional leadership. According to him, transactional leaders do not make efforts to change the organisation's way of life (that is culture), but transformational leaders try to alter the way of life of an institution to bring about radical change as and when the need be. For transformational leaders, they prepare their followers for change. Transformational leaders also put measures in place to aid their followers embrace change.

Bass (1985) expanded the work of Burns by identifying the psychological mechanisms underlying both transformation and transactional leadership. Bass' aim was to address how transformational leadership could be measured and how it influences employee's motivation and performances. He revealed that transformational leadership does a lot of things including the following;

1. Expanding follower's expectation

2. Transforming follower's self interest

3. Increasing follower's confidence

4. Elevate follower's expectations

5. Heighten the value of the leaders intended outcomes for the follower

6. Encourage behavioural change

7. Motivate others to higher levels of personal achievement

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Tichy and Devana (1986) posit that transformational leadership is a character that can be learnt. Bass (1985) asserts "the goal of transformational leadership is to transform people and organisations that is to change their minds, hearts, enlarge their vision, insight and understanding, clarify purposes, make behaviour congruent with beliefs, principles or values and bring about change that are permanent, self-perpetuating and momentum building and also helps followers to cope with change".

According to Bass and Avolio (1994), transformational leaders display behaviours associated with five transformational styles:

Table 1: *Behaviours of a Transformational Leader*

Idealized Behaviours: living one's ideals	• Talk about their most important values and beliefs • Specify the importance of having a strong sense of purpose • Consider the moral and ethical consequences of decisions • Champion exciting new possibilities • Talk about the importance of trusting each other
Inspirational Motivation: inspiring others	• Talk optimistically about the future • Talk enthusiastically about what needs to be accomplished • Articulate a compelling vision of the future • Express confidence that goals will be achieved • Provide an exciting image of events
3) Intellectual Stimulation: stimulating others	Re-examine critical assumptions to question whether they are appropriate • Seek differing perspectives when solving problems • Get others to look at problems from many different angles • Suggest new ways of looking at how to complete assignments • Encourage non-traditional thinking to deal with traditional problems • Encourage rethinking those ideas which have never been questioned before
4) Individualized Consideration: coaching and development	• Spend time teaching and coaching • Treat others as individuals rather than just as members of the group • Consider individuals as having different needs, abilities, and aspirations from others • Help others to develop their strengths • Listen attentively to others' concerns • Promote self-development
5) Idealized Attributes: Respect, trust, and faith	• Instill pride in others for being associated with them • Go beyond their self-interests for the good of the group • Act in ways that build others' respect • Display a sense of power and competence • Make personal sacrifices for others' benefit • Reassure others

Source: Bass and Avolio (1994)

Schlossberg's Transition Theory

Schlossberg's transition theory originated because the proponent believed a need existed to develop systematic framework that would facilitate understanding of adults in transition and direct them to the help they needed to cope with the ordinary and extraordinary process of living (Evans, Forney, Guido, Patton & Renn, 2010). According to Goodman, Schlossberg, and Anderson (2006), transition is any event or non-event that creates changed relationships, distorted routines, assumptions and roles. To them, to fully comprehend transition, the context, the type and the impact should be taken into consideration.

Schlossberg (1981) highlighted three types of transition; anticipated transition, unanticipated and non-event. Anticipated transition takes place expectedly. This means that this type of transition is bound to happen. Unanticipated transitions are those which are not expected to happen but happens anyway- they are not scheduled. Non-events are those one the individual expected but which never happened. These are the ones the individual looked forward to but they did not suffice. The Schlossberg transition theory talks more about how individuals adjust to change.

Schlossberg (1981) further talked about the characteristics of transition which includes role change- according to Schlossberg (1981), in most transitions there is a role change. O'Toole (2013) defines role change is either desisting from or putting up a certain behaviour or a situation where status is retained but expectations change or a situation where both status and expectation changes. In an organisation, role change may be a change in their mandate that is what they

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are supposed to do and what they were established for. Transition can be negative or positive. For individual's, positive transition elevates them whilst negative transition throws them off balance. Similarly, in an institution, positive transition will mean gaining competitive advantage and also being in a position to better aid socio-economic growth whilst negative transition will mean moving towards contributing less to socio-economic development and also to gaining waned competitive advantage.

Transition can also be internal or external. When transition is internal then it resulted from deliberate intentional decision by the individual but when it is external then the transition was triggered by some other environmental factors other than the individual's deliberate decision. So for an institution transition can take place because the institution planned for those transitions, at other times, the transition of an institution will be influenced by external powers- powers which are beyond the institution's control.

Also, transitions can be on-time and off-time. Individuals have a life timetable- what to accomplish at which point in life or what to do in a given period of time in life. Transition is said to be on time when it takes place at the exact planned time and period, when transition happens earlier or later than the stipulated time, then it can be said to be off-time. Just like an individual, institutions also have timetables and timelines. For an institution to achieve what it plans to achieve within the time it planned to achieve it, the institution's transition can be said to be on-time but achieving planned target outside stated time means the transition of the institution is off-time. Moreover, transition can be gradual or sudden.

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Transition is gradual when it happens over a period of time. For individuals, this may take the form of movement from on level in life to another. At other times transition just happens, this transition is said to be sudden. Just as an individual experiences gradual and sudden transition so does an institution. This is because institutions do not exist in isolation, they exist within an environment and for that matter whatever happens in they are affected by whatever goes on in the environment.

Lastly, the duration of transition is also another characteristic. The duration of transition may from uncertain, temporal to permanent. For both individuals and institutions certain transitions are permanent, meaning they cannot be reverted to the original state. In other situations, transition takes place on a temporal basis, that is for a period of time and then things move back to the original state. In other situations too transition is uncertain.

According to Schlossberg (1981), there are four major factors that influence a person's ability to cope with transition. The four factors are situation, self, support and strategies this is also known as the 4S's. She asserts that the first S which is situation varies in terms of what triggered the transition, the timing of the transition, the degree of control the individual or the institution has on the transition, the new roles that have been established by the transition, the institution's or the individuals experience with a similar transition and how the individual or the institution assesses the transition.

Schlossberg (1981) points out that, the second S, self, has to do with the personal and demographic characteristics of the individual which includes

psychological ego, culture, ethnicity and socioeconomic status. Relating this to the institution; the self would have to do with the culture of the institution, the state of the institution, what the institution stands for and what the institution hopes to achieve. The third S, has to do with the support that the individual has or gets during the transition process. Individuals in the period of transition receive support from friends, family, communities, and institutions. Just like the individual the institution can also get support during transition. The sources of support may include, other institutions, the communities, the government, regulatory bodies and other individuals who have in-depth knowledge with regard to the transition. The fourth S, strategies has to do with the measures the individuals and the organisation will put in place to cope with the transition. Evans, Forney, Guido, Patton, & Renn (2010) asseverate that coping strategies include those measures that modify the situation, control the problems or reduce the stress associated with the transition.

Schlossberg (1981) outlined four coping modes that could be used to alleviate the stress that comes with transition. These are information seeking, direct action, inhibition of action, and intrapsychic behaviour. Goodman et al. (2006) asserted that a combination of multiple strategies make individuals cope very well.

Weiner's Change Readiness Theory

According to Weiner (2009), institutional or organisational change readiness theory is a subject that has not been given much credence. He argues that most of the readiness theories has to do with individual readiness and not institutional readiness. An institution's readiness for change is an important factor for the

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successful implementation of organisational changes. This is to mean that failure to establish sufficient readiness may lead to vain change determinations. Gregory-Smith, Wells, Manika and Graham (2015) assert that in other to create readiness for change the leadership of an organisation should unfreeze the previous mind set and establish a new drive for change but Wiener (2009) argues that whilst this assertion is sane, the scientific backing is limited.

Wiener (2009) focuses on the supra-individual levels of change out of the multi-level construct. This is because many of the promising slants to improving an institution entails a whole behaviour change in the form of system redesign, that maybe multiple, simultaneous changes in staffing, work flow, decision making, communication and reward systems. He established that readiness can be present at the individual, group, unit, department or organisational level and for this reason readiness can be studied at any of the levels. However Williams and Adams (2013) argue that readiness for change does not correspond to a similar structure, it changes depending on the level be it individual, group, unit, department or organisation in which it happens. Weiner (2009) further posits that institutional readiness is not only multi-level but it is also multi-faceted. Different researchers define readiness in different ways. Shih, Shaw, Fu, Cheng (2013) and Dodd and Stacks (2013) define organisational readiness as the change commitment of organisational members and change efficacy to roll out change. This is similar to Rese and Maiwald's (2013) goal commitment or change commitment which is defined as the collective effort of organisational members' to pursue the courses of action involved in change implementation.

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Gotsi and Wilson (2001) observe that institutional members commit to change for three reasons. These reasons are first, because they want to, when this happens it means members value the change. At other times institutional members commit to change to implementation because they have to do so; this is because they have little choice. Lastly, members commit to do so because they ought to. This depicts that members feel obliged to conform to changes. Of all the reasons, commitment based on "want to" is the highest level of commitment to take part in an organisational change.

Change Efficacy

Weiner (2009) establishes another term known as change efficacy. This term has its root in Bandura's (1997) notion of collective efficacy. Change efficacy has to do with organisational members' shared beliefs in their collective capabilities to organise and execute the courses of action involved in implementing change. This has to do with the harmony in purpose with which members of an institution use in implementing a change. In change efficacy, shared beliefs and collective capabilities are important and this is because change implementation is not a one-man job but rather entails a collective and harmonised action among individuals and work units. Weiner (2009) argues that the judgement of efficacy is not outcome expectations neither is it the assessment of knowledge but rather change efficacy is the confidence and belief by which institutional members collectively implement an organisational change which implies that change efficacy is when institutional members adopt the "yes we can" mentality.

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Other definitions of organisational readiness connote more structural terms taking into accounts the institution's finances, materials human and information resources (Bull & Brown 2012; Yeomans, 2008). Weiner (2009) explains that organisational structures and resource endowments are vital in shaping readiness perception of members of an organisation. This means that if the institution is well endowed with the resources that the organisation members will need to work with to foil the change, the members will be less resistant to change but if resources to use are not available then members will have negative readiness perceptions. This means that the change efficacy judgement does not just come but it is influenced by the organisations structural assets and organisational resources. This also implies that organisational readiness is situational- it doesn't just happen and also it is not a general state of affairs. Some organisational attributes are fertile for innovation and change. However, these fertile attributes (receptive context) do not overset directly into change readiness. So it can be concluded that receptive context is a necessary condition for change but not a sufficient condition.

Weiner (2009) further argues that the two aspects of organisational readiness are intertwined. Making reference to Bandura (1997), when confidence in one's capabilities to carry on a particular action is low, it deters the person from executing the duties, Maddaux (1995) added that negative motivation and fear has the tendency to lead a person to downplay one's judgement capabilities. The mental state and the drive to execute a change should covary but not in perfect harmony. The most important thing is that the two elements should be present to

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spark readiness if not then organisational members may have the mental state that organisational change can be executed successfully but then the drive to do so will not be present likewise at other times, the drive to execute the task maybe present but the mental state maybe lacking. So to get the highest level of readiness, the cognitive and the motivational state should both be present in high levels. This means that organisational members should not only want to implement an organisational change they should also feel very confident they can make it happen.

Weiner (2009) further said that there are certain circumstances likely to generate institutional readiness. These include leadership messages and information sharing through interaction and sharing experiences which has got to do with past change efforts; doing this will trigger member's readiness perception. Klein, Dansereau & Hall (1994); Sathe, (1985) also believe that attraction, selection, socialisation and attrition also play a role. Despite these, when leadership conveys different messages to different members and groups, fail to interact and share information or when there are different experience levels it will dampen members' readiness perceptions. When there is variation in readiness perceptions it indicates low organisational readiness for change and could be a sign of problems in implementation efforts.

Conditions Necessary to Promote Organisational Readiness for Change

Weiner (2009) asserts that the shared sense of readiness seems cumbersome and difficult and this has resulted in the failure of many organisations in the attempt to implement change. Despite the difficulty in organisational readiness for

change, there are certain conditions that facilitate the promotion of change readiness. These conditions include;

Change Valence

Fishbein & Ajzen (1977) succinctly expressed change commitment is a function of change valence. This means that if the organisational members value the change they will have a higher drive to implement the change. Organisational members believe in change because they usually think the change is urgent and it is needed and that the change will resolve important organisational problems. Other reasons why organisational members may value change include, that the expected change may match members' core value or members may support the expected change because leadership and colleagues support it. Taking into consideration these reasons that organisational members may value change, it is highly unlikely that any of above mentioned reasons will be consistent with every organisational readiness for change. Vroom (1964) as cited in Weiner (2009) posit that Valence is the anticipated satisfaction from an outcome. This may differ substantially from value, which is the actual satisfaction provided by an outcome.

Change Efficacy

Weiner (2009), making reference to Gist & Mitchell (1992), made an assertion that change efficacy is a function of organisational member's cognitive appraisal of three determinants of implementation capabilities. The determinants are task demand, resource availability and situational factors. Efficacy is a comprehensive summary of judgment of perceived capability to perform a task. In the formulation of change efficacy judgements, organisational members acquire,

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disseminate, assimilate and integrate information bearing. According to Weiner (2009), usually in change, three questions are asked with respect to change efficacy these are; do we know what it takes to implement this change effectively; do we have the resources to implement this change effectively; and above all can we implement this change effectively in this situation we are facing? The capability to implement highly depends on having knowledge on the courses of action that are necessary, the kinds of resources that are needed, the amount of time that is needed and how activities are to be scheduled and sequenced.

Organizational members also appraise the match between tasks demand and available resources; that is, they assess whether or not the organization has the requisite resources be it human, financial, material, and information which is necessary to implement the change well. When there are resources available organizational members feel poised to implement change but in the absence of these resources, the urge and drive to implement change is usually reduced. Finally, organizational members consider situational factors such as, sufficiency of the available time to implement the change and whether the internal political environment supports the change. When the task demands, assessment, situational factors analysis, resource availability perceptions, of members are common, members share a sense of confidence that collectively can help them implement organizational change no matter how complex the change may be.

Contextual Factors

Change experts Jones, Jimmieson and Griffiths (2005); Chonko, Jones, Roberts and Dubinsky (2002), posit that contextual conditions also affect

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organizations readiness for change, they argued that organizational culture which grips innovations, risk-taking, and learning supports organizational readiness for change. Weiner (2009), says that organizational policies and procedures could affect organizational members, resource availability, appraisal of task demand and situational factors positively or negatively. Past experiences with change can positively or negatively affect organizational members' value of change and their change efficacy judgements.

Change Leader Behaviour Inventory

According to Damapour (1991), leader's attitude to change determines other member's participation and the successful development of change programmes, which suggest that individual's cognitive processes is a factor to be considered in organisational change. Effective change readiness, change management and change implementation rest on how vibrant an institutions leadership is. According to Stilwell, Pasmore and Shon (2016), despite the continuous change of the dynamic organizational environment, there is still a high rate of failed change attempts. Leadership at every point in an organization's life, play an important and crucial role. There is however no formal training for most of the leaders on how to lead organizational change and how to measure their performance at the end of the change implementation period. Changes in and around the environment of the organization are constantly on the ascendency and these have immense consequences for the organization (Cummings & Worley, 2015). For this reason, organizations should always brace themselves up to embrace these changes in order to give them a competitive advantage over rival

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organizations (Beer & Norhria, 2000). This means that if the organization fails to put in place measures that will help them address the change and foil the change, it may not be able to match up with the other organizations. The converse is also true that if organisation can prepare adequately and put in place measure to help them address the change all things being equal, they will be successful in implementing the change.

According to Higgs and Rowland (2000), efforts directed at change usually fail. The failure rate for changed efforts remain as high as 70%. This means 70% of most organizations which have attempted change have failed and for that matter implementing change is a very difficult task and needs great expertise to make it work. In view of this the Change Leader Behaviour Inventory (CBLI) is needed to measure organizational leaderships' efforts which may affect organizational change outcomes. Stilwell, Pasmore and Shon (2016), postulate that the CBLI is used in providing feedback to leaders about how effective they were after a change implementation. In using the CBLI, change leaders receive report which contains quantitative feedback with qualitative comments. The leader then sees a professional for some time after the session with the professional, the CBLI is re-administered to know whether there has been an improvement or not. The pattern of the consolidated feedback for a period is then used to establish a norm which is used to assess the effectiveness of leaders. Feedback from individuals helps provide motivation which helps to make investments in leadership and improve leaderships' effectiveness.

The Role of Communication in Organizational Change

In the dynamic world of the organization, the only thing that is constant is the continual changing environment (Elving, 2005). As established earlier about 70% of organizational change efforts fail and this could be due to numerous reasons such as the organizational culture itself, the timing of the change and the role of organization members (Elving, 2005). Research (Difonzo & Bordia, 1998); Lewis & Seibold, 1998) has shown that communication is very important if an organization is to effectively implement organizational change.

According to Elving (2005), if communication of change is not managed properly, it results in rumours, organizational members resisting change and bringing to light other negative aspects of change. Lewis (2007) posits that organizational change and communication are very much linked to each other; Emphasis is placed on the fact that good communication may lead to success in the implementation of change. Robertson (1993) argues that if an organization wants to change individual task and behaviour, communication about the change efforts should be given to these people. Usually communication with organizational members forms an integral part of change efforts and strategies to overcome those changes. Lewis (1999), asserts that the conclusion about how important communication is in organizational change is pretty much known but however, there are specific communication actions, approaches and their effect which still remains unexplained.

According to De Riddler (2003), organizational communication has two goals; the first goal of organizational communication should be to inform the employees

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about the task they are to perform and also the policies and other issues that has to do with the organization. This means the first thing that organizational communication does is to make organizational members abreast with the do's and don'ts of the organization, what is expected of them, what the organization stands for and where the organization is going. The second goal of organizational communication is to create a community spirit. This has to do with members talking amongst themselves and having that feeling and a sense of belonging. This makes organizational members feel like a part of a family. These two goals of organizational communication place a distinction between information giving with regards to change and the sense of community within the organization before, during and after change. The information given that is the first goal of change addresses the reason for a given change and it benefits, also the worries that will befall organizational members in the initial stages of the change. This goal is the duty of management and the leadership of the institution. The leadership becomes the sender of the information with the target recipients being organizational members. Just as every communication process factors noise, in case where change information is not given on time and the needed aspect of the information is not rightly communicated, the organizational communication is said to be affected by noise.

Elving (2005) says that one of the main purpose of organizational communication is to inform organizational members about change and how this change will impact or alter their work. This information about change when rightly communicated will have an effect on readiness for change. This implies

that if organizational members know before time that there is going to be an organizational change which may affect how they work and what they work on, organizational members will brace themselves up for the change. The second goal of organizational communication is to create a community (De Ridder, 2003).

Organizational communication is an important forerunner of knowing where one belongs. This helps to give definitions to the identity of a group and also helps to create community spirit; the organization spirit created should fit the requirements of the organization. The creation of community has it origin in social psychology in a phenomenon known as social identity theory. In joining groups people are subjective in terms of social categories or groups of people who they associate with; these groups are sometimes social groups. These social groups exert a level of influence on the judgement and observations of the persons who join.

According to Foy (1999), organizational commitment is increased when there is good organizational communication; interpersonal relationship and communication with peers do not really increase organizational members' commitment what does is formally communication with leadership and management. This means that organizational members feel a sense of belonging, they feel they also matter, they feel the implementation of change is also their responsibility when formal channels of communication is used to share information with them. It is also true that when members hear change information form grapevine sources it dampens their commitment and this in turn decrease their readiness to implement change.

There is also another factor that influences the feeling of belonging to a community within the organization and this is the trust between leadership and organizational members; trust results in certain effects such as positive attitudes, higher levels of cooperation and high levels of performance. Trust works in two ways, first as a main end product or as a moderator effect (Dirks & Ferrin, 2001). Trust as a moderator effect helps the individual predict the future behaviour of another party and give meaning to past behaviours; as a main effect, trust affects motivation and cooperation. Elving (2005) believes that trust helps guide actions of organizational members and shapes their perceptions too. Following from above, communication influences commitment which also has influence on organisational culture and climate. Good organisational communication results in high commitment, trust, sense of belonging and identification which are antecedents for change readiness.

Job Insecurity and Uncertainty

According to Elving (2005), uncertainty during change is inevitable. This is so because during change certain things within the organisation may be altered. Uncertainty during the change process is mostly about the aim, the process and the expected outcome of the change and what implications it has for the individual organisational members. Change outcomes can be influenced through knowledge but it is not the only prerequisite for influencing outcomes (Terry & Jimmieson, 1993). Even though knowledge is not the only pre-requisite for influencing outcomes, knowledge about motives for change and the reason why a change programme is being rolled out helps reduce uncertainty and helps create

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readiness for change. These uncertainties that result because of change should be well managed so as to minimize the problems that will be created. These uncertainties can be managed through effective communication (DiFonzo & Bordia, 1998).

According to Weiner (2009), uncertainty of employees during change throws light on the implications for individual employee, or the things that surrounds where the employees does his work. Uncertainty leaves employees asking questions like "will I still have a job after the change?" will I still have the same co-workers after the change?" and can I still perform my task in the same way I used to?" These questions create a feeling of not knowing what will become of them after the change. Organisational members tend to be less ready for change when the answers to most of the questions turn out to be "No" (Elving 2005). This means that when organisational members feel that they are going to lose their jobs after the change, when they feel like they will not be working with the same people after the change and when they feel like they will not do the task the same way as they used to then it will negatively affect readiness for change.

According to Elving (2005), closely linked with uncertainty is job security. De Witte (2005) defines job insecurity as an overall concern that organisational members have about the continued existence of the job in future. According to Van Vuuren (2008), job insecurity has three components. First of all, it is subjective. Job insecurity is a subjective experience. This means that different employees see job insecurity in a different way. Secondly job insecurity results in uncertainty about the future. When there is job insecurity, employees start to think

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about what will become of them in the future either they will still work or they will be rendered redundant. Lastly, there are also doubts about the continuation of the job. Organisational members begin to question as to whether the job they find themselves in will continue.

Elving (2005) postulates that when organisational change leads to downsizing and organisational members losing their jobs, this insecurity will have an enormous effect on change readiness. Organisational communication has effect on the feeling of uncertainty and job insecurity. When the organisation's leadership fails to communicate clearly the changes that organisational members will have to adapt to uncertainty is revealed. Uncertainty leads to rumours and grape vine communication. When there is more use of grape vine communication other than formal communication it is an indicator that organisational members are facing uncertainty. Organisational communication has an influence on the feeling of uncertainty and on job insecurity.   Despite the importance of communication in organisational change, Elving (2005) posits that, it is not the only key factor that accounts for a successful organisational change. The actual design of the change and the choices made with regards to the design are core determinants of effective organisational change.

Types of Organisational Change

Organisational change can be grouped into four major types (Authenticity consultancy). These are types of changes are enumerated below:

Organisation wide versus sub system changes

In the organisation wide change, the whole aspect of the organisation is affected, these changes may come in the form of major restructuring, changing the way of life the organisation collaboration and mergers. According to Gill and Caza (2016), organisations should undertake organisation-wide changes to upgrade their level at every given point and to progress to a different point in their life cycle. On the other hand, subsystem is seen as a microcosm of the large organisation, subsystem change has to do with just an or a branch of the whole organisation this implies the subsystem changes just affects few organisational members and not the whole organisation. Subsystem changes can be seen in areas of the organisation like filing systems, dispatching systems amongst others.

Transformational Change versus incremental Change

Transformational changes have to do with changing and altering the core of the organisation. It usually includes changing the culture of the organisation, what the organisation stands for, what the organisation believes in, the way of life of the organisation, these may include altering the norms, values, the products and aspirations of the organisation (Gill & Caza, 2016). Transformational change is also known as radical or fundamental change. Transformational changes come in the form of changing the structure of an organisation, changing the vision and mission organisation. According to Gill and Caza (2016), incremental change refers to a minute adjustment made towards a targeted result. Incremental change does not have highly significant effect on the whole organisation. Incremental change does not alter existing organisational structures or methods of doing

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things. Examples of incremental changes include improving quality management practices. Quantum change is another name that can be used to represent total transformational change.

