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**TOWARDS ACADEMIC STAFF SATISFACTION OF WORKING CONDITIONS OF
SERVICE AT HO POLYTECHNIC, GHANA**

Master's Thesis

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SUMMARY

The overall purpose of the study is to provide the management of Ho polytechnic with information and analysis to assist them in formulating and implementing teacher policies that will lead to quality teaching and learning at the polytechnic. The study is concerned with key issues related to attracting, recruiting and retaining of qualified teachers, and to identify innovative and successful strategic initiatives and practices that will enhance the working conditions of service for academics in the polytechnic. Ho Polytechnic as an autonomous institution has a governance structure made up of the polytechnic council, academic board, principal officers, deans and heads of departments. The Principal per the statutes is the chief executive of the polytechnic and responsible for the day-to-day administration.

The study is motivated by the fact that Ghana is losing, in significant numbers, a fundamental resource in socio-economic and political development – i.e., its intellectual capital. As the processes of globalization take shape, it is becoming abundantly clear that full, effective, and beneficial participation in the world that is emerging will depend, in no small measure, on the ability of societies to build and take advantage of their human resource capabilities. In the absence of such capabilities, a country like Ghana cannot expect to compete at any appreciable level with her counterparts, not only in the industrialized world, but also from other developing areas which have made the investment and developed the relevant capacities. A well-developed human capacity base is not only an asset that enables countries to promote forward-looking ideas, initiate and guide action, and build on successes; it also make those countries attractive destinations for investment and intellectual collaboration, both of which, if managed appropriately, will lead to positive returns. A solid higher education base is crucial for such transformation to take place.

Unfortunately, much of the expertise base of polytechnic education in Ghana has been eroded to the extent that there is not enough capacity to provide quality training for new generations of citizens. This is due to a variety of factors, including inadequate and non-competitive salaries, heavy workload without adequate compensation and lack of job satisfaction due to non-monetary reasons. In this report, the researcher seeks to understand these factors, analyse what the institution is doing to address them, and suggested feasible responses to the problem.

The research methods used for gathering data included survey questionnaires, interviews and focus group discussion with a total sample size of seventy-eight (78). The results have indicated that the institution have difficulty in recruiting staff and at the same time, losing some of the existing ones to other organisations. The polytechnic cannot compete with other tertiary institutions for teachers, because of the relatively poorer conditions of service (COPP, 2005). The recruitment problem, in all cases, is compounded at both junior and senior levels, because the services of individuals at those ranks are in high demand in a competitive job market as evidenced by survey results of former academics of the institution. The findings also shown that the appointment processes in the institution is unnecessarily cumbersome, tedious and time-consuming, leading to the loss of potential employees. Across the institution, an overwhelming majority of the respondents (58.2%; table4.61) indicated that they had thought about leaving the institution in the last two years. This actually led to some departures as evidenced by the findings of this research.

Variations in expectations concerning promotions were observed across the various respondent groups in the polytechnic. But in each case, the majority of respondents thought the process was unreasonable. There were widely-held views amongst respondents that the criteria and procedures for promotion and permanent appointment were long, stressful and cumbersome. 69.1% and 87.3% (Table4.60) of the respondents indicated their willingness to stay with the institution if access to promotions and professional development among others will be forthcoming. Whilst some of the concerns expressed above are genuine, it also appears that there are misperceptions about the processes which come from a lack of effort on the part of academic staff to consult the relevant guidelines.

Respondents had grievances about structures and processes of governance within their departments and the institution. The criticisms were mostly directed at the institutional-level administrators, systems of authority and control, where 58.2% (Table4.4) of respondents described management as autocratic. Some heads of departments were characterised as dictatorial, insensitive and unresponsive to the needs of their colleagues with 29.1% (Table4.11), who disagreed that academic freedom exist in their departments. Respondents were unhappy about the fact that they have no hand in the appointment of heads of departments. The findings revealed that benefits can be generated by devolving some decision-making authority to deans and heads of departments, instead of centralizing everything at the top. Devolution helps expedite action on issues and gives the schools and departments the latitude to be innovative in ways that are germane to their particular circumstances. Given the fact that academics believed in the spirit of collegiality in the institution as evidenced by the findings.

Expanded enrolments, without a commensurate increase in the capacity of the polytechnic to handle them, in terms of teaching staff have contributed to an atmosphere that is not conducive for teaching and learning in the institution, and may lead to deterioration in the quality of instruction. Complaints about workload seemed to centre not so much on the number of courses that staff members teach, but more on the burden that is imposed by teaching large classes. Respondents were very assertive in expressing concern about the impact of workload on their health where 30.9% and 36.4% of respondents slightly and fully disagreed that workload is a source of strain and burnout to them respectively (Table4.41). Concerns were also expressed with regard to inadequate facilities for teaching and research where 72.7% (Table4.33) of survey respondents fully disagreed that they have access to office accommodation and the call for improvement in laboratories for teaching and research. Professional development was rated very high among survey respondents (90.9%; table4.58) as a factor that influenced their decision to teach in the polytechnic. But respondents were, generally, dissatisfied with support for Professional development activities in the polytechnic.

The findings further reveal that, dissatisfaction with salaries is a key factor undermining the commitment of academics to the institution, and consequently their decision or intent to leave, has actually resulted in some departures per the results of the former academics. Despite the fact that salaries tend to feature significantly in the discussions with respondents, it was clear that they are willing to subordinate higher salaries to very good incentive packages that will enable them to live relatively comfortably during their working lives as well as after retirement. They, therefore, put a high premium on benefits such as good housing and car loan schemes and therefore, rejecting the idea that rent allowances and car loan facilities were adequate (85.5% & 78.2% respectively; table4.24&26). The idea of merit pay and market supplements for academics has been lauded as good idea to help them meet their cost of living as an overwhelming majority of respondents (78.2%; table4.20) rated their basic salary as fair.

