

UNIVERSITY OF CAPE COAST

EXAMINING THE VARIABLES OF INTEREST IN SELECTING
INSTITUTIONS FOR AFFILIATION BY MENTEE TERTIARY EDUCATION
INSTITUTIONS IN GHANA



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INSTITUTIONS IN GHANA

BY

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Thesis submitted to the Institute for Educational Planning and Administration,
School of Educational Development and Outreach of the College of Education
Studies, University of Cape Coast, in partial fulfilment of the requirements for the
award of Master of Philosophy degree in Administration in Higher Education

NOBIS

JULY 2020

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: Prosper Yao Amesimeku

Supervisor's 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: Dr. Dora Baaba Aidoo

Co-supervisor's Signature

Date

Name: Dr. Francis Ansah

ABSTRACT

The study sought to examine the variables of interest in selection of institutions for affiliation by mentee tertiary institutions under the affiliation policy implementation in Ghanaian higher education system. The study adopted the descriptive survey to collect data from 70 respondents in 6 private tertiary institutions selected from the Greater Accra region. The questionnaire comprises of mostly closed-ended items with few open ended ones and data gathered analysed descriptively. The findings revealed that private universities under mentorship perceive the policy of institutional affiliation as policy introduced by the government to enable chartered public higher education institutions to mentor newly established higher educational institutions. It also revealed that mentee institutions consider some factors when selecting an institution for affiliation. It was also revealed that mentee institutions encounter challenges including increasing cost of affiliation fees as well as inflexible entry requirements for prospective students imposed. Based on the findings of the study it was recommended among others that Government of Ghana through the Ghana Education Trust Fund (GETFund) should assist non chartered tertiary education institutions (especially the private ones) to be able to provide tertiary education at affordable rates to citizens. The National Accreditation Board should continue the affiliation policy to serve as a quality assurance check on newly established tertiary education institutions. The National Accreditation Board should develop a uniform affiliation guidelines to mentors and mentees in the affiliation process.

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I cannot forget the support and encouragement of my family (especially my brother, Franklin Amesimeku) and my children for giving me the peace of mind to have reached this far in life.

DEDICATION

To my children, Charles, Elizabeth, Kenneth, and Sampson.

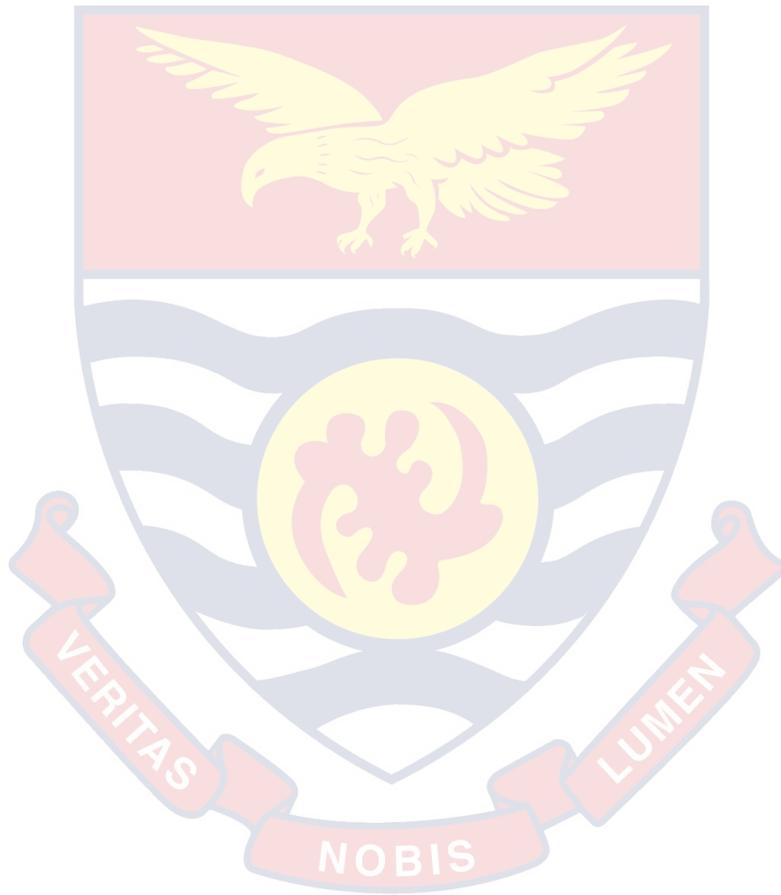


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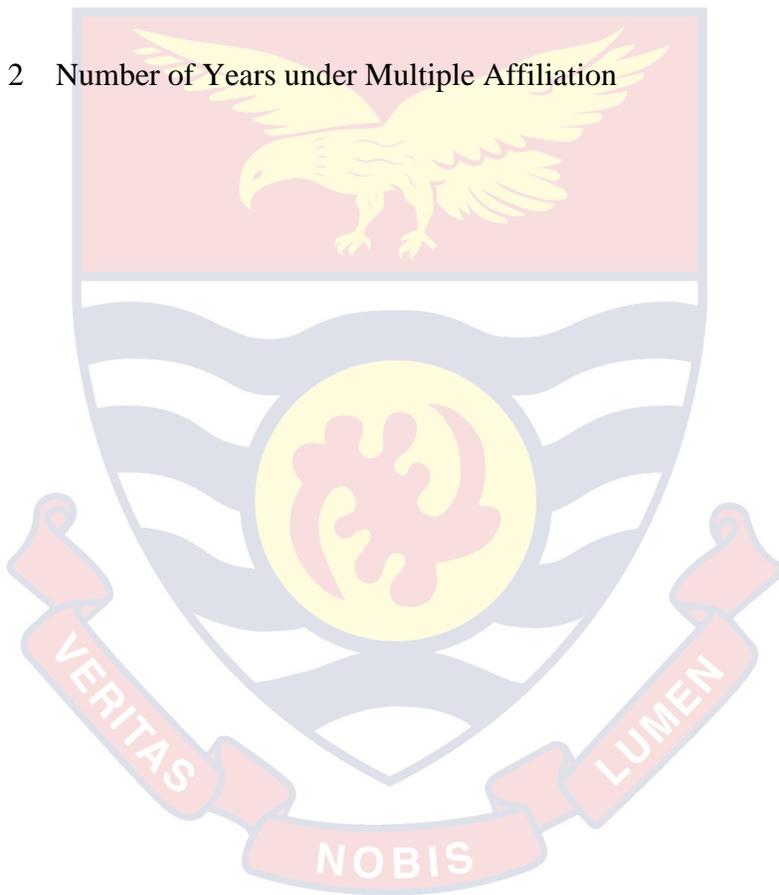
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The logo of the University of Cape Coast is a shield-shaped emblem. At the top is a red horizontal band containing a yellow eagle with its wings spread. Below this is a white band with a yellow circular emblem in the center, featuring a red stylized figure. The main body of the shield is filled with blue and white wavy horizontal stripes. At the bottom, a red ribbon banner curves across the shield, containing the Latin motto "VERITAS NOBIS LUMEN" in white capital letters.

LIST OF ACRONYMS

GETfund	Ghana Education Trust Fund
HEIs	Higher Educational Institutions
IEPA	Educational Planning and Administration
KNUST	Kwame Nkrumah University of Science and Technology
MOA	Memorandum of Agreement
MUC	Methodist University College
NCTE	National Council for Tertiary Education
SPSS	Statistical Packaged and Services Solutions
WAEC	West African Examinations Council
WASSCE	West Africa Senior Secondary School Certificate Examinations



CHAPTER ONE

INTRODUCTION

Background to the Study

The rapid changes in the higher education context worldwide including proliferation of private higher education institutions, diversity in terms of programmes provision, massification of education, and matching programmes to labour markets generated concerns for quality measures in provision of higher education. Consequently, various countries all over the world adopted formal quality assurance systems with the purpose to regulate and improve quality of their higher education systems (Amaral, 2007; Brennan & Shah, 2000). One of such strategies to ensure quality tertiary education was affiliation (Nembou, 2013). The idea of affiliation is to ensure that a newly-established tertiary institution or prospective tertiary institution is mentored by an established public university which is nationally-recognized or chartered tertiary. It mentors the institution until the private university college (mentored institution) becomes matured and able to operate independently and subsequently receives a presidential charter to run its own programmes (National Accreditation Board [NAB], 2011).

Materu (2007) gives example of mentoring of private higher education in Cameroon where the government has a mandatory system of mentoring. Private tertiary education institutions choose a mentor from among the public institutions and sign a mentorship agreement with the state and/or the accredited university as

part of the conditions for accreditation. The costs of this relationship are borne by the private institution being mentored. In assessing affiliation in Tanzania, Kuhanga (2006) indicates that an institution of tertiary learning in Tanzania, usually a college or institute seeks affiliation status with an established university abroad for supply of teaching staff and for the awarding of degrees. It does so in order to support the institution's own efforts to meet the requirements of ensuring that the institution has a core teaching staff in each department and for each subject.

In Ghana, the affiliation process could be traced back to 1948 when the College of Gold Coast (later renamed University of Ghana) was placed in a special relation with the University of London which supervised its works. The College of Ghana benefitted greatly from this arrangement, particularly in maintaining its high academic standards. The London University gave final approval to courses and examinations since the degrees given were those of the University of London (University of Ghana, 2018). Similarly, before receiving their presidential charter, the Kwame Nkrumah University of Science and Technology and the University of Cape Coast were affiliated to the University of Ghana for the purpose of mentorship. The concept of affiliation is therefore not new in the history of education in Ghana.

According to the NAB (2011), affiliation policy in Ghana has two windows. It has what is termed as institutional affiliation and programme affiliation. Institutional affiliation is where a mentor institution is expected to ensure that all

the structures put in place by the mentee institution, including the mission and vision align with that of the mentor institution. In this case, the mentoring institution ensures that governance and management of the mentee institution are supervised by the mentor institution. Programme affiliation, on the other hand, is where the mentor institution supervises the specific programmes run by the mentee institution. There is the possibility of an institution affiliating both its programmes and institution for mentorship purposes. It is also possible for only one type of mentorship, either programme or institution to be affiliated for mentoring. It is the responsibility of the mentor institution to ensure that content of the programme of the mentee institution satisfies the minimum requirement for graduation in the specified discipline.

Effah (2006) explains that in Ghana, an accredited institution, until granted a charter is required to be affiliated to an established and recognized institution, which shall award its degrees and supervise its entire activities. Thus, in Ghana, for the purposes of quality assurance and accreditation by the NAB, one of the licensing requirements is for private colleges or university colleges to sign an academic affiliation agreement with a public higher education institution.

Utuka (2011) illuminates that the requirement by NAB for institutional and programme accreditation were too stringent, bureaucratic, expensive, time consuming, and involves too much paper work. In addition to meeting the requirements of NAB, Utuka contends that private tertiary institutions had to budget for affiliation fees and meet the other requirements of the mentoring institution. Similarly, Effah (2006) argued that private tertiary institutions have

drawn attention to a number of problems relating to affiliation that frustrate the efforts of new institutions seeking accreditation. These include the requirement that mentoring institutions should show evidence of accreditation, high cost of affiliation, delay in processing applications for affiliation, lack of clarity about the obligations of the mentoring institutions.

It can be deduced from the assertions of Effah (2006) and Utuka (2011) that although the policy of affiliation is good, mentee institutions face some challenges with the affiliation process. Manuh, Gariba and Budu (2007) highlight that collaboration through affiliation among tertiary institutions abounds in Ghana. This relationship takes the form of newer and smaller institutions being affiliated with established older and bigger institutions. Manuh et al. contend that the proliferation of more private tertiary institutions into the tertiary landscape is responsible for the application by private tertiary institutions for affiliation. The study merely acknowledged that chartered institutions were processing applications for affiliation but did not specify the variables that private institutions consider before considering a chartered institution for affiliation.

Whilst there has been some commentary on the affiliation policy, little attention has been paid on the variables of interest private tertiary education institution consider before affiliating to a chartered institution. This is critically important since in Ghana, it is the duty of the mentee institutions to seek an affiliation with chartered institutions for the purposes of mentorship. Thus, the mentee institution is at liberty to choose any of the public tertiary education institutions or a private institution which has received a presidential charter for

mentorship. This raises the question as to what variables of interest mentee institution consider before approaching a mentor institution for affiliation. Although there are little variables suggested in the literature, it raises fundamental questions whether the affiliate institutions consider some of these observed variables (e.g., cost, quality of training, administrative structures of the mentor institutions, training received, types of programme, institutional visit etc.) before approaching an institution for affiliation.

Statement of the Problem

Studies on quality in higher education in Ghana (e.g., Badu-Nyarko, 2013; Boateng, 2014; Seniwoliba & Yakubu, 2015; Utuka, 2012) have mainly been based on institutional and programme accreditation, barriers to internal quality assurance in private tertiary institutions and external quality assurance practices. These studies have not addressed the variables of interest in selecting institutions for affiliation by mentee tertiary education institutions in Ghana under the affiliation policy of the National Accreditation Board. What is informing the choice of a particular institution for affiliation by a mentee institution remains primarily unknown. An empirical research is needed to examine the variables of interest in the selection of institutions for affiliation by mentee tertiary education institutions under the affiliation policy in the Ghanaian higher education system. Knowing and understanding the variables of interest in the selection of institutions for affiliation are critical for the continuous improvement of the affiliation policy implementation. Therefore, this study seeks to examine the

variables of interest mentee institutions selecting institutions for affiliation look for and whether their expectations are met by their mentors.

Purpose of the Study

The purpose of this study is to examine the variables of interest in selecting institutions for affiliation by mentee tertiary education institutions under the affiliation policy implementation in Ghanaian higher education system in order to inform targeted initiatives to enhance the policy and its implementation.

Research Questions

The study seeks to find answers to the following research questions:

1. What is the understanding of mentee institutions about the system of affiliation in Ghanaian tertiary education?
2. What are the variables of interest mentee tertiary education institutions in Ghana consider in selecting institutions for mentorship?
3. How have mentee tertiary education institutions' expectations of mentorship been met?
4. What challenges do mentee tertiary education institutions encounter in the selection of institutions for affiliation?

Significance of the Study

The result of the study would be of benefit to both managements of mentor and mentee tertiary education institutions in Ghana as well as stakeholders in the education sector (especially NAB, NCTE, MoE) by way of bringing to the attention of these stakeholders the success and challenges of the affiliation policy implementation in the Ghanaian tertiary education system. The findings of the study would inform improvement initiatives on the affiliation policy implementation by the relevant stakeholders. In addition, the study would be of great importance by adding to the literature on quality assurance (specifically on affiliation) in Ghana. These would be made possible by making presentations to managers of tertiary education institutions at seminars and conferences. Furthermore, the study would be published in a journal for other researchers and the academic community to read.

Delimitation

The study focused on only variables that are of interest to mentee tertiary education institutions in their selection of institutions for mentorship under the affiliation policy implementation in the Ghanaian higher education system. It concentrates on those involved in the affiliation decision-making as respondents. The study is delimited to only private tertiary education institutions in the Greater Accra Region with multiple affiliations and have been under affiliation for not

less than 6-years. Accra has more than half of the all private tertiary institutions in Ghana.

Limitations

The major limitation of the study was the possibility of respondents overplaying variables of interest to justify their choice of mentor institutions. Another limitation which can affect the findings was the difficulty in retrieving all the questionnaire sent to the institutions. The response rate was less than 50%. Views of additional respondents might have enriched the findings of the study.