Remedial change versus developmental change

According to Gill and Caza (2016), sometimes there are setbacks in the currents institutional structures and that solutions should be provided to remedy the situation. Those remedies employed in addressing the setbacks are known as the remedial changes remedial changes are usually focused meaning it is employed to do a particular thing, remedial changes are also urgent- it is needed at the time it is employed and it is also visible which means when these changes are employed they are usually noticeable by the organisational members. Examples of remedial changes may include; putting in place measures to increase efficiency and effectiveness in other to reduce waste in an institution. Developmental change has to do with making a good situation better and a better situation best. Unlike remedial change, developmental change is just to give face lift to how the organisation does things, helps an organisation become more and more effective and efficient. Developmental changes unlike remedial changes are general and universal. Example of developmental change include increasing the number of people and institution can serve in a day and also employing an effective way of remunerating organisational members and doing that on time (Gill & Caza, 2016).

Reactive versus proactive change

According to Gill and Caza (2016), reactive change which is also known as unplanned change occurs when there is a main, unexpected happening in an organisation which catches organisational members unware and throws all members of the organisation off board. Example of unplanned change is when an institutions administrator leaves unexpectedly. Contrary to unplanned change is proactive change. Proactive change is also called planned change. This occurs when leaders in an organisation see the need for changing certain aspects of the organisation and also the way organisation handles stuffs, the leaders put in place pre-emptive plans to achieve the change. Planned change, even though forecasted, it mostly does not happen in a very well organised manner. It usually turns out be chaotic and unruly. This is because no matter how well planned a change may be it will face certain oppositions.

Conceptual Framework

In this study, a basic conceptual framework was developed from the literature review, particularly based on the work of Wiener (2009) and Sharma, Upadhyaya, Schober and Byrd-Williams (2014). The conceptual framework illustrates the interaction among the three antecedents for readiness that is the external and structural factors, individual attributes and the other factors. The framework stipulates that transition and change readiness are as a result of the above mentioned factors. The end result of these is a successful implementation of change. Usually structural and external factors have to do with the organisation whereas individual and the other factors are operationalized at both the individual

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and organisational level. The basic conceptual framework of change readiness talks about the antecedents to readiness, transition and readiness.

The antecedent of readiness has to do with the things which precede a successful change. Amongst the antecedents for readiness is the structural and external factors- these are the constructs tailored at the organisational level which has the ability to influence the day to day running of and organisation and its change readiness. The external and structural factors consist of resource, policies, training, communication, leadership and stakeholder engagement. Resource has to do with the financial, human and infrastructural facilities available for an organisation to use to attain a predetermined goal and aim. Policy has to do with the course or principle of action adopted or proposed by an organization or individual. Training has got to do with equipping the staff with needed knowledge and skills to be able to effectively carry out the duties required of them. Training can be in different forms, usually on-the-job and off-the-job trainings. Communication is also an element of the antecedents of readiness. It is the flow of information amongst staff. It has got to do with how information is disseminated. Also stakeholder involvement is about bringing all stakeholders on board to help achieve the required standard.

Individual attributes. This has to do with the staff attributes; the attitudinal constructs that has an influence on organisational change and change readiness. Openness to change is about how organisation as a whole and staff are receptive to organisational changes. Staff coercion; has to do with how staff work together as a team, the network of relationship that exist in the organisations and the ones

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of organisation toward pursuing a goal. Stress can be said to be the internal or external strives that throws a person off balance, when this happens it forces the person to use more energy to get back on the right part. Stress may impact negatively on the implementation of new programmes. Staff authority is measured by the level of autonomy and flexibility given to a worker by the higher authority or the top level management to operate or work and implement organisational changes. Clarity of Goals is how well the organisation and organisational members see and perceive the objectives of new programmes and how these objectives resides and sits in with the overarching objectives of the organisation. Openness to change is the organisation and its members' receptiveness to change and general attitude to adopt new trends.

Other factors encompass the belief and attitude of individual staff which dictates their acceptance and support or rejection for any organisational change. Motivation is that drive for an individual to institute a particular change, the pressure to implement the change and the time required for the implementation. Change valence is the value and individual places on the implementation of a particular change programme in anticipation of a certain level of satisfaction. Change efficacy is the comprehensive summary of judgment of perceived capability to perform a task. Job uncertainty during change is inescapable. This happens so because of the fear that during change certain things within the organisation may be altered and that might affect and individuals work. Job insecurity results from an organisational member being uncertain about his future

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due to a change within the organisation. Job insecurity also deals with the perception of staff about what will become of them after a change has taken place.

Following the antecedents of change is a period known as transition, this period is the period between moving from practices prior to a change and to current practices which results from an organisational change. It is usually characterised by distorted routines, assumptions and role.
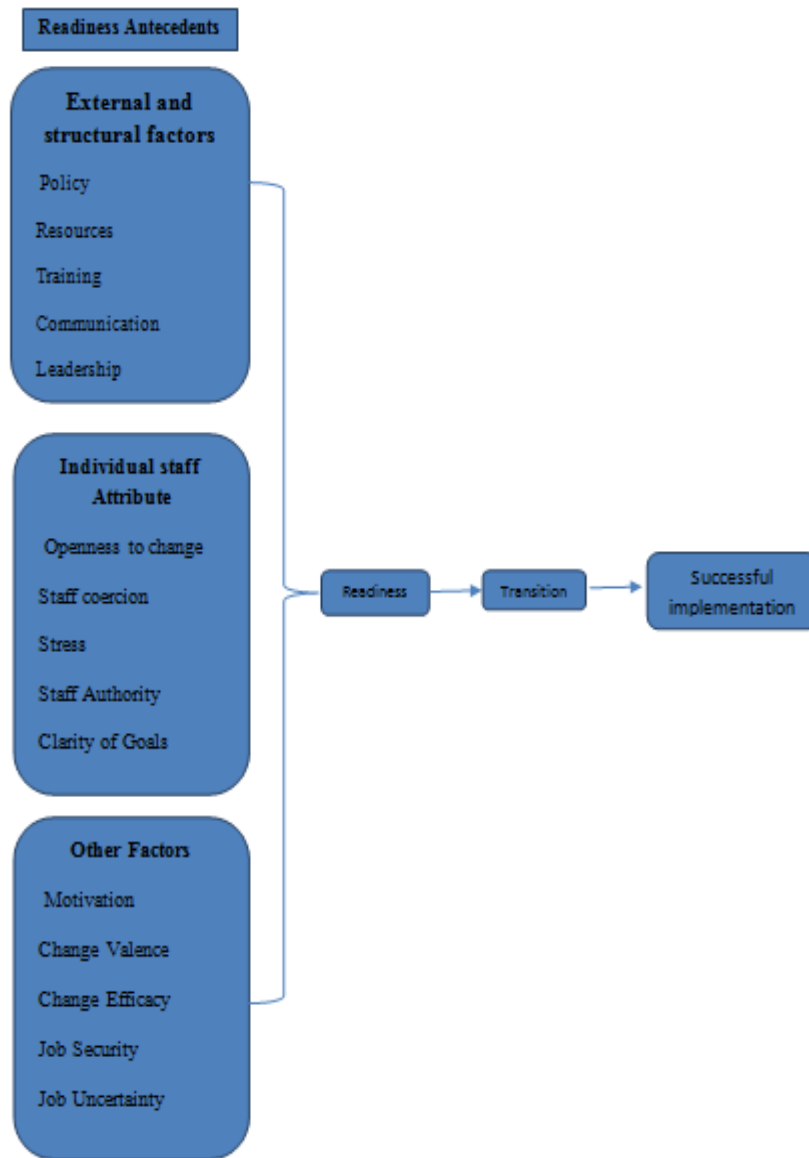
Source: Author's Construct

Figure 1: *Change Readiness Framework*

Change and Change Management

Change has become an inevitable event in recent times. Two decades ago the issue of change and change management had not gained prominence. According to Graetz, Rimmer, Lawrence and Smith (2002), most institutions preferred to remain predictable, stable and relatively secured. In recent times, change has become an ubiquitous phenomenon in today's world, it transcends all levels of the organization, including the strategic and operational levels. Cameron and Quinn (1999), posits that getting to the later part of the 20th century, the concept of change became a force to reckon with, this saw about seven out of ten institutions and organisation striving for change processes.

According to Gibson (2002), how effective and efficient an institution is manifests in the environment, technology, strategy, structure, processes and work culture of the institution so when organisations are able to endorse change in these area they are likely to be forerunners in the industry the find themselves in. What Gibson is driving at is that for an institution to perform better and minimize wastage, the institution needs a conducive environment, a good strategy, working structures, processes, a definite work culture and of course an up-to-date technology meanwhile all these factors responsible for organizational effectiveness and efficiency change with time so if the institution is able to change to meet new trends then the institution is likely to be ahead of its competitors.

In contemporary times, according to Kanter (1992), change is the representation of new prospects which includes new policies, new behaviours and

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new ideas on the basis of rethinking institutions patterns. Change involves the redesigning and constructing of new patterns as opposed to the old and already existing ones to make new and hopefully more "productive actions possible". In a different view, Kanter (1992), consider change as altering the total behaviour of the organization. Change doesn't happen in a vacuum; change should be properly planned and executed. Change should not just happen, steps should be taken to carry out change plans effectively. Lawrence, Dyck, Maitlis and Mauws (2006) asserts that change plans should not be vague and that change plans should have specific purposes. They further said that change should be a process; this means that change should be unremitting and continuous. Weick and Quinn (1999), added to Lawrence et. al that change can be episodic and continuous. Weick and Quinn (1999) postulate, that episodic change are usually not frequent and appears to be very radical whilst continuous changes are rather subtle, superficial and it is never ending. However, Barnard and Stoll (2010), in his conclusion wrote that change is neither a single process nor continuous but rather it is broken down into a number of different but interrelated steps and that there us is a different approach to be employed at each stage.

Lawrence, Dyck, Maitlis and Mauws (2006), further revealed that change should involve all key stakeholders including the employees of the organisation, if not the institution will be in a fix and change efforts may fail. Literature (Balogun and Haile, 2004), suggests that 70 percent of change programmes initiated fail. Research Kanter (2000); Gibson (2002), has shown that the pace of change is increasing as the days pass and for the organisation to be enjoy perpetuity, it

should be able to adapt to change and deal with the change succinctly. For attain a successful change initiative, it is imperative of institutions to foster good coordination, strong leadership, and clear. (Ford & Saren, 1996).

In the same light Handy (1996), asserts that good communication and frequent interaction and strong leadership are essential in preparing the organisation for change as it guides the organisation through tempestuous phases. Daft (2008) discussed the importance to identify the process of implementing change, including utilization of change drivers and communication skills. Longo (2007) as cited in Crawford, Rutter and Thelwall (2003), asserted that well planned change and adequate allocation of resources can result in change drivers, which intend to assist the implementation of the desired organizational change.

Resistance to Change

Research (Lawrence, 1959; Maurer, 1966 as cited in Pardo del Val & Fuentes, 2003) suggests that the failure of change initiative can largely be attributed to resistance to change by organisational members. In other words, the success of organisational change is largely dependent on the acceptance of the change by the employees. According to Barnard and Stoll (2010) resistance to change can be on an organisational level or an individual level. This means that resistance to change can be an organisation wide withdrawal of support for certain change initiatives. On the individual level, certain individuals pull out support for change initiatives. Different authors have defined resistance to change in various forms to suit their context and their understanding. O'Connor (1993), defines resistance as being a

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slowed effort response to meet agreements or completely refusing to collaborate with change. Resistance is seen as an opposition for plans to be carried out.

According to O'Connor (1993), change can be intentional which means it is premeditated or unintentional which means it's not deliberate. According to D'Ortenzio (2012), resistance is adopted by institutional members to maintain standards. This is adopted as a defensive mechanism by institutional members when they feel standards are being threatened- this affirms the statement made by O'Connor that resistance can be intentional. Resistance has both positive and negative connotations (D'Ortenzio 2012).

Resistance is negative when it communicates undesirable and unpermitted employees' attitude and go against productive behaviours (Waddell and Sohal 1998) resistance becomes a drawback when it prevents employees from adapting to change about organisational processes (Robbins, 1998). Robbins (1998), argues that resistance sometimes tests the commitment of the leaders initiating the change. In other words, resistance comes in to know to which extent change initiators will go just to make the change happen.

Resistance to change can be caused by many factors stemming from the employees themselves, change initiators, nature of change amongst others. According to D'Ortenzio (2012), employees resist change because most of the times because they are afraid of losing their jobs, other times too employees do not understand the change initiative and in implications and lastly sometimes they believe that change is not needed in the organisation. D'Ortenzio (2012) posits

that resistance occurs when change initiatives are not made clear to participants. When this happens the change is opened to variety of interpretations.

D'Ortenzio (2012), posits that some employees resist change as a result of lack of confidence in leadership, loss of job security, pressure from co-workers, dysfunctional group relationships, interruption of cultural customs and traditions, personality clashes and a lack of diplomacy and timing.

Leading Change

For an organization to be effective efficient and competitive, they should support and implement transformational changes – this is the prime prerogative of the leader. Managing the complexities of change challenges leaders at all levels of an organization (Biech, 2007). Due to the challenges faced by leaders in managing change, a leader should always be fit for purpose. Leadership has been noted to have a direct influence on the work place environment that enables change (Gilley et. al, 2009). Ashkanasy, Kennedy and Trevor-Roberts (2000) makes a similar assertion that the roles of leadership in managing organization and implementing change are very important.

Leaders are seen as change agents in various institutions, that is they bring about change and put in place measures to help effectively carry out the change initiatives (Gilley, 2005; Howkins, 2001). Leaders are responsible for creating a vision, identifying the need for change and implementing the change thereof. Sansom (1998) asserts Organizational leadership is the ability of management to protect an institution's benefit and competitive advantage by realizing that institutional members needs and institution's vision and assembling them to work

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in a collaborative manner and a better environment to achieve predetermined goals. Abbas and Asghar (2010) succinctly expressed that effective leadership is responsible not only for an effective and efficient organisation but also the survival of the organization depends on it.

Research (Bass 1990 as cited in Gilley, Gilley and McMillan, 2009) has failed to come out with an exhaustive list of the list of qualities of leaders. Different researchers have different perspectives about leadership and their qualities; behavioural scientists see leaders as been democratic, autocratic or laisse faire. Contemporary theorists also see leadership as being transformational, transactional, incremental, servant or developmental (Gilley, Gilley and McMillan, 2009). Gilley, Gilley and McMillan (2009) discuss a set of leadership behaviours which is seen as having positive effect on an institution.

According to Gilley, Gilley and McMillan (2009), there are about six traits of every good and effective leadership. These traits are coaching, communication, involving others, rewarding, promoting teamwork and motivating.

Coaching

Coaching has been defined as a process of improving performance by developing synergistic relationships with employees through training, counselling, confronting, and mentoring (Gilley, 2005 pg. 79). Coaching is tailored towards feedback from employees' strength and weakness assessment, when coaching is done through this strategy, employees' strengths are augmented and their weakness minimised, improved performance and greater awareness (Gilley, Gilley & McMillan, 2009). According to Hudson (1999) as cited in

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Gilley, Gilley and McMillan (2009), the prime focus of coaching is to be an agent of change. Coaching helps institutional members to be future oriented, optimistic and want to challenge the status quo.

Communicating

In Leading change use of a diverse set of communication techniques are very instructive technique to carry worthwhile messages, solicit feedback, create readiness for change along with a sense of urgency, and propel recipients to act. Leaders are responsible for informing the institutional members what the status quo is, motivate them to go beyond the status quo and reward the employees for striving to go beyond the status quo (Gilley, 2005).

Organization communication should be enthusiastic and frequent (Gilley, 2005). Gilley, Gilley and McMillan (2009) succinctly assert that inaccurate submissions by leadership in an organization breeds distrust so leadership are supposed to provide employees with abundant relevant and up to date information about change initiatives, the appropriateness of the said change initiative address employees submissions and minimize the adverse effects of the change and make sure that the change affects employees positively. Effective organizational communication provides feedback and reinforcement for employees which helps motivate employees and get them ready for the change.

Involving Others

Involving others has to do with giving the other members of the institution the room to make certain decisions related to the change initiation being proposed by leadership. According to Gilley et al. (2009), involving employees increase input

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in decision making and affects their wellbeing and the overall performance of the institution. Research (Gilley, 2005; Gilley et al., 2009) has shown that running a democratic organisation tends to increase employees' creativity and their performance and also has a positive impact on the implementation of change.

Motivating

It is widely recognized in human resource literature that the promotion of factors that motivates workers in both private and public organisations lead to higher quality of human resource and optimum performance. Consensus is also growing among managers about the significance of combining good human resource performance approaches on motivation incentives to encourage good performance. Gilley et al. (2009) posit that a leader's ability to get employees to move towards on direction is seen as a good motivator and this usually results in change readiness and preparedness. After a change initiative if managers are able to put in place those things needed by employees to deliver effectively and efficiently, it serves as proof that management have a deep appreciation of change management and organisational change in general (Gilley, 2005). Carlisle and Murphy (1996) as cited in Gilley, Gilley and McMillan contends that motivation doesn't just happen in a vacuum, and that for effective motivation the leadership should be adequately skilled and provide a motivating environment that is "communicate effectively, address employees' questions, generate creative ideas, prioritize ideas, direct personnel practices, plan employees' actions, commit employees to action, and provide follow-up to overcome motivational problems" (Gilley, Gilley & McMillan, 2009 pg. 82).

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Rewarding

The philosophy of reward which recognises employees for a successful performance helps leadership to bring out desired results from followers. "Rewarding change efforts demonstrates the importance of and need for change, along with leaders understanding that the things that get rewarded get done" (LeBoeuf 1985 pg. 9 as cited in Gilley, Gilley & McMillan, 2009). In rewarding change efforts, leadership looks at the gravity of the change initiative and how well employees have been able to accomplish it (Gilley et al., 2009). A well-structured compensation system serves as a backing for every stride in an organisation's change process (Gilley, 2005).

Promoting Team Work

Working in teams helps all members of an institution work cooperatively to achieve organisational goals. According to Gilley et al. (2009), leadership have two distinct abilities to manage teams and putting in place work groups. When these two abilities are effectively used organisational goals are achieved and change implementation is carried out successfully. Studies suggest that work groups can be designed to enable members with diverse skills and backgrounds to communicate and interact in ways that constructively challenge each other's ideas (Williams, 2001 as cited in Gilley et al., 2009 pg. 82). Where there is shared leadership open communication and interaction and proper roles definitions, teams blossom and yield the desired results.

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Review of the Report of the Technical Committee

According to the Ministry of Education Technical Committee Report (2014), the birth of technical universities came with the president's state of the nation address in 2013. The president hinted that polytechnics were going to be transformed into technical universities. As a result of the upgrade, students from technical universities will wield skills to move the country's economic and development goals.

According to MOE (2014), this upgrade will help increase the quality and how competitive the human resource in Ghana is by giving the workforce the opportunity to sharpen their skills and also gain new skills. Upgrading polytechnics to Technical universities will help reduce the pressure on the traditional universities by giving technical and vocational students move freely from one level to another without having to go to the traditional universities for top up (MOE, 2014). This means that the idea of students moving from polytechnics to attain degrees and other top up programmes will be limited because now the technical universities can award the same degrees as traditional universities. Finally, technical universities in view of their mandate will help build a more assorted and well performing higher education system. According to MOE (2014), a technical committee was set up in September 2013 to develop a guideline that will aid the transformation process of polytechnics to technical universities. This committee constituted nine members. The committee had eight (8) meetings and received memoranda from stakeholders. The committee members were given the opportunity to travel to Germany on a week study visit to

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see how Technical Universities and Universities of Applied Sciences function. During the study visit, members had interactions with institutional leaders and other political leaders. The committee also did a review of the upgrade of polytechnics to tertiary status and transformation of Technikons in South Africa to Universities of technologies.

History of Technical Education in Ghana

Vocational and technical education can be dated far back as the 1870's. According to Baafi-Frimpong (2014), the Basel mission had as part of its principles the development of technical and vocational prowess of students. They believed that education should not be confined to academic subjects only. The Basel mission put in place a systematic base for providing technical and vocational education. The Basel mission established technical schools at Akropong, Osu, Aburi and Abokobi. The one at Osu was a three year course and it was delivered at the Christenborg castle in 1877 to offer advance work to supplement industrial training in the local schools.

Just as the Basel mission the Wesleyan mission also provided technical education as part of their curriculum but in the Wesleyan period, technical education was a complement to purely academic education it was not a stand-alone programme as in the time of the Basel mission. The Catholic Mission also placed emphasis on technical education. Instructions were provided at Saltpond, Cape Coast and Elmina. After the missionaries, efforts in incorporating technical education in the education system continued with the government's intervention in education. In the 1852 ordinance under Commander Stephen Hill, there was a

provision made in the curriculum for technical education. Thirty years later in 1882 there was another ordinance under the rule of Sir Rowe which was meant for both Lagos and Gold Coast and that also saw the incorporation of technical and vocational education in the educational curriculum. Sir Brandford Griffith who took over from Sir Rowe five years later in the year 1887, also in his reign made sure that technical and vocational education were a major part of the curriculum. Upon ascension to office in 1919 Sir Gordon Guggisberg proposed sixteen (16) principles and in these principles proposed, the 16th principle which states that "the provision of trade schools with technical and literacy education that will fit young men to become skilled craftsmen and useful citizens" (Baafi-Frimpong, 2014, p.17).

During Guggisberg's reign, technical education at the lower level was greatly expanded by the opening of four Government Trade Schools in 1922, at Yendi (later moved to Tamale), Mampong, Kibi and Asuansi. Finally, the 1987 education reform under Jerry John Rawlings also made provision for technical education. The Reform suggested that the curriculum of Junior Secondary School be expanded to provide for academic, cultural, technical, vocational and commercial subjects. The reason for this provision was to influence and expose every Ghanaian child at an early age to the acquisition of a wide range of skills-language and life-readiness skills which was to encourage the school children to be self-reliant, resourceful, creative and very productive in an ever developing world of science and technology.

Overview of Polytechnic Education in Ghana

The beginning of polytechnic education in Ghana is relatively young. Polytechnics in Ghana gained tertiary status in the year 1992. Prior to 1992, polytechnics were second cycle institutions. In the year 1963, the technical institutes from Accra, Takoradi and Kumasi were refashioned to polytechnics (MOE, 2014). These institutions continued to operate as non-tertiary institutions which offered advance craft courses and technician-level courses. The Tamale and Ho Technical institutes were also upgrade to the polytechnic status in the 1980, followed by Sunyani and Koforidua Polytechnics in 1997.

Cape Coast Polytechnic became the first Polytechnic which was planned and established as a Polytechnic in 1986 without going through the ranks of a Technical Institute. In 1992 the existing polytechnics were upgraded to the tertiary status, only Wa and Bolgatanga became tertiary institutions right away from their establishment and this was done by government pronouncement. The Polytechnic Act, 1992 (PNDCL 321) which upgraded polytechnics to the tertiary status gave them the mandate to award Higher National Diploma (HND).

Terms of Reference (TOR) for the Conversion of Polytechnics into Technical Universities

When the committee was inaugurated, the deputy minister in charge of tertiary education tasked the committee to develop TOR which will serve as a guide in the conversion of polytechnics to technical universities. The committee came up with seven (7) terms of reference (MOE, 2014).

Consideration of the Terms of Reference

TOR 1: Key Characteristics of a Technical University

A review of the literature on technical universities in Africa (South Africa and Kenya), Europe (Germany and Denmark), and Asia (Japan and India) provided the backdrop for defining the general orientation and key characteristics of a technical university. In general, technical universities:

a) Provide education and training for the world of work: students are trained to acquire high level employable skills for wage or self-employment

b) Have strong links with industry and business

c) Support existing and emerging productive sectors of the economy with technical expertise and R&D

d) Are focused on practical research activities, including industry and market-driven joint research projects

e) Offer programmes that are vocationally oriented or career focused and provide skills training at all levels: certificate, diploma, degree, and postgraduate degree levels

f) Are autonomous or semi-autonomous in their governance and management practices

g) Offer courses and programmes covering a wide range of economic activities

h) Place emphasis on innovation and application of new technologies, including ICT

i) Have well trained faculty imbued with both academic and professional experience

j) Admit capable students into science and technology based programs

k) Possess top grade teaching and learning facilities

l) Engage in consultancy and contract management activities

m) Encourage staff and student mobility

n) Provide skills training from the middle level to the highest level possible.

(MOE, 2014, p. 6-7)

TOR 2: Differentiating a Technical University from a Traditional University

The decision to convert the polytechnics to technical universities is tantamount to repositioning the polytechnics within the tertiary education system which requires an expansion of their mission. The establishment of the technical universities is expected to lead to a more diversified higher education landscape with clear mission differentiations. The technical universities should therefore be differentiated from the traditional universities. What should be the key role and functions of the technical universities? What should be the philosophy that underpins a technical university in the Ghanaian context? A technical university or university of applied sciences is technological university with focus on the application of technology to the various fields of learning. Some typical differentiation indicators are indicated in Table 2.