The research concludes with suggestions for remedial action, based on empirical evidences and good practices. It discusses various mechanisms that can be adopted for enhancing recruitment and retention in Ho polytechnic, and indicates who should be responsible for implementing the suggested actions. It also provides a table of implementation plan outlining short-term, medium and long-term measures, and the estimated costs of implementing each of the suggested actions. Among the key recommendations are the following:

Appointment and Promotion

- Avoid the frustration and tardiness of appointment and promotion processes and foster transparency, by ensuring that they are devolved to schools, and anchored in a representative committee system at every level.
- Reconsider the retirement age for academics, at least, as a short term measure to ensure that the institution is staffed by qualified personnel until long term solutions are found.
- Give serious consideration to the weighting of teaching, service, vis-à-vis research, in promotion, merit increment, and tenure decisions.

Institutional Governance

- Strike search committees for the purpose of selecting heads of departments. Provision should also be made for mid-term reviews of administrative heads of units/departments.
- Offer training programs for newly appointed administrators and heads of departments to acquaint them with different skills needed to accomplish the demands of their role. All heads must also be provided with continuous professional development.
- Address concerns around governance, at departments and institution-wide levels, through the establishment of representative committee structures, transparency in decision making, genuine consultative processes, and open channels of multi-directional communication. Staff members should also be willing to participate in these structures and processes, and have a responsibility to keep themselves informed about various guidelines, regulations, and procedures.

Teaching, Research and Professional Development

- The polytechnic should insist on an optimum level of student intake, under current circumstances, to address workload problems; Provide institutional support for mentoring programs; institute starter grants and ‘ Innovation Grants for Junior Scholars’; increase research and conference grants; forge research linkages with other institutions in the country, Africa and abroad, as well as with governments and the private sector. Create the opportunity for career progression for academics. Organise seminars, short courses and training to sharpen the teaching and research skills of academics.

Incentives and Benefits

- The polytechnic should work towards a reasonable improvement in the working conditions (salary and non-salary) of staff, because this is likely to result in more than proportionate levels of job satisfaction.
- It is necessary to implement some system of differential rewards and merit-pay, to help attract prospective job candidates and to retain the existing ones to avoid further departures.
- The polytechnic should maintain, or institute, non-salary benefits such as tuition waivers/remissions, preferential admission for staff and their families, and access to childcare and primary school facilities.

Chapter One

Introduction

With the emergence of the knowledge society in the 21st century, the importance of education has been reiterated in many reports and declarations in which the education system now faces several challenges (Eurydice, 2003; & Ruben, 2004). Young people must be able to meet and adapt to the demands of an economic and social context undergoing massive change. Teachers play an essential part in this formative process, with the result that society as a whole nurtures great expectations vis-à-vis the teaching profession. Teachers in general, make an important contribution by giving young people the tools to integrate into a constantly changing world.

In many countries across the globe, policy-makers are deeply concerned about the likelihood of teacher shortages or are already having to cope with the situation. They are considering means of attracting competent young people in to the teaching profession. The level of remuneration is often blamed for disaffection with a career in teaching (Eurydice, 2003 & Altbach, 2003). Salaries are considered either too low or poor when compared to those in other professions. Unattractive working conditions (lack of flexibility and independence, a heavy workload, little andragogical support, run-down premises, etc) are also often evoked. It is in relation to these major and closely associated challenges facing higher educational system in Ghana that, this research has sort to focus on working conditions of service for academics in Ho polytechnic.

The study comprise the following chapters; chapter one involves context analysis, purpose of the study, research problem and questions, the scope of the study and Ho Polytechnic in context; chapter two forms the review of relevant literature and conceptual framework, Chapter three dealt with the research methodology and instrumentation, chapter four dealt with findings and discussions and the fifth chapter gives conclusions and recommendations or strategies for implementation.

1.1 Contextual Analysis

The quality of teaching is a key factor in determining student learning - what students learn, how much they learn, their attitude to learning, and their skills and motivation for continuous learning (OECD,2002). The quality of teaching is determined not just by the quality of teachers - although that is clearly critical - but also by the environment in which they work. Able teachers are not necessarily going to reach their potentials in settings that do not provide appropriate support or sufficient challenge and reward (Eurydice, 2002). Strategies aimed at attracting and retaining effective teachers need both to recruit able people into the profession, and also to provide support and incentives for on-going performance at high levels and professional growth. Borzaga and Tortia (2004) noted that, there are three components of incentives structures that are designed to induce workers to share the enterprise culture. This are;

- Extrinsic incentives; consisting of economic benefits paid in exchange for work performance. This is divided into two categories such as: monetary incentives (the wage) and non-monetary ones (professional growth, job security, working hours compatible with workers needs, career advancement, the working environment, etc)
- Intrinsic incentives; consisting the content and features of the work which coincide with the workers' intrinsic motivations and permit their maximum expression. (for example, the creativity of the work, fulfilment of the workers' aspirations, opportunities to take active part in the organisation's activities through various forms of participation, and the democratic features of the governance structure)
- Relational incentives; consisting of opportunities for workers to engage in meaningful relations with each other, with management and with users; these may be considered to be a part of the workers' remuneration which is consumed directly on the job and therefore reduces disutility.

The last decade of educational research (OECD, 2002) has attested to the importance of investing in teachers to attain any significant changes in terms of student learning. However, given the new demands of a knowledge-based society, an increasingly and multicultural student population, and demographic profile of teachers raises concerns about the possibility that, there would be insufficient quality teachers available to perform the task required of them. Strategies aimed at attracting, recruiting and retaining qualified teachers have become a central concern globally at all levels of education (UNESCO, 1997; & OECD, 1998). The ability of educational institutions to transform, to adapt to the pressing needs of the society will depend to a large extent on the availability and effectiveness of the teaching workforce. According to OECD (2002), it is the case that, in a great number of countries, the age profile of teachers is skewed towards the older end of the age-range and signs point to a recent worsening of the situation. In addition, the relative attractiveness of the profession, as far as the salary dimension is concerned, has declined substantially in a number of countries in recent years (Eurydice, 2003; Ruben, 2004). This challenge do not rest at only one level of the educational system, but cut across, that is from basic to tertiary.