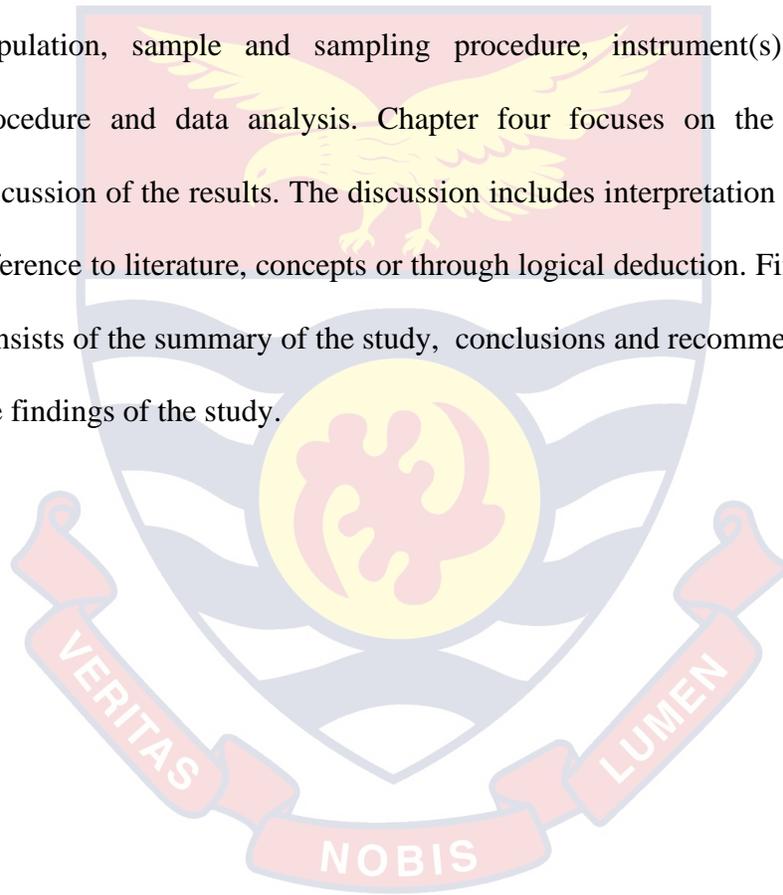
Definition of terms

Affiliation: The study uses the term 'affiliation' to refer to a special mentorship relationship established by the NAB between private tertiary institutions (mentee) and public or chartered university (mentor) institution to supervise the works of the former for the purposes of ensuring that standards are not compromised in delivery of tertiary education.

Management Personnel: Refers to officers who have responsibility for undertaking planning and provision of direction for institutional advancement. The study uses the term to refer to Presidents (or Rectors), Registrars and Finance Officers who have the overall responsibility for running the private tertiary institutions.

Organisation of the Rest of the Study

The study is organized into five chapters. Chapter two dealt with the review of related literature which provides support for the study. This chapter is broken into sections to cover important aspect of the review such as conceptual framework and empirical review. Chapter three which is the methodology describes how the study was conducted. This chapter covers issues such as research design, population, sample and sampling procedure, instrument(s), data collection procedure and data analysis. Chapter four focuses on the presentation and discussion of the results. The discussion includes interpretation of the findings, in reference to literature, concepts or through logical deduction. Finally, chapter five consists of the summary of the study, conclusions and recommendations based on the findings of the study.



CHAPTER TWO

REVIEW OF RELATED LITERATURE

This chapter of the thesis reviewed related literature on affiliation. The essence of the review was to analyse existing literature on affiliation and empirical evidence of the study that established the bases of the findings of this research. It helped me to establish a broader perspective of the research problem for drawing conclusions and recommendations. The review followed an outline as shown below.

1. Concept of Affiliation
2. Institutional Theory
3. Rationale of affiliation and mentorship in higher education in Ghana
4. Variables Mentee Institutions consider before Affiliating
 - i. Quality of Academic Delivery
 - ii. Quality of Examinations
 - iii. Quality of Staff
 - iv. Efficient University Administration
 - v. Quality of Admission
5. Challenges Encountered by Mentee Institutions on Affiliation
6. Regulation of tertiary education in Ghana
7. History of Affiliation Practice in Ghana

Concept of Affiliation

Newbou (2013) defines affiliation as a partnership in which two or more independent higher education institutions (IHEs) agree to collaborate for a number of reasons including awarding degrees or gaining other forms of academic recognition. Each independent higher education institution remains independent with its own governance and administration system. The Memorandum of Agreement (MOA) on affiliation clearly articulates the roles and responsibilities of each partner and promises to respect each other's distinct institutional structures and cultures within the bounds, which will allow for academic development and quality assurance (Harman, 2004). Ansah and Swanzy (2019) also define affiliation as a relationship agreement between a newly-established higher institution/prospective higher institution and any nationally-recognized chartered higher institution to provide academic support and supervision to a mentee institution to ensure the attainment and maintenance of high standards for the promotion of academic quality. The definition of Ansah and Swanzy introduces another concept to the definition which is the promotion of quality. From their definition, it is the responsibility of the mentor institution to ensure that the mentee institution maintains a high academic standard which would lead to all the processes and the graduates being of a high quality.

Affiliation is conceptualised as agreement where one higher education institution relinquishes part of its authority in favour of some form of tutelage from another institution for the strengthening of institutional capacity of the institution that relinquished part of its authority (Bernasconi, 2006). Newbou

(2013) gives a definition of affiliation where the accrediting partner is required by government policy to mentor and assist the accredited partner to upgrade academic standards and adhere to best practice in academic governance and administration albeit without accompanying resources to generate such outcomes. All partners in affiliation are expected under the affiliation memorandum of understanding to share the cost of all aspects of the partnership. This definition is different from earlier definitions as this portrays affiliations as a partnership instead of a mentor-mentee relationship where an experienced institution is expected to train a less experienced one.

Institutional Theory

The concept of affiliation cannot be understood without the Institutional theory that guided this study. Institutional theory was propounded by DiMaggio and Powell (1983). It is based on the assumption that organisations such as university colleges operate in an environment dominated by rules, requirements, understandings, and taken-for-granted assumptions about what constitutes appropriate or acceptable organisational forms and behaviour (Scott, as cited in Ansah & Swanzy, 2019). Institutional theory explains how organisations are able to adapt themselves to socially accepted values and norms. Thus, organisations become isomorphic (similar to the mentoring institution) when they embody the processes, structures and rhetoric prevalent in their organisational field. Quality assurance frameworks are noted as reflections of myths that higher education institutions have to abide by under pressure. Quality assurance regulations work

as strong forces to mold these organisations (Bell & Taylor as cited in Tsevi, 2014).

Deephouse and Suchman (2008) explain that institutional pressures (emerging from institutional theory) are subdivided into coercive, mimetic and normative categories. Coercive isomorphism happens when there is pressure from the external environment (government and regulatory agencies) on an organisation or a private higher education institution, to conform to society's cultural expectation especially from the state (DiMaggio & Powell as cited in Tsevi, 2014). This pressure is evident when powerful organisations such as the National Accreditation Board compels less powerful organisations like university colleges to act in compliance to certain actions and behaviours to receive benefits such as attainment of accreditation and legitimacy (Ansah & Swanzy, 2019). Coercive pressure is mostly present in an institutional environment such as higher education where government, professional and regulatory agencies are dominant (Washington & Patterson, 2011).

Tsevi (2014) describes 'mimetic isomorphism' as enabling organisations to emulate or copy the norms and forms of recognized institutions, such as higher education institutions in their efforts at gaining legitimacy. Therefore, the accredited organisation also imitates the values, rules, norms and beliefs of other accredited institutions. Through mimetic isomorphism, organisations are informed of institutional 'scripts' that have to be obtained to be legitimate (DiMaggio & Powell, 1991). Mophey and Huisman (2002) argue that as a result of the pressures of isomorphism, less reputable universities in tertiary education will

emulate reputable ones over time (Ansah & Swanzy, 2019). Therefore, mimetic isomorphic pressures indicate that organisations tend to model similar organisations in their fields that they believe are successful and legitimate.

Normative isomorphism, on the other hand, relates to professionalism. This is when cultural support is obtained from local and global professional associations (DiMaggio & Powell 1983; Meyer & Scott, 1983). Importantly, isomorphism also establishes the influential capabilities of the organisation as well as institutional legitimacy (Deephouse & Suchman, 2008). Professionalism, as explained by DiMaggio and Powell (1983) means members of a particular occupation collectively setting standards and expectations for practice. These practices, norms and values are conveyed to members via deliberate techniques such as workshops, public lectures, seminars, short courses periodicals, magazines and Manuhals (Janosik, as cited in Ansah & Swanzy, 2019). Members of such professional organisations such as university teachers in Ghana are required to exhibit similar traits and characteristics in order to gain legitimacy. This also has impact on the organisation (university colleges) these professionals work for since their credentials and experiences suggest whether an organisation is legitimate or not (Jonhston, as cited in Ansah & Swanzy, 2019). Institutional affiliation has been explained using the institutional theory especially in the Ghanaian educational context to explain the dynamics associated with the implementation of the affiliation policy by NAB. These pressures of the institutional environment such as the one associated with affiliation compel an organisation (university colleges) to modify their behaviour to become

isomorphic to institutions within their particular environment because nonconformity may threaten their legitimacy and continued existence (Ansah & Swanzy, 2019). Figure 1 explains the conceptualization of institutional theory in this study. Figure 1 shows the relationship between the variables.

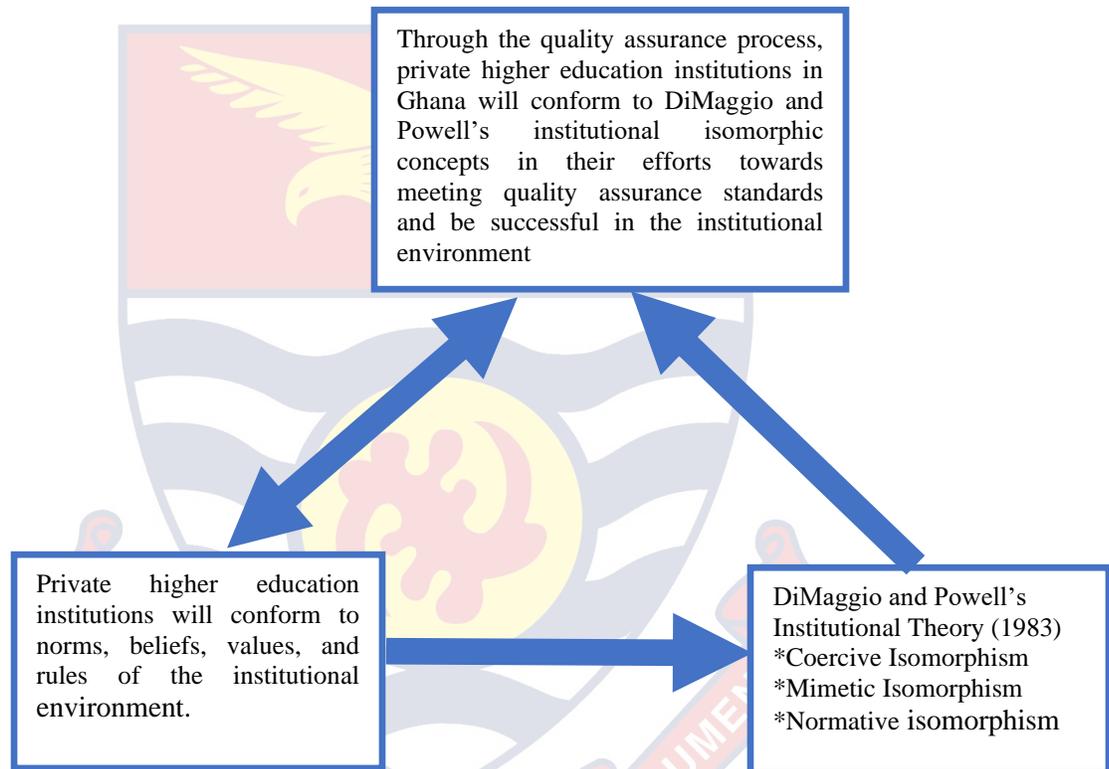


Figure 1: Conceptual Model- Institutional Theory and its Application to Private Higher Education Institutions in Ghana

Source: Adapted from Tsevi (2014).

It is evident from Figure 1 that there is relationship between coercive, mimetic and normative isomorphism which provides influence on the affiliation

relationship in this study. Figure 1 explains that private tertiary education institutions must conform to the values and rules of the tertiary education environment especially the rules set up by the regulator (NAB and NCTE in the case of Ghana). This relationship is based on the isomorphism espoused by DiMango and Powell in 1983. As institutions (private ones and newly established) go through this process, they are expected to go through reforms and training which would make their activities and programmes meet the quality standards expected of a tertiary education institution.

In this study, institutional theory (isomorphism) has been conceptualized in three ways. This is based on the explanations provided by Tsevi (2014). Coercive isomorphism is in evidence when higher education institutions in Ghana, are pressurized by the quality assurance body through invitations, regulations and persuasion to abide by the regulations of the accrediting body. Failure to abide by regulations will result in sanctions and thereby loss of legitimacy. Mimetic isomorphism also enables higher education institutions that are new to the environment to mimic the norms of the established higher education institutions in order to gain and maintain legitimacy. Higher education institutions are likely to mimic the course offerings at similar institutions than institutions that are dissimilar. Normative isomorphism on the other hand emanates from professionalism. This suggests that higher education institutions in Ghana could emulate course offerings established higher education institutions or hire faculty

having professional qualifications as the established higher education institutions in order to be recognized as legitimate.

Rationale of affiliation and mentorship in higher education in Ghana

There are some underlying rationale for affiliation and mentorship in higher education in Ghana. Newman (2018) argues that mentoring institutions are expected to provide academic oversight to ensure quality provision and outcomes in the institution being mentored. He argued that some of the roles of the mentoring institution, as prescribed by the National Accreditation Board, are to:

1. ensure that admission requirements of the mentored institution are in conformity with the approved national minimum requirement for admission to tertiary education institutions;
2. ensure that examinations are properly regulated and conducted in the mentored institution;
3. approve the appointment of external examiners for the programme(s) it is mentoring;
4. ensure that the content of the programme of the mentored institution satisfies the minimum requirements for graduation in the specified discipline;
5. vet the qualifications of academic staff of mentored institutions from time to time;
6. be represented on the team of the mentored institution for the purpose of assessment of the programme by assessors of the National Accreditation Board.

Variables Mentee Institutions consider before Affiliating

Every mentee institution would under normal circumstance look for some variables before considering a mentor. In furtherance of its mandate of ensuring and maintaining high standards of academic quality in the country, the NAB requires private tertiary institution as a matter of necessity to affiliate with chartered tertiary institutions. Chartered institutions are tertiary institutions that are legally authorised in their home country to award their own degrees, diplomas and certificates to their graduates (NAB, 2010). In the estimation of NAB, the chartered institutions have the capacity to provide academic leadership to the young upcoming private tertiary institutions in their quest to participate in the tertiary education service delivery (Utuka, 2011). Nonetheless, there are some variables that mentee institutions may consider before approaching a chartered institution for accreditation.

Quality of Academic Delivery

Quality of Academic Delivery cannot be ignored by any academic institution. Owusu-Mensah (2015) illuminates that quality assurance experts have identified three main types of quality: quality as a measure of value for money, quality as fit for purpose and quality as transforming. In measuring quality of academic delivery, Harvey and Williams (2010) identified quality as fit for purpose and quality as transforming as key ingredients. For quality as it fits the purpose of the institution or the university, it ought to ensure that students effectively learn to ascertain the appropriate standard of the institutions and quality to transform

students' perspectives of the world as well as their ability to apply the knowledge acquired in providing solutions to real world problems.