Table 2: *Differences between Traditional Universities and Technical Universities*

Technical University (University of Applied Sciences)	Traditional University (Classical/Research University)
Teaching and practice-oriented	Theory and research oriented
Applied or strategic research with focus on solving practical problems and providing technology solutions that make production systems more efficient	Integration of research and teaching
Skills-driven or acquisition of employable skills	Knowledge-driven or quest for new knowledge
Focus on technology development, innovation and technology transfer	Focus on fundamental research and cutting-edge technology development
Emphasis on what must be learnt to respond to industry needs and learner interests	Emphasis on mainly disciplinary approach to learning and promotion of scholarship

Source: MOE Technical Committee Report (2014)

The fact that technical universities emphasize a close engagement with the world of work does not mean disengagement from the basic academic orientation of higher education institutions. Engagement with industry means bringing the world of work into the classroom and placing practical knowledge and research results at the disposal of industry. Blending academic pursuits with practical goals of promoting societal and economic wellbeing of the population is one of the hallmarks of universities of applied sciences. While the focus is on applied research, technical universities may contribute their expertise at any point along the product development chain from basic research to commercialization in collaboration with traditional (research) universities (MOE, 2014, p. 7-8).

TOR 3: Criteria for Conversion of the Polytechnics to Technical Universities

The Committee is of the opinion that individual polytechnics should satisfy a set of eligibility criteria for conversion to technical universities. This will ensure that the converted polytechnics measure up to the standard expected of a

university. In order to enhance the image of the converted polytechnics as technical universities, it is important that the conversion process is rigorous.

Every effort should be made to raise the public perception and status of the converted polytechnics to the level of any other public university in the country. This requires that the polytechnics as candidates for elevation to the status of technical universities should meet certain qualifying standards and benchmarks. The proposed benchmarks, which are explained below, relate to three (3) key areas: i) institutional standing; ii) academic staff requirements; and iii) evidence of collaboration with industry and employers in the delivery of study programmes.

i. Institutional Standing

A polytechnic seeking to be granted technical university status should satisfy the existing norms, guidelines and standard requirements of NCTE and NAB for accreditation as a university. Also, the polytechnic should be already offering or be capable of offering a certain minimum number of accredited B-Tech degree programmes in science and technology based programmes. The existing NAB institutional accreditation guidelines specify that to qualify for university status as a science and technology institution, the university should have a minimum of two (2) Faculties and two (2) Departments per Faculty. This benchmark is aligned with the internationally accepted definition of a "University".

The committee endorses this requirement for qualification as a technical university. The committee therefore recommends that for a polytechnic to be

granted technical university status, it should be offering a minimum of four (4) BTech degree programmes in science and technology based disciplines.

On the issue of adequacy of teaching and learning infrastructure, many of the polytechnics have fairly well-equipped laboratories and workshops, although there is the need for some retooling and rehabilitation of existing training facilities. Consequently, the challenge of adequate academic infrastructure for the future technical universities can be satisfactorily addressed.

ii. Academic Staff Requirements

A key characteristic of a technical university is the requirement that the teachers should possess both academic and professional qualifications. In a technical university, possessing only an academic qualification (even a PhD) is not enough to qualify as a professor or teacher. Professional or industry experience is a key requirement. In Germany, for example, it is mandatory for teachers in the Universities of Applied Sciences to have 3-5 years of professional experience in the world of work. The vocational orientation and industry-focused nature of the study programmes offered by technical universities demand that the teachers have industrial exposure. Recruiting, training, retraining and retaining such calibre of teachers for the converted polytechnics is a key challenge that must be addressed. Obviously, it may be difficult at the embryonic stage of the technical universities to insist on the industrial experience requirement for all teachers in the converted polytechnics. At the same time, this requirement cannot be entirely ignored. The committee therefore recommends that any academic department seeking programme accreditation in the technical universities should

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be headed by at least a Senior Lecturer with a PhD and, preferably, with some industrial experience. In addition, the department must have at least 3 full-time Lecturers with relevant research master's degrees, at least one of whom must have industrial or work place experience**.**

iii. Collaboration with Industry

Involvement of industry and employers in teaching, organization of workplace experiential learning for students, and governance of the future technical universities is a critical success factor that will enable graduates of the technical universities to have fairly easy transition into the labour market. Cooperative education or strong collaboration with industry in training delivery is one of the distinguishing characteristics of the technical universities from the traditional universities.

The committee is of the opinion that structured and supervised internships or work place experiential learning by students should be a mandatory requirement for programme accreditation in the technical universities.

In this regard, it should be required of the converted polytechnics as technical universities to provide evidence of training and partnership agreements or MOUs signed with collaborating industry partners**.**

In summary, the polytechnics would have to re-engineer themselves to become technical universities. This would entail the polytechnics emphasizing staff development programs to raise staff qualifications to university levels and developing capacity for curriculum engineering, management of internships, quality assurance, applied research and technology inter-change with industry. It

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is also important for the polytechnics to remain focused on career-focused programs and not fall into the academic drift "trap" of offering traditional university type programs. The above eligibility criteria would inform and underpin the recommended strategy for converting the polytechnics to technical universities as discussed in Section 3.4 under TOR 4 (MOE, 2014, 8-9).

TOR 4: Strategy for Converting the Polytechnics to Technical Universities

In considering a strategy for converting the polytechnics to technical universities, it should be noted that the decision to convert the polytechnics has political, academic, technical, and financial dimensions. The key question is: should all the polytechnics be converted to technical universities at the same time or should the conversion be done on a polytechnic-by-polytechnic basis? The decision to convert the polytechnics to technical universities is a great idea with enormous potential for transforming and growing the economy and promoting national development.

However, the reform process should be undertaken strategically with success as the objective. The past mistakes associated with the upgrading of the polytechnics to tertiary status in 1992 should be avoided. The future technical universities should not and must not be seen as *baby* universities or *poor cousins* of the traditional universities, although there should be room for constructive dialogue between the two types of institutions.

A good idea should not be killed by either ill-conceived and weak implementation strategies or inadequate human and financial resources. The appropriate conversion strategy would be one that underpins and supports the

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rationale for converting the polytechnics to technical universities. The justifications for converting the polytechnics to technical universities may be summarised as:

a. Repositioning the polytechnics as strategic institutions for the training of highly-skilled human resource to drive economic growth;

b. Achieving parity of esteem with the universities without departing from the practice oriented philosophy of polytechnic education and training;

c. Creation of progression pathways at the tertiary level for practically-inclined SHS students and technical school graduates;

d. Increasing the flexibility of the tertiary education system by introducing well-defined articulation and credit transfer mechanisms into the system;

e. Reducing the duplication of course offerings and increasing the cost-effectiveness of tertiary education in the country; and

f. Enhancing the image of the converted polytechnics and the attractiveness of technical and vocational education and training in general. The above considerations demand that each polytechnic should be considered on its merit against an agreed set of eligibility criteria, as discussed in Section 3.3 under TOR 3. In this regard, an expert panel may be constituted to assess the eligibility of each polytechnic for conversion to technical university status.

The Committee therefore recommends that the strategic approach and eligibility criteria outlined in Section 3.3 TOR 3 should be adopted in converting the polytechnics to Technical Universities, rather than converting all the

polytechnics at the same time on the basis of only Government pronouncement (MOE, 2014, p. 9-10)**.**

TOR 5: Mandate of the Converted Polytechnics as Technical Universities

The general philosophy and orientation of technical universities the world over provides useful indicators for defining the mandate of a technical university within the Ghanaian context. Since the converted polytechnics as technical universities are not expected to depart from the mandate of developing higher level skills for the productive sectors of the economy, the existing object of polytechnic education will remain relevant even after the polytechnics have been converted. Act 745 states the mission of the polytechnics as skills development tertiary institutions in the fields of manufacturing, commerce, science, technology, applied social science and applied arts with emphasis on skills development and applied research. In spite of the clear mandate to concentrate on technical skills development, the polytechnics have been accused of "mission drift" into the running of non-technical study programmes. The course offerings and student enrolments are skewed towards arts and business programs with only about 30% of the students enrolled in science and technology programs, although the majority of the HND programmes developed by NABPTEX are science and technology based.

There are two possible reasons for this: either there are not enough qualified candidates for admission into the science and technology programmes, or the various polytechnics are not offering these courses for lack of facilities and qualified teachers. Indeed, the majority of applicants for admission to the

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polytechnics are senior high school graduates with little or no background in science and technical subjects.

The Committee recommends that the conversion of the polytechnics to technical universities should be accompanied by clear policies and regulations to prevent the new institutions from deviating from the desired objective of providing technical training and skills development of the kind that are not currently available in the traditional universities. The concept of a technical university differs slightly from country to country.

In Germany, the Technical University (TU) is at the high end of the research university system with a focus on innovation and advanced fundamental research at the frontiers of knowledge in engineering, technology, science and medicine. The Universities of Applied Sciences (UAS) on the other hand, are teaching and practice-oriented universities with a focus on applied research in collaboration with industry and the world of work. In the UAS, more than 95% of research activities are applied and all teachers must have professional or workplace experience.

The Committee recommends that the converted polytechnics or future technical universities should be modelled along the lines of the Universities of Applied Sciences in Germany. In general, the future technical universities in Ghana:

1. should be practice-oriented with smaller classes and higher student-teacher contact hours

2. should provide education and training for the world of work, i.e. students are trained to acquire high level employable skills for wage or self-employment

3. should have strong links with industry and business

4. should support existing and emerging productive sectors of the economy with technical expertise and applied research

5. should be focused on practical research activities, including industry and market-driven joint research projects

6. should offer study programs that are vocationally oriented or career focused, with emphasis on engineering, technology, and business programs, but not humanities

7. should provide skills training at all levels: certificate, diploma, degree, and postgraduate or master's degree levels

8. should be autonomous in their governance and management practices

9. should emphasize innovation and application of new technologies, including ICT

10. should have faculty imbued with both academic and professional qualifications

11. should possess top grade teaching and learning facilities

12. should engage in consultancy and contract research as regular activities

13. should provide skills training to the highest level possible

14. should provide admission slots for graduates of senior high technical schools and technical institutes for advanced technical education and training

15. Additionally, the converted polytechnics should:

16. research into, and provide support for micro, small, and medium scale enterprises

17. promote technology adaptation and innovation in support of local enterprises

18. be seen as differentiated institutions with focus on science and technology disciplines, although relevant programmes in business and the social sciences may be offered

19. promote continuous professional development and lifelong learning

20. have a well-balanced curriculum combining scientific principles and theory with applied science and the acquisition of practical techniques

21. develop relevant partnerships and linkages with similar institutions abroad

22. integrate student/staff work place experiential learning and internships into the curriculum

23. engage faculty who are both teachers and practitioners, i.e. faculty who possess both academic and relevant professional experience

24. ensure strict adherence to student teacher ratios and standard norms determined by the NCTE and NAB for technical universities

25. integrate entrepreneurial culture into the institutional governance, teaching, and learning activities (MOE, 2014, p. 10-12).

TOR 6: What Name should be given to a Converted Polytechnic?

The name by which an institution is known is a reflection of its mandate, philosophy and orientation. The converted polytechnics are expected to be predominantly science and technology university institutions. At the same time, they should be seen as higher education institutions dedicated to the development

of high level technical skills that offer a natural pathway for the academic and professional progression of graduates from senior high/technical schools and technical institutes as well as practicing technicians, adult workers and company employees who are desirous of upgrading their technical and business skills. In arriving at an appropriate name for the converted polytechnics, the Committee considered several options, including:

1. *Technical University* (as in Kenya)

2. *University of Applied Sciences* (as in Germany and in the Netherlands)

3. *University of Technology* (as in South Africa)

In particular, the Committee discussed the differences in mandate between the Technical Universities and the Universities of Applied Sciences in the German higher education system. The Technical Universities in Germany are multidisciplinary institutions which offer engineering, science and science-based professional programmes, from the first degree to PhD levels. The Universities of Applied Sciences, on the other hand, are more vocational oriented and industry-focused and offer only Bachelor's and Master's degree programmes, although graduates from the Universities of Applied Sciences may pursue doctoral studies at a Technical University. It is noted that the Technical University in Germany is a research university, engaged in cutting edge research and technological innovation in close collaboration with industry and commerce.

The Universities of Applied Sciences, on the other hand, emphasize the application of knowledge and applied research with direct and immediate relevance to industry needs. The Universities of Applied Sciences in Germany

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and the Netherlands have the same orientation as the Technical Universities in Kenya and the Universities of Technology in South Africa. The Technical University of Kenya, for example, has its antecedents in the former Kenya Polytechnic in Nairobi, while the Universities of Technology in South Africa (formerly known as Technikons) have mandates similar to those of the Universities of Applied Sciences in Germany. Although the envisaged orientation and character of the converted polytechnics are more in alignment with those of the Universities of Applied Sciences in Germany, it is recommended that the converted polytechnics be known as Technical Universities. The choice of "technical university" was informed by the following considerations:

a) This designation will give the institutions a distinct character as university-level technical skills training institutions.

b) The name "technical universities" will help differentiate these institutions from the traditional universities

c) The designation will project the image of the institutions as vocationally-oriented and industry-focused universities

d) Students from technical institutes will see the Technical Universities as a natural avenue for further education and training, providing in this way a logical and seamless academic progression route for skills development for technical school and polytechnic graduates

e) The choice of "technical university" rather than "university of applied sciences" will avoid any confusion in identity that may arise with some existing universities in Ghana, such as the University of Health and Allied Sciences

f) The other possibility of naming the converted polytechnics as "universities of technology" may create an identity clash with the Kwame Nkrumah University of Science and Technology in Kumasi, when the objective of converting the polytechnics is to establish a different kind of university. (MOE, 2014, p.13)

The Committee therefore recommends that the converted polytechnics should be designated as Technical Universities.

   The Committee further recommends that as and when the polytechnics become eligible for conversion to technical universities, they should be named as follows:

1. Accra Polytechnic as Accra Technical University (ATU)

2. Bolgatanga Polytechnic as Bolgatanga Technical University (BTU)

3. Cape Coast Polytechnic as Technical University of Cape Coast (TUCC)

4. Ho Polytechnic as Technical University of Ho (TUH)

5. Koforidua Polytechnic as Technical University of Koforidua (TUK)

6. Kumasi Polytechnic as Kumasi Technical University (KTU)

7. Sunyani Polytechnic as Sunyani Technical University (STU)

8. Takoradi Polytechnic as Takoradi Technical University (TTU)

9. Tamale Polytechnic as Technical University of Tamale (TUT)

10. Wa Polytechnic as Technical University of Wa (TUW)

Alternatively, the city location of the Technical University (TU) may be used to identify or designate the institution; in which case the converted polytechnics shall be known as:

TU-Accra;

TU-Bolgatanga;

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TU-Cape Coast;

TU-Ho;

TU-Koforidua;

TU-Kumasi;

TU-Sunyani;

TU-Takoradi;

TU-Tamale

TU-Wa (MOE, 2014, p. 12-14)

TOR 7: Other Related Matters

Funding of the Technical Universities

Adequate funding for the converted polytechnics is a critical challenge that must be addressed by the Government, policy implementers, and leaders of the polytechnics aspiring to technical university status. Skills training at the technical university level are expensive. In Germany, for example, the Government spends an amount of €5,000 – 7200 (or the equivalent of about GH₵ 15,000 – GH₵ 21,000) on every student in a university of applied sciences per year. Currently, the Government of Ghana spends less than GH₵ 3,000 on a student in a polytechnic per year. The huge gap between the current and optimal funding levels will have to be bridged if the quality of training in the converted polytechnics is to be comparable to international standards (MOE, 2014, 12-14).

Accelerated Staff Development Program for the Polytechnics

Although the Polytechnics can now boast of 75 PhDs and 1,366 Master's degree holders among their combined Faculty (as at August 2013), there is the

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need to embark on an accelerated staff development program to enhance the academic qualifications and professional competences of the teachers, including the provision of opportunities for the acquisition of workplace skills and experience. The Government and NCTE in consultation with the Polytechnics should therefore design and implement a targeted staff development program to support the conversion of the Polytechnics to Technical Universities (MOE, 2014, p.14).

Accreditation of the Technical Universities

In conformity with the Law, the new technical universities will be subject to the institutional and program accreditation requirements of the National Accreditation Board. This will also mean compliance with any statutory institutional affiliation arrangements. However, the accreditation exercise should take into consideration the distinct or peculiar philosophy and orientation of technical universities as vocational oriented and career-focused higher education technological institutions (MOE, 2014, p.14).

Summary

Change alters the dynamics of an organisation. For change initiatives to be very successful, the leadership of an institution play vibrant roles. If change initiatives are not properly carried out the organisation may not be able to survive stern competition. The literature also suggest that when there are new change initiatives, the organisation should migrate from the old ways of doing things to the new ways so that that the results of the change ca be properly achieved.

The literature also talks about change readiness as a great antecedent to a successful change. When there is a change organisational members' readiness for the change will either make the change successful or not successful. The literature also contains the policy document which brought the Technical University system into existence.

CHAPTER THREE

RESEARCH METHODS

This chapter presented an overview of research methods and procedures applied in this study. It described the process that was employed to collect and analyse data in order to explore TTU's change readiness in terms of leadership after being upgraded from a polytechnic to a technical university.

Research Design

The study being a qualitative study assumed the interpretivist stance. According to Creswell (2009), the interpretivists believe that there are multiple meanings that can be ascribed to the same data. They also believe that the truth is constructed by human beings and these truth constructions are situated between historical and social contexts. Willis (2007) indicates that interpretivism usually seeks to understand a particular context, and the core belief of the interpretive paradigm is that reality is socially constructed. He further explains that interpretivism is much more inclusive, because it accepts multiple viewpoints of different individuals from different groups. The study adopted the qualitative research approach which employs the case study design in order to investigate the preparedness of leadership of Takoradi Technical University to cope with the changes and the leadership practices being adopted in this transition period.

Creswell (2009) stated qualitative research approach is a collection of procedures that are used in collecting, analysing and giving reports on texts, image data and the experiences of people by delving into participant's views and

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knowledge. The study adopted the qualitative stance because the phenomenon being discussed is relatively new giving the study area.

According to Leedy and Ormorod (2010), in case studies, a particular program, individual or event is studied for a period of time. In education, case studies are good for gaining insight into what is pertaining in a particular area. Also case studies may be suitable for knowing and learning more about issues which are poorly understood or is little known. They further said that case study can either be a single case or multiple cases. This study used the single case method. A case study according to Bromley (1986) is a systematic survey into an event or a set of related events which aims to describe and explain the phenomenon of interest.

Zucker (2001) also defines case study research method as an experiential inquiry that investigates a contemporary phenomenon within its real-life context; when the boundaries between phenomenon and context are not clearly evident. With careful planning, detailed study of the real issues and problems, success can be achieved with the use of case study in a research process. Leedy and Ormorod (2010) posit that single case method has unique or exceptional qualities and also promotes understanding or inform practice for similar situation. So since the researcher wants to find out the preparedness of Takoradi Technical University and the roles leadership play to cope with changes that come with upgrade, the researcher finds qualitative approach which employs the case study design an appropriate design.

Population

The target population is made up of leadership of the Takoradi Technical University. The leadership is made of both academic and administrative heads. The total number of heads from all the directorates, offices and department were 34 according to the institution's organogram. The population is made up of both females and males and mostly adults.

Sampling Procedure

A key characteristic of qualitative research is that the sample size is usually small in size ranging from 5 to 30. This enables in depth exploration of the phenomenon under investigation. The study adopted the judgemental sampling technique which is also known as purposive sampling. In purposive sampling technique, the sample units are selected because they have the requisite features, characteristics and knowledge which will enable the researcher to do a detailed exploration and understanding of the central theme discussed in a study. Fogelman and Comber (2006) call it purposive sampling technique.

In judgemental sampling, members of a sample are chosen to represent a type in relation to key criterion. Purposive sampling technique has two main aims, first, to ensure that all key constituencies of relevance to the subject matter are covered and second to ensure that within each of the key criterion, enough diversity is included so that the impact of the characteristics concerned can be explored. The sample drawn for the study comprised 4 academic heads and 4 administrative heads from the Takoradi Technical University. Out of the ten (10) participants, two (2) opted out, so the study actually used eight (8) participants.

Data Collection Instrument

According to Silverman (2000), interviews and focus groups are the most common methods of data collection used in qualitative research. Interviews are used to explore the views, experiences, beliefs and motivations of individual participants. There are diverse approaches for conducting qualitative interviews (Patton, 2002). In this study, the semi structured interview guide was used for the data collection. The semi structured interview guide is advantageous because the researcher benefits from the advantage of both structured and unstructured interviews as well as engages with the participant. In qualitative research, usually the highly structured format is used primarily to gather socio demographic information whilst it is most suitable, however, to use less structured interviews which are more open ended questions (Merriam & Tisdell, 2015).

The researcher constructed the interview guide which had 4 sections and 13 items. This instrument is appropriate because it affords the participants' ample time to give out well thought out answers. It was also deemed appropriate by the researcher because the researcher defined the study area such that each participant was covered and also to allow participants bring up issues that are important to them.

Data Collection Procedure

Pilot Test

According to Zucker (2001), pilot test prepares the researcher for data collection. In pilot study, there is no particular number of people to participate, the number of people is left at the researcher's discretion but the number should

be sufficient. The pilot test helped the researcher explore and obtain information on likely problems that may occur in the actual study and it also helped give clue for how the stratification criteria for selection of participants should be done. Pilot also helps the researcher to bring sanity to the instruments, research problems, interview questions and the approach to be used in collecting the data. The pilot is useful in developing research ideas. A Pilot test helps researchers assess whether what is of interest to them may be of interest to the participants of the study. The instrument was pilot tested at the Cape Coast Technical University to check their trustworthiness. Creswell (2009) posits that pilot test is expedient and that it should be conducted in similar area with similar situations and conditions as the study area.

The Cape Coast Technical University was chosen for the pilot test because it shares similar geographic, economic and social characteristics with the study area. Besides just like the Takoradi Polytechnic, the Cape Coast Polytechnic has also been upgraded to a technical university status and is mandated to offer degree programs. Respondent validation includes inviting participants to comment on the interview transcript and whether the final themes and concepts created adequately reflect the phenomena being investigated. The interviews were transcribed and analysed using the thematic analysis. The leadership of the institution appeared to be prepared and had put in place measure to help get all the members of the institution ready for the change.

Again, the pilot was useful because a participant suggested the researcher adds a last question to the interview guide. This question was "what new programmes

will be rolled out"- the last item on the interview guide. Also the pilot testing helped the researcher to come up with the initial theme that the data from the main work was going to be analysed.

Data Collection Procedures

In qualitative study, data can be collected through several sources, these include observation, interviewing, biography, journal and logs (Van Manen, 1990). In this study, conversational data was collected by using interviews. In qualitative studies, there are diverse ways of conducting interviews. Time was scheduled with the participants of the Takoradi Technical University for the interviews to be conducted. With respect to the interviews, an appointment was booked with the interviewees prior to the main interview to seek their consent and establish rapport with the participants and also talked about ethical considerations.

Ethical Considerations

The researcher considered a host of ethical issues in data collection. The researcher in other to clear doubts from respondents, ensure responsiveness and to avoid clear all kinds of false impressions, a formal introductory letter was taken from the Institute for Educational Planning and Administration and was sent to the Registrar's office at the study area that is Takoradi Technical University to secure the approval of the school. The Registry endorsed the introductory letter and also gave a note that the researcher can use to aid him gather every information he needed whilst on the Campus.

Secondly, the researcher also sought consent from the respondents before engaging them in the data collection process and soliciting for information from

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them. Some of the respondents showed apathy but some willingly expressed their interest in participating in the research without coercion or deception. The respondents were made aware of the theme pf the study and time was scheduled with them for the data collection. The respondents were also made aware of the purpose of this study and that they also got to know that the data collection was strictly for academic purposes.

Thirdly, respondents were assured of confidentiality of their responses. To ensure that the participants cannot be pinned to the responses, psydonyms were used other than using the participants' names. Also to ensure that their privacy was not violated, the researcher asked the respondents to make known to him the time they would be available for the interviews. The researcher also conducted the interviews at enclosed areas where the responses of the participants will not be heard by passers-by. The researcher also made sure that participants desires where adhered to.