The problem of attracting and retaining of academic staff in higher educational institutions¹ has become a global issue taking into account the various reports(ILO/UNESCO, 2000; & OECD, 1998) which affected both developing and industrialised countries. The difficulties within the OECD countries are well documented. In the United States, for example, records have it that, about 7.7% of all full-time academic staff left their institutions for other places within one academic year (Tetty, 2006). In Canada, it has been argued that one of the challenges that higher education institutions will face over the next decade or so, is the recruitment and retention of the academics and similarly, it has been reported in Mathews (2003) that, during the early part of the 21st century, there will be a crisis in Australian higher education with an estimated academic labour shortage of 20,000 if appropriate measures are not in place to address issues related to recruitment and retention of academics. This development in the so called industrialised countries is becoming worrisome, since they have the capacity to attract the best brains from developing countries thereby worsening their plight.

Unlike developed countries, the issue of academic staff attrition in developing countries has been less well documented in literature. This is so, because, the issues tends to be subsumed under the general category of “brain drain” without any special attention being given to it. Literature has it that, the triggers identified for brain drain, in general, are identical to those behind academic staff attrition (Tetty, 2006; Teferra & Altbach, 2004). Thus, the two processes are intimately intertwined, as many highly skilled emigrants tend now to be current academics or potential ones. Interchange

In African context, much of the expertise base of higher education institutions has been eroded to the extent that not enough capacity is available to provide quality training for new generations of citizens (Barrow & Ukeje, in Altbach, 2003). Empirical studies conducted by various authors on higher education in Africa (Teferra & Altbach, 2004; Barrow & Ukeje, 2003; Tetty, 2006; Girdwood, 1999; Saint, 1992; Samoff & Bidemi, 2004; and Effah, 2003) of which some were regional and country specifics, pointed out interesting revelations. For instance, higher education in Ghana as indicated by Effah, have academic staff vacancy rates of between 40 and 60 percent. Records have it that, in Nigeria, two-thirds of its 36,134 academic staff positions remain unfilled. As a continent phenomenon, the size of faculty (academics) in Cote d’Ivoire dwindled from 828 in 1995 to 412 in 2000 (Houenou & Agbo, 2003). Evidence from South Africa suggests that many departures from higher educational institutions are caused by emigration, which accounts for 22 percent of such losses. The human resource problems of African higher educational institutions as stated briefly above, are made worse by the fact that, the existing complement of academic staff is overwhelmed by the huge expansion in student enrolments that has occurred over the past few years. Obviously, if significant numbers of the “best brains” are leaving their countries of origin for the search for better earnings, without commensurate or the needed levels of replacement, the end result will be that, the quality of education, training, research and consequently, service delivery to society will inevitably deteriorate.

¹ The terms higher education and tertiary education is used interchangeably in this thesis to describe education at post-secondary level due to diversity of institutions and programmes offered at that level (OECD, 2004).

In a study that examined the work life of three sets of probationary faculty in one university, Johnsrud and Heck (1998) emphasized three variables that shape the lives of academics, and subsequently compel them to leave their institutions. These are; attacks on their professional priorities; lack of confidence that their institutions will support and defend their personal and professional interests; and deterioration in their quality of life. According to the authors, it is important to use these variables as a basis for assessing, and following trends in employee's work life, (conditions of service) if one is to create the right environment for academics to function. In a related study, Johnsrud and Rosser (2002) focus on the relationship between faculty members' perceptions of their work life and retention, and concluded that those perceptions affect morale which, in turn, has an impact on the decision to quit their careers or institutions. Drawing from Johnsrud and Rosser's study, Rosser (2004) explores the link between perceptions of work life (referred to as working conditions in this study) and satisfaction, instead of morale, and its effect on intentions to leave or to stay. She operationalises work life, in the context of her study, to include issues such as professional development, administrative support, committee and service work, and technical support.

Vanderberg and Nelson (1999), and Borzaga and Tortia (2004) suggest that most turnovers in organizations emanate from a lack of satisfaction. Dissatisfaction could be due to a lack of psychological fulfilment in the job, perceptions and realities of non-commensurate remuneration, and an unwelcoming climate within the organization. This dissatisfaction, and the resulting decision to leave, can come as a significant cost to the organization, which includes the loss of skilled individuals and their expertise, disruption in the operations of the organization until appropriate replacements can be found, and difficulty in attracting new employees if the reasons for the departure of former employees are such that it make others unwilling to work for the organization (Cascio, 1991; Trevor, Gerhart, and Boudreau, 1997; & Murray and Murray, 1998). Retention issues are also influenced by pull-factors which are derived from the larger environment within which the organization operates. These factors can take a variety of forms, including offers of better remuneration and working conditions from similar organizations or others which need the skills of the individuals concerned.

Other models for explaining employee decision to stay in, or to leave, an organization are derived from expectancy theory (Lawler, 1994). The foundational premise of this framework is that employees enter organizations with expectations and values, and if these expectations and values are met, they will likely remain a member of the organization (Borzaga and Tortia, 2004). The framework has both a structural and a psychological dimension. Among structural expectations are autonomy, support for innovation, and appropriate levels and forms of communication. Various authors have highlighted the importance of autonomy as a determining variable in employee turnover. Autonomy is valued because it means that employees have latitude in deciding how they do their work, are able to provide independent input into decision making within the organization, and are unencumbered by bureaucratic impediments.

Support for innovation is characterized by an environment that enhances professional development and is receptive to new ideas, insights, and ways of doing things. Appropriate levels and forms of communication among the network of employees who constitute the organization is crucial in providing a sense of belonging, appreciation, involvement and, hence, commitment on the part of those employees. In the absence of the right communication framework, there is likely to be an information deficit and a gap in participatory interaction, both of which could compel employees to become dissatisfied and, hence, leave the organisation (Kogan, Moses & El-Khawas, 1994). Mechanistically skewed organisational designs and rational-legal authority relationship referred to as machine bureaucracy in Mintzberg (1983) may produce demoralisation among professionals who expect to have a voice in organizational decision making. An apposite summary of the importance of the right structural framework for employee satisfaction and retention is provided by Tettey (2006) in the following statement as "School management policies influence teacher satisfaction and retention, with teachers who are employed in settings where they have greater influence over school policy, greater control over their own classroom, more effective administrators, and a mentoring system that

provides support in their initial years of teaching being both more satisfied and more likely to stay in the field (pp.16).”