Owusu-Mensah (2015) explains that as a requirement for mentoring private universities, mentor universities are expected to have active accreditation (lecturers and facilities) in the specific programmes to ensure capacity and ability to monitor mentees. The mentors are required to assess the nature of academic delivery of mentees to ascertain the quality of training offered to students as well as the level of exposure required of the course. Inferring from the above information, it can be concluded that it is the expectation of the mentoring institution to conduct institutional audit to check the number of laboratory practical lessons, field trips, library resources, among others. This suggests that the critical role expected of the mentor can be achieved if the mentor institutions have the required staff for the programme that the mentee is affiliating. This is to say that a mentor institution cannot accept application for affiliation if the mentor institution does not have a similar programme accredited by the NAB.

In addition, UTAG (2014) outlined that the new policy directives of the Fair Wages and Salaries Commission (FWSC), suggests that without terminal degree no matter the number of years taught at the tertiary level, an individual cannot be a lecturer unless the incumbent has a terminal degree (Ph.D). Therefore, going by this directive, it is the expectation that a mentee institution would consider the number of terminal degree holders for a particular programme before approaching a mentor institution for affiliation.

Quality of Examinations

Quality of examinations is a factor in the selection of a mentor institution. Examination or assessment is a crucial issue in student learning and in assuring that the educational provider maintains academic standards (Morgan, O'Reilly, & Parry, 2003). They contend that grades allocated and feedback provided on assessment tasks drive students' progress through their programme of study. It is the expectation that at the end of their study, students of mentee institutions would be awarded certificates in the name of the mentoring university with an inscription indicating the mentee university as the location of lectures attended by the candidate (Owusu-Mensah, 2015). This arrangement suggests that the mentee institution is an extended campus of the mentoring university. Consequently, the mentoring universities are required to implement the same examination requirements with grading systems comparable to their standards.

The NAB requires that names, qualifications and expertise of external examiners be approved by the mentoring universities before appointments are made. Subsequently, mentors are expected to vet the interim assessment and main examinations with the appropriate marking schemes as well as the marked examination scripts. Also, the mentoring universities are required to participate in the examinations and academic boards meetings to determine awards of degrees as well as examinations related issues (Owusu-Mensah, 2015). In line with this directives from NAB, information available at the website of the University of Cape Coast suggests that the University through its Committee for Institutional Affiliation has been conducting visit to institutions which are seeking for

affiliation with the University. Some documents assessed by the Committee include Staff Curriculum Vitae, Organogram, Staff Development Policy, Academic Policies and Regulation and Appointment and Promotions Policy as well as the infrastructural facilities of the application institutions. The requirement inspection visits conducted by a mentoring institution is expected to ensure quality in the mentee institution. Therefore, a mentee institution may consider the quality of examination and training of a mentor institutions before approaching such institution for accreditation. Possibly, the quality of examination gives credibility to the certificate awarded by the mentoring institution. Therefore, affiliating to such an institution to be a mentoring institution may lead to high enrolments from potential candidates.

Tsevi (2014) highlights that most private tertiary institutions mimic prestigious ones. She reports of studies which have shown that established higher education institutions emulate prestigious institutions in order to gain legitimacy. She further indicated that a private tertiary institution seeking external recognition mostly conduct its activities to resemble institutions that are already recognized. Therefore, mimetic isomorphism evolves when there is uncertainty in the system that enhances the process of imitation. It is further explained that researchers describe 'mimetic isomorphism' as enabling organisations to emulate or copy the norms and forms of recognized institutions, such as higher education institutions in their efforts at gaining legitimacy.

Quality of Staff

Quality of staff of institutions are major requirements set out by NAB in the affiliation process. Ballantyne, Borthwick and Packer (2000) have stressed the efforts made by universities and governments to institute appropriate policies and measures designed to improve the quality of teaching staff as well as the extent of interactions, lecturer-student ratio as well the content of lectures in comparison with the mentor university. In Ghana, the NAB has also designed policies and practices to promote the quality of staff of higher education. To ensure quality in tertiary education, the lecturer-student ratio should be a matter of concern to all.

The National Council for Tertiary Education (NCTE) report of norms of student-lecture ratio of 18:1 for science, 15:1 for medicine, 27:1 for humanities and 27:1 for education. The NAB has set the minimum academic and professional standards for recruiting academic and administration staff of the universities. For example, the entry point for academic staff is the Doctorate Degree (NCTE as cited in Oduro, 2015). These standards are to be implemented by the mentee universities under direct supervision of the mentoring universities. The mentoring universities are required to participate in appointments board meetings to recruit new staff as well as to confirm evaluated promotion applications.

It is the expectation of the NAB that mentoring institutions would have quality staff in a specific discipline where a mentee institution is seeking affiliation. The rationale being that a mentoring institution could offer quality oversight responsibility over the mentee institution through academic audit, pre and post examination moderation, curriculum reviews, interviewing and reviewing

application for appointment of academic staff among others. These obligations cannot be performed credibly if the mentor institutions cannot boast of qualified staff in such discipline.

Manuh, Gariba and Budu (2007) make mention that often, new universities have drawn staff from the public universities. Often, these staff drawn from public universities as part-time staff are from the institutions where they are affiliated to. Similarly, evidence in the literature (Fried, Glass & Baumgartl, 2007; Hayward & Ncayiyana, 2015) suggests that most private tertiary education institutions in Ghana depend hugely on adjunct faculty members which constitute more than fifty percent of their academic faculty resource. In view of the continual need to get PhD holders to teach, most of the private tertiary education institutions rely on the public higher education institutions (Otieno & Levy, 2007). This suggest that, most mentee institutions look up to their mentor institution for staff support, mostly in the form of part-time staff because such mentoring institutions have adequate support staff. Consequently, most mentee institutions would consider the staff strength and specialisation of staff of mentoring institution as prerequisite before approaching such institution for mentoring.

Efficient University Administration

Effah (2015) sees governance as the traditions and institutions which leadership and authority is exercised in a given organisation. He further perceived governance as the art of participatory, accountability, transparency, measured and improved upon. Higher educational institutions in Ghana have a two-tier or

bicameral system of governance. Their councils are vested with the overall responsibility for matters relating to finance, development, appointment and discipline. In addition, academic boards are responsible for all academic matters (Livingstone, as cited in Entsie & Attafuah, 2016).

Daudu (as cited in Entsie & Attafuah, 2016) explained that the management of universities is complex such that it requires participation through the committee system because of the bureaucratic, collegial and political models that are applicable in them. Utuka (2011) explains that affiliation of private tertiary institutions with chartered institutions also helps to safeguard the mushrooming of tertiary institutions. Tertiary institutions are expected to be well equipped in terms of physical infrastructure and a sound financial base with adequate structures in place. Through the process of affiliation, mentoring institutions are able to assess the capacity of private tertiary institutions to run tertiary programmes (Varghese, 2006).

Thus, most mentee institutions look up to the mentoring institutions for directions and setting up of major offices and administrative structures. The contributions of mentoring universities to efficient university management in mentee universities is valuable. Mentoring institutions provide capacity of training opportunities as well as supporting the mentee to set-up appropriate accounting, information and auditing management systems of the new universities. The university management systems such as types of committees, compositions, modus operandi-functions, limitations, reporting and control

systems are very imperative to efficient management of any higher education establishment.

The use and management of information communication infrastructure for admissions, management of students' academic records as well as for teaching is very important. These elements are what most mentoring institutions look up for and try to reshape them at their mentoring institutions to ensure quality of teaching and learning. This therefore suggests that one variable that a mentee institution may consider is the efficient administrative structures of their mentoring institutions. An institution with a weak administrative structure may not be in a position to offer the required rigorous training required for a new or existing institution. Mentee institution may shy away from approaching such weak institutions for affiliation.

Quality of Admission

The quality of admission by mentor institutions may not be overlooked by mentee institutions as a measure of selecting institutions for affiliation. Selection of candidates into various higher education programmes in the country has been based on results of objective examinations conducted by an independent West African Examinations Council (WAEC). The NAB, based on the WAEC results, has set the minimum requirement for entry into any tertiary education programme; that is, passes in English, Mathematics and either Science or Social Studies for humanities and science students respectively to ensure that students of higher education possess the rudiments of statistics, human behaviour as well as

the ability to communicate in English (Owusu-Mensah, 2015). The NAB of Ghana has institutional standards that indicate minimum admission requirements for certificate, diploma and degree levels; minimum number of students that must be enrolled in a programme; and minimum qualifications of faculty among others.

Nyan (2014) argues that using such measures and variables in predicting knowledge and skills of university entrants is problematic. He further argues that some students perform creditably in the West Africa Senior Secondary School Certificate Examinations (WASSCE) but due to low performance in one or two core subjects, such candidates are denied access to tertiary education. He further illuminated that the most affected is the private institutions which mostly rely on the 'surplus' admissions of candidates who do not get admission into public universities. As such, with such strict restrictions, such private admissions are mostly affected.

Donkor (2015) gives an example in which 651 students were withdrawn from the Methodist University College (MUC) under the directive of the Executive Secretary of the National Accreditation Board (NAB), Mr. Kwame Dartey, with the reason that there were deficiencies in their admission requirements. They had been offered admission by the MUC during the 2011/2012 academic year based on a Daily Graphic publication of January 7, 2011. Consequent to their dismissal in May 2012, the 651 students commenced an action on May 17, 2013 against the MUC, the NAB and the Ministry of Education seeking to enforce their fundamental human rights, specifically their right to education. The court, ruled

that the students had a right to unimpeded education and had already begun their programmes of study after paying school fees.

Mentee institutions are known to seek guidelines from their mentee institutions regarding the admission requirement for specific programmes. Mentoring institutions are expected to ensure that students admitted to their mentee institutions meet the minimum requirements set out by the NAB. The NAB has further directed that mentoring institutions should be involved and supervise the admission process of their affiliate institutions (www.nab.gov.gh, 2018). Utuka (2011) suggests that the affiliation of private tertiary institutions creates an avenue for the recognition of achievement of students from private tertiary institutions as they are awarded certificates, diploma and degrees of mentoring institutions. Since most of the chartered institutions have international reputation, qualifications awarded by the mentoring institutions to graduates of mentored institutions are highly recognised and graduates have competitive urge in the global job market (Varghese, 2006).

Utuka (2011) explains that the NAB has set a bench mark against which it measures chartered institutions' qualification for mentoring private tertiary institutions. According to NAB guidelines on mentoring, a tertiary institution shall qualify for mentoring on the basis of the following conditions: (a) it is chartered, (b) it has graduated the first batch of students it admitted in the programme area it intends to mentor the private tertiary institution, (c) it has adequate and qualified academic Senior Members to supervise the programme(s)

it intends to mentor, (d) it has active accreditation of the programme it is to supervise in the mentored institution, (e) proven ability of mentoring more than one institution in the same programme as the case may be, and (f) submission of report on the programme affiliation to NAB and track record of research output in the programme area for which the prospective institutions requires affiliation (NAB, 2010).

Challenges Encountered by Mentee Institutions on Affiliation

Works of several authors (e.g., Harman, 2004; Heslop, 2014; Materu, 2007; Tetteh, 2014) indicate that affiliation is difficult and complex in a different context. The reasons are direct consequences of the nature of affiliation such that affiliated independent higher education institutions maintain their autonomy and ownership. They also maintain their governance system and their curriculum, while the affiliating institution is expected to mentor and assist to build capacity of the leadership and management team, supports them to achieve greater efficiency and effectiveness. Again, this is to be catted out in their own academic governance and administration practices and improve the quality of delivery and outcomes of the curriculum and generate desirable graduate attributes (Harman, 2004). Heslop (2014) contends that private colleges have expressed their frustration at the lack of freedom under the affiliation system, which denies them degree-awarding powers and gives them no control over the curriculum and courses they offer. They further state that although most private tertiary

institutions wish to become autonomous institutions, the state machinery legislations mostly prevent them from doing so.

Materu (2007) cites example of affiliation system where countries have developed mentoring systems for new universities, or for private universities, not unlike those employed in an earlier era for some of the first universities in Africa. In Cameroon, the government has a mandatory system of mentoring in which private higher education institutions choose a mentor from among the public institutions and sign a mentorship agreement with the state and/or the accredited university as part of the conditions for accreditation. The costs of this relationship are borne by the private institution being mentored. In these cases, the degree granted during the mentoring period is that of the public university. Ghana has a somewhat similar process for its private universities. This arrangement is not without its critics, especially given the fees charged and proposed by the mentoring institution set at US\$17,000 by the University of Ghana. Private universities do have the option, after four years, if they fulfill certain conditions, to become universities in their own right and dispense with mentorship (Saffu, 2006).

Utuka (2011) suggests that the requirement by NAB for institutional and programme accreditation were too stringent, bureaucratic, expensive, time consuming, and involves too much paper work. In addition to meeting the requirements of NAB, the author contends that private tertiary institutions had to budget for affiliation fees and meet the other requirements of the mentoring

institution. Similarly, Baryeh (2009) and Tetteh (2014) shared the claims of Utuka (2011) when they pointed out that apart from satisfying the NAB requirements for institutional and programme accreditation by private tertiary institutions, they are equally required to meet the affiliation fee and other requirements from their mentor institutions. Owusu-Mensah (2015) states that in Ghana, a private tertiary institution is expected to be mentored by an autonomous institution (mostly public tertiary institutions) for a period of ten years. The objective of the mentorship is to prevent unscrupulous business entities from setting up sub-standard institutions as well as protect the interest of prospective students. The British Council (2004) however share the opinion that some mentoring universities have many colleges affiliated to them. This they suggests pose considerable challenges in regulation and quality control; and while there are notable exceptions, many are perceived to be sub-standard.

According to Bermile (2012), private universities have raised concerns that the accreditation bodies are rather too hard on them than on public ones. He cites the example of accreditation requirement that university colleges be mentored for 10 years before chartering and notes, that seems to apply more to the private university colleges only. Bermile further explains that comments from some heads of Private tertiary institutions revealed that attempts by the Conference of Heads of Private Universities for example to convince the government to support them through the (GETFUND) as well as grant tax relief to their institutions have not yielded desired results. Hayward (2006) cites other challenges cited by private tertiary education institutions such as financial barriers, lack of direct funding

from the government unlike the public universities, high accreditation fees and lack of tax reliefs and incentives. Tetteh (2014) argues that apart from satisfying the NAB requirements for institutional and programme accreditation by private tertiary institutions, they are equally required to meet the affiliation fee and other requirements from their mentor institutions. Hayward gives example of high accreditation fees charged by the University of Ghana which was pegged at \$17,000 as at 2006 (Yankah, 2018).

Multiple mentorship by a single institution is another problem of higher education in Ghana. The NAB regulations and rules on private higher education permit accredited institutions to engage other programme specific mentors to boost the number of programmes offered, especially where the primary mentor is unwilling to allow the Mentee University to introduce more programmes or lacks the capacity to supervise the mentee (Owusu-Mensah, 2015; Tsevi, 2014). The authors further contend multiple mentoring according to NAB, creates problems of inefficiencies and vacuum of responsibility on the part of the mentors because each mentor expects the other will undertake the responsibility but no mentor ends up performing the task. It is also improper for students to attend the same university but to earn different certificates from different universities because of multiple affiliations (Owusu-Mensah, 2015).

Tsevi (2014) however gives an explanation why there may be many private tertiary educational institutions having multiple affiliations and why private universities may affiliate to more than one chartered institution. According to her

as part of regulatory requirement by the regulator, NAB, institutional affiliation which consists of a mentor (supervisor) institution and a mentee institution in Ghana could have multiple affiliations because of the number of programmes affiliates institutions offer. She further argues that private tertiary education institutions affiliated to public universities may not have a specified timeframe. In a similar vein, the affiliation process in Ghana does not have a specified time frame as noted in the L.I.1984, and the private affiliates are in the majority. An affiliate private institution in Ghana is weaned off its mentor (supervisor) when it eventually attains a charter status. Thus, one could argue that multiple affiliation could stem from the fact that many private tertiary education institutions run different programmes spanning from different fields. As a results of the regulator's requirements to seek for mentorship in each programme, newly and non-chartered tertiary education institutions must seek for a chartered institution which may be offering similar programme for affiliation. This may explain why one tertiary education may affiliate itself with multiple chartered institutions each mentoring the institution on different programmes the mentee institution may be offering.