Data Processing and Analysis

The data collected was first of all transcribed verbatim using the hyperTranscribe software. The data collected was edited and coded and grouped under themes after which colours and highlighters were used to identify similar responses. The interview data was analysed using the Braun and Clarke thematic analysis. Thematic analysis is qualitative analytic method for: 'identifying, analysing and reporting patterns (themes) within data. It minimally organises and describes your data set in (rich) detail. However, frequently it goes further than this, and interprets various aspects of the research topic.' (Braun & Clarke, 2006,

p.79) The flexibility of thematic analysis makes it a relevant tool for analysing interviews.

This study adopted Braun and Clarke's (2006), thematic analysis guideline. This guideline is made up of six steps. They further asserted that research analysis is not a linear process which moves in a straight line but rather research is recursive, all the parts are intertwined and the in making analysis the research moves back and forth the process. Drawing on the works of Braun and Clarke (2006), van Manen (1990), this section provides the process the study adopts to make logic out of the verbal data collect through interviews. This study opened up avenues for thinking about the change readiness of leadership in coping with change after there has been an institutional upgrade.

Braun and Clarke's Thematic Analysis Strategy

According to Lubrosky (1994) as cited in Abgevanu (2014), thematic analysis makes meaning out of textual data. It helps the research and the readers of the study bring out the recurring themes cropping up in the textual data (van Manen, 1990). Themes, according to van Manen (1990) as cited in Abgevanu (2014), are contents which keep recurring in the textual data. For the purposes of this study text or textual data refers to transcribed interviews from participants.

Braun and Clarke's (2006), gives the following process as being the steps for working through thematic analysis which is adopted as the method for analysing data for this study. The six steps are enumerated below;

Familiarising yourself with the data. In this step according to Braun and Clarke (2006), if the researcher collects the data himself, he would have a fair

idea of what is contained in the data, and also some sort of interest and thoughts. The researcher is expected to have in-depth knowledge about the data so as to know about all the prominent issues in the data. In familiarising oneself the researcher is supposed to read the transcript over and over again. In this step, the researcher went to the field and collected the data, after the researcher transcribed the interviews and read the textual data several times just to gain the thought the participants want to put across. As the researcher read the transcripts, he searched for all the patterns and the recurring thoughts in the transcript.

Generating initial codes. This is the second step in the process of doing thematic analysis (Braun & Clarke, 2006). After the researcher has read and familiarized himself with the textual data and has been able to develop an initial set of ideas that is running through the transcripts, the researcher then assigns codes to the textual data. Codes identify a feature of the data (semantic content or latent) that appears interesting to the analyst, and refers to "the most basic segment, or element, of the raw data or information that can be assessed in a meaningful way regarding the phenomenon" (Boyatzis, 1998 p. 63). So the researcher coded using the both the manual coding system using the highlighter. The researcher read through the transcripts again and now used different colours to code the different responses with similar responses he used the same colour.

Searching for themes. This is the next step after the codes have been assigned to the textual data. At this stage the analysis is moving from the individual transcript to broad analysis using all the transcripts (Braun &Clarke, 2006 p. 19). Having identified the meaningful statements otherwise known as codes, now the

researcher continued to read selectively. At this stage you analyse your codes to get the subthemes to form the overarching theme of the study. It may be helpful at this phase to use visual representations to help you sort the different codes into themes (Braun and Clarke 2006). You might use tables, mind-maps, or you might write the name of each code (and a brief description) on a separate piece of paper and play around with organising them into theme-piles. Here the researcher creates a table to form the sub themes and overarching themes of the study. The researcher will use extracts from the textual data and draw out the subthemes to inform the overarching themes.

Reviewing the themes. According to Braun and Clarke (2006), it involves the refinement of those themes. During this phase, it will become evident that some candidate themes are not really themes, while others might collapse into each other. Other themes might need to be broken down into separate themes. At this stage the researcher has to be involved in two activities, reviewing and refining themes (Braun & Clarke, 2006 p. 21). The reviewing has to do with the researcher reading through the extracts again and making sure that the themes form a 'coherent pattern' (Braun & Clarke, 2006 p. 22). The researcher then developed a thematic map using the main themes and grouping the subthemes under the main themes.

Summary

This chapter presented a blue print for conducting this study; the research methods adopted in the study have been outlined and justified. The practical considerations of the research have been duly outlined and discussed here. Some

ethical considerations that were underpinning the study were also discussed in the chapter.

CHAPTER FOUR

RESULTS AND DISCUSSION

This chapter presents the search for leaderships change readiness by analysing participants' text. The chapter first presents the biographical information of the participants who are part of the study. The chapter describes the processes of analysing participants' data using thematic analysis (Braun and Clarke, 2006). The chapter also gives a qualitative account of the change readiness of leadership of Takoradi Technical University. This chapter also discusses the findings based on the four research questions that the study employed. This chapter relies on participants' quotes, which helps to know individual participants understanding of the study. Right after each quote is a bracket containing the participants' pseudonym and status.

Participants' Biographical Data

This study gathered data from participants who have knowledge about the phenomena being discussed. The participants willingly opted to be a part of the study. The study participants (n=8) comprised of the Vice chancellor, the registrar, one director, two heads of department, two deans, and a deputy registrar. The participants consisted of four females and four males. The age of the participants ranged from 40-55. The participants' biographic data captured their pseudonyms, age group, gender, status, level of education. Table 3 presents the biographical description of the participants in order of the interviews.

Table 3- *Biographical Description of Study Participants*

Pseudonyms	Age group (years)	Gender	Status
DREG	50-59	Male	*DR
DAS	50-59	Male	Dean
DA	40-49	Female	Director
HoLS	40-49	Female	*HOD
DAA	40-49	Male	Dean
AAZ	50-59	Male	Director
HHT	50-59	Female	*HOD
STA	50-59	Female	Administrator

*DR- Deputy Registrar; *HOD- Head of Department

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Change readiness during transition

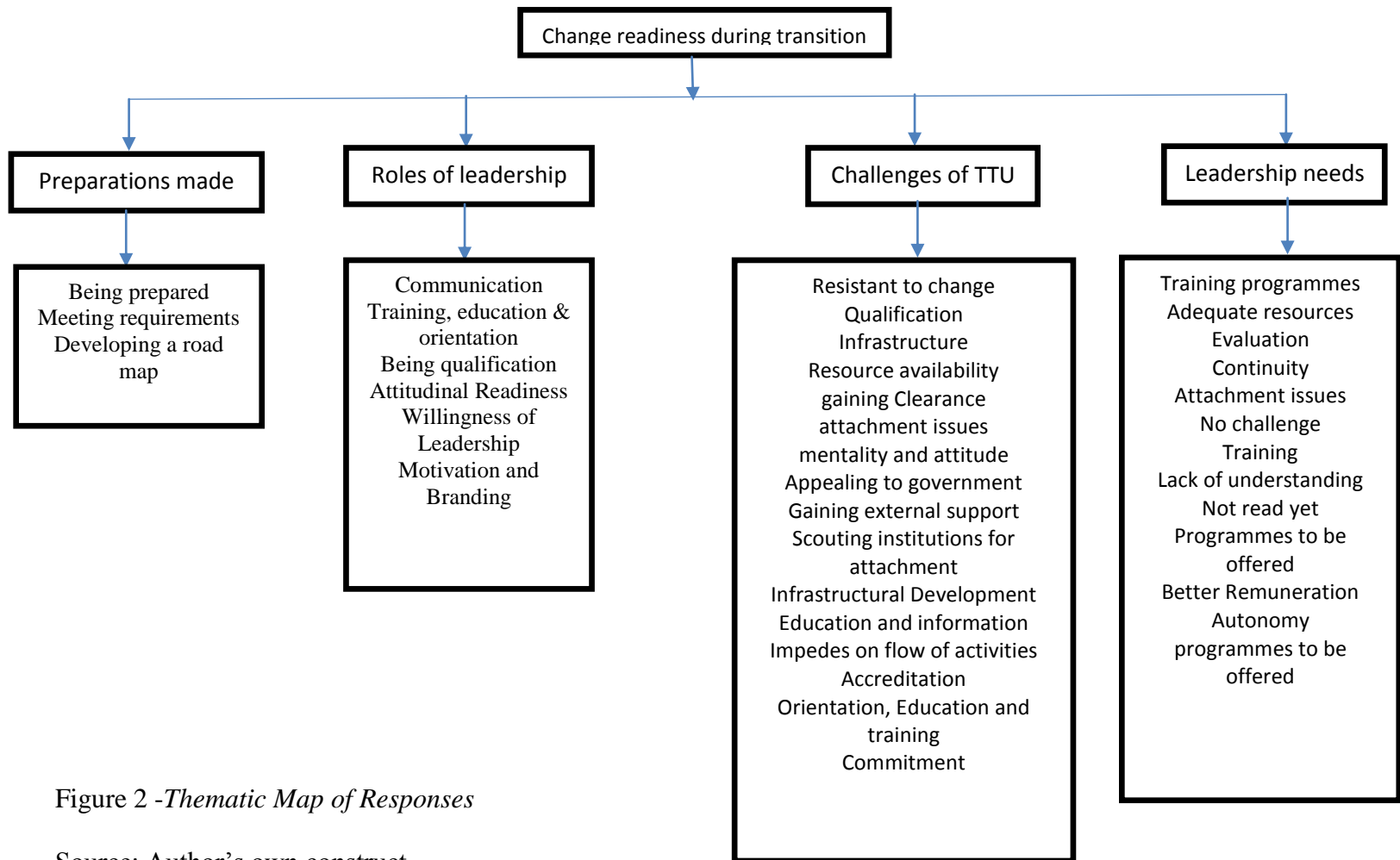| Preparations made	Roles of leadership	Challenges of TTU	Leadership needs
Being prepared Meeting requirements Developing a road map	Communication Training, education & orientation Being qualification Attitudinal Readiness Willingness of Leadership Motivation and Branding	Resistant to change Qualification Infrastructure Resource availability gaining Clearance attachment issues mentality and attitude Appealing to government Gaining external support Scouting institutions for attachment Infrastructural Development Education and information Impedes on flow of activities Accreditation Orientation, Education and training Commitment	Training programmes Adequate resources Evaluation Continuity Attachment issues No challenge Training Lack of understanding Not read yet Programmes to be offered Better Remuneration Autonomy programmes to be offered

Figure 2 -*Thematic Map of Responses*

Source: Author's own construct

Table 4- *Thematic Structural Analysis of DAS's Text*

Meaning Units/ Keywords	Subtheme
We have signed MOUs with industries, with universities both in Ghana and outside Ghana	Being prepared
It cuts across from infrastructure, to staff development to purchase of some equipment	Being prepared
We need change in orientation	Orientation
… Training, we have had series of meeting also to conscientize members also on how to be ready	Training and conscientization
We are putting up a five storey building complex…and hostels for students	Connected with infrastructure
I will say that opportunity for further [staff] developments	Connected with qualification
We had infrastructure problems	Connected with infrastructure
This is the main campus, we have the BU which is for the business students and we have the Akatakyi	Connected with classroom space
One has to have a masters or mphil. To be a lecturer … it is different over here	Qualification
We are working things out to see if they could be admitted to do a one-year top up	Qualification
We are putting up a lot,	Connected with infrastructure
We are supposed to have a head of department who is a senior lecture	Accreditation
We are supposed to be taken through some school [training]	Training
I think they are working things out	Training
Currently there is no training programmes going on	Training
They should resource us	Resources
Industry partners are to be invited	Training
We haven't yet faced any challenge	Not facing challenges
I would have been receiving a better salary	better remuneration
Offer degree, masters and phd programmes	Programmes offered
So Takoradi Technical University, we have chosen oil, Gas and Energy	Programmes to be rolled out

Source: Field survey, Broni (2017)

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Table 5- *Thematic Structural Analysis of DA's Text*

Meaning Units/ Keywords	Subtheme
We've even done branding	Being prepared
Change our courses to suit technical university courses	Being prepared
Going to do second degree in the technical area	Being prepared
We need attitude readiness	Attitudinal change
We've even done some seminars	Connected to training
We've done training for them	Connected to training
The funding	Connected with funds
We need infrastructure	Connected with infrastructure
We've even promised that our laboratories	Connected with infrastructure
Students will get scholarships	Connected with resources
We don't have funding	Connected with finances
There should be some orientation	Connected with orientation
We should liaise … technical institutions	Connected with liaising
Sponsor the technical university	Connected with funds
We should have been trained	Connected with training
We should have been talked to	Connected with communication
That our courses have been upgraded	Programmes to be offered
B-Tech welding and B-Tech in Biomedical engineering	Programmes to be offered
Masters we are introducing second degree	Programmes to be offered

Source: Field survey, Broni (2017)

Table 6- *Thematic Structural Analysis of HoLS's Text*

Meaning Units/ Keywords	Subtheme
Dealing with this Technical University thing even before the law the passed	Being prepared
Staff developments, we were looking at infrastructure	Being prepared
National accreditation … to ensure that we meet the requirement	Meeting requirements
Education is always key	Education
Unless people are aware they wouldn't know what to do	communication
Willingness of management	Willingness of management
A lot of things we've had series of meetings	Connected to training
We've had information on staff requirements	Connected with qualification
Affiliation for the schools and faculties and for even staff to be members	Connected with qualification
Who to occupy what positions	Connected with qualification
Change from the way their doing their things to the new one is always a challenge	Connected to resistance
We also need infrastructure	Connected with infrastructure
I think that it should be education, information also and communication	Connected with education
We are building new structures, new campuses we are trying to set up labs, and hold offices	Connected with infrastructure
The institutions are prepared to take them for that period of time	Connected with attachment
I also see problems with staff	Connected with qualification
In terms equipment and facilities we need to teach	Connected with infrastructure
We also need education	Connected with education
We may need training	Connected with training
Money is key or resources	Adequacy of resources
[The government] needs to make sure that people are trained	Connected with training
They should mentor and monitor	Connected to evaluation
I have not read the document	Not conversant with the document
The university is giving them the autonomy	Connected with autonomy
You can go to degree, you can go to M- Tech	Programmes being offered
Every department is trying to run programs. We are starting from the non- tertiary, certificate, diploma.	Programmes to be rolled out

Source: Field survey, Broni (2017)

Table 7- *Thematic Structural Analysis of all Text*

Subthemes	Main themes	Overarching theme
Being prepared		
Meeting requirement	Preparations made	
Developing a roadmap		
Communication		
Training, education &orientation		
Being qualification		
Attitudinal Readiness	Roles of leadership	
Willingness of Leadership		
Motivation and Branding		
Education, training & Orientation		
Resistant to change		
Qualification		
Infrastructure		
Resource availability		
Gaining Clearance		
Attachment issues		
Related to mentality and attitude		
Appealing to government	Challenges of TTU	
Gaining external support		
Scouting institutions for attachment		
Infrastructural Development		Change readiness during transition
Education and information		
Impedes on flow of activities		
Accreditation		
Orientation, education and training		
Commitment		
Training programmes		
Adequate resources		
Evaluation		
Continuity		
Attachment issues		
No challenge		
Training	Leadership needs	
Lack of understanding		
Not read yet		
Programmes to be offered		
Better Remuneration		
Autonomy		
Programmes to be offered		

Source: Field survey, Broni (2017)

Main Themes of the Study

Theme 1: Preparations made in relation to leaderships understanding of change and change readiness

The first main theme developed was preparations being made by the Takoradi Technical University. This theme relates to the preparations that have been done by the technical university's leadership to cope with the change from Polytechnic to a University. From the textual data, these preparations include, signing MOU's, getting the right number of staff with the right qualification thereof and training the staff to be ready for the new status. From the analysis, the two sub-themes related to this theme are being prepared and meeting requirements as discussed as follows.

Sub-theme 1.1: Being Prepared. This sub-theme means knowing about the preparations being made or not knowing about these preparations. It also relates to what has been done to move from the polytechnic status to assume the technical university status. Participants from the research area gave indications of this sub-theme in their textual data. The following quotes from participants' transcribed interviews depict this sub-theme:

> *I think we started dealing with this technical university thing even before the law was passed, we were looking at staff developments, we were looking at infrastructure, we were looking at laws and all those things. (HoLS).*

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"Well, we have done orientation, orientation to sensitize staff that there is a change so it should reflect as such we even invited a resource person, Professor Addae, to do that for us. So, we are going to engage them again and some infrastructural development because we will be getting more students so we need to expand our infrastructure to receive the large number or the increase in student numbers. Well in terms of staff qualifications, we have given scholarships to staff to go for further studies in terms of PhD, those who have to go for masters, we are preparing them in terms of that and the staff there are series of workshops that we are also preparing them for, we are also planning workshops on teaching methodology so that they will enhance their teaching methodologies and getting some to attach themselves to industries because technical education emphasises on industrial and hands on training for even the teachers themselves" (STA).

We have sent some staff outside to go and do further studies, in fact it's a lot, it cuts across from infrastructure to staff development to purchase of some equipment and what have you (DAS).

We have the human resources, so we have done staff training for our staff (AAZ).

Some departments had already started some preparations to meet the technical university status- this includes running B-tech programmes… Others (lecturers) have been given the upgrading

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themselves. The institution is also undergoing infrastructural development (HHT)

For the preparations, we've done a lot. We've even done branding. That is changing the name from Takoradi polytechnic to Takoradi technical university is part. Also in terms of the human resource, some people have been sent outside Ghana to pursue PhD and other related fields. Some are also here in the country. So the institution is ready, we have prepared adequately, we are just waiting for the green light in terms of mounting other programmes and running first degree and master's programmes (DRA).

The participants from their responses are towing a similar line, they are all agreeing to the fact that the institution as a whole and the various departments are prepared for this new status. Indeed, participants' responses "in terms of the human resource some people have been sent outside Ghana to pursue PhD and other related fields" (DRA); "Some departments had already started some preparations to meet the technical university status" (HHT); "We have sent some staff outside to go and do further studies" (DAS), "it cuts across from infrastructure, to staff development to purchase of some equipment" (DAS) is a reflection of the institutions preparations to meet the new status.

Sub-theme 1.2: Meeting Requirements. The sub-theme meeting requirements is used to portray the institution's preparedness to move from the polytechnic status to a Technical University status. This sub-theme relates to the institution meeting the requirement as stated in the policy document of the

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Technical University Act (ACT 922). The sub-theme is gleaned from the following participants' quotes:

We've even changed our courses to suit technical university courses. That is, we are even going to do second degree in the mechanical area (DA).

National accreditation board and other bodies would have to come and ensure that we meet the requirement and so it has been a process (HoLS).

Other participants also captured this theme in the following statements "we have signed MOUs with industries, with universities both in Ghana and outside Ghana" (DAS); "we have also done some realignment, that is faculty realignment and then currently we have a strategic plan that is going to give us direction" (AAZ); "currently all the programmes we are running at the HND level have been upgraded in terms of curriculum for accreditation so the documents are with the national accreditation board" (DREG).

The participants' text construe that all is being put in place to make sure that the Takoradi Technical University is ready for the university status.

Theme 2: The Roles of Leadership in Ensuring Change Readiness.

The second main theme developed from the study was the roles of leadership of Takoradi Technical University. This theme refers to the pro-activeness of the leadership in ensuring that the institution is on the right track of assuming its new status. This theme brings to light a series of activities put in place to fly the institution to a fulfilling end. This theme focuses on what is needed to get

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organisational members ready for the change and what has been made available to them, that is, what has been done, what is being done and what will be done by the leadership of the institution. This theme is exhausted in the seven subthemes; communication, training, education & orientation, qualification, attitudinal readiness and willingness of leadership, developing a competency-based curriculum, infrastructure, motivation and branding. The sub-themes are presented in the following sections.

Sub-theme 2.1: Communication. This sub-theme addresses communication as a need of TTU in this transition period. Communication has to do with how the leadership of the institution disseminates information to other members of the institution so as to see to the harmonized performance of all institutional members and to help every member rally behind leadership in this transition period. Some of the participants raised this subtheme as part of the roles of the leadership. For example,

> *"The communication of the next line of action [to other institutional members]"* (STA).

> *"Constant interaction and communication is also needful"* (AAZ)*.*

The other participants' responses also depicted that communication is needed as the institution takes on a new status. "Communication is also key (HoLS).

> *"There should be constant communication between management and the other members. It helps everyone to have up to date information about what is going on".* (DREG)*;*

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"We also need effective communication between the members. Effective communication will see to it that everyone is doing the right thing at every point in time. Also the regulatory bodies should give us feedback on how we are faring on continuous bases" (DAS).

Sub-theme 2.2: Qualification. This sub-theme in addressing the needs of Takoradi Technical University talks about suitable qualifications needed by some of the members of the institution to be able continue working with the institution as given by participants and the headways that are being made in that regard. For example, according to one participant,

"Though we have qualified staff, there is still more to do with some of the qualifications of some staff members. So we are also working towards that. Giving them opportunities to upgrade themselves" (STA).

Other participants added their voice to this and this is what they had to say "You see; we need opportunities for some who would have to upgrade themselves as depicted in the policy document" (DREG).

"We have a few people who are now going to get their masters, this is needed and because we have been upgraded they have to go and do it so that they come and play a supporting staff role. More opportunities are needed for all those who have to upgrade themselves to fit the new status" (HHT).

Sub-theme 2.3: Willingness of Management and Attitudinal Readiness. Leaderships' approval of change is a big step to ensuring that the institution

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works towards the change. For some participants, a change can thrive only when leadership goes all out to accept and ensure that the right things are being done at the right times. This manifested in one of the participants' text as

"… then also willingness of management to make sure that whatever they have on paper is implemented in toto, not some aspect … I think that if we educate, let people be aware on what is required and guide them as expected, we can be there" (HoLS).

The story of what is needed to make organisational members ready for the change is different with some participants'. For them they think and strongly believe that change of attitude and attitudinal readiness will be of great benefit to leadership, institutional members and the community at large if the institution is to be ready for the change. The participant's response is in line with this stance:

"We need attitude readiness that is change in the attitude of the staff, even in the community we should be ready to accept that we have moved from polytechnic to technical university. Our status has changed even the working environment has changed. So the attitudinal change should come. Even now we've even done some seminars for the whole staff, management and even from the junior level" (DA).

This is to say that for the institution to be ready for the change, the needs expressed here in the textual data will help propel the institution to the new status if they are well addressed. Different participants have different needs and this means that leadership should make sure to address these needs. On the issue of

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qualification, talking about what has been made available, one respondent identified *"making available opportunities for staff to upgrade their qualification"* (AAZ).

Interpreting what the participant said, opportunities have been made available for staff to upgrade themselves and improve on their qualification where it is necessary.

Sub-theme 2.4: Branding and Motivation. This subtheme addresses what has been made available for staff to get them ready for the change. Some participants in telling their story talked about the fact that the institution has done branding and motivation. The participants spoke about branding in their textual data for example, according to one participant:

> "*We've done a lot. We've even done branding. That is changing the name from Takoradi polytechnic to Takoradi technical university is part. We've even changed our courses to suit technical university courses, that is, we are even going to do second degree in the mechanical area*" (DA).

Another participant also touched on motivation. For that participant, motivation is also another thing that has been availed to institutional members to get them ready for the task. According to the participant:

> "*maybe some other physical things like getting them new cloth and other paraphernalia to entice them to be conscious of what is happening, apart from the workshops and forum and frequent interaction, these things (paraphernalia) will do the trick and the*

environment changing, changing anything with the polytechnic on it

will give them that awareness and will conscientize them that there

is a change our name has changed, we have changed all the

embossment. Though we have qualified staff there is still more to do

with some of the qualifications of some staff members. So we are

also working towards that" (STA).

"*As at now, as I said those physical things, change of names, on*

our walls, departments, letter heads and all those things have been

made available" (STA).

The intended meaning of the textual data of sub-theme 2.2 is that when the organisational members aren't seeing any change in the brands they use, that is if the brand names of items they use in the school and the school's name is still Takoradi Polytechnic, they might still be doing things the old way. However, changing the name on letter heads, school cloth and other embossments will constantly serve as a reminder to institutional members. Also giving them physical things which has got the new institutional name embossed or printed on it which depicts the new status will constantly remind them to do things worthy of the new name and status. Branding will help project the image of the school to fit the new status.

Subtheme 2.5: Education, Orientation and Training. This sub-theme is in two sections, the first part having to do with, education, orientation and training as a need for getting ready for the change and the second part being education, orientation and training as what has been made available for institutional

members to get them ready for this change. This sub-theme sees that education, orientation and training are the ultimate needs if organisational members are to get ready for the change. The following quotes from the interview transcripts of participants reflect this sub-theme.