The psychological dimension of the expectancy theory, on the other hand, focuses on such issues as morale and the inner satisfaction that employees experience from their work. Authors, such as Dee (2004) have argued that the structural approach, within the expectancy theory developed by Vroom in 1964, provides a better way to address issues of retention, compared to its psychological counterpart. According to him, the latter does not reveal the mechanisms by which organizations can enhance faculty attraction and retention rates. In contrast, the structural approach examines variables that can be modified by organizational leaders. Thus, the structural approach is more likely to identify specific ways to reorganise higher institutions, which, in turn, may enhance intent to stay. It can provide information about specific organizational structures where college leaders could intervene in order to enhance institutional faculty attraction and retention rates.

What this argument loses sight of are the interconnections between the psychological and structural factors behind attraction and retention of academics. Structural inadequacies can definitely lead to psychological dissatisfaction, and the latter can defeat the purpose of the structural transformation, no matter how well-conceived and -designed. Thus, while the structural problems may be the more obvious, attention to psychological manifestations of employee discontent may provide invaluable early warning signals that can alert administrators to take the appropriate action that may be addressed by structural change. Furthermore, psychological issues tend to operate at individual levels that cannot be controlled or addressed by omnibus structural interventions because they emanate from unique positionalities, dispositions, preferences, and idiosyncrasies. A better approach in this study will be to explore both the structural and psychological dimensions of working conditions of service in order to put in place efficacious interventions. The individual is not always reducible to the structure within which he/she functions. This is due to the fact that, different people perceive and relate to the same structures, systems, and procedures differently.

What can be drawn from the above discussion is the fact that there can be no mono-causal explanation of worker (dis)satisfaction and measures that promote or hamper staff attraction and retention in an organisation. Any analytical framework should recognize that each variable is part of a larger organizational culture and dynamics that involves the cumulative and joint influence of a wide variety of variables that may be internal to the organization or external to it. In this study, the relevant empirical studies and literatures on structural and psychological dimensions of working conditions for academics in higher educational institutions were reviewed and formed the framework for the research. In view of this, a close look at polytechnic education in Ghana as a higher education is of much importance.

1.2 Polytechnic Education in Ghana

Recent Performance Monitoring and Criteria Reference test in Ghana confirmed that, relatively few students in primary schools acquire the necessary knowledge and skills as identified in the current curriculum (Ministry of Education, 2003). This poor elementary performance flows upward through the system, creating weak performance at higher levels of education. There are many causes of these poor learning achievement such as; the poor learning environment, many overcrowded classrooms in urban areas, and majority of schools lacking the necessary teaching facilities to assist the teaching of the most basic subjects like math, English and science. To achieve lasting effect on student learning, any improvement in the learning environment will need to be complemented by strengthening of the teaching staff. Efforts need to be made to motivate teachers to stay in the profession. Reports available indicate that, the average teaching life of a teacher in Ghana is between 4 or 5 years (Ministry of Education, 2003).

In 1991, government of Ghana published a White Paper on the Reforms to the Tertiary Education System which included the upgrading of the polytechnics to tertiary status (appendix shows the educational structure of Ghana). The White Paper specifically stated that the polytechnics have a

distinctive and important role to play in middle level manpower development and that, programmes and courses are to be offered at the higher level of technician training leading to the award of higher diplomas but not departing from syllabi dedicated to practical technician training. A Polytechnic Law, PNDCL 321, 1992 was promulgated to give a legal backing to the upgrading of the polytechnics (NTCE, 2001).

The polytechnics started with the few Ghana Education Service staff (MOE, 2003) that, after an initial screening exercise, opted to remain with the polytechnics at the time the polytechnics were upgraded to tertiary status. In order to guarantee the former teachers job security, they were presented with option to stay on or to leave, where some have decided to stay. It was due to this reason that each polytechnic has since made efforts to step up staff development drive to upgrade the skills of those teachers who decided to stay. An action which can be considered to be prudent in the staffing needs of the various polytechnics. However, no polytechnic has met its full complement of staff (NCTE, 2001). The National Council for Tertiary Education (NCTE) in 1996 set up two committees to carry out a redesignation exercise of academic and non-academic staff of the polytechnics. The NCTE criteria are currently being used by the polytechnics as the basis for recruiting and designating academic staff such as Instructor (first degree or equivalent professional qualifications) and Lecturer (second degree or equivalent professional qualifications) positions. Per the scheme of service, holders of Higher National Diploma (HND) produced from the polytechnics themselves, Bachelor, Master and PhD produced from universities are qualified to be recruited to teach in the relevant disciplines that the polytechnics offers. Also individuals with professional qualifications (like chartered accountants, ACCA, CIM, etc) which are equivalent to the academic qualifications indicated above are qualified to be recruited. Based on the technical and professional nature of the disciplines offered by the polytechnics, a holder of any of this qualification is qualified to teach in the polytechnic. The search for academic staff will be in this direction in the polytechnics.

Before upgrading the polytechnics to tertiary status, they were pursuing craft courses and lower level technician programmes. Currently, the polytechnics offer programmes in Higher National Diploma (HND) such as engineering, applied science and commerce which are not equivalent to degree programmes offered by the universities. By regulation, it is the National Accreditation Board (NAB) established under NAB Law, 1993, PNDCL 317, that accredits programmes to be offered in each polytechnic. The board is expected to satisfy itself with the adequacy of academic and physical facilities including staffing positions before granting accreditation. The polytechnics are also to seek approval of the NCTE before mounting new programmes (NCTE, 2001). NAB has accredited all programmes been offered in the polytechnics and has a visitation committee that reviews these programmes every four years. The polytechnics inherited the physical and academic facilities of the Technical Institutes that were converted to polytechnics. Since the upgrading of the polytechnics in 1993, there has not been a commensurate expansion of facilities in most of the institutions to meet their roles (MOE, 2003). Provision of adequate lecture halls, libraries, workshops, laboratories equipment, staff offices, etc remains the major problems of the polytechnics.

Currently there is no well defined scheme of service for the polytechnics (NCTE, 2001). Instead, the polytechnics have adopted the universities scheme of classification of staff such as senior members, senior staff and junior staff. Promotion criteria in the polytechnics are ill defined and copied from the universities. Also no formal agreement exists between the universities and polytechnics in terms of development of syllabuses, upgrading of staff, exchange of teaching staff and the use of facilities (NCTE, 2001). In the current dispensation of knowledge society, such partnership between higher educational institutions will be of much help, in the present difficulties this institutions face in attracting and retaining of qualified academics.