Although this may be good practice due to the need for checking quality, it also raises issues regarding coordination and control of the mentee institution. This possibly could come as a results of conflicting instructions and information to the mentee institution. For example, a letter sighted by this author to one affiliate institution seeking for mentorship from the University of Cape Coast

(UCC) stipulated that UCC would be represented in major boards and committees of decision making including their academic board and council. Thus, going by this narrative, if a mentee institution have more than four mentoring institutions for its different programmes and each requires a representative on its major committees, then it means that it would have to accommodate the representatives from each of the four mentoring institutions which can create problems for the mentee institution. This even becomes critical since each mentoring institution may have its own philosophy and way of doing things. In the case of Ghana, for example, the University of Cape Coast and the Kwame Nkrumah University of Science and Technology both have different grading systems. As such, an institution affiliated to both chartered institutions would have its students being graded using different grading systems. This particularly does not help with consistency in the award of degrees and certificates as the students would be awarded the degree based on the area the mentoring institution had oversight responsibility. This and many more problems are what non chartered tertiary education institutions (especially the private ones) have to grapple with.

A search on the website of the National Accreditation Board (NAB) gives an indication of the private or institutions under mentorship that have more than one mentoring institutions. This researcher selected all the institutions which have more than one mentoring institutions. The list is presented in Table 1.

Table 1: Institutions under Multiple Mentorship

No	Name of Affiliate Institution	Mentoring institutions	Number of mentoring institutions
1	College Of Health And Wellbeing – Kintampo	Kwame Nkrumah University of Science and Technology , University of Cape Coast	2
2	African Institute for Mathematical Sciences	Kwame Nkrumah University of Science and Technology, University of Cape Coast	2
3	Academic City College	University of Cape Coast, University of Mines and Technology	2
4	Asanka College of Design and Technology	University of Cape Coast, University of Education, Winneba	2
5	Baldwin College	University of Cape Coast, National Board for Professional and Technician Examinations (NABPTEX)	2
6	Blue Crest (Formerly of NIIT Ghana College)	University of Education, Winneba, University of Sunderland, U.K	2
7	Catholic University College of Ghana, Fiapre	University of Ghana, University of Cape Coast	2
8	Catholic Institute of Business and Technology	University of Ghana, Kwame Nkrumah University of Science and Technology	2
9	Christ Apostolic University College	University of Cape Coast, Kwame Nkrumah University of Science and Technology	2

No	Name of Affiliate Institution	Mentoring institutions	Number of mentoring institutions
10	Christian Service University College	University of Ghana University of Cape Coast	2
11	Presbyterian University College, Ghana	University of Ghana, University of Cape Coast	2
12	Pentecost University College	University of Cape Coast, University of Ghana	2
13	Methodist University College Ghana	University of Ghana University of Cape Coast	2
14	Perez University College	University of Cape Coast University of Mines and Technology	2
15	Wisconsin International University College	University of Ghana University of Cape Coast Kwame Nkrumah University of Science and Technology University for Development Studies	4
16	CSIR College of Science and Technology	University of Eastern Finland, University of Cape Coast	2
17	Data Link Institute of Business and Technology	Kwame Nkrumah University of Science and Technology Northampton University Jiangsu University of Science and Technology, China	3
18	Noble International Business School	Ghana Institute of Management and Public Administration	2

No	Name of Affiliate Institution	Mentoring institutions	Number of mentoring institutions
		Swiss Business School, Kloten-Zurich, Switzerland	
19	Spiritana University College	Kwame Nkrumah University of Science and Technology University of Cape Coast Duquesne University, Pittsburgh, USA	3
20	Technical University College, Tamale	University of Development Studies Kwame Nkrumah University of Science and Technology	2
21	University College of Management Studies	Kwame Nkrumah University of Science and Technology University of Education, Winneba	2

Source: Adopted and modified from www.nab.gov.gh, 2019

It is evident from Table 1 that 21 institutions under mentorship are having more than a mentor. It is evident from Table 1 that most of the institutions have two mentoring institutions. However, Wisconsin International University College has four (4) mentoring institutions (University of Ghana University of Cape Coast, Kwame Nkrumah University of Science and Technology, University for Development Studies) all being public chartered tertiary education institutions. This suggests that Wisconsin International University College may have four different universities awarding different certificates to its graduates. Similarly, Spiritana University College and Data Link Institute of Business and Technology also have three (3) institutions mentoring them. This also suggest that such

mentoring institutions also award different aspect of the institutions programme. This further raises the question of control of the mentoring institution. It raises the question as to which of the mentoring institutions have a direct impact on the control of the mentee institution. It also raises issues regarding leadership style and mentoring style. The National Accreditation Board in Ghana has not developed a mentoring guide to aid a mentorship by mentoring institutions. It is therefore left at the hands of the mentoring institutions to decide how to mentor the mentee institutions.

Newman (2018) explains that having multiple mentorship means different programmes of private universities may be supervised by different mentor institutions. The net effect of this according to Yankah (2013) is that mandatory requirement of NAB accreditation regulations which calls for academic programme affiliation with a public university and in some cases chartered professional bodies often results in conflicting requirements from mentor institutions/chartered professional bodies and NAB, leading to duplication of procedures for affiliation/ accreditation of private higher education institutions academic/ professional programmes. The situation according to Yankah (2013) is further worsened when a mentee institution with multiple mentorship has distinct intellectual and administrative traditions, can lead to what he calls “total confusion” and could even lead to complete loss of the mentees identity. Achio (2017) argues forcefully that such multiple mentorship or affiliation of programmes to different mentoring institutions could lead to the imposition of

different academic policies and conflicting quality assurance requirements on new institutions and that some of these policies and requirements may not bring beneficial effects to the delivery of programmes by institutions under mentorship.

Another interesting findings about Table 1 is that some of the mentee institutions in order to seek international recognition have also sought mentorship from foreign tertiary education institutions. Examples of such institutions as exhibited in Table 1 includes Spiritan University College, Data Link Institute of Business and Technology, Blue Crest (Formerly of NIIT Ghana College) and CSIR College of Science and Technology. These institutions have affiliated some of their programmes to these international tertiary education institutions who would award their certificates. It is unclear how often their mentoring institutions visit and access their programmes, results, infrastructure, administration among others to ensure that they are conforming to the standards required of them.

Regulation of Tertiary Education in Ghana

According to Bjarnason, Cheng, Fielden, Lemaitre, Levy and Varghese (2009), regulation is used to embrace all aspects of the government's relationship with the private sector. In this sense, regulation begins with a decision to allow a private provider to plan or develop a campus, continues with the approval of programmes, awards, the grant of operating incentives. It also includes regular monitoring together with the collection of information on financial and academic performance. In Ghana, the regulation of the tertiary education environment is vested in the National Accreditation Board.

As part of reforms to regulate the tertiary education environment in Ghana, the Government of Ghana in 1993, through a Legislative Instrument and later the National Accreditation Board Act, 2007, Act 744, established the National Accreditation Board (NAB), with the mandate to regulate the accreditation of tertiary education in the country. The Act 744 2(1) stipulates that “the Board is responsible for the accreditation of both public and private institutions as regard to the contents and standard of the programmes (Owusu-Mensah, 2016).

Since its inception as a regulatory body in 1994, Ansa and Swanzy (2019) as well as Owusu-Mensah (2016) argue that the National Accreditation Board has been the main quality assurance regulatory body in Ghana. Their regulatory provision has mainly been channelled through rigorous accreditation process of both public and private tertiary education institutions. The increase in the promulgation of private tertiary education institutions especially by religious bodies and individuals for private gains have recently raised high suspicions about the quality of products from these private tertiary education institutions.

Ansa and Swanzy (2019) explains that in order to enhance the quality of education delivered in university colleges, NAB outsources its quality safeguard mandate to chartered universities (mainly public universities) through a strategy called affiliation. The National Accreditation Board (NAB) of Ghana, further shares parts of its core duty of ensuring that high standards are attained and maintained by setting guidelines to regulate activities of newly-established private tertiary institutions/prospective tertiary institutions through affiliation. The idea of affiliation is to ensure that a newly-established tertiary institution/prospective

tertiary institution is mentored by an established public university nationally-recognized or chartered tertiary institution until the private university college (mentored institution) becomes mature and able to operate independently and therefore receives a presidential charter to run its own programmes (NAB, 2011).

This arrangement of affiliation could be explained that the National Accreditation Board on its own does not have the expertise and the human resource to mentor newly established tertiary education institutions till they can become chartered. This is even critical since these university colleges often offer diverse programmes which would be practically impossible for staff of the NAB to move to different parts of the country to mentor these newly established university colleges. It is against this backdrop that the affiliation concept adopted by the National Accreditation Board works best in the situation of the Ghanaian context. The affiliation context therefore requires that the quality assurance process and the mentoring of these university colleges would be outsourced to chartered institutions who would mentor university colleges for at least ten years before they can become chartered and be able to award their own certificates.

History of Affiliation Practice in Ghana

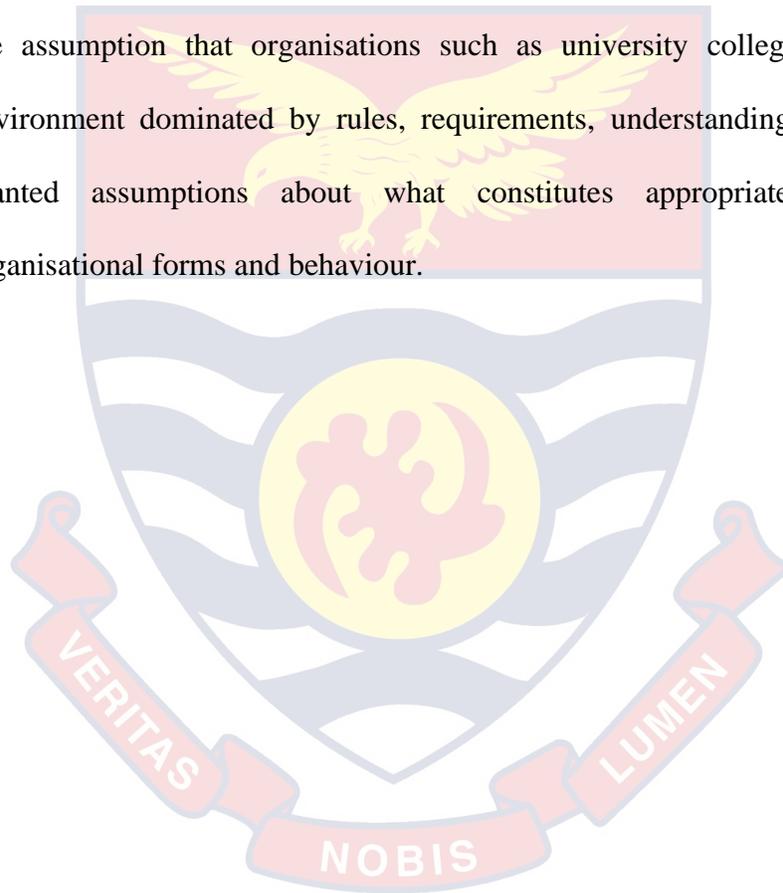
Affiliation practice started in Ghana in the pre-independence era in the year 1948. As part of efforts to improve the human resource base of the country, the University College in Ghana (established in 1948) was established. In order for the newly established university college to survive and ensure quality of its programmes and certificates, through a special relationship with the University of

London, the University College of Ghana was affiliated to the University of London, which awarded its degrees. It was not until after independence that the country saw an expansion in the establishment of higher education institutions. The gaining of full University status of the University of Ghana led to other public tertiary education institutions being affiliated to it. For example, the University of Science and Technology (now Kwame Nkrumah University of Science and Technology) when established was affiliated to the University of Ghana until it gained its full University status. Similarly, the University of Cape Coast was also affiliated to the University of Ghana until it also gained full university status (Newman, 2018). Newman (2018) explains that other similar arrangements could be said of University of Education Winneba and the University of Mines and Technology. He explained that for the University of Education, Winneba, it was affiliated to the University of Cape Coast for mentorship until it was granted full Presidential Charter to award its own certificates. The University of Mines and Technology was until given University status was a satellite campus of the Kwame Nkrumah University of Science and Technology. After it was granted a full University status, the KNUST still mentored the University till it was granted charter. The concept of affiliation has been happening in Ghana even when there was no formal regulations.

Summary of Review of Related Literature

The literature review has revealed that the concept of institutional affiliation is not new in higher education institutions. It also revealed that the concept is more

of quality assurance tool to ensure maximum standard in higher education delivery. It is to provide academic support and supervision to a mentee institution to ensure the attainment and maintenance of high standards for the promotion of academic quality. It however, allows each independent higher education institution to remain independent with its own governance and administration system. It is premised on institutional theory by DiMaggio and Powell (1983) on the assumption that organisations such as university colleges operate in an environment dominated by rules, requirements, understandings, and taken-for-granted assumptions about what constitutes appropriate or acceptable organisational forms and behaviour.



CHAPTER THREE

RESEARCH METHODS

This chapter describes the procedures and techniques used in the gathering of data. For the purposes of clarity and orderliness, this chapter is described under sub-headings such as the research design, the population, the sample and sampling procedure, and the research instruments, data collection procedure and analysis of data.

Research Design

This study adopted the descriptive survey design. Surveys help identify important beliefs and attitudes of individuals. As such, they provide useful information to evaluate programmes in insitutions (Creswell, 2012).

Mooi and Sarstedt (2011) explain that descriptive survey entails describing certain phenomena, characteristics, or functions. It can focus on a variable or variables at the same time. According to Creswell (2012), descriptive survey helps to identify the attitudes, beliefs, and opinions of individuals about issues. As such, responses from respondents are easy to analyse and the survey design presents a reliable basis for the researcher to pay attention to specific questions of interest and importance.

The descriptive survey design was adopted for the study due to the rationale of covering large respondents. The use of descriptive survey ensures that the respondents can express themselves about opinions, that is, perceptions of NAB affiliation policy and the variables of interest mentee institutions consider before

approaching a mentoring institution for affiliation. This is made possible due to the ability of the researcher to ask relevant questions and expect answers from the respondents.

The use of survey design ensures part of the population is carefully selected to represent the total population and a description of the population is inferred from what is found about the sample (Fraenkel, Wallen & Hyun, 2011). In view of the large number of respondents, and since the researcher cannot cover all of them (respondents), survey design is employed to ensure that proportionate sample of the population is sampled to represent the entire population.

Population

The total population for this research is 275. The target population of the research comprised all private tertiary institutions in the Greater Accra Region under active mentorship. However, the population for the study is delimited to private tertiary institutions that have been in operation for more than six years. Second, the institutions must have undergone mentorship with more than one chartered tertiary education institution. The rationale for selecting institutions within this category is that, such institutions that have been operating for more than six years would have undergone accreditation for more than once. As part of the accreditation process, they would be required to have a mentor for their institution and programmes. The institutions would consider some variables before approaching a particular mentoring institution for affiliation. It is the expectation that as a result of this, the institutions would have more information

about the affiliation policy. Similarly, an institution that has more than one mentoring institution would have in-depth knowledge about affiliation and mentorship of programmes. Consequently, it is imperative that such institutions in the Greater Accra would be selected to form the population for the study.

The study targeted two categories of staff. The first group comprised of 'management personnel' of private tertiary education institutions. The management personnel consisted of the President/Rector, Registrar and Finance Officers in the institutions. The management personnel were included in the study due to their in-depth knowledge in the affiliation process. They are the ones who deal directly with the mentoring institution during the affiliation process.