"*we are organising orientation for them (organisational members), we have organised orientation for them just to sensitize them in the new things that we are mandated to do. We are taking them through orientation and other educations. Constant interaction and communication is also needful*" (AAZ).

"*as for the orientation, talking and the interaction it is still going on and the workshops as I mentioned*" (STA).

"*we have invited experts from elsewhere to take us through how to be ready for the change so we are on course, we are actually on course*" (DAS).

"*they are giving every staff the opportunity to upgrade him or herself if you really want to be still in the institution, you are giving the opportunity not in Ghana alone but even outside to go for a course and then come back. The institution is sponsoring and sometimes some of the lecturers sponsor themselves*" (HHT).

"*the staff, this is what I said we've done training for them, training, seminars, workshop*" (DA).

"I will say that opportunity for further developments have been made so that those who can apply and those who qualify are sent within and outside Ghana to upgrade themselves" (DAS).

"The staff has been sensitized, those who need to be trained are also undergoing the training but we should remember that in all things finances is also very important and so certain things cannot be done at a go. Everything is okay now but we are tackling the issues gradually. As some are graduating, others who need to go will also be going so that it is not a situation whereby you will send people to school and can't pay their school Fees" (DREG).

"We also have some situations where some faculty members do not need upgrading, they just need training because if somebody has attained PhD in his or her field what else do you need to upgrade them on in that field? The person just needs a training course to be abreast with what is going on" (DREG)

Other participants also gave similar responses. For example, *"we have had series of meetings, we have had information on staff requirements, what needs to be done. For example every staff is to be members of the professional bodies and qualifications and also for training"* (HoLS)*; "You see, we need opportunities for some who would have to upgrade themselves as depicted in the policy document"* (DREG).

The participants used words and phrases such as "organising orientation", "organised orientation" "sensitize them in the new thing", "taking them through

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orientation and other educations", "talking and the interaction", "to take us through how to be ready", "giving every staff the opportunity to upgrade him or herself", "we've done training for them, seminars and workshops too". These responses connote the need and also the availability. This is to say that the staffs acknowledge the fact that they have needs in this transitional era and for some of the needs like upgrading staff, leadership is addressing them by giving staff the opportunity to upgrade themselves. Also from these phrases participants are addressing the issue of training and orientation. Staffs recognise strides leadership has made in organising training and orientation sessions for them.

Sub-theme 2.6. Infrastructure. This subtheme explores the participants' awareness of having or not having the needed infrastructure as a need for getting ready for the change. The sub-theme also looks at the availability of the needed infrastructure in getting organisational members ready for the change. The following participants' quotes reveal infrastructure as a needed and the availability of infrastructure.

> *"We need the infrastructure, we have limited classroom blocks and we also need more laboratory and office spaces"* (DA).

> *"We are putting up infrastructure to help ease the pressure on existing one and to help contain the increasing student numbers"* (DA).

> *"We have a problem with infrastructure too, so we need infrastructure"* (DAS).

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"when it comes to infrastructure, we are putting up a five storey building complex so when it is completed, it will be available for instructional purposes, we have also put up hostels for students, again when these hostels are completed many more students will be accommodated, we have put up workshops, computer labs and what have you. So, when all these are ready, staff and students will utilize these facilities to enhance teaching and learning and again, we are looking at it from various angles, now when it comes to vehicles, a lot of vehicles have been purchased. This year we purchased about four pickups, next year we hope to purchase eight of them, all to augment teaching and learning activities" (DAS).

The participants' responses show needs and what has been made available. Some responses like "we need infrastructure", "we have limited classroom blocks", "we have a problem with infrastructure too" show negative comments coming from participants depicting that there is not adequate infrastructure. However, there is positivity in some respondents' responses. Responses like "we are putting up infrastructure", "we are putting up a five storey building complex", "we purchased about four pickups". This helps to know that leadership is making efforts to make the needed infrastructure available for the institutional members to get them ready for the change.

Sub-theme 2.7: Developing a competency-based curriculum. One participant brought to light the fact that there should be a Competence Based

Curriculum developed to fit the new status; "*each department was asked to come out and develop a Competency Based Syllabus*" (DAS).

Theme three: Challenges of TTU

Thirdly, challenges of TTU was also developed as a main theme. This theme relates to the challenges being faced by the Takoradi Technical University. The theme developed from the participants' experiential descriptions focus on the problems, upsets, setbacks the institution is facing and the impediments these problems are creating for the institution and its staff. This theme is informed by the initial challenges, the current challenges, the things being done to address these challenges and the impediments the challenges are creating. Five sub-themes feed into this theme as depicted in the participants' textual data. These are presented as follows;

Sub-theme 3.1: Clearance. This sub-theme relates to participants' views about the challenges the institution is facing with regards gaining clearance, and problems with staff mentality and attitude. This sub-theme is leased from the following participants' quote presented:

> "*Currently people are just waiting to be engaged meanwhile we don't have clearance to employ more people*" (STA).

The statement made by this participant has a negative connotation which acknowledges the fact that there is the need for more staff but there is no clearance to allow the institution to hire and engage the services of more staff.

Sub-theme 3.2: Attachment. This sub-theme relates to participants' views about the challenges the institution is facing with regards to finding places of attachment for students.

> *"Currently the problems we are facing has to do with looking for places for our students to do their internship and industrial attachment. We have a policy that every week each class goes out and spend the whole day at the industry it is the school which buses them in they stay the whole day in the industry some go to the hotels, restaurant, others go the schools and local chop bars, hospitals and then they come back in the afternoon whilst they are there lecturers go there to supervise them, every lecturer has a place he or she supervises. We don't have enough buses so lecturers join the buses which take students out and this is sometimes worrisome. Sometimes it will be only the lecturer in that big back bus going round for supervision so we need mini cars that can take the lectures round to supervise students".* (HHT).

The participant's response shows that there are challenges with places where students will have their industrial attachments and also there are supervision problems due to the lack of buses. The participant's textual data revealed that

> *"the hotels cannot take enough students at a time, we would have loved them [hotels] to take ten (10) students at a time but here they*

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take three (3) and four (4) and this is a very serious problem" (HHT).

   "Like even with this attachment thing, some industries are not willing to accept them but the technical education looks at more of hands on exposure. And we are about 8 [technical universities] now and the factories and industries are not so much so it brings a challenge, the placement where the student should have more time to do the attachment they just give them one month which is not too good for them to get the exposure so these are some of the challenges" (STA).

The participant's response affirms the submission of HHT, in that the technical universities are many and all students from the technical universities are supposed to go on attachment this is largely because technical education is largely practical base. According to the responses from the textual data, there is pressure on the available space because some industries and companies are not ready to take students for industrial attachment.

The participant's responses further revealed what has been done about this problem and this is what was revealed in the textual data of the participants.

   "What we have done is that like this semester for instance we looked at our number of students in first year and we have gone out to look for more institutions, we are including schools SHS boarding schools where they do cooking for the children and not only in Secondi Takoradi, even outside Secondi Takoradi where we think the bus can take them and bring them

back around five o'clock pm... With the transportation challenges, what we do is that, when the bus is going, a lecturer sits in [joins], the lecturer for that particular class sits in and goes with the children [students], so after the driver drops all the students, he or she the lecturer starts from the last place and makes sure that every students is supervised, since they have a report to fill". (HHT).

In other to address the challenge of attachment, the institution has started scouting out possible areas where the students can have their industrial attachment. The institutional leaders are also widening the scope of places where students used to do attachment as captured in this statement: *"we are including schools SHS boarding schools where they do cooking for the children and not only in Secondi Takoradi"* (HHT).

Sub-theme 3.3: Mentality and attitude. This sub-theme relates to participants' views about the challenges the institution is facing with regards to problems associated with staff mentality and attitude.

For a participant, the challenge being faced by the institution has to do with the attitude and mentality of some institutional members. *"I will say, one, it has to do with attitude or our mentality, the problem is our attitude. For me, our way of doing things is our main challenge"* (HoLS). The surface intended meaning of this text is that people's mentality and attitude toward work is a challenge for the institution. In light of this the participant expounded that "*there should be stringent measures to eliminate unfavourable attitudes that some institutional*

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members will put up" (HoLS). These extracted text from participants' textual data show the challenges existing and how these challenges are being addressed.

Sub-theme 3.4: Infrastructure. This sub-theme relates to participants' view of the challenges the institution is facing in terms of infrastructure and what has been done to address these infrastructure challenges. These challenges stem from the initial challenges and the current challenges related to infrastructure. This subtheme also addresses the impediments the inadequate infrastructure is creating. This subtheme is gleaned from participants' text data.

"we need adequate infrastructure, even the library facilities we needed so many things" (DA).

"we also need infrastructure" (HOLS).

"Yeah because the resources like infrastructure is always a problem so we are finding all means to get infrastructure and business centres" (STA).

"we have infrastructure problems" (DAS).

"our facilities were also not that adequate" (HHT).

"I don't know much about other institutions, but as a Ghanaian I'm 100% aware that most tertiary institutions are confronted with a lot infrastructure challenges" (DREG).

"There were also infrastructure challenges" (AAZ).

"One of the challenges is infrastructure" (DREG).

These participants' responses "we need adequate infrastructure", "infrastructure is always a problem", "infrastructure problems" are negative responses which depicts the inadequate infrastructure.

Furthermore, participants' responses in the textual data revealed what is being done about the existing challenge of inadequate infrastructure.

"For the infrastructure we are building more" (DA).

"So, the infrastructure, we are building new structures, new campuses we are trying to set up labs, and hold offices" (HoLS).

"New edifice is being put up to address the infrastructure problem" (STA).

"to address the infrastructure needs, we are putting up a lot, apart from this one [building], we have another one at our new site. We have another site somewhere. In fact, we have three main sites. This is the main campus, we have the BU which is for the business students and we have the Akatakyi. When it is completed the engineering faculty will move there, we are putting up lecture theatres, workshops housing facilities for both staff and students over there" (DAS*).*

"As we speak we are developing another campus, already we have two campuses, this place and the school of Business (BU) that one is on the cape coast road but we are developing another campus which God willing by September we are moving to that campus. The school of engineering will be moving to that place. So we are getting

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laboratories and the needed equipment in place. That project is being sponsored by the African Development Bank it's about 6-million-dollar project so when it is completed, the classroom problem will ease because all the school of engineering students will move to that site. It is on the Agona Nkwanta road. The Ahanta west district. We have acquired about 100-acre land that we are developing" (DREG).

"we are putting up infrastructure and also there is ongoing expansion because we are going to mount new programmes. These are the things that we want overcome, our infrastructure challenge is what we want to overcome" (AAZ).

The participants' responses like "we are building new structures", "we are developing another campus", "we are putting up infrastructure", "there is expansion that is going on", "we are putting up a lot" are positive responses from participants depicting the efforts leadership is making in other to get the organisational members and students the necessary infrastructure needed to promote effective teaching and learning. From the participants' textual data, it is depicted that the leadership of TTU is not slumbering but making zealous efforts to make available the needed infrastructure for the institution at large. The main message conveyed in this text is that leadership is putting in place the needed things to get the institutional members ready for the change.

Sub-theme 3.5: Resistance to change. The sub-theme resistance to change is employed to explain one of the challenges the institution is having. This sub-

theme relates to institutional members being indifferent to the change that has come. The following participants' quotes talk about resistance to change.

"when there is any change, people tend to resist the change" (DA).

"their time of coming to work, they don't want to change". (STA).

"Well, I will say just as it happens in most cases, some people are resistant to change" (DAS).

"Some people want to cling unto the old ways of doing things". (HHT).

"You know change is difficult, a lot of people will resist change" (AAZ).

"like any other change, you see in working with people, they have a perception of how they go about their things, for them to change from their way of doing their things to the new one is always a challenge so they always resist the change from the beginning. They might know that they may have to do them but for them to change is a problem. Perhaps it will take us some time to adjust to the new way of doing things" (HoLS).

From the participants' responses "a lot of people will resist change", "people tend to resist the change", "some people are resistant to change", "Some people want to cling unto the old ways of doing things" "a lot of people will resist change" "always resist the change", the main message conveyed in the participants' text is that resistance to change is also another challenge faced by

Takoradi Technical University and this may have adverse effect on the readiness of the institution.

Sub-theme 3.6: Qualification. The sub-theme being qualification is employed as one of the challenges the institution is having. This sub-theme relates to some institutional members not having the right qualification to fit into the new system. The following participant quotes talk about the challenge of qualification.

"During the inception of the change, most of the lecturers here were first degree holders but now things are changing we have got the doctors and the masters in the making" (HHT).

"Also some of the staff needed to be upgraded because their qualification was below the expected" (DA).

"Then I can also add human resource, though we have staff but as a higher institution which is trying to mount programmes in master and other things, we need more people with higher qualification than what we have now. So as I have already said it will take us about two to three years before we can hit our target" (DREG).

"I will say that in the University all things being equal, one has to have a MPhil or PhD to be a lecturer, over here, there are some technicians without masters and there are some masters without research so these are some of the challenges we have identified" (DAS).

"...For those with masters without research, we are working things out to see if they could be admitted to do a one-year top up so that they would be given an MPhil certificate. We are working it out, for the technicians we are also encouraging if they want to progress from the technician line fine they can do so. Even if they get their masters, they will be called technicians, so we are also working on that. But most of the technicians when the get their masters they want to be called lecturers" (DAS).

"...as for qualified people, I think that we have, personally I think that we have enough qualified people" (HoLS).

"when it gets to lecturers' promotion, they want the old polytechnic criteria but things have change so we are planning to review and revise our promotion criteria so that it was too low at a time, we will upgrade it to a higher level to meet the university standard where the publication the numbers will increase" (STA).

The participants' data contributed to the sub-theme "being qualification". For example, "most of the lecturers here were first degree holders", "needed to be upgraded", "we need more people with higher qualification", "there are some technicians without masters". These quotes carried the meaning that there is a problem in the area of staff qualification. On the contrary another participant's text deviated from the ones already expressed by making a statement like "I think that we have enough qualified people". This participant is certain that the institution has the right calibre of people in terms of qualification to cope with the

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change. Another participant approached the sub-theme being of qualification from a totally different angle touching on qualification needed for promotion. The participant in her textual data "when it gets to lecturers' promotion, they want the old polytechnic criteria but things have change" identified current promotional criterion problematic and that the management were revising the criterion to meet the university standard.

Sub-theme 3.7: Impeding on flow of activities or not. This sub-theme relates to participants' view of the impediments the challenges are creating. It also addresses the effects the challenges have on the institution. The subtheme is gleaned from participants' text data.

> *"if we don't have big laboratories we can't train them [the students] to be beneficial to the society, it impedes on students training, so since we don't have funding by all means these are all impediment that we have"* (DA).

> *"I don't think there is so much impediment in our way, the only impediment is that by the time you go to do the supervision and come back, it means the whole day you didn't come to the lecture room but then if you had a car or if the institution has a car you could have gone and come back to teach, so we have made it such a way that if a lecturer is supposed to do supervision of the students going out, that day, that is your job. So I don't think it has any impediment in our way"* (HHT).

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"Yes, it is not creating any serious impediments but as a problem, we need to address it, for example if in the process of accreditation, it is brought to the light that we do not have the human resources they may not grant the accreditation, you may have good labs, you will have everything but if you do not have lecturers who have the needed or the requisite skills or knowledge in the field you want to run, you may be denied accreditation. As at now, we have not been denied because of any of these impediments though it has been identified but we are working on it and if you look at our approach unless you decide not to be fair, you can see that we are very serious with whatever we are doing" (DREG).

"it is just that it doesn't make things flow as expected but like the promotion criteria we are now drafting one... So they are a bit disturbed that why should they halt promotions if their documents are ready. We want best practices we are contacting others institutions". (STA)

"Well let me say, when you want to go for accreditation, we are supposed to have a head of department who is a senior lecturer so if the head of department is not a senior lecturer it is an impediment to accreditation. What it means is that that programme cannot be accredited. what it means is that some body can hold a PhD or a masters but would not be a senior lecturer.so an impediment here is that with this new status, for a head of department, that person

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should be a senior lecturer or above and we have some departments

not having such staff, so what that means is that for those

departments we cannot get accreditation for their programmes".

(DAS)

"Yeah you know we can see construction going on, it also affects

flow, now some areas are restricted and sometimes lecturing will be

going on and there will be noise and sounds from the construction

site these are some of the impedimentS" (AAZ).

These quotes from the participants' text suggest that there are impediments being created by the challenges pointed out. From the participants' data these challenges impede the flow of activities like teaching and learning process, the accreditation process. From the textual data, these challenges are being addressed to mitigate their adverse effects on the institution and the institutional members. However, in all these challenges, participants hold the view that they are not extreme and that they are surmountable.

Theme 4: Leadership and Management Needs

Finally, the fourth main theme that was developed from this study was leadership needs. The theme recognises that leadership have needs that when addressed, they will be able to fully comprehend and appreciate what they have to do to carry the institution through the transition period from the old polytechnic status to the new university status. Three sub-themes are projected here from participants' textual data to inform the main theme.

Sub-theme 4.1: Leadership needs. This sub-theme addresses the needs of leadership of the Takoradi Technical University. It also relates to what the leaders need to prepare them for their new roles due to the institutions new status. Participants gave indication of this sub-theme in their textual data. The following quotes from participants' transcribed interviews depict this sub-theme:

"for the leaders, as for academic qualification, it is perfect but there should be some orientation for the leadership, that is some training outside this country or we should liaise with other technical universities outside the country and also the traditional universities with the country and also UMAT (University of Mines and Technology), they are doing oil and gas engineering we can liaise with them so that we can get the needed knowledge so that we can tap from their expertise" (DA).

"Training is needed, also orientation is also needed, finances and commitment- in commitment personal commitment is needed and also institutional commitment to push the staff to accept the government policy direction so they need training ... extend training to other land officers in due time, because all these come along with cost ... The government has given itself a certain period that all these key officers will be trained" (DREG).

"we have been used to the Tertiary (Polytechnic) system, but the University system, the structure of the university system is completely different, there we have a lot policies law, by laws

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whatever that guide the behaviour of people, and it's a wide, a bigger community, but here it looks like because it's a smaller community, people tend to have a lot of power in their hand, and because we don't have these laws, small, small laws to guide us, for example in the past, people will submit papers for promotion and that's the end of it. But in the universities if you submit, your HOD will have to acknowledge receipts, they will have to write to you and all that. We have started all these things, so gradually I think that we would, for me am very hopeful that if we try to work hard, we would get there. Strict laws to govern the institution" (HoLS).

"*We all need training. As a leader, you need to be trained, attend workshops and seminars to know what is expected of you in this new state that we find ourselves*" (STA).

"*I think I mentioned somewhere that we are supposed to be taken through some school, the head of departments, the deans and other sector heads we are to be taken through some sort of training. Though we have done some, there are others we haven't done. So we are hoping to do that sooner or later. In fact, the reason why we have not done that is that NCTE is to spearhead the training sections and because of the transition from one government to the other, I think they working things out so once that is over then they will start the training programmes for the polytechnics that have been converted to technical universities*" (DAS).

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> *"The leadership we you know we are from a polytechnic and we are going to the university level so there will be the need for us to go for further studies or maybe upgrade ourselves to the university standard so this is where we want to go now, so even the, the faculty, the deans, the heads of department need to upgrade' their skills in leadership roles in line with university standards"* (AAZ).

The participants' responses "there should be some orientation", "training is needed", "orientation too", "the university system is completely different", "to be taken through some school", "we all need training" acknowledges the fact that the leadership have needs that are to be addressed. The face value meaning of the textual data extracts is that in other for the leaders to effectively carry out their duties in this new status there should be some training. Also another participant acknowledges another need being commitment both on a personal and organisational level.

Sub-theme 4.2: Having training programmes or not. This sub-theme having training programmes or not explores participants' knowledge of having training programmes currently running or not. Having training programmes depicts that currently there are still training programmes ongoing. Not having training means as far as the participant is concerned there are no training programmes running. The following participants' quotes bring together textual data on having training programmes or not.

> *"right now, I don't know the agenda maybe that one the registrar can tell you but I know that about three weeks or four weeks ago,*

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some of the management staff went to Canada to learn, they went to one of the technical universities to learn" (DA).

"From time to time, they bring in resource persons to train heads and sometimes they include the lecturers, they train us on how to man your office, how to arrange your exams records and the rest, how your scoring percentage should be, the things you should look out for" (HHT).

"SALT- Senior Academic Leadership Training, it was organised by the NCTE, it took place in India. I don't know whether it is the Indian government who financed it. All that I know is that our top management went there for some training about two weeks or so. There are also training programmes being organised by our self, one is a sensitization programme by Professor Addae, GIMPA. And also some top management went to Cape Coast University for a session, they also invited some people to have some discussion with them" (DREG).

In fact, at the moment, we have been told that all of us have been told to go for an attachment. So depending on your position and where you work we would have to identify that you want to go and attach yourself and learn what you think will help you to do the job either as a teacher or as an administrator or whatever it is. so, we may need to get more familiar with the university system maybe to study the various universities and adopt what we think will help us.

So we need to understand, for me, we need to understand the tertiary system, the way it works. If we understand it then it will help us. So we may need training it is not necessarily somebody coming to teach us but being there to learn how to go through some of these processes (HoLS).

"We are planning more training programmes, as it stands now we have done one training programme on performance monitoring and evaluation for the leaders. Others will be going to GIMPA very soon for some training" (STA).

"We have organised some leadership training sessions in change management programmes and some administrative programmes and quality assurance is also one of the main areas that we are training our people in" (AAZ).

The participants' response suggests that there have been some training programmes and also other training programmes are in the pipeline all to make institutional members ready for the change that has come.

Sub-theme 4.3: Implementation challenges and recommendations. This sub-theme being implementation challenges and recommendations talk about the challenges the participants are facing in adopting and putting the policy document which saw the birth of the technical university into practice and also the recommendations the participants will make for the stakeholders concerning sustaining the change. The following participants' quotes bring together textual

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data on the implementation challenges faced by leaders and recommendation of participants.

"*if there has been any it will be during the processing thing but I don't know of any as at now, that one I don't know*" (DA).

"*Presently there are no challenges*" (HHT)

"*Yeah as I have said in any new thing there will be challenges and this is because it's something new and people may not understand it well, some of us understand the concept because I happen to be a secretary to a committee that prepared grounds for our upgrading, I was the secretary to that ad hoc committee so right from the ongoing I happen to get some documents reading*" (DREG).

"*To be honest with you, I have not read the document. I recently received a message that we have a copy in the library, so I've not read it so I may not be able to answer it*" (HoLS).

"*Like even with this attachment thing, some industries are not willing to accept them but the technical education looks at more of hands on exposure. And we are about 8 Technical Universities now and the factories and industries are not so much so it brings a challenge in the placement of where the student should have more time to do the attachment they just give them one month which is not too good for them to get the exposure so these are some of the challenges*" (STA).

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"We haven't yet faced any challenge. So when the challenge comes we will find out how to overcome it" (DAS).

"One of them is the VC, as first we used to have a rector and now it is a vice chancellor so I think NCTE they are regulators so they want to organise some training programmes for us and then sometimes we are also saying they would have to reopen an advert for people to apply, and all those things so we are battling with them and I believe with time we will settle on these issues" (AAZ).

The participants' textual data depicts both undesirable and positive responses, some participants in their textual data believe that there are no implementation challenges, "we haven't yet faced any challenge", "Presently there are no challenges", others haven't read the policy document at all and for others there are small challenges with regards to the policy document.

Participants further in their text gave recommendations to stakeholders to help in sustaining the change that has come.

"Yeah, I want you to know that technical university, or technical education, is the main bone of the country. Hands on training, people should know how to do something. So what I will ask is that the government should come again, sponsor the Technical Universities in terms of resources amongst others otherwise if it is just the name technical university without funding, it won't serve the purpose that it was created for" (DA).

"*I think from time to time, the ministries will have to liaise with the industries and liaise with the school, the three stakeholders should come together to know what each other need and want from the other stakeholder. What the government needs from the technical university and what the industries also want from the universities and what the universities want form both the government and the industries. You know we are working for them so from time to time if you don't know what they want, you definitely cannot include that in your curriculum*" (HHT).

"*Yes, I believe that the concept of technical education was born out of a government policy, by the pervious NDC government …Yes, it is obvious that we are going to face certain challenges as initial challenges but when proper structures are put in place, the next 10 years to come, Ghana will see benefits in technical education*" (DREG).