1.3 Attracting, Recruiting and Retaining of Qualified Teachers in Polytechnics in Ghana

Issues of remuneration and improved conditions of service for teachers are the major challenges facing the polytechnic education in Ghana. The Chairman of Conference of Polytechnic Principals (COPP) indicated at the kick off conference 2005 that, due to low salaries and poor conditions of service for

polytechnic teachers, 'members are miserably underpaid,' he said. These presupposes that, the low staff salaries and allowances are not attractive enough and this constitutes a serious constraints on the ability of the polytechnics to attract, recruit and retain qualified staff. Staff recruitment by the universities has also made the bad situation worse because many qualified teachers who are enticed by comparatively higher salaries and allowances in the universities and industries, resign from the polytechnics to these new attractions. Those who stay on are not sufficiently motivated, are frustrated and have little incentive to work harder. Although they may be prepared and determined to keep on fighting for a better day, the situation is not good for development and growth of the polytechnics, COPP chairman (2005).

A study conducted by Effah (2003) gave credence to the above concerns raised by the COPP chairman. His studies further reveal that, academics of higher institutions in Ghana are lured away by a variety of government agencies where salaries are often better and working environments looks more comfortable. For instance (Teferra & Altbach, 2004) in their studies "African higher education: challenges for the 21st century", documented that salaries and benefits in higher institutions are lower than those of comparative positions in the civil service. A classic case is the comparative salary analysis in Ghana in 1993 in their study, which revealed that salaries and benefit levels in sectors such as energy, finance, revenue collection and the media are all higher than those of higher education. Another challenge that the polytechnics face in attracting and retaining of their academics, is the emergence of private higher educational institutions where salaries and benefits are rather handsome when compared to salaries and benefits in polytechnics. The fight for improved conditions of service for the polytechnic teacher, has led to several industrial strikes leading to the disruption of academic work in the various polytechnic campuses. A development which is worrisome for the academe and will impact negatively on the quality of education provided to students in this institutions as future leaders of the country.

The proper enjoyment of academic freedom and compliance with duties and responsibilities requires the autonomy of institutions of higher education which was granted the polytechnics under law establishing them (PNDCL, 321). The autonomy granted the polytechnics gives them the degree of self-governance necessary for effective decision making concerning the functioning of the institution with respect to their academic work, standards, management and other related activities that are in line with the system of public accountability. This is very important because the State is seen as the key financier of these institutions. Each polytechnic has a separate governing council and has the right to recruit its own teaching workforce without reference to any other statutory body. This has led to the situation where all higher education institutions in Ghana have to compete for people with the requisite qualifications for teaching appointment.

1.4 Purpose of the Study

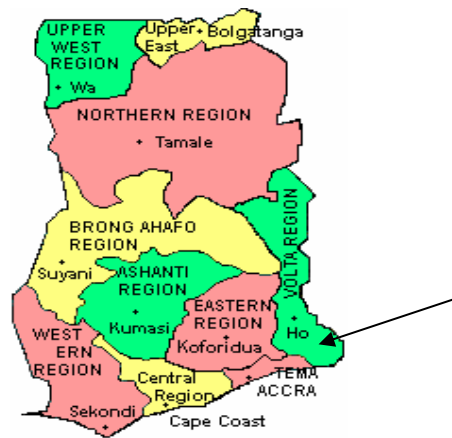
The overall purpose of the study is to provide the management of Ho polytechnic with information and analysis to assist them in formulating and implementing teacher policies that will lead to quality teaching and learning at the polytechnic. The study is concerned with key issues related to attracting, recruiting and retaining of qualified teachers, and to identify innovative and successful strategic initiatives and practices that will enhance the working conditions of service for academics in the polytechnic.

1.5 Ho Polytechnic in Context

Ho is a city in the south-eastern Ghana as indicated with the arrow on the map below, and it is the capital of Volta Region. It is situated at the southern edge of the Akwapim-Togo Ranges. Ho was founded in the early 18th century during westward migrations of the Ewe people. Its agricultural basis was strengthened after 1870 by the development of German kola nut plantations and by expanding cacao cultivation. The town's modern commercial importance was ensured by the Volta Bridge (1957) at Adome, which connects Ho with Ghana's southern ports. Ho also produces palm oil, cotton, and

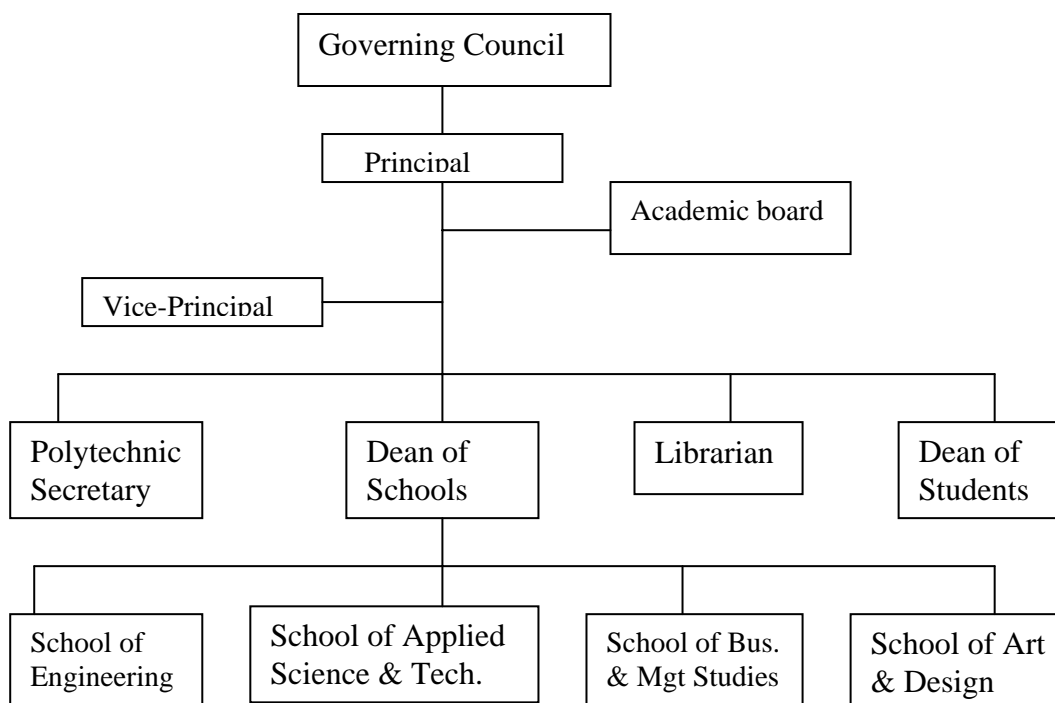
cocoa. It lies on a main road from the coast leading north-eastward to Togo (www.ghanaweb.com accessed 1st February, 2006).