The second category of respondents comprised of full-time academic staff of the various private tertiary education institutions. The inclusion of the academic staff as part of the respondents is to further provide details from Faculty regarding the variables of interest they consider before affiliating to or recommending a particular institution for affiliation. It also affords the researcher to gather from them the possible challenges they have with the affiliation process. This is due to the fact that the lecturers are the ones who teach, conduct research, and impart knowledge. They interact with the mentoring institution through academic reviews, moderation of examination questions and marked scripts. It is therefore important that their perceptions are sought regarding the variables of interest private tertiary education institutions consider in selecting their mentor institutions.

Information available at the website of NAB and the Tertiary Education Statistics Report (2017) suggests that there are six accredited private tertiary education institutions in Greater Accra which have the criteria indicated earlier in for this study. For the purposes of this study, chartered private universities are not included. The breakdown is presented in Table 2.

Table 2: Sampled Private Tertiary Educational Institutions

No.	Name of Private Tertiary Institutions	Name of Mentoring Institutions	Staff Population
1.	African University of Communications	Board For Professional And Technician Examinations (Nabtex)	29
2.	Wisconsin International University College	University of Ghana University of Cape Coast Kwame Nkrumah University of Science and Technology University for Development Studies	82
3.	Blue Crest (Formerly of NIIT Ghana College)	University of Education, Winneba, University of Sunderland, U.K	28
4.	Ghana Technology University College	University of Cape Coast Kwame Nkrumah University of Science and Technology	68
5.	Data Link Institute of Business and Technology	Kwame Nkrumah University of Science and Technology Northampton University	43
6.	Dominion University College	Jiangsu University of Science and Technology, China Kwame Nkrumah University of Science and Technology University of Cape Coast	25
Total			275

Source: Retrieved from Tertiary Education Statistics Report (2017) and National Accreditation Board Website.

It can be seen from Table 2 that there are six private tertiary education institutions in Greater Accra which have been operating for more than 6 years and also have multiple affiliation. These institutions are affiliated to different public tertiary education institutions. Some are affiliated to more than two mentoring institutions. Wisconsin International University College for example is affiliated to four different mentoring institutions. The interesting thing about some of the mentee institutions is that some have affiliation with both local and foreign mentoring institutions.

Sample and Sampling Procedure

In view of the large population for the study, and referring to Krejcie and Morgan (1970) table for determining sample size, a total of 159 respondents were sampled from all six private tertiary education institutions for the study. The simple random sampling method was used for the selection of the respondents. With the use of the simple random sampling technique, first, the table for determining sample size provided by Krejcie and Morgan (1970) was used to select the specific sample size. Krejcie and Morgan recommended that for a population of 275, a minimum sample of 150 should be selected.

The Table of random numbers was used to select 159 respondents (additional nine respondents to assure that the minimum number is not violated in the event that some respondents drop out) from the private institutions. The Statistical Package and Services Solutions (SPSS) was used to select the specific number of respondents according to the sample size and the institutions under study.

Research Instrument

Considering the research design used for the study and the large sample size, the study adopted a questionnaire as the instrument for data collection. The questionnaire comprised of mostly closed-ended items with few open-ended ones. The questionnaire was designed to explore the views of the respondents on variables private tertiary education institutions consider before approaching a mentoring institution for affiliation. The use of questionnaire ensured that the researcher was able to cover more respondents and further ensure that anonymity of the respondents was ensured. The questionnaire comprised of five sections. Section one looked at the demographics of the respondents. The second section examined the understanding of the respondents regarding the concept of affiliation. Sections three and four examined the variables mentee tertiary education institutions consider before affiliating and meeting mentee institutions' expectation of the variables of interest for mentorship respectively. The last section (which is section five) elicited information regarding the challenges mentee tertiary education institutions encounter in the selection of institutions for affiliation based on their variables of interest.

Data Collection Procedure

An introductory letter from the Institute for Educational Planning and Administration (IEPA), University of Cape Coast, was sought before going to the field for the data collection. The letter was sent to the sampled private tertiary education institutions to ask for permission to conduct the study. The purpose of the study was explained to the management as well as seek their consent on the

appropriate time and place for the data to be collected. With the approval of the institutional heads, the letters were sent out to lecturers for them to participate in the study. The questionnaires were administered in the various offices with ample time given the respondents to complete it. The Presidents, Registrars and Finance Officers were also served with copies of the questionnaire in their respective offices. The purpose of the study was first explained to them and they were assured of confidentiality in the information given.

Ethics that govern social research was adhered to in this study. The consent of the participants was sought first before the study was carried out. This was to ensure that the participants did not feel pressured to partake in the study. They were allowed to ask questions if any regarding the study and answers were given to such questions. The participants were also assured of confidentiality and anonymity of responses. In line with this, all possible identifiers that could be used to trace the participants were removed from the questionnaire and its analysis. The participants were asked not to state their names on the questionnaires.

Validity and Reliability of Instruments

Validity has been defined to be the extent to which [a test] measures what it claims to measure. A measure is valid if it measures what it is supposed to measure, and does so cleanly – without accidentally including other factors (Gregory, 1992, p. 117). Validity is defined as the extent to which a concept is accurately measured in a quantitative study (Heale & Twycross, 2015). Atubga (2016) defines reliability as the extent to which results of a study are consistent

over time. Reliability relates to the consistency of a measure. A participant completing an instrument meant to measure motivation should have approximately the same responses each time the test is completed (Heale & Twycross, 2015).

The validity of the questionnaire was checked by my supervisors to ensure that the instruments measured what it intended to measure. After the instruments were developed, copies were given to my supervisors for them to go through and make corrections and suggestions. This was necessary to ensure that it was comprehensive enough to cover all aspects of the study. The reliability of the instrument was checked through the use of the Cronbach's Alpha reliability coefficient. That is, the questionnaire was piloted at three private tertiary education institutions in the Central Region. The results or data obtained was then entered into the Statistical Package and Service Solution version 21 for analysis. This was done to compute the Cronbach Alpha Reliability Co-efficient for items on the questionnaire. Mohen and Dennick (as cited in Tavakol & Dennick 2011), are of the view that Cronbach's alpha (α) is a way to measure reliability or internal consistency of a psychometric instrument. Therefore, for interpreting the Cronbach's alpha (α) value, a score more than 0.7 is considered accepted. For this study, the Cronbach's alpha (α) value recorded for sections C, D and E was 0.829, 0.728 and 0.665 respectively. Thus, the alpha value for the three sub scales were greater than 0.7. This implied a higher internal consistency between the test items. The overall reliability score for all the Likert scale items, however, was Cronbach alpha of 0.724, which meant that the alpha value was greater than 0.7.

This indicates a higher internal consistency between the test items. It also implies that the instrument employed for the study was reliable. The alpha value was considered as an acceptable measure of determining the reliability of an instrument for research purpose because Cohen, Manion and Morrison (2007) have indicated that such reliability co-efficient are considered high and therefore adequate.

Data Analysis

The analysis was done quantitatively. The questionnaires were collected and checked to ensure all the items have been well answered. It was then coded accordingly taking into cognizance the likert and multiple items used. The data was then entered into the Statistical Package for the Social Sciences (SPSS version 21) and analysed . Basically, data gathered in this research were analysed descriptively. The questionnaire was analysed using frequency and percentages as well as means and standard deviation. The summary of the data analysis has been presented in Table 3.

Table 3: Methodological scheme

Concept: Affiliation	Indicators	Research Questions	Tools for data collection
Dimension (1): Institutional affiliation	<p>What is institutional affiliation?</p> <ol style="list-style-type: none"> Institutional affiliation is a partnership between two independent higher education institutions involving joint research activities. Institutional affiliation is a government policy for chartered public higher education institutions to mentor newly established higher education institutions Institutional affiliation is an academic collaboration between two chartered institutions for the purposes of awarding degrees. 	<p>1. What is the understanding of mentee institutions about the system of affiliation in Ghanaian tertiary education?</p>	<p>Questionnaire Management questionnaire, lecturers' questionnaire</p>
Dimension (2): Programme affiliation	<p>What is programme affiliation?</p> <ol style="list-style-type: none"> Programme affiliation is an agreement where a national-recognized chartered higher education institution mentors a 		<p>Questionnaire Management questionnaire, lecturers' questionnaire</p>

particular programme of a newly established higher education institution

2. Programme affiliation is a relationship between two independent higher education institutions for the purposes of training students in a particular programme
3. Programme affiliation is a special arrangement where a newly established higher education seek programme mentorship from an accredited tertiary institution.

Concept:

Variables of interest

Dimension:

(1)

Recognition

1. National
 - a. Accredited by NAB and NCTE
 - b. Evidence of high research output by its Faculty
 - c. Availability of qualified academic and administrative staff
 - d. Adequate physical infrastructure
 - e. Ranked high among best tertiary institutions in the country
 - f. Proportion of academic staff who are full professors
 - g. The institution is chartered (can award its own certificates)
2. What are the variables of interest when mentee tertiary education institutions in Ghana are selecting

2. International institutions for
 - a. International collaborations with other recognised tertiary education institutions
 - b. Evidence of international publications by its Faculty
 - c. Ranked among best tertiary education institutions in the continent and on the globe
 - d. Evidence of international grants and award by its faculty (especially in the area where the institution intend affiliating)
 - e. Recognition of the institution by International Agencies (eg. Association of African Universities, European Association for Quality Assurance in Higher Education etc.)

**Dimension:
(2)**
Capacity to provide needed support

1. Effective supervision
2. Effective academic structures
3. Adequate qualified senior members
4. Efficient administrative structures
5. Ability to mentor more than one institution

3. How have the mentee tertiary education institutions' expectations of mentorship been met?

Questionnaire
Management questionnaire, lecturers' questionnaire

**Dimension:
(3)** Cost of affiliation

1. Affordability
2. Payment arrangement

Questionnaire
Management questionnaire, lecturers' questionnaire

**Dimension
(4):**

1. Availability of mentor institutions
2. Bureaucratic procedures

4. What challenges do mentee tertiary

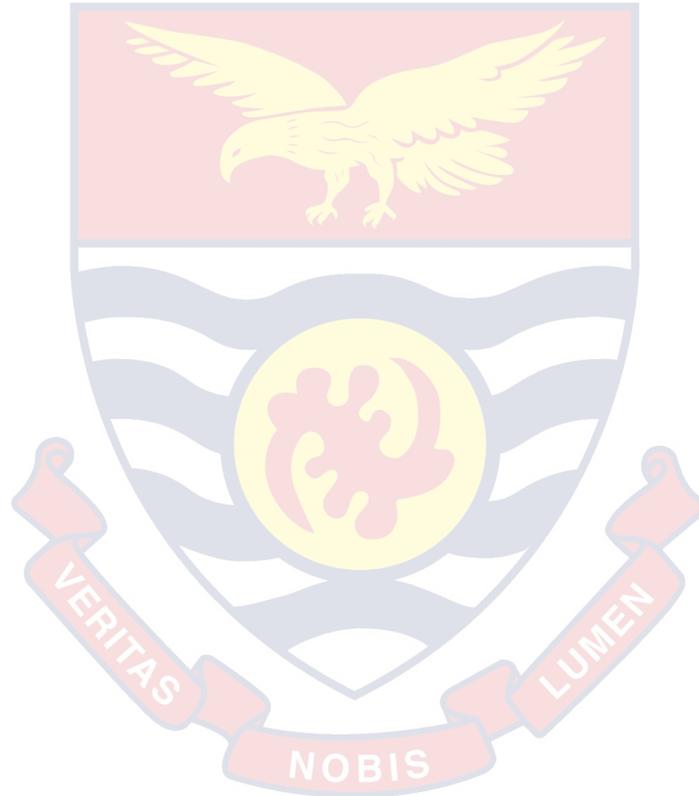
Questionnaire

Challenges
in obtaining
affiliation

3. Entry requirements for staff and students

education institutions
encounter in the
selection of institutions
for affiliation?

Management questionnaire,
lecturers' questionnaire



CHAPTER FOUR

RESULTS AND DISCUSSION

The study was conducted to explore the variables of interest in selecting institutions for affiliation by mentee tertiary education institutions in Ghana. This chapter presents the findings of the study. The findings are presented according to the research questions and fully discussed given cognizance to implications from the institutions involved in this study as well as other previous empirical findings.

A total of 159 respondents were sampled from all six private tertiary education institutions for the study. Although the researcher anticipated 159 completed questionnaire from respondents, for well over eight months, this researcher has been able to retrieve only 70 responses used in the analysis giving a response rate of about 44%. Although, Lindemann (2019) opines that a response rate of above 33 % can be used for analysis, he favours a response rate that is above 55%. This suggests that gaining commitment of elites (Presidents or Rectors, Registrars and Finance Officers and lecturers) to participate in research and for that matter eliciting information from them is huge challenge. It has been very difficult retrieving questionnaires from these participants.

Research methodology literature and practice suggests that whereas social scientists (including educational researchers) commonly acknowledge elites in their research, they less frequently use them, opting instead to investigate those without influence, over whom power is exercised (Goldman & Swayze; Odendahl & Shaw, as cited in Nudzor, 2013). Although Nudzor focused his work on

interviewing for qualitative research, this applies equally to collection of data in general of which administration of questionnaire for quantitative research is part.

Demographic Information

The demographic information of the respondents involved in this study is presented in Table 4 and Figures 2. The study employed descriptive statistics such as frequency and percentage to assess these features of the respondents surveyed in the study. The findings are presented and discussed to that effect.

Table 4: Position of Respondents

Options	Frequency	Percentage (%)
President/ Principal / Rector	3	4.3
Registrar	6	8.6
Director of Finance	3	4.3
Lecturer	58	82.8

Source: Field data, Amesimeku (2019)

It can be seen from Table 4 that majority of the respondents were lecturers (58, 82.8.1%), followed by registrars (6, 8.6%). It can be seen here that there were more lecturers than the other category of staff in these institutions. The lecturers make up the teaching staff whilst there would be few Principals, Directors of Finance and Registrars who would be in charge of the administration of the schools.

Item two on the questionnaire elicited information on the number of years the institutions have been under mentorship. The findings have been presented in figure 2.

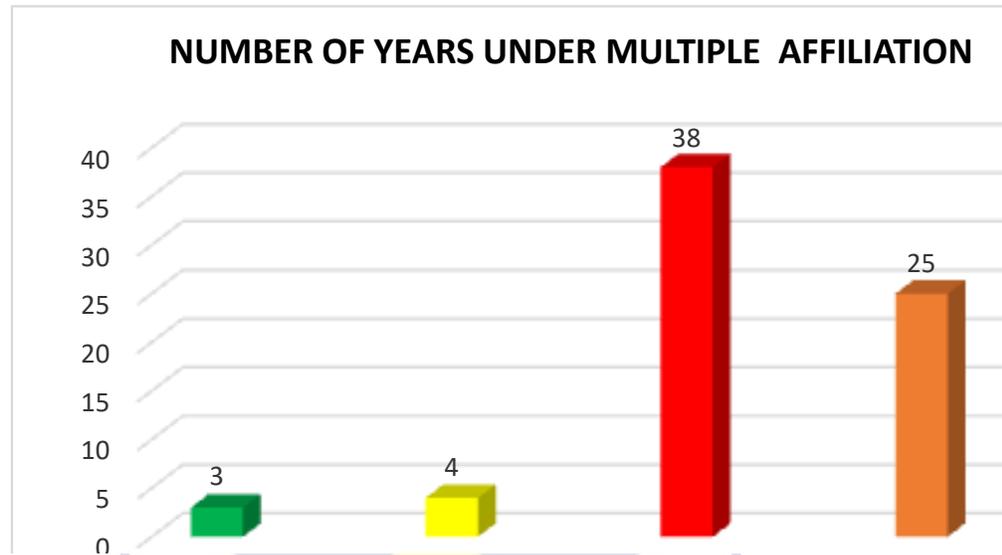


Figure 2: Number of Years under Multiple Affiliation

It is evident in Figure 2 that majority of participants, 38 representing 54.3% indicated that their institution had been under multiple affiliation for 7-10 years. It was also discovered that 25 (representing 35.7%) of the participant indicated that their institution had been affiliated for 11 years and above. The findings suggest that majority (54.3 %) of the respondent institution had undergone affiliation for more than 3 years. This suggests that most of the respondents were knowledgeable with the issues on affiliation and mentorship in Ghana. The high number of 38 which had undergone affiliation between 7-10 years suggests that in the next five years, more mentee institutions should be gaining their charter. However, another interesting observation is the 25 respondents who indicated that their institutions had undergone mentoring for more than 11 years. It raises the

question as to whether these institutions had applied for presidential charter. It is unclear whether they did not qualify for presidential charter to be on their own because the affiliation policy stipulates a minimum of 10 years to qualify for Presidential Charter. It also further raises the question whether their mentoring institution(s) have prepared these mentee institutions for the over ten years that they were under mentoring and whether they had all the experience to be on their own. Another possible reason is that, some of these mentoring institutions might still prefer to be on affiliation with a mentee institution (especially the public tertiary education institutions) possibly because their clients (students) may prefer to be awarded the certificates of the public tertiary education institutions.