"*Money is key or resources whether it's a lab we need, it's all resources. If we don't have adequate resources, we will do things the old way. So we need, the government if it says we are becoming technical universities she needs to make sure that people are trained, we are doing that, we are training a lot of people but it also involves money, there are many areas that maybe the government needs to give sponsorship for people to be trained*" (HoLS).

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"In terms of human resource apart from training people to fill positions they also need to train to people to be able to manage whatever new requirements that they have. I think they should also mentor [the institution] they shouldn't just leave the technical universities to do what they think should be done. They should mentor and monitor and gradually we will all be there. All the other universities when they started they were all fighting here and there but once the proper thing was done they got it right." (HoLS).

"Yeah, they should make the conscious efforts to resource the universities well in terms of human and financial and material so at we can meet the objectives, if you want to meet the objective, you should have good resource and the monitoring and evaluation should also be effective. The staff in the universities should know that we will give an account if they come and ask for what you have done. So their monitoring and evaluation activities should also be enhanced so that the universities will not relax that we have been a technical university that's all so that they the institutional members should know that they will be held accountable" (STA).

"They should resource us. If you (the government) wants us to bring up students who are competency based who have the technical know-how, then we need equipment, infrastructure and resources that will help us to transmit the knowledge to students. And again in this kind of training, industry partners are to be invited, industry

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players are to play major roles in transmitting the said knowledge to the students. and once they come, they need to be remunerated and if we are to pay them from our internally generated funds the institution will collapse. So, for the ministry of education and the NCTE, they need to resource the universities adequately once we are resourced we will be able to deliver" (DAS).

"Yeah one of them is funds, because when there is any change it has got to do with funding so we will want the ministry to pump money, seed money, for us to take care of some pressing issues, so that we will be able to I mean change completely". (AAZ).

The participants' textual data suggested certain recommendations which will help stakeholders to sustain the upgrade. From the responses it can be seen that one recommendation that cuts across most participant text is the need for adequate resource. This is represented in the quotes as "one of them is funds", "should resource us", "make the conscious efforts to resource us", "Money is key or resources", "sponsor the technical university in terms of resources". From the text, participants are appreciating the fact that funds and resources play major roles in sustaining the upgrade.

Sub-theme 4.4: Better remuneration and autonomy. This subtheme addresses the differences between the polytechnic system and the technical university system. Some participants in telling their story talked about the fact that the new status brings better remuneration and autonomy. The participants spoke about better remuneration and autonomy in their textual data for example,

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according to the participant: DAS said "now that the university has been added, what it means is that, at least whether you are in the traditional university or the technical university you will be receiving same basic salary so that this idea of poaching people from the traditional universities will cease or if you like minimise so that is one of the goodies we are going to enjoy as a technical university". HoLS also addressed the issue of autonomy as "There is rather a difference between polytechnic and the university, because in the polytechnic system you are not autonomous, so the difference now is that the university is gives us autonomy".

Sub-theme 4.5: Programmes to be offered. Being programmes to be offered provides answers to questions which seeks to find out the differences between the polytechnic system and the university system and also answers the question which relates to the new programmes to be rolled out by the technical universities. The participants' data presented reveal this sub-theme;

> *"in the old system you end with your HND but with the inception of the technical university system, you can obtain your degree and continue to the master's level and to the PhD level all through the technical mill. So that there wouldn't be a need that after a student has completed HND will have to move to the traditional Universities to further their education, now it can be done through the technical education you are also able to climb the academic ladder"* (HHT).

> *"The old system and the new system, the only difference to me is the concept of CBT (Competency Based Training) and the CBT in*

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our place we have started it long time close to 10 years in the civil engineering department now I think three departments are running CBT, civil, fashion and furniture. The concept of CBT is hands on training, 70% practical and 30% theory. So before the person completes the programme if the person decides to study the manufacturing of pen, the person should be able to manufacture it at the end of the programme because you will be taken to the factory where these things are manufactured after teaching you the theory" (DREG).

"somebody will complete HND here, he wants to continue to get his first degree, the traditional universities will say no and that the student will have to come and start at level 300 or sometimes they will start from level 100. So the person will start from level 100 as if he has not been to any school. So now that we have the technical university system, there is a clear path for our students. If you have HND or certificate, you can go to HND, you can go to degree, you can go to M- Tech, you can go to PhD in your field. so you have a clear part. So these are some of the advantages of technical university" (HoLS).

"the technical university and the polytechnic, there is quiet a thin line the polytechnic was also emphasising on skills acquisition so maybe a higher form of the skill acquisition is the technical university system, it's like those who have taken the technical line,

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they will have a higher education in terms of Bachelors' degree, Master's degree and PhD in that technical line, for those in the technical line it is another channel for them to rise professionally" (STA).

For the polytechnic system, am thinking that it has not changed much but just that our courses have been upgraded because we were doing HND, when you take Accounting for instance, we were doing HND accounting, we were even doing B-Tech that is equivalent to a degree program but we were doing it with affiliate universities but right now we are going to issue our own certificate, so this is one of the change (DA).

"well the polytechnic system and the technical university system, whether you are using polytechnic or technical university, your focus is the same but in the Ghanaian system, there is a problem equating the polytechnic system and the university system" (DAS).

"in the developed country you could still be a polytechnic and offer Bachelor's degree, Master's degree and PhD programmes. You could still be a polytechnic but in Ghana that's not the case. So the technical university system will make it possible to attain your first degree, master and PhD. so I will say the difference is not much" (DAS).

"You know the Polytechnic act limited us now the Technical University act gives us room to train people from HND up to the

Doctor of technology level and also the technical university act has also given us areas that we are supposed to concentrate mainly engineering related and applied science related programmes, they want us to dominate in this disciple as opposed to the business programmes so this is where we want to go now, we want to develop more programmes in engineering than the business related programmes" (AAZ).

From participants' textual data, the polytechnic system in a way limited the programmes the institution run and now the Technical university system has opened up the scope of the degrees the institution can offer. The participants' text provides their views about the programmes to be offered in this new system. This is what the participants' data revealed:

"*We are now going to mount God willing for our students. that's the new intake, that's a four-year programme then we are having weekend classes as well so that people who are not in Secondi Takoradi who can't be travelling on a daily basis can use Friday, Saturday, Sunday for their classes and be able to also have opportunity to do a programme as well"* (HHT).

"*There are many of them, every department is trying to run programs. we are starting from the non- tertiary, certificate, diploma, we can even run our own higher diploma. We used to be a service scheme but we are not running but currently, we are trying to run a program this year, we are seeking approval, we haven't*

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gotten it yet but am sure we will, so every department is trying to run programs so there are many programmes." (HoLS)

"*We are mounting almost all the programmes we have now into a four year programme no more three years the one certified by NABTEX the three-year programme is HND now we are prepared for a four-year curriculum awaiting approval and new programme like oil and Gas studies. Engineering department is also bringing up some new programmes so we are all preparing degree programmes that are relevant and industry driven. So those are the new programmes we are bringing up so that when a student comes to study and complete, it will have a bearing with the industry's work so that students can easily get jobs to do or form a consortium*" (STA).

"*as for the programmes more than we can count. we have more than 23 or so departments in this university, we are yet to come out with more departments so even if we have about 25 departments, it means we are going to have about 25 different programmes if each department is to come up with one B-Tech programme but we have been told to select one programme which will be our Flagship programme. So Takoradi technical university, we have chosen oil, Gas and Energy. So that will be our Flagship programme, that will be our main programme. All others will be subservient to the Flagship programme. So when we are calling for resources, we call*

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in for resource to help us to be the best in oil, gas and energy. Others will come but not as huge as that of the oil, Gas and Energy" (DREG).

"You know of our uniqueness as a technical university in the region where we have found oil, we want to develop programmes in oil and Gas disciplines so that what we are doing now currently. We are drafting the curricular for oil related programmes so that what we want to do now" (AAZ).

"some are not new per se some are re-accreditation that is what we do already. Some of them are B-tech mechanical engineering, B-tech building, B-tech automotive engineering, B-tech fashion, we were having them, B-tech ceramic, B-tech accounting we were having them. B-tech welding and B-tech in biomedical engineering are new programmes, we are introducing second degree programmes that one I can't give you the exact program. Maybe I don't have it here but we are introducing master's degree" (DA).

The participants' responses indicate that all the programmes being run by the institution on HND will be upgraded to Bachelor of Technology programmes and also the institution is going to run Master of Technology programmes and PhD programmes as well. The textual data also revealed that the institution is going to have Oil and Gas technology as it flagship programme.

Discussion of Results

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This section discusses the results based on the four research questions guiding this study and in relation to theoretical and empirical literature. This discussion is informed by the four main themes and the overarching theme developed.

Research Question One: Preparations made in relation to leadership's understanding of change and change readiness

The theme "preparations made" sought to find out from participants about leadership's understanding of change and change management practices. This question sought to gather the textual data with regards to what the leadership of the institution is doing to get the organisational members ready for the change. The study, based on the analysis of textual data gathered from the interviews with research participants revealed that the institution's leadership had knowledge about change and change management practices. The participants of the study acknowledged leaderships' preparations made towards the transition from a polytechnic to a technical university. Despite the acknowledgment of the preparations made, the participants also touched on different areas that leadership placed focus on in preparing the institution for transition.

As evidence suggest in the analysis of the textual data, participants of the institution were conscious of some of the preparations that the leadership have made. A group of participants revealed that leadership had made strides in the areas of human resource development, orientating and motivating institutional members, branding school assets, putting in place the needed infrastructure and resources and doing the needed sensitization. In the area of human resources development, the institution has given opportunity to some of it members to go

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abroad to further their education, others too are here in Ghana furthering their education to be able to meet up with the new status quo set by the new status.

In the area of orientation and motivation, the institutional members have been made aware of what is required of them and the kind of attitude they are to put up. The leadership have put in place lucrative measures to make sure the institution is able to attain what is required of them in this new status that the institution has assumed. Gilley and Gilley (2008) assert that a leader's ability to get employees to move towards on direction is seen as a good motivator and this usually results in change readiness and preparedness.

In the area of infrastructure and branding, the institution's leadership have started the construction of new classroom and office edifice. The institution has changed all embossments in and around the school compound which carried the name of the old status and has upgraded embossments on various asserts to the name that comes with the new status. The schools letter head has been changed, the schools bill board has been changed and the staff cloth has also been changed.

To complement the other preparations made, the institutions leadership have put in place a strategic plan to serve as a road map directing and steering the institution to a successful end. This road map contains the activities to be carried out, the timelines allotted to each activity, the person and committee responsible for carrying out each activity. From the evidence, the leadership of the institution believe that the strategic plan will guide them and help them to be on schedule and to be able to accomplish all planned activities as an institution.

The textual evidence from participants also suggests that for the preparation to be complete the institution and it members will have to meet certain requirement as given in the policy document which brought into existence the Technical University system. Participants suggest that the requirement the institution is supposed to meet include; signing memorandum of understand, review and revising their curriculum, having the right calibre of staff and having adequate infrastructure such as labs, residence halls and classrooms. These requirements are to be met before the green light can be given for the Technical University system to be run in the institution. From the participants' responses, great success has been chocked in this regard in that the institution has developed and reviewed their curriculum from the three-year programme to a four-year programme and submitted to the NCTE for review. In the area of having adequate facilities, the NCTE has come to inspect the available facilities at the institution. To make sure the institution has the right calibre of staff, the institution has released some of its members to go and further their education. Requirements from the MOE technical committee report suggests that a head of department should be a senior lecturer.

Also, on the list of requirements to be met by the institution is the revision of the promotion criteria, participants text revealed that there is a committee in place developing a new promotion criteria document. Evidence suggests that the institution is working relentlessly to make sure they meet all the necessary requirements. Changes in and around the environment of the organization are constantly on the ascendency and these have immense consequences for the organization (Cummings & Worley, 2015). For this reason, organizations should

always brace themselves up to embrace these changes in order to give them a competitive advantage over rival organizations (Beer & Norhria, 2000). According to Gilley (2005), after a change initiative if leadership is able to put in place those things needed by employees to deliver effectively and efficiently, it serves as proof that management have a deep appreciation of change management and organisational change in general (Gilley, 2005).

Research Question two: Roles of Leadership in Ensuring change readiness

On research question two, the theme "roles of leadership" was developed to understand the roles of leadership in ensuring the change readiness of Takoradi Technical University after the upgrade. This question sought to gather participants' ideas about the roles the leadership of the institution is playing to get institutional members and the institution at large ready for the change. The study, based on the analysis of textual data gathered from interviews, found out that there are needs which are to be addressed in other to make organisational members ready for the change. The study also found out that the leadership in playing their roles have put in place some measures to get institutional members ready for the change. Evidence from the textual data enlisted the needs of the institutional members as change in attitude, sensitization, orientation, frequent interaction and communication, training, motivation and willingness of management to implement change.

Institutional members talked about attitudinal change as one of the needs for getting ready for the change. Participants' text revealed that until institutional members change their attitude and put on a new and better attitude, the change

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and its implementation will slack. Participants believe that change in attitude is needful for the change to be successful. According to Damapour (1991), leader's attitude to change determines other member's participation and the successful development of change programmes, which suggest that individuals' cognitive process is a factor to be considered in organisational change.

Secondly, talking about the needs to get institutional members ready for the change, participants' text pointed to effective communication. Participants' textual data revealed that effective communication is very necessary for getting institutional members ready for the change. Participants suggested that effective communication brings both the leadership and institutional members to the same page and that effective communication and interaction with institutional members will reduce the level of resistance that institutional members will put up in the face of the looming change. This response from participants sits in with the assertion of Difonzo and Bordia (1998); Lewis and Seibold (1998), that communication is very important if an organization is to effectively implement organizational change. Elving (2005) also posits that if communication of change is not managed properly, it results in rumours, organizational members resisting change and bringing to light other negative aspects of change. Lewis (1999) writes that organizational change and communication are very much linked to each other; Emphasis is placed on the fact that good communication may lead to success in the implementation of change.

Also, participants' textual data revealed that the new system requires a certain level of qualification to hold certain positions. Participants revealed that some

institutional members have qualifications below what is expected of them and that there is the need to boost their qualifications before they are ready to fully assume those positions they hold. Institutional members revealed that one has to hold a PhD before he can lecture with regards to this new status but apparently some of the lecturers in the institution do not meet the required qualification and that they need to upgrade themselves to meet the required standard. Participants further revealed that lecturers are to have professional experience too. According to the MOE technical committee report (2014), key characteristic of a technical university is the requirement that the teachers should possess both academic and professional qualifications. In a technical university, possessing only an academic qualification (even a PhD) is not enough to qualify as a professor or teacher. Professional or industry experience is a key requirement.

Furthermore, textual data of participants revealed that training, education and orientation is also a need for change readiness. Participant see education, training and orientation as a means necessary for getting to know what is expected of them and learning how to deliver what is expected of them. Some participants revealed that they had the right academic qualification and that what is needed now is to be trained, educated and oriented on the new system and how it works and their roles in the new system and how to effectively carry out their roles.

Lastly, the data from participants' interviews revealed that leadership's commitment and willingness to carry out change programmes is also needed for getting institutional members ready for the change. Participants believe that leadership of the institution should have unwavering willingness to push the

change efforts through. Participants believe that when the big wigs, that is leadership is willing and committed to implementing the change institutional members will follow suit all things being equal.

The theme, "roles of leadership" also sought to find out what has been made available for institutional members to get them ready for the change. This question tried to find out what the institution's leadership has done about the needs of the members of the institution to get them prepared for the change.

Evidence from the textual data of participants revealed that there's been motivation and branding. Participants opined that the leadership of the institution has branded the institution to fit the new status. The participants revealed that most of the items which conveyed the old status of the institution has been change and the others which have not been changed yet are also being changed. The participants revealed that the sign post of the school, the letter head, institutional calendar and embossments on asset are being changed so as to portray the new status of the institution.

Participants also revealed that the institution continually motivates its members to make sure they are working tirelessly to make them ready for the change that has come. The participants revealed some of them have been given the chance to further their education all on the bill of the institution.

Research Question Three: Challenges of TTU

Theme three "Challenges of Takoradi Technical University" sought to find out about the challenges the institution is facing in this transitional era. This question

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sought to identify participants' ideas about the challenges the institution faced at the inception of the change, the challenges the institution is facing now, what has been done about these challenges and the impediments these challenges are creating. The study, based on the analysis of textual data gathered from interviews, found that there are challenges being faced by the institution.

Participants in their textual data revealed that the institutions first challenge is in the area of employees' qualification. Participants' responses showed that some of the institutional members' qualification is below the expected qualification needed to be at the position they are occupying. Textual data revealed that there are some lecturers in the institution who are first degree holders and do not have any professional background. According to the MOE technical committee report (2014), key characteristic of a technical university is the requirement that the teachers should possess both academic and professional qualifications. In a technical university, possessing only an academic qualification (even a PhD) is not enough to qualify as a professor or teacher. Professional or industry experience is a key requirement.

It was further revealed that leadership together with other stakeholders are seeking for opportunities for institutional members in this case to further their education. Participants further said that some of the institutional members have already been released to go and further their education.

In addition, the evidence from the study shows that the institution is faced with infrastructure and resource challenges. Participants revealed that the institutions infrastructure is inadequate and revealed that there is pressure on the available

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facilities. Participants also revealed that there are not enough office spaces for lecturers and other administrative staff. In light of these challenges, the institutions leadership have made great effort to getting additional infrastructure to alleviate the burden on the available ones. Participants revealed that the institution has acquired a new school plot at Akatakyi a suburb on the Takoradi to Agona Nkwanta highway. This new campus will be the campus for the Faculty of Engineering. The institution also has a campus called BU which is the campus for the Business Faculty. The institution's leadership has also gotten new labs and lab equipment and are currently building a classroom edifice on the main campus.

These results sit in with the assertion of Owusu-Agyeman and Oosterkamp (2009) that Polytechnics in Ghana have inadequate infrastructure for teaching and learning. Participants also brought to light the fact that the institution is hurdled with resource challenges. For this reason, institutional members are to take turns in upgrading themselves. In other to address this challenge, leadership is appealing to the government for support. On an institutional level leadership has also created a unit responsible for generation additional income for the institution.

Participants' responses also revealed that clearance, attachment, mentality and attitude are also challenges being faced by employees. Talking about clearance, participants revealed that there are some people waiting to be employed but as it stands now there is a ban on employments. Which means the institution cannot engage anyone's service unless the ban is lifted and should the institution go ahead and employ other staff, the institution's internally generated funds will have to be used to pay the new staff.

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Participants further revealed that finding places for students to go on attachment to gain industrial experience is also a challenge. It was shown that most of the places that take students for attachments do not want to take more than four students at a time. In light of these challenges, the institution is broadening the scope of places where students can go on industrial attachment. This is because industrial attachment forms an integral part of technical education system. According to the MOE Technical Committee report (2014), the committee is of the opinion that structured and supervised internships or work place experiential learning by students should be a mandatory requirement for programme accreditation in the technical universities.

Resistance to change was evident as a challenge in the textual data of participants. Most participants revealed that some institutional members feel reluctant to change from the old ways they used to do things into the new way that has been shown them. For one reason or the other some of the members want to be stuck in the old system and the old way they used to do things. Participants touched on the fact that some members of the institution still report to work late, others want the old promotion criteria to be used as a standard of promotion. Leadership is putting in place stringent measures to address these issues of resistance. Just as a transformational leader considers individuals as having different needs, abilities, and aspirations from others which not well addressed may lead to resistance. Leaders also help others to develop their strengths and meet the time lines scheduled for each activity (Bass & Avolio, 1994). O'Connor (1993), defines resistance as being a slowed effort response to meet agreements or

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completely refusing to collaborate with change. Resistance is seen as an opposition for plans to be carried out. Aside this, leadership is developing a new criterion for promotion.

The participants' responses also revealed that these challenges impede on the flow of activities and can also hurt accreditation. The participants showed that because there are no vehicles for going on supervision, it means when a supervisor goes to the field for supervision, that day the supervisor (lecturer) cannot teach. Also if the institution does not have the available facilities, they may not be granted the accreditation to roll out certain programmes.

Research Question Four: Leadership and Management Needs of TTU

Finally, theme 4, that is "leadership needs" sought to find out the leadership and management needs of Takoradi Technical University. This theme intended to know what leadership and management need to be able to effectively carry out their responsibilities. This theme touched on the leadership needs, ongoing leadership training programmes, recommendations of participants to the various stakeholders, implementation challenges being faced, the difference between the technical university system and the polytechnic system and the also the new programmes to be rolled out by the institution.

The participants' response from the textual data showed the needs of leadership in this transition era. The participants revealed that the leadership of the institution need orientation, training and education. Participants said the leadership need to be trained, oriented and educated to be able to know what is expected of them and also know the various roles they have to play to make this

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change a successful one and also get members ready for the change. Also participants added that leadership should be committed to implementing the change. They revealed that when the leadership is committed to the course it will help in the successful attainment of the said change.

When asked about the ongoing training programmes participants revealed that there have been some training programmes organised but currently there are no ongoing training programmes. The participants in their text revealed that Professor Addae of GIMPA has been invited to sensitize institutional members. There has also been the SALT programme for the big wigs of the institution. There's been numerous local training programmes for other staff members.

Moreover, participants' textual data gleaned from participants showed the recommendations made to the government and other stakeholders. In making the recommendation, participants suggested that the government and industry should help the institution with their infrastructure problems, that the government should provide infrastructure for the institutions. Weiner (2009) explains that organisational structures and resource endowments are vital in shaping readiness perception of members of an organisation. The participants further suggested that there should be constant evaluation from the government and industry. The government should always compare expectations to what the institutions are actually doing to know whether they are on track or they are drifting, so that the government can address any discrepancies if any. Industry should also do an evaluation of the institution to know whether they are producing the right kind of man power needed to fill vacancies. Industry should help the institution have a

curriculum which industry oriented- which is in line with industry practice. The participants also said there should be continuity. The NDC government initiated the technical university system and now they have lost power. The participant revealed that the new government should also continue what was started by the out gone government.

Also, participants' text revealed the implementation challenges faced by the institution. The participants revealed that some institutional members have not read the policy document at all so they do really know the provisions given in the document at all. Others lacked understanding. Others who have laid hand on the documents and read do not fully understand it. Some participants showed that they the fully understand the provisions in the document so there were no challenges. However, some people had challenges with the attachment provision in the policy document. Participants revealed that now there are numerous technical universities and traditional universities who are all striving for industrial experience but few of the industries are willing to accept students for industrial attachment. The MOE technical committee report (2014) provides that students should go on industrial attachment. The committee is of the opinion that structured and supervised internships or work place experiential learning by students should be a mandatory requirement for programme accreditation in the technical universities (MOE technical committee report 2014).

Furthermore, participants revealed the difference between the polytechnic system and the technical university system. The MOE technical committee report (2014, p.13), provides justification for converting polytechnics to technical

universities as "achieving parity of esteem with the universities without departing from the practice-oriented philosophy of polytechnic education and training and creation of progression pathways at the tertiary level for practically-inclined SHS students and technical school graduates". It was revealed that both the technical university and polytechnics are technical skills oriented, just that the technical university offers higher degrees in the technical stream. They technical university system gives opportunity to the various institutions to roll out programmes to the PhD level. Also participants revealed that now the poaching of polytechnic lecturers will be minimized since they are all taking the same basic salary and also the institution is going to enjoy some level of autonomy.

Finally, the study revealed the programmes to be rolled out by the institution. Participants revealed that the programmes currently being run on the HND level will be migrated to the Bachelor of Technology degree level. Also there will be Master of Technology programmes and as time goes on Doctor of Technology. Specific programmes like B-tech welding and B-tech biochemical engineering and also programmes in mass communication. Participants revealed that the institution has a flagship programmes in Oil and Gas technology to roll out. The study shows that the institution already has a training centre for this programme.

Summary

This chapter presented the interpretation, understanding and discussion of the findings that emanated from the study. The understanding ascribed to the phenomenon presented here is an interpretation of the texts from participants' textual data. During the interpretation of the emergent themes, participants' verbal

textual data were sifted and analysed to develop a better appreciation of the change readiness of technical universities after the upgrade from polytechnic. The chapter also presents the discussion of the research findings based on the research questions that steered the study.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

In this final chapter, the summary, conclusions and recommendations of the study are herein presented. The chapter places emphasis on the overview of the research process, the key results, conclusions drawn, recommendation made and the suggestions put forward for further studies.