Figure 1.1: The map of Ghana



The Polytechnic has its antecedents in the former Ho technical institute, which was established in 1968 to provide pre- technical training courses in various engineering and building trades. In 1972, the pre-technical courses were upgraded to more advanced programmes in technical, business and other vocational disciplines. Though the technical institute was re-designated as a Polytechnic in 1986, it was not until 1993 that it got the full backing of the law (PNDC Law 321) to become a tertiary institution with statutory objectives and function.

Figure 1.2: Organisational Structure of Ho Polytechnic – Academic



Source: Drawn based on the Statutes of the Polytechnic, 1995

The polytechnic has a governing council and the overall head of the institutions is the Principal as the chief executive officer. The supreme governing body is the Polytechnic Council which is made up of

staff and student representatives, and appointed external members. The Council determines matters of general policy and is not involved in the day-to-day administration of the polytechnic. The academic board is responsible for academic matters and is normally made up of Principal and the vice, heads of departments, deans and school representatives. The main actors involved in this study are the Governing council, Principal, Academic board and academics of the various departments in the polytechnic. Much consideration is given to the governing council, principal and the academic board as the key actors because, the adoption and implementation of the recommendations of this study greatly depend on them and they will also serve as respondents for the study in addition to the academics (Annex 1. Explains the statutory functions of the actors and the structure in detail). The table below outlines the schools, departments and staff capacities.

Table 1.1: Structure of Schools and Departments of the Polytechnic

Schools	Departments/Disciplines	Staff capacity		
		At post	On leave	Total
School of Engineering	Mechanical Engineering	11	1	12
	Electrical Engineering	5	-	5
	Building & Civil Engineering	9	2	11
	Agricultural Engineering	9	2	11
School of Applied Science & Technology	Computer Science & Statistics	6	-	6
	Hotel, Catering & Inst Mgt	11	2	13
School of Business & Mgt Studies	Accountancy	9	1	10
	Marketing	5	1	6
	Secretaryship & Mgt Studies	6	1	7
School of Art and Design	Fashion Design & Modelling	9	3	12
Total	10	80	13	93

Source: Statues of Ho Polytechnic, 1995 & Staff payroll March, 2006

The polytechnic grouped its academic related departments into four Schools comprising of ten departments with a total number of ninety-three teaching staff. The primary duty of the teachers in various departments is teaching. The teaching staff are not enthusiastic about research which is also a main component of duties of academics in the institution as contained in the scheme of service. The teachers of the various departments are assigned classes and teaching loads by their respective heads. Other functions such as student counsellors, programme coordinators and examination officers are among other non-curricular responsibilities assigned to teachers. The table below represented student-teacher ratio per departments in the polytechnic and what is suppose to be the required norms as prescribed by the National Council for Tertiary Education (NCTE). This table provides an insight into the workload per teacher and the vacancies in each department.

Table 1.2 Distributions of Students-Staff Ratio by Departments, 2004/05

Department	No. of Staff	No. of Student	Student/Staff Ratio	NCTE Norms
Hotel Catering & Institutional Mgt	12	224	19:1	12:1
Statistics	6	103	17:1	12:1
Fashion Design & Modelling	10	100	10:1	12:1
Accountancy	11	644	59:1	18:1
Marketing	7	182	26:1	18:1
Secretaryship & Management studies	5	139	28:1	18:1
Agricultural Engineering	10	88	9:1	12:1
Building & Civil Engineering	10	205	21:1	12:1
Electrical/Electronic Engineering	5	239	48:1	12:1
Mechanical Engineering	12	89	7:1	12:1
TOTAL	88	2013		

Source: Ho Polytechnic Planning Unit's Report, 2005

Existing Situation

The existing conditions of the Polytechnic as indicated in the institution's strategic plan (2002-2007) based on SWOT analysis is presented below: This information has laid a solid foundation for this research and its findings. It has also provided the basis for comparative analysis between the findings and the existing situation.

Strengths

- Effective leadership and management: the Polytechnic has a governing council composed of distinguished personalities and a competent management staff
- Relatively well-qualified and dedicated staff: both the academic and administrative staff remain devoted to duty and are working diligently, even under trying conditions towards the achievement of the goals of the polytechnic
- Conducive environment for academic work: the polytechnic is located in a quiet suburb of the city of Ho with very beautiful surroundings
- Strong links with the informal sector: as part of its outreach programmes, the polytechnic has strong links with the informal sector whereby local entrepreneurs and artisans are offered the opportunity to upgrade their skills
- Good public image: the institution enjoys a good public image because of its effective leadership, commitment to academic excellence, quality of its products and its services to the community
- Land for infrastructural development: the polytechnic has a total land area of about 60 hectares. Only one third of this vast stretch of land has been developed. The institution has therefore enough land for future expansions.

Weaknesses

- Inadequate qualified staff: by far, the greatest challenge facing the polytechnic is the lack of capacity to attract and to retain qualified staff

- Limited classroom and office space: office accommodation for staff and classrooms are woefully inadequate
- Inadequate funding: the polytechnic, like all other tertiary institutions in Ghana suffers from inadequate funding from the central government and other stakeholders
- Inadequate accommodation for staff and students: staff and student accommodation is woefully inadequate
- Limited teaching and learning facilities: the polytechnic is unable to acquire all the needed teaching and learning facilities on account of inadequate funding
- Inadequate administrative facilities: facilities like office equipment, vehicles and a reliable management information system is inadequate
- Location of the Polytechnic: the polytechnic is located in a geographical area of the country with low industrial and commercial activities. This situation makes it difficult for the polytechnic to develop proximity-based links and partnerships with industry for the practical training of her students.