Presentation and Discussion of Major Findings

This aspect of the Chapter deals with the presentation and discussion of the major findings of the research. The findings are organised according to the research questions posed.

Research Question One: What is the understanding of mentee institutions about the system of affiliation in Ghanaian tertiary education?

Research question one sought to explore the understanding of respondents regarding the concept of affiliation in Ghana's tertiary education system. Two main questions were asked for respondents to explain their understanding of affiliation in the Ghanaian tertiary education context. According to the NAB (2011), the affiliation system in Ghana has both institutional affiliation and programme affiliation. It is therefore imperative that the respondents are asked

about their understanding regarding both of them. Items 5 and 6 on the questionnaire elicited responses on the understanding of the concept of Affiliation in Ghana’s tertiary education.

The responses have been captured in Table 5.

Table 5: Understanding of Respondents Regarding the Concept of Affiliation

Items	Frequency	Percentage (%)
A) Which of these best describes institutional affiliation to you?		
Institutional affiliation is a partnership between two independent higher education institutions involving joint research activities.	3	4.3
Institutional affiliation is a government policy for chartered public higher education institutions to mentor newly established higher education institutions	57	81.4
Institutional affiliation is an academic collaboration between two chartered institutions for the purposes of awarding degrees.	10	14.3
Total	70	100
B) Which of these best describes programme affiliation to you?		
Programme affiliation is an agreement where a national-recognized chartered higher education institution mentors a particular programme of a newly established higher education institution	38	54.3
Programme affiliation is a relationship between two independent higher education institutions for the purposes of training students in a particular programme	11	15.7

Continuation of Table 5

Programme affiliation is a special arrangement where a newly established higher education seek programme mentorship from an accredited tertiary institution.	21	30.0
Total	70	100

Source: Field data, Amesimeku (2019)

It is evident from Table 5 that majority 57 (81.4%) of the respondents involved in this study understood affiliation to mean a government policy for chartered public higher education institutions to mentor newly established higher educational institutions. However, 3 (4.3%) of the respondents perceived institutional affiliation as a partnership between two independent higher educational institutions involving joint research activities. This suggests that majority of the respondents perceived institutional affiliation as a government policy. This may be due to the fact that in the study area (Accra), affiliation is well understood to be backed by the regulators of higher education namely the National Accreditation Board and the National Council for Tertiary Education mainly to ensure that newly established tertiary education institutions are mentored by an experienced tertiary institution(s) (preferably a public tertiary education institution for a period of at least 10 years). This may be because the respondents perceived institutional affiliation as a requirement by a newly established private tertiary institution to gain accreditation from the regulators to hold itself as a tertiary education institution.

The findings of this study are in line with literature reviewed on the concept of affiliation. Corroborating what the findings of this study revealed, Newbou (2013) gives a definition of affiliation where the accrediting partner is required by government policy to mentor and assist the accredited partner to upgrade academic standards and adhere to best practice in academic governance and administration albeit without accompanying resources to generate such outcomes. This brings out the fact that affiliation of tertiary institution is a policy which has been clearly spelt out by government. Newbou goes on to explain that because affiliation is a government policy, partners in affiliation programme are expected under the affiliation memorandum of understanding to share the cost of all aspects of the partnership. Harman (2014), in agreement to the views shared by Newbou (2013) revealed that the Memorandum of Agreement (MOA) on affiliation stipulated by the government policy clearly articulates the roles and responsibilities of each partner and promises to respect each other's distinct institutional structures and cultures within the bounds, which will allow for academic development and quality assurance.

Aside the affiliation policy being a government policy, Newbou (2013) again perceived affiliation as a partnership in which two or more independent higher education institutions (HEIs) agree to collaborate for a number of reasons including awarding degrees or gaining other forms of academic recognition. According to Newbou, the institutional affiliation partnership is in such a way that independent higher education institution remains independent with its own governance and administration system. These views expressed by Newbou affirm

the claims by some respondents that affiliation is a partnership between two tertiary institutions with mutual agreement.

Still on the concept of institutional affiliation, Ansah and Swanzy (2019) also perceived affiliation as an academic collaboration between a newly-established higher institution/prospective higher institution and any nationally-recognized chartered higher institution to provide academic support and supervision to a mentee institution to ensure the attainment and maintenance of high standards for the promotion of academic quality. Ansah and Swanzy's definition further reinforces earlier definition by Newbou that affiliation is a national requirement because one of the reasons for the NAB affiliation of private or newly established tertiary education institutions to be affiliated to chartered ones is to ensure the quality of their programmes and processes which the experienced tertiary education institution would support the new one under mentorship.

Subjecting the findings to the institutional theory (which has been explained in chapter two of this study), the concept of institutional affiliation as practiced in Ghana, aligns itself more to 'coercive isomorphism'. This pressure (in the case of Ghana) emanates from the regulator such as the National Accreditation Board which compels university colleges to act in compliance to affiliation by seeking mentorship (institutional mentorship) with a chartered tertiary education institution to receive benefits such as attainment of accreditation and legitimacy (Ansah & Swanzy, 2019).

Again, it is evident from Table 5 that majority 38 (54.3%) of the respondents perceived the programme affiliation as an agreement where a national-recognised

chartered Higher Educational Institutions (HEIs) mentor a particular programme of a newly established HEI. More so, only 11 respondents (representing 15.7% of the total respondents) agreed with the statement that programme affiliation is the relationship between two independent HEI for the purpose of training students in a particular programme. The overall impulse of these findings is that majority of the respondents (54.3%) see programme affiliation as a way where the experienced Faculty in a chartered HEI mentors a particular programme in a new tertiary education institution. Possibly, the respondents must have perceived and drawn a distinction between programme affiliation and institutional affiliation. Whilst programme affiliation looks at a particular programme in a particular institution, institutional affiliation covers all facets of the mentoring institution. According to the NAB (2011), programme affiliation, is where the mentor institution supervises on the specific programmes run by the mentee institution. There is the possibility of an institution affiliating both its programmes and institution for mentorship purposes. It is also possible for only programme or institution to be affiliated for mentoring. It is the responsibility of the mentor institution to ensure that content of the programme of the mentee institution satisfies the minimum requirement for graduation in the specified discipline. The definition by the NAB supports the findings that with programme affiliation, the chartered tertiary education institution mentors a specific programme of the affiliated institution. Again, this finding reflects coercive isomorphism of institutional theory. The respondents understand that there are categorical rules that must be complied with to be accepted. This in effect will strengthen the

quality assurance measures which will enhance capacities of mentee institutions to obtain legitimacy.

Research Question Two: What are the variables of interest mentee tertiary education institutions in Ghana consider when selecting institutions for mentorship?

In this section, the respondents were asked to rate the determinants for selecting institutions for affiliation in the light of selected indicators on a 4-point Likert Scale. The scale was rated and interpreted as follows: 1.0-1.9 = Strongly Disagree; 2.0- 2.4 = Disagree; 2.5- 3.4 = Agree; 3.5- 4.0 = Strongly Agree. Mean and standard deviation scores were used descriptively to measure the opinions of the respondents on the scale that measured the items that were considered in the study. The findings in respect of each of the components of the determinants of selecting institutions for affiliation are presented in Table 6.

Table 6: Determinants for Selecting Institutions for Affiliation

Items	Mean	Std. Deviation	Decision
The mentor institution is chartered	3.71	.725	Strongly Agree
The mentor institution has active accredited programme in the area the mentorship is being sought	3.54	.674	Strongly Agree
The mentor institution has adequate qualified academic senior members to supervise the programme(s) where mentorship is being sought	3.31	.877	Agree

Continuation of Table 6

Evidence of international publication by its faculty in the area where mentorship is being sought	3.27	.764	Agree
The mentor institution has efficient administrative structures	3.25	.695	Agree
The mentor institution is ranked high among best tertiary institutions in the country	3.23	.854	Agree
There is proven effective supervision of other mentored institutions	3.23	.645	Agree
The mentor institution has proven ability to mentor more than one institution in the same programme area	3.07	.890	Agree
The mentor institution has graduated the first batch of students it admitted in the programme are where mentorship is being sought	3.01	.028	Agree
Flexible payment options for affiliation fees	2.96	.859	Agree
High proportion of academic staff are of the professorial rank	2.96	.770	Agree
recognition of the institution by international agencies	2.94	.849	Agree

Continuation of Table 6

The mentor institution has high international collaborations with other tertiary institutions	2.91	.717	Agree
The affiliation fees of the mentor institutions are reasonable	2.81	.054	Agree
Evidence of international grants and awards by its faculty	2.61	.728	Agree

Source: Field data, Amesimeku (2019)

An observation from Table 6 shows that the respondents strongly agreed that determinants for selecting an institution for affiliation include the mentor institutions being a chartered institution (M= 3.71, SD= 0.725) and also the mentor institution having being actively accredited programme in the area the mentorship is being sought (M= 3.54, SD= 0.674). More so, the respondents agreed that the mentee institutions will select mentor institution that has adequate qualified academic senior members to supervise the programme(s) where mentorship is being sought (M= 3.31, SD= 0.877); mentor institution that has evidence of international publication by its faculty in the area where mentorship is being sought (M= 3.27, SD= .0764).

It is however, worth noting that, the respondents agreed that in selecting mentor institutions they look out for institution with high proportion of academic staff at professorial rank (M=2.96, SD=0.770); institutions with recognition by international agencies (M= 2.94, SD= 0.849). The respondents also agreed with

the statement that flexible payment options is a determinant for selecting mentor institutions for affiliation ($M=2.96$; $SD=.859$).

The possible reason for these findings is that for an institution to qualify to mentor another institution (in the case of Ghana), the regulator, the National Accreditation Board requires that such an institution must gain a charter status. That is, such a mentoring institution must qualify to award its own certificates. This must have explained why the respondents strongly agreed to the statement that chartered status is a key variable of interest in selecting institutions for mentorship. This further explains that the respondents must have perceived that for an institution to award a certificate on their behalf, such an institution must have already gained an accreditation from the National Accreditation Board to run such a programme.

Regarding the issue of qualified academic senior members to supervise the programme where mentorship is being sought, the respondents must have perceived that it is good to have qualified Faculty to teach in a particular area. Again it is more important to have Faculty who have terminal degrees and preferably of Senior Lecturer status to mentor the affiliate institution to run the programme it intends to affiliate with the chartered institution. Possibly, the respondents perceived that a mentoring institution would be required to perform a number of roles including quality audit and quality assessment (Tsevi, 2015) and very important role of setting questions, marking papers and thesis [pre and post moderation of questions] (Ansah & Swanzy 2019). It is therefore imperative that

they seek for an institution which has a Department or Faculty with qualified staff in the field they intend to affiliate their programme(s).

Similarly, the respondents may have agreed with the statement that in selecting mentor institutions they look out for institution with high proportion of academic staff of professorial rank because a number of professional programmes run by Private High Educational Institutions require professional mentoring and not necessarily a professorial standing. Again, academic staff of professorial rank do not abound in some programme areas. For instance, in 2019, the School of Business of the University of Cape Coast with five (5) Departments and a Centre had only five (5) Professors (University of Cape Coast, College of Humanities and Legal Studies Staff Directory, 2019). Although the respondents probably recognised the importance of Faculty Members of professorial rank, they perceived that it would be highly impossible to have any institution which would have all its staff to be of professorial rank. Therefore, they likely took into consideration that any institution at a particular point in time would have a mixture of academic staff of professional, senior lecturers and lecturer status. That might have been the reason for their disagreement with the statement that high proportion of academic staff are of the professorial rank is a determinant for selecting institutions for affiliation.

Again, the respondents agreed with the statement that mentoring institution should have recognition by international agencies. The possible reason for this finding is that although the respondents acknowledged the need for international recognition especially in the era of internationalization of higher education, they

perceived that international recognition of an institution is not a major requirement for affiliation. Nonetheless, the respondents assumed that recognition from a national agency such as the NAB is good enough for a private or newly established tertiary education institution to affiliate with an already chartered tertiary education institution.

A careful comparison of the findings to the theory guiding the study indicates coercive and mimetic isomorphism. The mentee institutions which mostly are private tertiary education institutions often imitate programmes and activities of experienced ones in order to get the acceptability. Research (for example, Morpew & Huisman, 2002; Bell & Taylor, 2005) suggests that newly established higher education institutions emulate prestigious institutions in order to gain legitimacy. They further argue that most newly established private tertiary education institutions imitate prestigious ones in their activities in order to be recognised especially when seeking external recognition. Higher education institutions under mentorship also exhibit coercive isomorphism because the regulator (NAB) and their mentor institutions instruct them to follow quality assurance guidelines. Most private tertiary educations have set up functional quality assurance framework with the help of their mentoring institutions. Also, as result of seeking for accreditation, they are coerced by the regulator and their mentoring institution to follow the guidelines put in place to seek for affiliation (mentorship) and also for accreditation by the NAB. This suggests that the activities of mentee institutions indicate coercive and mimetic isomorphism.

Research Question Three: How have the mentee tertiary education institutions’ expectations of mentorship been met?

Research question three sought to explore whether the expectations of the mentee institutions regarding the affiliation system are met. Respondents were asked to rate the extent to which they are satisfied with the affiliation system. The scale was rated and interpreted as follows:

1.0 ≤ small extent < 2.0;

2.0 ≤ some extent < 2.5;

2.5 ≤ moderate extent < 3.5;

3.5 ≤ great extent < 4.0.

Mean and standard deviation scores were used descriptively to measure the opinions of the respondents on the scale that measured the items that were considered in the study. The responses to these questions are presented in Table 7.

Table 7: Expectations of Mentee Institutions in the Existing Affiliation

Option	Frequency	Percentage (%)
great extent	27	38.6
moderate extent	24	34.3
some extent	17	24.3
small extent	2	2.9

Source: Field data, Amesimeku (2019)

It is seen from Table 7 that majority of the respondents to a great extent and moderate extent (27, 38% and 24, 34% respectively) on their expectations regarding their existing affiliation policy and practice have been met. 19 respondents on the other hand to some extent and small extent (17, 24.3% and 2, 29% respectively) on the existing affiliation programme in their institutions are met. The findings suggest that affiliation programme is doing quite well in Ghana. Possibly, this might have been as a result of the regulations put in place by the regulator (NAB) on the affiliation programme. It is also possible that the mentoring institutions are providing reliable services and mentorship to their affiliate institution which culminated in the respondents agreeing that they are satisfied with the affiliation system in Ghana's tertiary education.