Summary of Research Process

The purpose of the study was to look into the change readiness of technical universities after the upgrade from polytechnics to technical universities. Specifically, the study considered the case of the Takoradi Technical University. To achieve this purpose, four research questions were explored:

1. What are the preparations made in relation to leadership's understanding of change and change readiness?

2. What is the role of leadership in ensuring the change readiness of Takoradi technical university after the upgrade?

3. What are the challenges that Takoradi polytechnic is facing in this transitional era?

4. What are the leadership and management needs of Takoradi Technical University?

In answering these research questions, this exploratory research employed the case study approach to research. Ethical conduct of the study and trustworthiness of results were a core of the study. Data was gathered from 8 participants who were purposively selected. Semi-structured interviews were used and the

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hyperTranscribe software was used to transcribe the interviews. Thematic analysis was used to analyse the textual data from the interview.

Key Findings

In this study an overarching theme was developed from four main themes to elucidate Takoradi Technical University leadership's readiness after the upgrade from polytechnic. The overarching theme was "change readiness during transition". The following are the key results of the study.

1. Leadership of the Takoradi Technical University have demonstrated their understanding of change and change management process by responding positively to the change. This was evident in the activities leadership is undergoing to foil the change amongst these are activities are branding of school assets with the name that conveys the new status of the school. Leadership have also put in place a strategic plan which will serve as a road map. The staff members are constantly being motivated to accept the change and be less resistant to the change. The institution anticipates an increase in student numbers because of the new system and for this reason the leadership are putting in place lasting measures to solve infrastructure and resource problems the institution is confronted with. Participants were conscious of the leadership's efforts in putting structures and systems in place to make the institution and its members cope well with the change that had befallen them. Furthermore, the study found out that the institution is supposed to meet certain requirements before it can fully roll out the Technical University system some of these requirements are having the right calibre and number of

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staff, signing memorandum of understanding with industries and also institutions are required to review their curriculum.

2. The study found out that leadership of the Takoradi Technical University have various roles, amongst these are leadership should be willing to implement the change initiative. Leadership of the institution is also responsible to train and educate members of the institution to have the requisite skills to embrace the change. Leadership should make provision for institutional members who need qualification boost to further their education. Another important role that leadership plays is to communicate the next line of action to all staff members. This is done to keep everyone in the known of all the activities that the change brings. The study also revealed that institutional members have various needs that needs to be addressed by the leadership of the institution. The needs enumerated by the participants include; change in attitude, infrastructural needs, training and orientation and proper communication and frequent interaction. There should be an upgrade of some institutional members' qualification and that since there is a new status for the institution, there is the need to have qualifications to match the status. The study also found out that for the change to be effective, the leadership should be willing to throw their weight behind supporting the change and its implementation. There was inadequate financial support for efficient and effective rolling out of the new system.

3. Funds for discharging the duties were limited and this puts the leadership in a tight corner and sometimes unable to perform their duties as expected. Some

institutional members are resistant to change and that there are some members who do not want to change from the old way of doing things. The institution was also faced with infrastructural challenges. Evidence from the study showed that the institution has inadequate infrastructure for offices and purposes of teaching and learning this is consistent with literature. The institution has acquired a new campus at the Akatakyiwaa on the Takoradi to Agona Nkwanta road. This new campus is for the Engineering Faculty. Aside the main campus they have another campus called the BU campus on the Takoradi to Cape Coast road for the business faculty. The institution with help of the leadership is putting up infrastructure. Evidence from the study shows that the institution is putting up classroom blocks, labs and hostel facilities. The challenges faced by the institution impedes the flow of the accreditation process and also hurts the flow of other activities in the institution.

4. There has been training programmes for the leadership of the institution both within the country and outside the country. Specific mention is made of SALT that is the Senior Academic leadership training organised by the NCTE and a sensitization training programme led by Professor Addae. However, these leadership programmes where not enough and that the Leadership of the institution needs more of these programmes which will help educate and train them with regards to what is expected of them. Leadership also need to be committed to implementing the change initiative. The participants recommended that government and industry should help the institution with their infrastructure problems, that the government should provide

infrastructure for the institutions. The participants further suggested that there should be constant evaluation from the government and industry.

Conclusions

From the findings, a number of conclusions can be drawn.

First, Takoradi Technical University is up and ready for the change and it implementation. The institution's leadership have shown commitment in this regard. The leadership have put in place the necessary things needed to get institutional members ready for the change.

Secondly, the leadership of the institution plays vibrant role in getting other institutional members ready for the change. They serve as the conductor of the orchestra by making sure all the parts of the institution are playing in harmony and efficiently. All things being equal a vibrant leadership will lead to a more that successful change implementation.

Furthermore, the Takoradi Technical University just like most government institutions had challenges before the inception of the change and still have challenges after the change. The study reveals that leadership of the institution is working tirelessly to cater for the needs of the institution. However, there are some needs which go beyond the leadership.

Finally, the change has brought about certain needs. In every change there are alterations and distortions in the flow of activities which results in existing skills and structures becoming obsolete and therefore the need for new skills and structures. Moving from the polytechnic system to assume the technical university

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system, the structure of the institution has changed drastically and hence the need for training, orientation and infrastructural amogst others for leadership to function effectively.

Recommendations

Based on the results, the following recommendations are made;

1. The government institutions responsible for tertiary education, that is, the National Accreditation Board and Nation council for Tertiary Education should frequently evaluate upgraded Technical University institutions. This new system should be evaluated in order to fine tune it.

2. The study revealed that the institution has difficulty finding places for attachment. The institution should therefore widen the scope of places where students can have their attachments and industrial experience. This can be done by including institutions which were previously not a part of the required places for attachment This will help solve the challenge the institution has concerning students' attachment and industrial experience.

3. Leadership of the institution revealed that inadequate resource is a challenge for this reason, government should resource the institutions adequately. This should be both financial and non-financial. This will help the institution to put in place structures to be able to excel in this new system. The institution should generate income internally to supplement the government's

subvention. Institutions should liaise with industry and conduct research for industries and that can fetch the institution some income. The institution can also enter into productive ventures like the Mechanical Engineering department running automobile service centre.

4. The findings revealed that leadership needs more training programmes to be abreast with the new system. In other to make sure that organisational members are always up and doing, the institution should continue rolling out more training programmes. Though the leadership have been to some training programmes, it will be laudable if more programmes are put in place to sharpen their skills from time to time. Also with time, the training programmes should be decentralised to cover other members.

5. Institutions should constantly liaise with industry to be able to know the kind of skills industries want from students so that the institution can tailor its curriculum to fit the wants of industry.

Suggestions for Further Study

1. This research was narrowed towards the change readiness of just a single institution. The study can be replicated in another institution since most polytechnics have now been upgraded to the technical university status.

2. The qualitative approach was employed in the study. The study can therefore be replicated using the quantitative approach to assess the change readiness of technical universities after the upgrade from polytechnic.

3. The study evaluated the change readiness from the standpoint of only leadership. A similar study can be conducted opening the scope to other group of participants such as lecturers, administrators and other junior members.

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APPENDICES

APPENDIX A

Excerpts from DAS

The following excerpts were extracted from DAS's interview transcript. DAS is a

dean of a Faculty in the institution the research was conducted. The researcher

highlighted the meaning units, as indicated in the paragraphs that follow.

The preparations are many, **firstly we have signed MOUs with industries, with universities both in Ghana and outside Ghana. We have sent some staff outside to go and further their studies**, in fact it's a lot. It cuts across, from **infrastructure, to staff development to purchase of some equipment** and what have you.

Each department was asked to come out and develop a Competency Based Syllabus (CBS). The composition of the committee to develop the CBS was from the department so someway somehow, every member of the department knows that there has been change. This means that we are moving from the traditional way of teaching to the competence based technique of teaching so every teacher is aware, every staff is aware.

We need change in orientation and training, we have had series of meetings to conscientize members on how to be ready for the change, **we have invited experts from elsewhere to take us through how to be ready for the change so we are on course, we are actually on course.**

ok, let me say that when it comes to infrastructure, **we are putting up a five storey building complex** so when it is completed, it will be available for instructional purposes, **we are also putting up hostels for students,** again when these hostels are completed more students will be accommodated, **we have put up workshops, computer labs amongst others.** So when all these are ready, staff and students will utilize the facilities to enhance teaching and learning and again, **I will say that opportunity for further [staff] developments** have been made so that those who can apply and those who qualify are sent within and outside Ghana to upgrade themselves. So we are looking at it from various angles, now when it comes to **vehicles, a lot of vehicles have been purchased**. This year we purchased about four pickups, next year we hope to purchase eight of them, all to augment teaching and learning activities.

Challenges? We had a lot of challenges, **we had infrastructure problems, now we are putting up a lot structures, apart from the one here, we have another one at our new site**. We have another site somewhere. In fact, we have three main sites. **This is the main campus, we have the BU which is for the business students and we have the Akatakyi** campus. When it is completed the engineering faculty will move there, **we are   putting up lecture theatres, workshops, housing facilities for both staff and students over there**. So before the change, **I will say we had some infrastructure challenges but now, we are trying to catch up with change that has come.**

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… I will say that in the University all things being equal, **one has to have a masters or MPhil. to be a lecturer in the university [but it is different] over here**, there are some technicians without masters and there are some masters with [course work], I mean those with master who didn't do research so these are some of the challenges we have identified but **for those with masters without research, we are working things out to see if they could be admitted to do a one-year top up so that they would be given an MPhil certificate.** We are working it out, for the technicians we are also encouraging [that] if they want to progress from the technician line fine they can do so. Even if they get their masters, they will be called technicians, so we are also working on that**.** But most of the technicians when the get their masters they want to be called lectures, that the problem we have here but I don't think it is unsurmountable, it is surmountable.

to address the infrastructure needs, we are putting up a lot, apart from this one, we have another one at our new site. We have another site somewhere. In fact, we have three main sites. This is the main campus, we have the BU which is for the business students and we have the Akatakyi. When it is completed the engineering faculty will move there, we are putting up lecture theatres, workshops housing facilities for both staff and students over there. These are some of the challenges we have identified but **for those with masters without research, we are working things out to see if they could be admitted to do a one-year top up so that they would be given an MPhil certificate.**

impediments? **Well let me say when you want to go for accreditation, we are supposed to have a head of department who is a senior lecture so if the head of department is not a senior lecturer it is an impediment.** What it means is that, that programme cannot be accredited. What it means is that some body can hold a PhD or a masters but would not be a senior lecturer. so an impediment here is that with this new status, for a head of department, that person should be a senior lecturer or above and we have some departments not having such staff, so what that means is that for those departments we cannot get accreditation for their programmes.

I think I mentioned somewhere that we are supposed to be taken through some school [training], the head of departments, the deans and other sector heads we are to be taken through some sort of training. **Though we have done some, there are others we haven't done.** So we are hoping to do that sooner or later. Infact the reason why we have not done that is that NCTE is to spearhead the training sections and because of the transition from one government to the other, **I think they are working things out so once that is over, then they will start the training programmes for the polytechnics that have been converted to technical universities.**

Currently there are no training programmes going on. They should resource us. If the government wants us to bring up students who are competency based who have the technical know-how then we need equipment, infrastructure and resources that will help us to transmit the knowledge to students. And again in this kind of training, **industry partners are to be invited,** industry players are to play major roles in transmitting the said knowledge to the students. and once they

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come, they need to be remunerated and if we are to pay them from our internally generated funds the institution will collapse. So for the ministry of education and the NCTE, they need to resource the universities adequately once we are resourced we will be able to deliver.

implementation challenges, **we haven't yet faced any challenge.** So when the challenge comes we will find out how to overcome it.

well the polytechnic system and the technical university system, whether you are using polytechnic or technical university, **your focus is the same** [technical education] but in the Ghanaian system, **there is a problem equating the polytechnic system and the university system**. That's is why the name "University" has been added. You realise that I'm a professor in statistics. I have been in this university for some time, some universities elsewhere wanted me to go and teach there but I didn't go, now if I had gone **I would have been receiving a better salary than staying here**, you see, so because of that disparity many of us (the lectures) are being pulled to the universities to go and teach so now that the university has been added to the technical, it is still technical, polytechnic, poly means many so many technical programmes, now that the university has been added, what it means is that, **at least whether you are in the traditional university or this university you will be receiving same basic salary so that this idea of poaching people from the traditional universities will cease or if you like minimise** so that is one of the goodies we are going to enjoy as a technical university but in the developed country you could still be a polytechnic and **offer degree, masters and PhD programmes**. **You could still be a polytechnic but in Ghana that is not the case**.

Oh, as for the programmes more than we can count. **Because every… we have more than 23 or so departments in this university, we are yet to come out with more departments so if we have about 25 departments, it means we are going to have about 25 different programmes if each department is to come up with one BTech programme.** But we have been told to select one programme which **will be our Flagship programme. If we say Flagship programme what it means is that if somebody is in Accra and wants to do a certain programme and asks which of the technical universities I should have to do that programme.** So **Takoradi technical university, we have chosen oil, Gas and Energy. So that will be our Flagship programme,** that will be our main programme. All others will be subservient to the Flagship programme. So when we are calling for resources, we call for resources that will help us to be the best in oil, gas and energy. Others will come but not as huge as that of the oil, Gas and Energy.

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Excerpts from HoLS transcript. The following excerpts were extracted from the textual data of HoLS, a head of department from the Takoradi technical university. Here too I highlighted the meaning units as indicated in the paragraphs that follow.

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I think that is a process. It's not something that you will prepare and meet**.** I think we started **dealing with this Technical University thing even before the law the passed** … we were looking at **staff developments**, **we were looking at infrastructure**, we were looking at laws and all those things. Since the law was passed ... **we've had visitors** because we were formally a polytechnic and we are now a technical university so **people from NCTE came around … to ensure that we meet the requirement** and **so it has been a process, we are not there yet** and we have not started also, that's what I will say so it's a process and I think that as we go through them like every other university when they start things are very busy, … at a point you will see that you are getting more and being more informed knowing what you are supposed to do. So I will say that we are not completely prepared, but we are in the process

I think the **education is always key**. Because you can do something good on paper but **unless people are aware they wouldn't know what to do** and then also **willingness of management** to make sure that whatever they have on paper is implanted in Toto, not some aspect or because of personal issues or whatever. I think that if we **communicate and educate**, let people be aware on what is required and guide them as expected, we can be there

Yes. We, **a lot of things we've had series of meetings** ...**we've had information on staff requirements**, what needs to be done and ... sort of for example affiliations we need to have, **affiliation for the schools and faculties and for even staff to be members of the professional bodies and qualifications** for example if you have a skirt and top. You understand what I mean by skirt and top…. [yes please] qualification what you need to do. All that information has been given. **Who to occupy what positions**, what management need to... all that information either at the academic board or other areas have been said have been trickled down to the ordinary staff.

like any other change, you see in working with people, they have a perception of how they go about their things, **for them to change from the way their doing their things to the new one is always a challenge**. They might know that they may have to do them but for them to change …but for me, I think it has to do with our mentality, the way we have been doing things, the way we have been teaching. Perhaps it will take us some time to adjust to the new way of doing things. It will be gradual, but I believe that we can get there.

I will say, one, it **has to do with attitude** and **our mentality is [also] one**, **we also need infrastructure**, as for qualified people, I think that we have personally I think that we have enough qualified people but **we still need to provide**

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opportunity for the others. The problem is our attitude. So for me, our way of doing things is our main challenge...

... **I think that it should be education**, **information also and communication** which is gradually coming. People need to insist, for example if it's a skirt and top and a way of teaching which is different from the way they are teaching, we need to be told. We have been told though. So, [about] the infrastructure, **we are building new structures, new campuses we are trying to set up labs, and hold offices**. I think we are in the process.

we have not started, we are hoping that we will take our first barge of students maybe this September, but I foresee that for example, in the area of industrial attachment, these days almost all the universities are doing industrial attachment and our programmes are such that the students are supposed to go on an attachment for a longer period of time sometimes they can go for six months, one year whether, **the institutions are prepared to take them for that period of time**, whether those whose who are supervising them should be paid, whether some of the students should be giving some money, all these are challenges I foresee, then **I also see problems with staff**, today if somebody has been working here for the past twenty years, he has about five years to go and then he doesn't qualify to teach at a certain course, what do you do?…will ask him to go home when he is almost going home. So those are challenges, and then also **in terms equipment and facilities we need to teach** whether the government will be able to provide them on time for us to do what we are supposed to do. So … and **whether some of us are prepared to change** as it is required is also another challenge that we have.

we have been used to [even though we have been in] the tertiary system, but the university system, the structure of **the university system is completely different**, there we have a lot policies, law, by laws whatever that guide the behaviour of people, and it's a wide, a bigger community, but here it looks like because it's a smaller community, people tend to have a lot of power in their hand, and because we don't have these laws, small, small laws to guide, for example in the past, people will submit papers for promotion and that's the end of it. But in the universities if you submit, your HOD will have to acknowledge receipts this, they will have to write to you, we have started all these things so gradually, **we also need education**, I think that we would for me I am very hopeful that if we try to work hard we would get there.

Infact, the moment, we have been told. **All of us have been told to go for an attachment**. So depending on your position and where you work we would have to identify that you want to go and attach yourself and learn what you think will help you to do the job either as a teacher or as an administrator or whatever it is.so, we may need to get more familiar with the university system maybe to study the various universities and adopt what we think will help us. So we need to understand, for me, we need to understand tertiary [University] system, the way it works. If we understand it then it will help us. So **we may need training** it's not necessarily somebody coming to teach us but being there to learn how to go through some of these processes.

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I think that already, they are because they know how the tertiary system. They are asking all of us to be on affiliation with institutions and they are also asking that they get more qualified people to handle certain positions **... money is key or resources** whether it's a labs err otherwise we will do things the old way. So we need, the government if it says we are becoming technical universities **he [the government] needs to make sure that people are trained**, we doing that, we are training a lot of people but it also involves money, …they are many areas that maybe the government need to give sponsorship for people to be trained and then err in terms of human resource apart from training people to fill positions they also need to train to people to be able to manage whatever new requirements that they have. I think they should also mentor and evaluate us; they shouldn't just leave the universities or the technical universities to do what they think should be done. **They should mentor and monitor and gradually**, we all UCC all the other universities when they started they were all fighting here and there but once the proper thing is done, we will all be there.

To be honest with you, **I have not read the document**. I recently received a message that we have a copy in the library, so I've not read it so I may not be able to answer it.

They are both technical. There is rather a difference between polytechnic and the university, because the old polytechnic, what it means is that when you are a polytechnic you not autonomous, so the difference now is that **the university is giving them the autonomy,** they need to roll out their own programs and take decisions because over the past years we have had people controlling us from outside like NCTE, they do control everyone, …So now that we have, we are technical university, we have the autonomy. If you have HND or certificate, you can go to HND, **you can go to degree, you can go to M- Tech,** you can go to or U tech. so you have a clear part. So these are some of the advantages of technical university.

There are many of them, **every department is trying to run programs**. **we are starting from the non- tertiary, certificate, diploma**, HND, err we are not even I don't think we are even going to do HND. We can even run our own higher diploma. Because the issue we know if you have been listening to the news is that the national in the HND, higher national diploma is means that one body should issue the certificate so now that we have the mandate, I don't know what they are going to do, it is possible that they may decide to remove the 'N' so that every university will run its own higher diploma it that case the NAPTEX and who ever will become redundant. So we for example we didn't have, we are liberal studies. We used to be a service scheme but we are not running but currently, we are trying to run a program this year, we are seeking approval, we haven't got it yet but am sure, so every department is trying to run programs so there are many and the approach is seen.

Excerpts from DA transcript. The following excerpts were extracted from the textual data of DA, a head of department from the Takoradi technical university.

The preparation we've done a lot. **We've even done branding**. That is changing the name from Takoradi polytechnic to Takoradi Technical University is part. We've even done, **change our courses to suit technical university courses** that is we are even **going to do second degree in the technical area**. So as for the change we've done a lot too.

We need attitude readiness, that is change in the attitude of the staff, even in the community we should be ready accept that we are from polytechnic to technical university. Our status has changed even the working environment has changed. So the attitudinal change should come. Even that even **we've even done some seminars** for the whole staff, management and even from the junior level up we've done that.

The staff, this is what I said **we've done training for them**, training, seminars, workshop even the environment, we've changed even the environment, the physical environment we've changed that. We've, you see that we doing some construction here and there to uplift the image of the institution to get the needed attention from outside.

Challenges? Even now we are facing challenges, **the funding**, even for the polytechnic to sustain, we need funding, **we need infrastructure**, even the library facility, we need so many things. So right now we are expecting that for this change, **the government will give us more funds** because to even be technical student, when you think of the humanities more but you need three times cost to train the humanities than to train the technical students …

yes, they are present but this time since the government did the change himself, the government is prepared to give us funding **we've even promised that our laboratories** will be equipped, some of the **students will get scholarships**, even our partners. Those we were having partners, those who constructed our… they are also ready to give us some support.

when you say you are a technical university, outside the laboratories are big and students are trained hands on but we are saying we are technical university if **we** don't have big laboratories **we can't train them to be beneficial to the society so since we don't have funding** by all means these are all impediment that we have

For that I don't understand the question, the needs for the leaders? as for academic qualification if you say leaders is management, academic qualification is perfect but when we say, we should adapt to the change so, **there should be some orientation** for, that is some **training outside this country** or **we should liaise … technical institutions** like UMAT, they are doing oil and gas engineering we can liaise with them so that we can get the needed knowledge so that we can also use that knowledge somehow.

Right now I don't know the agenda maybe that one the registrar can tell you but I know that about err three weeks or four weeks ago, **some of the management staff went to Canada to learn** their, they went to one of the technical universities

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to learn a processing thing but I don't know of the ending one, that one I don't know.

Recommendations? You know technical university, or technical school, it will be the main bone of the country. Hands on training, people should know how to do something. So what i will ask is that the government should come again, **sponsor the technical university** otherwise if the name is just technical university without funding, it won't serve the purpose that it was created for.

Every change has its own challenges because all of a sudden, we heard that we were going to be transformed to technical university. All of a sudden a fiat came that you are now technical university, for that even the human resource, they are not even committed at least **we should have been trained, we should have been talked to**, psychologically from the labourer to up, this is what you are going to experience when you go to the university that is what you going to experience, for polytechnic internal auditor, this is my office, the same chair, the same table, the same environment here in this office, the next day you are told that you are technical university with the same everything equipment.

For polytechnic system, am thinking that it has not changed much but just **that our courses have been upgraded** because we were doing, when you take HND accounting, we were doing HND accounting, we were even doing b-tech that is equivalent to a degree program but we were doing it with other, affiliate to other universities but right now we are going to **issue our own certificate**, so this is one of the change. And also maybe human Resource wise, **people have been upgraded to some level** and right now even when you are coming in, the minimum qualification should be doctorate degree. Now if you are coming here to teach it should be doctorate.

new programs. They are many I don't know whether I can...**some are not new per say some are re accreditation** that is what we do. Some of them are b tech mechanical engineering, b tech building, b tech automotive engineering, b tech fashion, we were having them, b tech ceramic, b tech accounting we were having them. Ok some of the new programmes include **BTech welding we were not having them, b tech in biomedical engineering** is also a new course, the masters **we are introducing second degree** that one I can't give you the exact program. Maybe I don't have it here but we are introducing master's degree.

Excerpts from DREG's transcript**.** The following excerpts were extracted from

the textual data of DREG.

Thank you before the conversion panel of experts came around they went through all the polytechnics to do assessments so based on that assessment and the checklist they brought for the institution also responded but beyond that, currently all the programmes we are running at the HND level have been upgraded in terms of curriculum for accreditation so the documents are with the national accreditation board. Also in terms of the human resource some people have been sent outside Ghana to pursue PhD and other related fields. Some are also here within the country. So the institution is ready, we have prepared adequately, we are just waiting for the green light in terms of mounting other programmes and running first degree and master's programmes. Because we need accreditation, authorisation from the regulatory bodies.

Yes, when we submitted the documents from the various departments. It was done departmentally, and some they have reviewed some of them and brought it back, you see the accreditation is in different process, they need documentation as well as physical inspection because you know technical universities or the polytechnics are running programmes on hands on training. If you take for example catering, they need to come and inspect the kitchen you have, the facilities, the fridges, the deep freezers, gas stoves and those things which will help the student to learn even the environment, whether it is well ventilated or not so after going through the documents at their office, they will come physically to inspect certain facilities, when they come they will invite the HOD and his or her team and the faculty members of the department and the faculty members of the department and pick their files to know their qualifications as have been stated in the curriculum document that for example Mr Kwesi mesah a lecturer at the faculty of fashion is having an MSc degree, they will check whether the person is indeed having MSc in fashion and then after that they will move to the department. They will take them round if you use lab to teach, they go to your lab to inspect the facilities there, they will inspect the laboratory, the kitchen anywhere, that the programme is associated with before they will give you the green light to mount the programme, if they are satisfied.