Opportunities

- High demand for technical education and training: there is a growing demand on the part of secondary school leaver for technical education and training, where the polytechnic is strategically position to provide the opportunity for satisfying this demand
- Potential collaboration with public and private sectors, non-governmental organisations (NGO's) and other institutions: public and private sector organisations which are the main end users of the products of the polytechnic have a stake in assuring the quality of the graduates. The opportunity therefore exists for the polytechnic to enter into a collaborative effort with these institutions to train her students to the required levels of competence
- Consultancy services for income generation: opportunities exist for the polytechnic to undertake consultancy, training and outreach services to generate extra income to supplement government grants. When staffs are engaged in consultancy services, a percentage of income generated would be given to them as incentive which will boost their moral. The opportunity to engage in such activities will definitely call extra for expertise of teachers which will require specific training in that domain. Also the chance to engage in paid consulting to supplement income will attract and encourage individual teachers to stay with institution.

Threats

- Poor conditions of service: conditions of service for the polytechnic staff are comparatively unattractive. The polytechnic is therefore unable to attract and retain qualified staff.
- Low salaries: salaries of polytechnic staff in Ghana are lower compared with salary levels in other public and private organisations
- Difficulty in recruiting and retention of qualified staff: as a result of poor conditions of service and low salaries in the polytechnic, recruitment and retention of qualified staff have become very difficult
- Inadequate housing facilities: accommodation for staff is severely limited. Out of a total staff strength of about 200 (academic and administrative staff), only about 45 are accommodated by the polytechnic either on campus or in polytechnic acquired or rented houses
- Poorly adapted promotion criteria: the polytechnic has a promotion criteria based on university standards but it is unable to provide the facilities and the enabling environment to staff for attaining these standards
- Frequent strike actions by staff and students: the polytechnic is bedevilled with frequent strikes or threats of strikes by staff and students. This form of agitation often creates an atmosphere of uncertainty and unrest in the polytechnic
- Low morale of staff: as a result of the poor conditions of service, low salaries and inadequate housing, there is low morale among the staff of the polytechnic
- Dwindling funding levels: funding levels for the polytechnic have been dwindling over the years and have not matched the increase in student numbers

- Existence of universities: the existence of other tertiary institutions, especially the universities pose a threat to the survival of the polytechnic, because of the following reasons; (1) the best students prefer university education to polytechnic education, (2) HND qualification is perceived as inferior to a degree, and (3) disparity between service conditions of staff in the polytechnics and the universities.

Vision

The vision of Ho Polytechnic is:

“A reputable technological institution contributing actively to national development by providing career-focused education and skills training to the highest level possible and exploiting opportunities for conducting practical research in close collaboration with business and industry”

Mission statement

The mission of Ho Polytechnic is to:

- maintain a conducive teaching and learning environment to promote the training of highly-skilled and competent manpower imbued with entrepreneurial skills in partnership with other institutions and industry
- provide opportunities for and conduct practical research to advance economic growth
- provide expert service to satisfy societal needs
- pursue the diversification of funding sources to support institutional activities

While carrying out this mission, due regard will be paid to gender sensitivity, the needs of the physically challenged and respect for the environment.

Objectives

The aims of the Polytechnic derive in part from the set of national objectives for tertiary institutions as articulated by Government [Ghana Vision 2020 document, government white paper no. 3/91 of 1991, the Polytechnic Law (PNDCL 321)] and the National Council for Tertiary Education (NCTE). In order to achieve the vision, taking into account the existing situation as outlined above, and the dynamics of global technological change, the Polytechnic has set itself the following objectives:

- Strengthen the human resource base of the institution
- Administer and manage efficiently the human, financial and physical resources
- Produce highly-skilled manpower for national development in the fields of its manufacturing, commerce, applied science and technology
- Acquire adequate academic and physical infrastructure
- Facilitate access to science and technology education, especially for females
- Increase the internal income-generating capacity of the Polytechnic and diversify the sources of funding
- Provide expert advisory services to support local technology
- Maintain a healthy, manageable student population and cost effective student/teacher ratio (Ho Polytechnic, 2002). For instance, maintaining a manageable student population will lead to the few teachers not being over burden to teach large classes which will result in teachers not being able to give every student the needed attention. In this instance, large student intake needs to correspond with improvement in quality of facilities and favourable working conditions for the teachers. Student –teacher as presented above create the impression that, this aspect of the objectives have not been adhered to.

1.6 Problem Statement

Ho Polytechnic as autonomous institution face the challenge of meeting its statutory obligations as specified in its vision, mission and objectives. Issues’ militating against her objectives as indicated in the institutional SWOT analysis stand as a challenge for the Polytechnic. These key institutional forces are her inability to attract, recruit and retain qualified teaching workforce.

1.7 Research Questions

The questions that need to be answered in this study with respect to the key issues are as follows:

1. What strategies and conditions can help attract well-qualified people into the teaching profession at Ho Polytechnic?

The design of data collection instruments and analysis of data will be organised around the following sub-questions;

- What factors will influence the attraction of qualified teachers into Ho polytechnic?
- What factors will influence the decision taken to enter the teaching profession at Ho polytechnic?
- Which of this factors are potentially open to change or influence in the polytechnic?
- What seem to be effective strategies for attracting qualified people into the profession at Ho polytechnic?

2. What are the effective methods of recruiting and assigning of duties for teachers at Ho Polytechnic?

The design of data collection instruments and analysis of data will be organised around the following sub-questions;

- What factors influence the effectiveness of teacher recruitment and assignment processes in Ho polytechnic?
- What strategies are available for improving teacher recruitment and assignment of duties in Ho polytechnic?

3. What strategies and conditions will promote retention of qualified and effective teachers at Ho Polytechnic?

The design of data collection instruments and analysis of data will be organised around the following sub-questions;

- What factors will influence the decision of qualified teachers to stay at Ho polytechnic?
- What factors will influence the decision of teachers' to leave the teaching profession in Ho polytechnic?
- Which of these factors can be influenced by management of Ho polytechnic?
- What seem to be effective strategies for retaining qualified teachers in the polytechnic?