This may be due the fact that the products from the affiliate institution are seen as an extension of the mentoring institution. Seen in this light, the mentoring institution often tries to imbed quality academic and administrative standards in their mentoring institution to ensure that they have similar products and structures as their mentoring institutions. For example, the University of Cape Coast has an Interfaculty Affiliation Committee and an Institutional Affiliation Office which coordinate and regularly visit their mentoring institutions as a requirement of the policy to meet standards set by the NAB and the University.

Relating the findings to the institutional theory guiding the study, it is clear that the majority of the correspondents see the affiliation process as mimetic isomorphism where the best practices are copied from the mentor institution to impact on whatever work the mentee institution is doing. Again, the findings may

also be influenced by the institutional visits by mentor institutions during pre and post moderation exercises which convey normative isomorphism practices and challenge staff of mentee institutions to abide by basic principles of their profession.

Table 8: Mentee Institutions' Expectation of Mentorship: The Variables they Consider

Items	Mean	SD	Decision
Effective academic structures	3.24	0.669	Satisfied
Accredited programme in the area the mentee institutions intends to affiliate	3.21	0.535	Satisfied
Adequate qualified senior members	3.21	0.635	Satisfied
Efficient administrative structures	3.17	0.636	Satisfied
Institutions being chartered	3.16	0.715	Satisfied
High international recognition	3.10	0.705	Satisfied
Effective supervision	3.07	0.688	Satisfied
Ability to mentor more than one institution	3.07	0.748	Satisfied
Prompt feedback from mentor institutions	2.94	0.634	Satisfied
Affordable affiliation fees	2.69	0.925	Satisfied

Source: Field data, Amesimeku (2019)

It can be seen from Table 8 that respondents (mentee institutions) asserted that they were satisfied with the effective academic structures ($M= 3.24$, $SD= 0.669$); the accredited programme in the area the mentee institutions intends to affiliate ($M= 3.21$, $SD= 0.535$) and finally, the adequate qualified senior members ($M= 3.21$, $SD= 0.635$). The mentee institutions also expressed their satisfaction with the statement that their mentor institution provide prompt feedback ($M= 2.94$, $SD= 0.634$) and affiliation fees is affordable for the mentee institutions ($M=2.69$, $SD= 0.925$) respectively.

From the findings presented in Table 8, it suggests that mentee institutions are satisfied with the academic structures of mentoring institutions ($M=3.24$; $SD=0.669$). This suggests that most mentor institutions (mostly public tertiary education institutions) have well developed academic structures spanning from departments, faculties and recently colleges which help to drive teaching, research and outreach. Most mentee institutions develop their academic structures mimicking the academic structures from their mentoring institutions ($M=3.21$; $SD=0.535$). As a result, a good academic structure would reflect on the structure of the mentee institution. That may explain why the respondents agreed that they are satisfied with the academic structures of the mentoring institutions.

Regarding the accredited programme in the area the mentee institutions intends to affiliate, the quality of academic programmes and the market value of such programmes are often looked at when mentee institutions tend to seek for affiliation. This is because, mentoring institutions would award certificates to graduates of mentee institutions after completing their academic programmes. It is

therefore of market value that the mentoring institution is seen to be offering good quality programme which can therefore attract high calibre of students to both the mentoring institution and by extension, the mentee institution.

Nonetheless, the expression of satisfaction from the respondents regarding the statement of prompt feedback suggest that mentoring institutions are doing very well in terms of providing adequate timely response to the concerns of the mentee institutions. Most mentee institutions would prefer that their mentor institution would guide them throughout the activities by periodically visiting the mentee institution. They are also expected to conduct sites visits, pre and post moderation exercises, engage in graduation of students, offer advice and supervise quality assurance, help in accreditation of new programmes among others. On the other hand, some mentoring institutions do not have adequate staff and personnel to respond to the growing needs of the mentoring institutions. Academic staff who are already overburdened in their respective department are required to help with the site visits, pre and post moderation exercise among others. This often leads to delay in feedback possibly culminating in the response from the respondents that they are not satisfied with the feedback from their mentoring institutions.

On the satisfaction of affordable fees by mentee institutions, it can be perceived that affiliation fees may be exorbitantly high culminating in mentee institutions inability to meet such charges. This may be further worsened by the fear of competition from other tertiary education institutions which makes it difficult for such institutions to get the required revenue to meet the affiliation fees. Again, some mentoring institutions charge their affiliation fees in US

Dollars thus further increasing the cost of the fees as exchange rate issues make it further expensive for such institutions to meet the affiliation fees. The inability of mentee institutions to meet affiliation fees has often led to suspension of mentoring activities by the mentee institutions, a practice which adversely affect the growth of these newly established institution. These reasons could explain the dissatisfaction of the mentee institutions on the payment of affiliation fees.

The National Accreditation Board (NAB) is the government agency responsible for monitoring and appraisal of the quality of education in tertiary education institutions in Ghana. In furtherance of its mandate of ensuring and maintaining high standards of academic quality in the country, the NAB requires private tertiary education institution as a matter of necessity to affiliate with chartered tertiary education institutions. These chartered institutions are the tertiary institutions that are legally authorised in their home country to award their own degrees, diplomas and certificates to their graduates (NAB, 2010).

In the estimation of NAB, the chartered education institutions have the capacity to provide academic leadership to the young upcoming private tertiary institutions in their quest to participate in the tertiary education service delivery (Utuka, 2011). Thus, this according to the NAB is one very vital variable mentee institutions must consider before considering an institution for affiliation.

Aside the status of the institution, Owusu-Mensah (2015) illuminates that quality assurance experts have identified three main types of quality: quality as a measure of value for money, quality as fit for purpose and quality as transforming. In measuring quality of academic delivery, Harvey and Green (as

cited in Newton 2007) identified quality as fit for purpose and quality as transforming as key ingredients. For quality as it fits the purpose of the institution or the university, it ought to ensure that students effectively learn to ascertain the appropriate standard of the institutions and quality to transform students' perspectives of the world as well as their ability to apply the knowledge acquired in providing solutions to real world problems.

Owusu-Mensah (2015) explains that as a requirement for mentoring private universities, mentor universities are expected to have active accreditation (lecturers and facilities) in the specific programmes to ensure capacity and ability to monitor mentees. Thus, there is the need for effective structures and adequate senior staff as the findings of these study have revealed. The mentors are required to assess the nature of academic delivery of mentees to ascertain the quality of training offered to students as well as the level of exposure required of the courses.

Inferring from the above information, it can be concluded that it is the expectation of the mentoring institution to conduct institutional audit to check the number of laboratory practical lessons, field trips, library resources, among others. This suggests that the critical role expected of the mentor would be achieved if the mentor institution have the required staff for the programme that the mentee is affiliating. This is to say that a mentor institution cannot accept application for affiliation if the mentor institution does not have a similar programme accredited by the NAB.

Relating the findings to the institutional theory, having the required qualified staff that support the works of mentee institutions will ensure imbibing of professional influence by the staff of these mentee institutions to advance expected standard that will enhance the capacities of their institutions and contribute to institutional legitimacy as explained by Deephouse & Scott (2008). Again, these qualified staff who visit mentee institutions re-inforce the impact of professionalism by setting standards and expectations for practice. They convey messages that support capacity building.

Research Question four: What challenges do mentee tertiary education institutions encounter in the selection of institutions for affiliation?

This section sought to outline the challenges mentee higher educational institutions encounter in selecting mentor institutions for affiliation. Respondents were asked to rate the determinants for selecting institutions for affiliation in the light of the aforementioned sub-constructs on a 4-point Likert Scale. The scale was rated and interpreted as follows: 1.0-1.9 = Strongly Disagree; 2.0- 2.4 = Disagree; 2.5- 3.4 = Agree; 3.5- 4.0 = Strongly Agree. Mean and standard deviation scores were used descriptively to measure the opinions of the respondents on the scale that measured the items that were considered in the study. The findings gathered from the respondents are presented in Table 9.

Table 9: Challenges Encountered in the Selection of Institutions for Affiliation

Items	Mean	Standard Deviation	Decision
mentee institutions do not receive grants from the government	3.33	.847	Agree
increasing cost of affiliation fees on mentee institutions	3.29	.887	Agree
inflexible entry requirements for prospective students imposed by NAB	3.03	.916	Agree
vague requirements for the private tertiary education institutions to receive presidential charter	3.01	.752	Agree
simultaneous supervision by mentor institutions and NAB	2.93	.846	Agree
bureaucratic nature of the mentoring process	2.79	.740	Agree
difficulty in attracting qualified staff due to rigid criteria for appointing staff imposed by mentor institutions and NAB	2.69	.860	Agree
stifling of innovation by mentor institutions	2.64	.762	Agree
interference by mentor universities in the management of mentee institutions	2.47	.793	Disagree
less attention from mentor institutions	2.37	.820	Stronly Disagree

Source: Field data, Amesimeku (2019)

Table 9, shows the participants' views on challenges they encountered in selecting mentor institutions for affiliation. The results show that majority of the respondents agreed that the challenges they encountered in the affiliation system include: not receiving grants from the government (M= 3.33 SD= 0.847); increasing cost of affiliation fees on mentee institutions (M= 3.29, SD= 0.887) and the inflexible entry requirements for prospective students imposed (M= 3.03, SD= 0.916). More so, the mentee institutions disagreed and strongly disagreed that interference by mentor universities in the management of mentee institutions (M= 2.47, SD= 0.793) and less attention from mentor institutions (M=2.37, SD= 0.820) respectively, were challenges they encountered in their existing affiliation system.

The results from Table 9 suggest that most mentee tertiary education institutions have challenges with their finances because they do not receive financial support from the government. This is mostly true for private tertiary institutions because compared to public tertiary education institutions, private tertiary education institutions do not receive any government subventions. They are also expected to pay taxes on the meagre profit that they get from their activities. This worsens the financial situation which makes it difficult for most private tertiary education institutions to compete with the public ones.

Regarding the increasing cost of affiliation fees on mentee institutions, the respondents agreed that affiliation cost is on the rise. That is newly established tertiary education institutions especially the private ones would have to pay for both programme and institutional affiliation to their mentoring institutions. In a

situation where an institution is affiliated to two different institutions, they are required to pay fees to both institutions. The fees are also often charged in foreign currencies (usually in the US dollars). This requires that these mentee institutions must look for extra money to meet the affiliation fees (especially due to exchange rates challenges). All these contribute to the high cost of running tertiary education for mentee institutions.

The respondents possibly might have agreed with the statement that inflexible entry requirements for prospective students imposed by NAB and by extension the mentoring institution is a challenge because most of the mentee institutions suffer to get the required student population due to these rigorous rules. The NAB, the regulator of tertiary education in Ghana has set an entry requirement for which all tertiary education institutions must meet. As a result of this rule, most of the graduates from the second cycle institutions do not meet these competitive requirements. Those who qualify too are mostly absorbed by the public tertiary education institutions leaving very few prospective candidates for the private and new tertiary education institutions to compete for. Attempt by these mentee institutions to relook at the entry requirements especially for private tertiary education institutions have proven futile. As at 2019, the Minister of State in-charge of Tertiary Education, Prof. Kwesi Yankah was still assuring private tertiary institutions about government's resolve to consider status of grades such as D7 in some core subjects for admission purposes (Adu-Gyamerah, 2019). These frustrations may have accounted for the respondents' agreement with the statement that inflexible entry requirements may be a challenge.

It is evident from literature that vague requirements for the private tertiary education institutions to receive presidential charter are indeed a challenge for mentee tertiary institutions. According to Bermile (2012), private universities have raised concerns that the accreditation bodies are rather too hard on them than on public ones. He cites the example of accreditation requirement that university colleges be mentored for 10 years before chartering and notes, that seems to apply more to the private university colleges only. Bermile further explains that comments from some heads of private tertiary institutions revealed that attempts by the Conference of Heads of Private Universities for example to convince the government to support them through the (GETFund) as well as grant tax relief to their institutions have not yielded desired results.

Hayward (2006) cites other challenges cited by private tertiary education institutions such as financial barriers, lack of direct funding from the government unlike the public universities, high accreditation fees and lack of tax reliefs and incentives. Tetteh (2014) argues that apart from satisfying the NAB requirements for institutional and programme accreditation by private tertiary institutions, they are equally required to meet the affiliation fee and other requirements from their mentor institutions. Hayward gives example of high affiliation fees charged by the University of Ghana (Yankah, 2018).

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

Summary Study

The purpose of the study was to examine the variables of interest in selection of institutions for affiliation by mentee tertiary institutions under the affiliation policy implementation in Ghanaian higher education system in order to inform targeted initiative to enhance the policy and its implementation. The findings in line with the specific research questions were presented in the previous chapter. This chapter presents the summary of the findings, conclusions drawn in respect of the specific objectives pursued, and recommendations made based on the findings for further studies.

Key Findings

This section provides information regarding the summary of the key findings of the study as directed by the purpose of the study. The summary of the findings is chronologically presented. The study employed 70 respondents from six private tertiary education institutions in the Greater Accra region. The simple random sampling method was used for the selection of the respondents and the institutions. The actual findings in relation to the specific objectives are given below.

First and foremost, the study revealed that a large number of the respondents were of the view that the policy of institutional affiliation was more of a

government policy for chartered public higher education institutions to mentor newly established higher educational institutions. It was rather astonishing that only 4% of the respondents perceived affiliation as a partnership between two independent higher educational institutions involving joint research activities. The findings give credence to the fact that affiliation is largely backed by the regulators of higher education such as the National Accreditation Board and the National Council for Tertiary Education to ensure that newly established tertiary education institutions are mentored by an experienced tertiary institution(s).

Second, the study revealed that majority of the respondents regarded programme affiliation as a way where the experienced faculty in a chartered Higher Educational Institutions (HEIs) mentors a particular programme in a new tertiary education institution. More so, the findings revealed a possibly distinction between programme affiliation and institutional affiliation. It was clear from the findings that whilst programme affiliation looks at a particular programme in a particular institution, institutional affiliation covers all facets of the mentoring institution. Furthermore, the study revealed that mentoring institutions are required to perform a number of roles including pre and post moderation of questions, institutional visits, staff mentoring among others.

In addition to the above stated findings, the study also revealed that the respondents strongly agreed that determinants for selecting an institution for affiliation include the mentor institutions being a chartered institution, the mentor institution having accredited programmes in the area the mentorship is being sought, mentor institution having adequate qualified academic senior members to

supervise the programme(s) where mentorship is being sought and finally, the mentor institution having evidence of international publication by its faculty in the area where mentorship is being sought. Also, the findings of the study revealed the respondents had acknowledged the need for international recognition especially in the era of internationalization of higher education, but they have perceived that international recognition of an institution is not a major requirement for affiliation.

Finally, findings on challenges mentee institutions encounter in selecting institutions for affiliation revealed that majority of the mentee institutions agreed that they faced the challenge of not receiving grants from the government. The study also revealed increasing cost of affiliation fees on mentee institutions as another challenge of the mentee institutions. The inflexible entry requirements for prospective students imposed was also identified as a challenge faced by mentee institutions.

Conclusions

In sum, it can be concluded from the study that private universities under mentorship perceive the policy of institutional affiliation as policy introduced by the government to enable chartered public higher education institutions to mentor newly established higher educational institutions.

Based on the findings, this study concludes that mentee institutions consider some factors/determinants when selecting an institution for affiliation. These determinants include the mentor institutions being a chartered institution, the mentor institution having active accredited programme(s) in the area the

mentorship is being sought, mentor institution having adequate qualified academic senior members to supervise the programmes where mentorship is being sought and finally, the mentor institution having evidence of international publication by its faculty in the area where mentorship is being sought.