You see, we need opportunities for some who would have to upgrade themselves as depicted in the policy document. change is to me a concept of attitude, when new... change can come as a result of a lot of issues, even law, one law can be passed and this can change so many things, if we look at the technical university system that has come, it a law that has been passed, that is the Act 922 which establishes the technical universities and in that act, responsibilities have been assigned to the Vice Chancellor, Registrar, faculty members, to administrators, whoever is connected with the technical university stream, in view of that as soon as the law was passed, we have met as an institution, I quite remember we invited Prof Addae to come and sensitize the members, as a result of the new status everybody much change the way we do things because certain things we may be doing and may not be a case because at the time the time the institutions status

may not be up to the university status But now, if things are done the same way people will criticize you, in view of that you need to orient yourself to know that you have attained a higher level and therefore your output should also be higher, it should correspond with the new status because to whom much is given, much is expected. Communication is also key. There should be constant communication between management and the other members. It helps everyone to have up to date information about what is going on.

The staff have been sensitized, those who need to be trained are also undergoing the training but we should remember that in all things finances is also very important and so certain things cannot be done at a go that everything is okay now but we are tackling the issue gradually. As some are graduating, others who need to go will also be going so that it is not a situation whereby you will send people to school and can't pay their school Fees. That's not the best so if we look at the situation and we are informed that certain departments are handicapped in terms of human resources, so if there are 10 lecturers there who need training, for example 5 or three can go for the start so that in in the next two years another batch can go so that in the next five year all of them would have been able to upgrade themselves, we need to be mindful that the same people in the departments are also supposed to teach so if all of them go… and we also have some situations where some faculty members do not need upgrading, they just need training because if somebody has attained PhD in His or her field what else do you need to upgrade them on in that field? The person just needs a training course to be abreast with what is going on and the staff have been made aware of what is going on that we are a technical university now and that the institution is set on the course. Also if you look at the curriculum developed it is all stakeholders input we have taken into consideration including external bodies, like industries so items like books and all those things have been catered for so when we roll out the programme it is going to be of help to the nation.

Yes, the institution is. You see, the institution has through the office of the VC, when he assumed office, he travelled to China with other members to solicit for scholarships so most of the people there are on tuition free scholarships, it only caters for the tuition and the individuals and the institution are catering for their stipend and feeding. So it's the tuition which is mostly expensive and that one has been catered for by the scholarships.

I don't know much about other institutions, but as a Ghanaian I'm 100% aware that most tertiary institutions are confronted with a lot of challenges from infrastructure to finance so if you look at our place now, we are putting up a very big classroom edifice it's a four storey so it contains about 16 classrooms. The plan was there already, it was an old structure which deteriorated so we pull them down and we decided to reconstruct and we are hoping that when the project is complete it is going to ease a lot of classroom problem for the institution. You see our institutions in this country is purely financed by the state and the resources from the state is no enough so when they share, we should also know its only education the government is financing, health, road and other sectors are also in line so always what comes to the education is not enough though government tries to make sure that the greater percentage goes to education but still it's not enough,

financing from government and other areas but by and large the government is also doing well to supply all the needed thing for training the students so but it is not only here all the institutions that we know are also having one way or the other certain challenges but we shall get there. As I have already said, accommodation, that is infrastructure, financing, another challenge that we have been experiencing is the decline in the intake of student but that one we know the reason, the reason being the proliferation of a lot of higher educational institutions. Well you know, in tertiary institutions the number of students you have determines your financial strength because most of the fees are used to run the institution. So we have to get enough students and we have to match these students with our resources so that quality can be maintained.

One of the challenges is infrastructure, modern facilities in the laboratory but we are lucky when you take our electrical and mechanical engineering programs we have an amateur laboratory Amateur is a company in America who are specialised in setting up laboratories in research institutions and educational institutions so about six years or five years back we entered a contract with them and they have helped us establish one laboratory but we need more in other departments like sciences, catering, ICT and those place, we have some only that they are not enough (adequacy). Then I can also add human resource, though we have staff but as a higher institution which is trying to mount programmes in master and other things, we need more people with higher qualification than what we have now. So as I have already said it will take us about two to three years before we can hit our target.

As we speak we are developing another campus, already we have two campuses here and the school of Business (BU) that one is on the cape coast road but we are developing another campus which God willing by September we are moving to that campus. The school of engineering will be moving to that place. So we are getting laboratories and the needed equipment in place. That project is being sponsored by the African Development Bank its about 6-million-dollar project so when it is completed this classroom problem will ease because all the school of engineering students will move to that site. It is on the Agona Nkwanta road. The Ahanta west district. We have acquired about 100-acre land that we are developing. That is one step, when we talk about the human resources too a lot of people are furthering their education so the issue of finances, the old government was also showing some commitments so we hoping that the new government will continue from where the old government left off in terms of because the technical university system was from the previous administration so we are hoping that the new administration will also show interest so that whatever we need to mount this because technical education is expensive as compare to the traditional education any government who wants to go technical education, take technical education to a certain level they needs to commit itself to it other than that it will be half baked.

Yes, it is not creating any serious impediments but as a problem, we need to address it, for example if in the process of accreditation, it is brought to the light that we don't have the human resources they may not grant the accreditation, you may have good labs, you will have everything but if you don't have lectures who

have the needed or the requisite skills or knowledge in the field you want to run, but as at now, we have not been denied because of any of these impediments though it has been identified but we are working on it and if you look at our approach unless you decide not to be fair, you can see that we are very serious with whatever we are doing.

Training is needed, also orientation is also needed, finances and commitment- in commitment personal commitment is needed and also institutional commitment to push the staff to accept the government policy direction so they need training and I can say that there has been a lot of training programmes for the top management, they have been travelling to I think India for some period for training and other local … institutions or local training courses and this is going to extend to other land officers in due time, because all these come with cost so the government is also not having money sitting somewhere so as and when the money comes then the government will roll out training programme to cover a segment of the workforce, it is not whole sale that everybody will be catered for at a go. The government has given itself a certain period that all these key officers will be trained.

SALT- Senior Academic Leadership Training, it was organised by the NCTE, it took place in India. I don't know whether it is the Indian government who financed it. All that I know is that our top management went there for some training about two weeks or so. There are also trainings being organised by our self, one by that one is a sensitization programme by Professor Addae, GIMPA. And also some top management went to cape coast, they also invited some people to have some discussion with them.

Yes, I believe that the concept of technical education was born out of a government policy, by the pervious NDC government, yes that is why we elect people we elect to come out with ideas and policies that will benefit people in the country so the technical university system must be accepted by all the Ghanaians. Yes, it is obvious that we are going to face certain challenges as initial challenges but when proper structures are put in place I bet you that for the next 10 years to come, Ghana will see benefits in technical education

Yeah as I have said in any new thing there will be challenges and this is because it's something new and people may not understand it well, some of us understand the concept because I happen to be a secretary to a committee that prepared grounds for our upgrading, I was the secretary to that ad hoc committee so right from the ongoing I happen to get some documents reading to understand the concept very well you see the technical education concept is CBT (Competence based training) and that one it is 70 percent practical 30% theory because the concept is that train the child or train the student to be independent job wise, that is the philosophy so if people understand the concept very well then they will appreciate it when they appreciate it there is also commitment side from the stakeholders, the Government, the Ghanaian population because when your child is here, government has provided classroom whatever but the child needs to be fed so if you fail to feed the child how can the child learn, so the responsibility is not only on government, it is also on all the key stakeholders, like the parents, the students themselves, the management I mean a the university itself, we need to

commit ourselves to the course of the concept so that the benefit in it can be derived by the entire population other than that, if it is like y3 ma y3nnhw3 (do it and let's see) type it won't benefit anybody. Because technical education is expensive, it is expensive because if we are to charge economic fees how many people can go to school especially those in the science domain, it is very expensive going to buy some small chemical to work in the lab, you can imagine, so government stakeholders and everybody needs to be committed to it other than that it will be a problem.

The old system and the new system, the only difference to me is the concept of CBT and the CBT in our place we have started it long time close to 10 years in the civil engineering department now I think three departments are running CBT, civil, fashion and furniture the concept of CBT is hands on training, 70% practical and 30% theory. So before the person completes the programme if the person decides to study the manufacturing of pen, the person should be able to manufacture it at the end of the programme because you will be taken to the factory where these things are manufactured after teaching you the theory that you need to do this and this. You will go there to assemble it yourself to see that whether what you have done can be called pen. So in other to make the system work, government has directed that every department should have collaboration with an allied industry so if we are a fashion department, we are expecting sign memorandum of understanding with at least three or four fashion companies where you can take your students there to learn and in some cases the owners themselves, the practioners there will have to come and lecture your students, take them through the practical training. So that's the difference between this two, formally I was telling you we were going for industrial attachments but it was not like now that they want to make it an integral part of the training process.

Yes, we have in mind of rolling out oil and gas programmes in our bachelor of technology, the idea is we have the facilities for training the oil companies built a JTTC it was in collaboration with the institution, the run it for three years but now they have handed it over to us so we have all it takes to train people in oil and Gas. So one of the new programmes we in tend rolling. We also have the intent of rolling a programme in chemical engineering and laboratory technology. We also have the intent of coming up with a programme in mass communication because we have realised that communication industry is expanding with the emergence of TV and radio stations, it is important we train people there. We are yet to get accreditation for that, it's one of the new programmes we are envisaged to roll out in the near future. Yes, we have sent them for study, so we are hoping that, we have a lot of programmes but the issue is the accreditation will look at certain perimeters before accreditation is granted, so even if you don't get it this year next year you can get it. Yes, if we get the accreditation, you see the accreditation we don't have control over them. What we need to do is submit our documents and they will either call or write you to acknowledge receipt. Then they will review the papers when they have reviewed and there some comments they will give it back to you to correct it then after the correct they will come and meet face to face with your staff so if say civil engineering department, and all the staff will be there, they pick your file Akwesi Mensah and you will stand and they look at

your face, check your picture do everything to ensure that you are Akwesi Mensah and they will pick your file and check your qualification after that if it is wherever, they will go to the classrooms, they will go to the laboratories, they go to the workshops to satisfy themselves that you have the facilities to run the programme. So when we sent it some have come, even yesterday some came, they were around Tuesday and yesterday so I hope most of the programmes that will sail through they will approve it.

Excerpts from AAZ's transcript**.** The following excerpts were extracted from the textual data of AAZ.

We have the human resources so we have done staff training for our staff, we have reviewed our curriculum, we have also done some realignment that is faculty realignment and then currently we have a strategic plan that is going to give us direction so we have all those things in place.

Yeah Making available opportunities for staff to upgrade their qualification, also the orientation we are organising orientation for them, we have organised orientation for them just to sensitize them in the new thing that we are mandated to do. We are taking them through orientation and other educations. Constant interaction and communication is also needful.

You know change is difficult, a lot of people will resist change, you know some of the staff when you ask them to go for further studies because of our new status, moving them is also another challenge so these are little challenges we are facing. In every change there some kind of resistance and I believe as we sensitize them, we will be able to overcome these challenges. There were also infrastructure challenges.

Yeah it's got to do with infrastructure, so we are putting up infrastructure and also there is expansion that is going on because we are going to mount new programmes and then other things so these are the things that we want overcome, our infrastructure challenge is what we want to overcome.

Yeah you know we can see construction going on, it also affects flow, now some areas are restricted and sometimes lecturing will be going on and there will be noise and sounds from the construction site these are some of the impediments.

The leadership. you know we are from a polytechnic and we are going to the university level so there will be the need for us to go for further studies or maybe upgrade ourselves to the university standard so this is where we want to go now, so even the, the faculty, the deans, the heads of department need to upgrade their skills in leadership roles in line with university standards.

You know some of the leadership training and then also what do you call it change management programmes and some administrative programmes and quality assurance is also one of the main areas that we are training our people in.

Yeah one of them is funds, because when there is any change it has got to do with funding so we will want the ministry to pump money, seed money, for us to take care of some pressing issues, so that we will be able to I mean change completely.

One of them is the VC, as first we used to have a rector and now it is a vice chancellor so I think NCTE they are regulators they want to organise some training programmes for us and then sometimes we are also saying they would have to reopen an advert for people to apply, and all those things so we are battling with them and I believe with time we will settle on these issues.

You know of our uniqueness as a technical university in the region were we have found oil, we want to develop programmes in oil and Gas disciplines so that what we are doing now currently. We are drafting the curricular for oil related programmes so that what we want to do now.

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You know the polytechnic act limited us now the technical university act gives us room to train people from HND up to the doctor of technology level and also the technical university act has also given us areas that we are supposed to concentrate mainly engineering related and applied science related programmes, they want us to dominate in this discipline as opposed to the business programmes so this is where we want to go now, we want to develop more programmes in engineering than the business related programmes. But unlike the polytechnic Act where each polytechnic had different statues. Now all technical universities are being run with one statutes which will make it each to see the uniqueness of each.

Excerpts from HHT's transcript**.** The following excerpts were extracted from the

textual data of HHT.

Some departments had already started some preparations to meet the technical university status- this includes running B-tech programmes. To be honest with you our department had already started the B-tech even before we entered the technical university era. We have been running B-Tech for some time before we entered the technical university system. As at now our practical rooms are not opened, if they were you could see that we have everything in place, we have our students going out for daily industrial practices, we have a three bed room apartment here which we use as a practical lab to deal with accommodation bookings and the rest because we have guests coming in then we operate a restaurant service, the students go there to render services as if they are in the field of work. We have got lecturers who have upgraded themselves to the PhD and masters level others have been given the upgrading themselves. The institutions is also doing infrastructural development.

We have a few people who are now going to get their masters, this is needed and because we have been upgraded they have to go and do it so that they come and play a supporting staff role. More opportunities are needed for all those who have to upgrade themselves to fit the new status

They said they are giving every staff the opportunity to upgrade him or herself if you really want to be still in the institution, you are giving the opportunity not in Ghana alone but even outside to go for a course and then come back. The institution is sponsoring and sometimes some of the lecturers sponsor themselves.

During the inception of the change, most of the lecturers here were first degree holders but now things have changed we have git the doctors and the masters and our facilities were also not that adequate. Some people want to cling unto the old ways of doing things

Currently the problems we are facing has to do with looking for places for our students to do their internship and industrial attachment. We have a policy that every week each class goes out and spend the whole day at the industry it is the school which buses them in they stay the whole day in the industry some go to the hotels, restaurant, others go the schools and local chop bars, hospitals and then they come back in the afternoon whilst they are there lecturers go there to supervise them, every lecturer has a place he or she supervises but it is because we don't have enough buses if the bus takes the students in the morning definitely you the lecturer cannot go in the bus it will be too big for you but then if we have mini pick up and the rest at least it can carry four lecturers to go out and do the daily supervision. This one the lecturer would have to go in the bus or in his or her car. And also you realise that the hotels cannot take enough students at a time, we would have love them to take 10 students at a time but

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here they take three and four so I think as we grow older, as the institution grows things will change.

What we have done is that like this semester for instance we looked at our number of students in first year and we have gone out to look for, scout out institutions, we are including schools SHS boarding schools where they do cooking for the children and not only in secondi Takoradi, even outside secondi Takoradi were we think the bus can take them and bring them back around five o'clock pm. Even though we don't pay anything to the schools and they also don't pay anything to us we learn from them and they also learn from us. With the transportation challenges the lecturers presently what we do is, when the bus is going, a lecturer sits in, the lecturer for that particular class sits in and go with the children, so after he the driver drops all the students, he or she the lecturer starts from the last place and makes sure that every students is supervised, since they have a report to fill. The supervisors at the industry have a report to fill, likewise the lecturers also have a report to fill.

I don't think there is so much impediment in our way, the only impediment is that by the time you go to do the supervision and come back, it means the whole day you didn't come to the lecture room but then if you had a car or if the institution has a car you could have gone and come back to teach, so we have made it such a way that if a lecturer is supposed to do supervision of the students going out, that day, that is your job. So I don't think it has any impediment in our way.

We are already working in that way? To us nothing is new for us, I think we just need some changes in our grading systems and the rest. This time it will be more practical than theory work. Unlike the traditional universities where the theories are more than the practical, here it will be 70 and thirty if favour of practical because this is a technical university.

From time it time, they bring in resource persons to train heads and sometimes they include the lecturers, they train us on how to man your office, how to arrange your exams records and the rest, how your scoring percentage should be, the things you should look out for.

I think from time to time, the ministries will have to liaise with the industries and liaise with the school, three stakeholders should come together to know what each other need and want from the other person. What the government needs from the technical university and what the industries also want from the universities and what the universities want form both the government and the industries. You know we are working for them so from time to time if you don't know what they want you definitely cannot include that in your curriculum.

Presently there are no challenges

The old system you end with your HND but with the inception of the technical university system, you can obtain your degree and continue to the master's level and to the PhD level all through the technical mill. So that there wouldn't be a need that after a student has completed HND will have to move to the

traditional Universities to further their education, now it can be done through the technical education you are also able to climb the academic ladder.

We are now going to mount God willing for our students. that's the new intake, that's a four year programme then we are having weekend classes as well so that people who are not in secondi Takoradi who can't be travelling on a daily basis can use Friday, Saturday, Sunday for their classes and be able to also have opportunity to do a programme as well.

APPENDIX B: **List of Directorates at TTU**

TAKORADI TECHNICAL UNIVERSITY

LIST OF DIRECTORATES/OFFICES/UNITS IN THE MAIN ADMINISTRATION

S/N	DIRECTORATE/OFFICE/UNIT	NO. OF STAFF
1	Office of the Vice Chancellor	3
2	Office of the Pro-Vice Chancellor	3
3	Office of the Registrar	3
4	Directorate of Finance	32
5	Human Resource Division	5
6	Directorate of Internal Audit	7
7	Admissions Office	3
8	Examinations Unit	5
9	Planning Office	3
10	Public Relations Office	3
11	Procurement Office	4
12	Development Office	9
13	IPELO	2

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APPENDIX C: Organogram of TTU
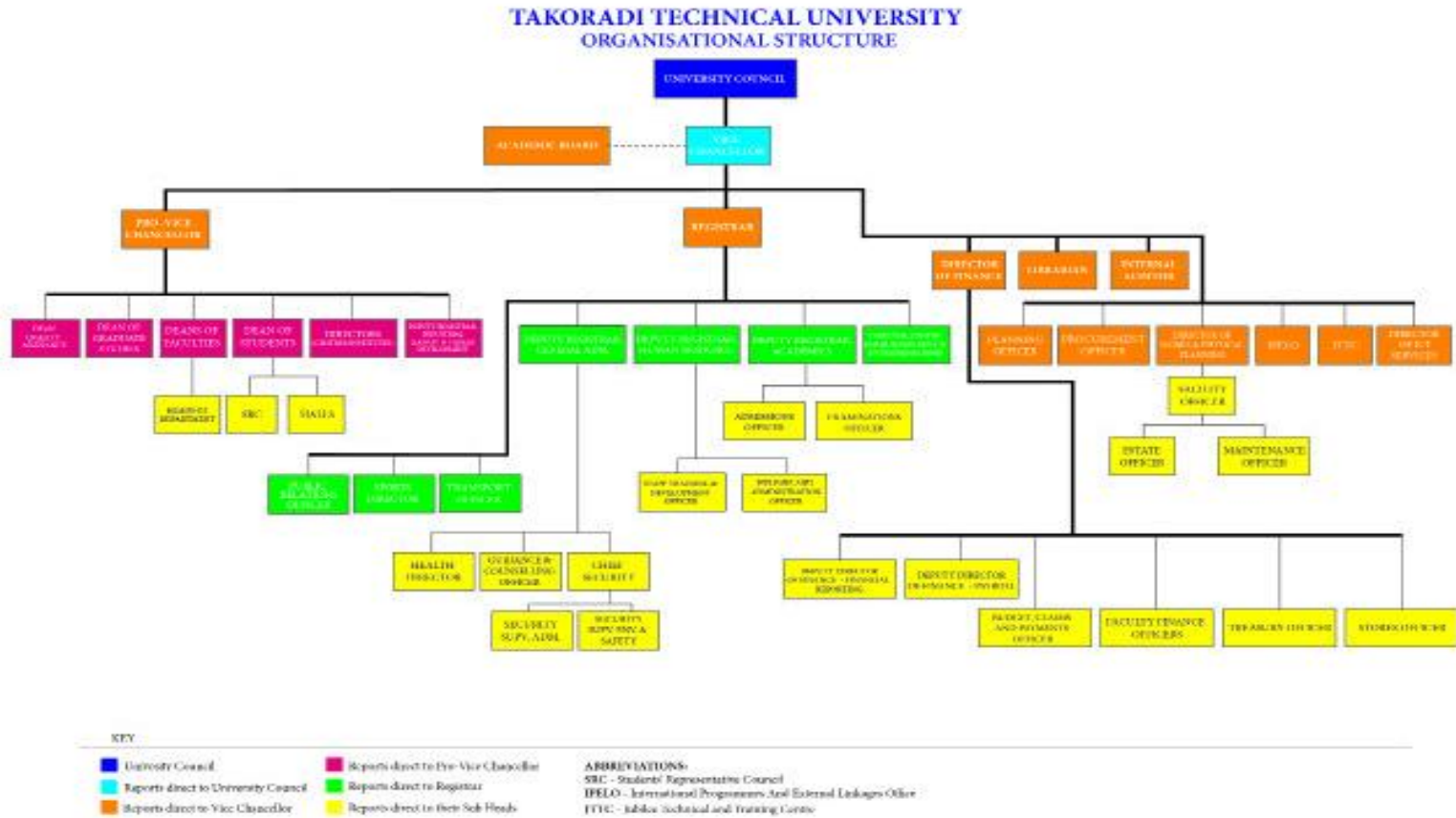
APPENDIX D: Introductory Letter

Received
Office of the Registrar
Takoradi Technical University
Date: 15.02.17

UNIVERSITY OF CAPE COAST
COLLEGE OF EDUCATION STUDIES
INSTITUTE FOR EDUCATIONAL PLANNING AND ADMINISTRATION

Tel. No.: 03320-91478
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University Post Office
Cape Coast
Ghana

14th February, 2017

Our Ref.: ED/AHP/15/0004

The Registrar
Takoradi Technical University
Takoradi
....
....

LETTER OF INTRODUCTION

The bearer of this letter **Mr. Kwabena Edusah Amo Broni** is an M.Phil student of the Institute for Educational Planning and Administration (IEPA) of the University of Cape Coast.   He requires some information from you/your outfit for the purpose of writing his thesis titled, **"Change Readiness of Leadership of Technical Universities after the Upgrade"** as a requirement for M.Phil Degree Programme.

Kindly give the necessary assistance that **Mr. Amo Broni** requires to enable him gather the information he needs.

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

Alberta A. K. Owusu (Mrs.)
ASSISTANT REGISTRAR
For: **DIRECTOR**

Head, HR / G. A
Kindly assist
the bearer of
this letter.
15-2-17

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APPENDIX E

University of Cape Coast

College of Education

Institute for Educational Planning and Administration

Interview guide for data collection

The purpose of the study is to examine the preparedness of Takoradi Technical University in the transition period from a polytechnic to a technical university. Proper ethical procedure would be used in soliciting for participant's responses. Thank you

Research question one: What is leadership's understanding of change and change management practices?

1. What preparations have your institution made toward the transition?

Research question 2: What is the role of leadership in ensuring the change readiness of Takoradi technical university after the upgrade?

2. What is needed to make organisational members ready for the change?

3. What has been made available for staff to get them ready for the change? (follow up question if there is a gap)

Research question three: What are the challenges that Takoradi polytechnic is facing in this transitional era?

4. What were the challenges at the inception of the change?

5. What are the current challenges TTU is facing in the transition period?

6. What has been done and what is being done to address these challenges?

7. What are the impediments these challenges are creating?

8. What are the leadership needs in these transition period?

Research question four: What are the leadership and management needs of Takoradi Technical University?

9. What are some of the ongoing leadership training programmes?

10. What recommendations will you make for the ministry regarding sustaining the upgrade?

11. What is lacking in the implementation direction spelt out in the policy document?

12. What's the difference between the polytechnic system and the technical university system?

13. What new programmes will be rolled out in this new status?