Recommendations

Based on the findings of the study and the conclusions that have been drawn, the following recommendations are suggested for the purpose of successfully implementing the variables of interest in selecting mentor institutions for affiliation:

1. The National Accreditation Board should continue the affiliation policy to serve as a quality assurance check on newly established tertiary education
2. The National Accreditation Board should develop a uniform affiliation guidelines to mentors and mentees in the affiliation process. The absence of a uniform affiliation guidelines has resulted in different methodologies adopted by the various chartered institutions. This is because the affiliation policy does not state specific practices and procedures to guide the implementation.
3. The National Accreditation Board and Chartered Tertiary Education institutions should review their affiliation fees paid by mentee institutions for affiliation.
4. The National Accreditation Board should assist newly established tertiary education institutions in selecting mentor institutions for affiliation. The few chartered institutions are mentoring more than 50 mentee institutions.

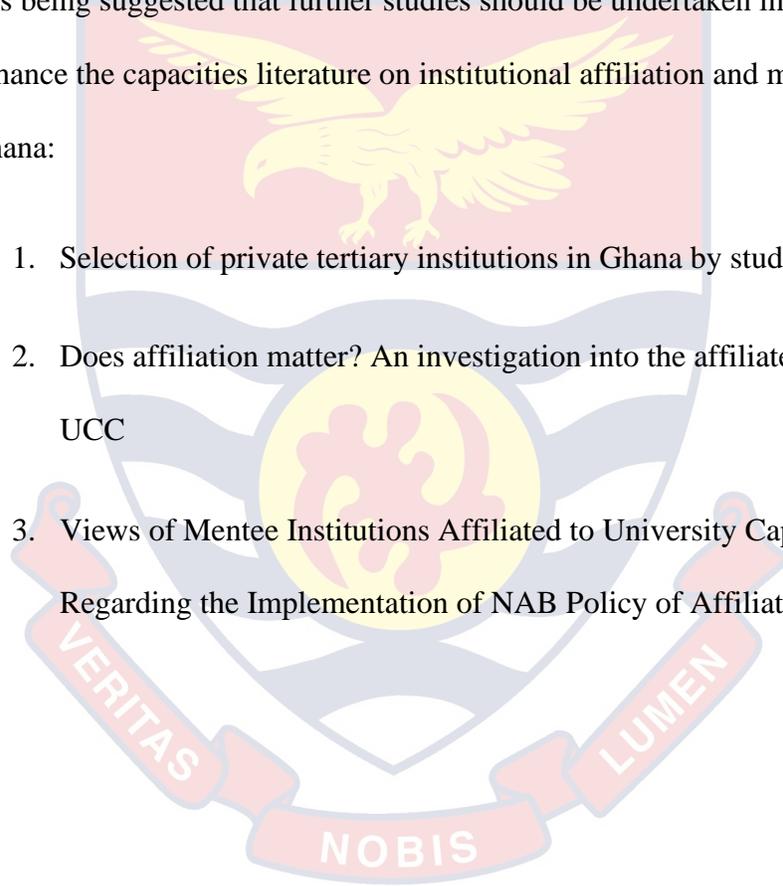
The NAB should therefore consider helping mentee institutions with foreign accredited tertiary education institutions through mentorship and partnership to ensure quality training of these mentee institutions.

Suggestions for Further Studies

It is being suggested that further studies should be undertaken in the following to enhance the capacities literature on institutional affiliation and mentorship in

Ghana:

1. Selection of private tertiary institutions in Ghana by students.
2. Does affiliation matter? An investigation into the affiliate institutions of UCC
3. Views of Mentee Institutions Affiliated to University Cape Coast Regarding the Implementation of NAB Policy of Affiliation



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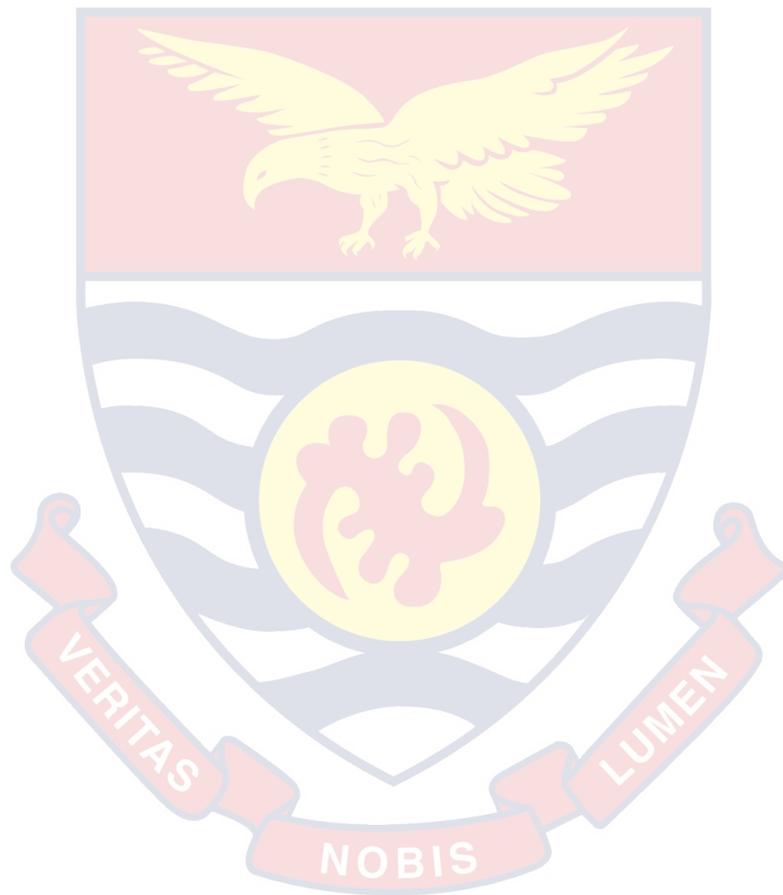
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APPENDIX A

UNIVERSITY OF CAPE COAST

COLLEGE OF EDUCATION STUDIES

INSTITUTE FOR EDUCATIONAL PLANNING AND

ADMINISTRATION

QUESTIONNAIRE FOR RESPONDENTS

Dear respondent, this questionnaire is being administered as part of a study on variables of interest in selecting institutions for affiliation by mentee tertiary education institutions in Ghana. This research is intended for academic purposes so kindly respond to the items to the best of your knowledge. Your confidentiality and anonymity is assured. Thanks for your cooperation.

SECTION A: SOCIO-DEMOGRAPHIC DATA OF RESPONDENT

For items 1-2 please tick the boxes that apply to you

1. Position: Principal/Rector [] Registrar [] Director of Finance []
Lecturer []
2. Indicate how long your institution has been under multiple mentorship 1-3
[] 4-6 [] 7-10 [] 11 and above []
3. Name of Institution.....
4. Name of Mentoring institution(s).....

SECTION B: UNDERSTANDING OF THE POLICY OF AFFILIATION

5. Which of these best describes institutional affiliation to you?
- Institutional affiliation is a partnership between two independent higher education institutions involving joint research activities.
 - Institutional affiliation is a government policy for chartered public higher education institutions to mentor newly established higher education institutions
 - Institutional affiliation is an academic collaboration between two chartered institutions for the purposes of awarding degrees.
6. Which of these best describes programme affiliation to you?
- Programme affiliation is an agreement where a national-recognized chartered higher education institution mentors a particular programme of a newly established higher education institution
 - Programme affiliation is a relationship between two independent higher education institutions for the purposes of training students in a particular programme
 - Programme affiliation is a special arrangement where a newly established higher education seek programme mentorship from an accredited tertiary institution.

SECTION C: VARIABLES MENTEE TERTIARY EDUCATION INSTITUTIONS CONSIDER BEFORE AFFILIATING

The statements below relate to the variables of interest a mentee tertiary educational institution considers when selecting institutions for mentorship. Please indicate the extent to which you agree with each of the following statements by ticking the appropriate box. Indicate your opinion based on the following scales; **SA for Strongly Agree, A for Agree, D for Disagree and SD for Strongly Disagree.** Key: SA=Strongly Agree (4), A=Agree (3), D=Disagree (2), SD=Strongly Disagree (1).

No.	Statement	SD	D	A	SA
	Mentee institutions in Ghana consider the following when selecting institutions for mentorship				
7	The mentoring institution is chartered (can award its own certificate)				
8	The mentoring institution has graduated the first batch of students it admitted in the programme area where mentorship is being sought				
9	The mentoring institution has active accredited programme in the area the mentorship is being sought				
10	The mentor institution is ranked high among best tertiary institutions in the country				
11	The mentor institution has adequate qualified academic Senior Members to supervise the programme(s) where mentorship is being sought				

12	There is proven effective supervision of other mentored institutions				
13	The mentor institution has high international collaborations with other tertiary institutions				
14	The mentoring institution has efficient administrative structures				
15	Mentoring institution has proven ability of mentoring more than one institution in the same programme area				
16	The affiliation fees of the mentoring institution is affordable				
17	Evidence of international publications by its faculty in the area where mentorship is being sought				
18	Evidence of international grants and award by its faculty				
19	Recognition of the institution by international agencies				
20	Flexible payment options for affiliation fees				
21	High proportion of academic staff are of Professorial rank				

What other variable(s) do your institution consider before approaching an institution for affiliation?

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.....

SECTION D: MEETING MENTEE INSTITUTIONS' EXPECTATION OF THE VARIABLES OF INTEREST FOR MENTORSHIP

22. To what extent have your expectations of mentorship been met in your existing affiliation (s)?

small extent [] some extent [] moderate extent [] great extent []

The statements below relate to items employed in meeting the expectations of mentee institutions in relation to the variables they consider in selecting an institution for mentorship. Please indicate the extent to which you are satisfied with each of the following statements by ticking the appropriate box. Indicate your opinion based on the following scales;4=**Very Satisfied (VS)**, 3=**Satisfied (S)**, 2=**Dissatisfied (D)**, 1=**Very Dissatisfied (VD)**

	Statement	VD	D	S	VS
23	Effective supervision				
24	Institution being chartered				
25	Accredited programme in the area the mentee institution intends to affiliate				
26	High international recognition				
27	Effective academic structures				
28	Adequate qualified senior members				
29	Efficient administrative structures				
30	Ability to mentor more than one institution				

31	Affordable affiliation fees				
32	Prompt feedback from mentoring institution				

In your expectation, what other variable(s) has been met by your mentoring institution?

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SECTION E: CHALLENGES MENTEE TERTIARY EDUCATION INSTITUTIONS ENCOUNTER IN THE SELECTION OF INSTITUTIONS FOR AFFILIATION BASED ON THEIR VARIABLES OF INTEREST

The statements below are items that relate to challenges mentee institutions encounter in selecting an institution for mentorship based the variable of interest. Please indicate the extent to which you agree with each of the following statements by ticking the appropriate box. Indicate your opinion based on the following scales; Key: SA=Strongly Agree (4), A=Agree (3), D=Disagree (2), SD=Strongly Disagree (1).

	Statement	SD	D	A	SA
33	Increased cost of affiliation fees on mentee institutions				
34	Interference by mentoring universities in the management of mentee institutions				

35	Stifle of innovation by mentor institutions				
36	Bureaucratic nature of the mentoring process				
37	Less attention from mentor institutions				
38	Difficulty attracting qualified staff due to rigid criteria for appointing staff imposed by mentor institutions and NAB				
39	Simultaneous supervision by mentor institutions and NAB				
40	Vague requirements for the private tertiary education institution to receive Presidential Charter				
41	Mentee institutions do not receive grants from the government				
42	Inflexible entry requirement for prospective students imposed by mentor institutions and NAB				

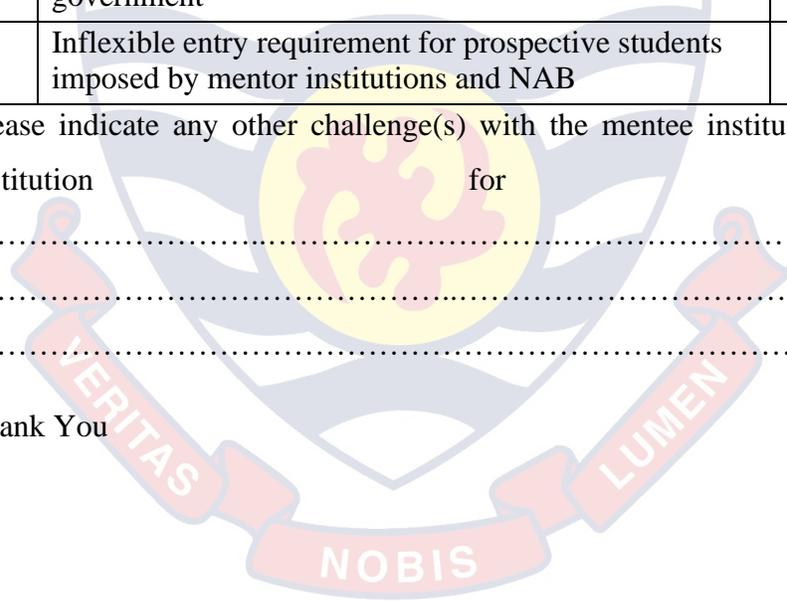
Please indicate any other challenge(s) with the mentee institutions selection of institution for affiliation.

.....

.....

.....

Thank You



APPENDIX 'B'



UNIVERSITY OF CAPE COAST
COLLEGE OF EDUCATION STUDIES
SCHOOL OF EDUCATIONAL DEVELOPMENT & OUTREACH
INSTITUTE FOR EDUCATIONAL PLANNING AND ADMINISTRATION

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University Post Office
Cape Coast
Ghana

31st January, 2019

Our Ref: IEPA/144/Vol/146

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.....
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Dear Sir/Madam,

LETTER OF INTRODUCTION

The bearer of this letter **Mr. Prosper Yao Amesimeku** is an M. Phil. student of the Institute for Educational Planning and Administration (IEPA) of the University of Cape Coast. He requires some data/information from you/your outfit for the purpose of writing his thesis titled, "**Examining the Variables of Interest in Selecting Institutions for Affiliation by Mentee Tertiary Education Institutions in Ghana.**" as a requirement for M.Phil. Degree programme.

Kindly give the necessary assistance that **Mr. Amesimeku** 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.

Thank you.

Yours faithfully,

Alberta A. Owusu (Mrs.)
ASSISTANT REGISTRAR
FOR: DIRECTOR

INSTITUTE FOR EDUCATIONAL
PLANNING & ADMINISTRATION
UNIVERSITY OF CAPE COAST
CAPE COAST

APPENDIX C

Decision Rule for Means Values

Means	Scale
4.0-3.5	Strongly Agree
3.4-2.5	Agree
2.4-1.5	Disagree
1.4-1.0	Strongly Disagree

Decision Rule for Standard Deviation Values

Standard Deviation Values	Interpretation
1 or greater than 1	Responses differ much from each other
Less than 1	Responses did not differ much from each other

APPENDIX D: Reliability Test

1. Cronbach's Alpha for items in Section C

Case Processing Summary

	N	%
Valid	30	100.0
Cases Excluded ^a	0	0
Total	30	100.0

Reliability Statistics

Cronbach's Alpha	N of Items
0.829	15

2. Cronbach's Alpha for items in Section D

Case Processing Summary

	N	%
Valid	30	100.0
Cases Excluded ^a	0	.0
Total	30	100.0

Reliability Statistics

Cronbach's Alpha	N of Items
0.728	10

3. Cronbach's Alpha for items in Section E

Case Processing Summary

	N	%
Valid	30	100.0
Cases Excluded ^a	0	.0
Total	30	100.0

Reliability Statistics

Cronbach's Alpha	N of Items
0.665	10

APPENDIX D: Reliability Test (Continued)

4. Overall Cronbach's Alpha for all items

Case Processing Summary

		N	%
Cases	Valid	30	100.0
	Excluded ^a	0	.0
	Total	30	100.0

Reliability Statistics

Cronbach's Alpha	N of Items
0.724	37