1.8 Scope of the Study

In order to keep the study within appropriate limits, it focuses on the working conditions of teachers (academics) in Ho Polytechnic. It is intended that, limiting the study to Ho Polytechnic would not make it irrelevant to other polytechnics in the country (Ghana) considering the precarious conditions under which they all function.

Chapter Two

Literature Review

Working condition is a key to understanding the teaching profession in the world today (ILO, 2000). Identifying what makes the profession attractive or otherwise is closely bound up with the conditions in which teachers undertake their professional responsibilities and with the quality of their working life. Working conditions must be viewed as a whole in order to build up a proper understanding of what teachers do, how long they are expected to do it for as well as how much they are paid to do it and how much support and training they are given in order to continue to do it well. The need to ensure sufficient numbers of well-trained and appropriately qualified teachers has been the subject of debate in higher education in developing countries (UNESCO, 1997). Conditions of employment have a direct bearing on the flows of teachers entering or leaving the profession because they determine how appealing the profession is, particularly in comparison to other types of employment. The questions that need to be answered in this literature study are;

1. What are the characteristics that influence the attraction and retention of higher education teachers?
2. What conditions makes higher education teachers different from other teachers?
3. What are the important working conditions that influence the attraction and retention of higher education teachers?
4. How does the governance structure/system of higher education institutions influence the attraction and retention of academics?

These questions have been examined in turns, and the answers or findings from the literature formed the framework for the study.

1. What are the characteristics that influence the attraction and retention of higher education teachers?

This profession covers a large range of different situations, which often stem from tradition or national peculiarities. Before one looks at the condition of this category, it is necessary to define or, at least, describe the population that we can call higher education teaching staff. There are various criteria for defining higher education teachers. Each criterion brings about a different result. Despite the fact that the majority of teaching staff consider themselves as such, the use of different criteria brings to the fore particular categories where membership is not clearly defined, which places some of its members in uncomfortable positions (ILO,2000). It is believed that, the academics in the academe has a distinctive feature which when present in higher institutions will serve as an attraction to individuals who want to enjoy such privileges in the academe.

2.1.1 Definition Based on Where the Person Teaches

International organizations allow each country to make its own definition of what it considers as higher education. This is illustrated in the UNESCO (1997) Recommendation concerning the Status of Higher Education Teaching Personnel. The instrument defines higher education as “programmes of study at the post-secondary level provided by universities or other educational establishments that are approved as institutions of higher education by the competent State authorities and/or through recognized accreditation systems” (UNESCO, 1997). Thus, within this large scope, one may consider institutions or parts of institutions to belong to higher education if they have students who are enrolled on higher education programmes. Yet there coexists in many countries a non-university sector. In France, for example, as well as in a certain number of French-speaking countries, there are not only universities and a certain number of mainly business and engineering schools, but there are also parts of secondary schools which frequently have students studying post-secondary courses. These latter schools are therefore considered part of higher education. However, the teaching staffs are not considered as higher education staff (Altbach, 1996, Clark, 1983). Other countries make the distinction between a general higher education system, provided by universities, and a vocational higher education system made up of institutions which are distinct from universities. In the United

Kingdom, for example, a distinction is made between higher education universities and further education in polytechnics and colleges which comply with other, sometimes very distinct, logic and follow different rules. However, in many other countries, higher education is made up of a more common block. The institutions are of a similar nature and teach students who have all finished both their secondary education and poses the necessary entry requirements to higher education. In this regard, teachers in polytechnics in Ghana will be considered as such, since they merit the status under the law (PNDC Law 321). In view of the above scenarios, differences exist between university teachers and other higher educational teachers because why universities can boast of teachers with professorial rank, it is non-existing in polytechnics especially in developing countries like Ghana. Such professors will prefer to teach in the university. Also there is a great difference in conditions of service at the two institutions. The definition based on where the academics teach, can only be feasible by classifying institutions through legislative instrument, but in reality, the teachers may not have requisite qualification that goes with such classifications.

2.1.2 Definition on the Basis of Duties

It is also possible to define higher education teaching staff according to their duties. The particular duties can be parallel research and teaching duties. In France, as well as in Greece, higher education teaching staff with research duties are called teacher-researchers. This definition excludes, within higher institutions themselves, staff who only have teaching duties and those who have only research ones. It is clear that this classification is based not on actual duties carried out but on duties stipulated in job contracts or by rank. In addition, the people in question do not have access to all the necessary resources. On the other hand, trainee or full-time researchers can have teaching duties that are not explicitly acknowledged. It is thus difficult to define higher education staff on the basis of their duties or of a combination of duties which would distinguish them from teaching and research staff outside higher education (Enders, 2000). Understanding the duties that higher education teaching staff performs will help to distinguish them from other teachers and the conditions that will be favourable for them to work with. For instance knowing that, research is an integral part of academics profession, the necessary research facilities must be provided for them to enable them carryout their research activities and likewise teaching.

2.1.3 The Traditional Concept of Higher Education

During the second half of the twentieth century, a relatively clear model was used as a common reference in most countries to fix the aims of labour demands or inspire legislative and statutory reforms in higher education. This model was more a myth than an actual reality in any given country was often marked by nostalgia for the good old days and an ignorance of the actual situation in other countries as cited in ILO (2000). It was a kind of “ideal type” that brought together the aspirations of the higher education teaching profession across the world. People thus noted that in certain higher education systems the working conditions of higher education teaching staff were close to the model in question, whereas in others there was a huge difference. Other coherent concepts of higher education have existed or still exist. However, they have never acquired this same status of international reference, and are rather seen as foreign exceptions of historical origin. Despite the model being oversimplified, it is useful to present it in some detail because it presents us with a useful, common starting point to characterise national situations, both at a given period and through changes in past and present.

2.1.4 The origins of the model

At the beginning of the nineteenth century, the scholar Wilhelm von Humbolt developed a proposal for higher education institutions based on a small number of general and abstract principles: unity of all knowledge, unity of research and teaching, and education based on academic knowledge. The autonomy of the institutions enables teachers and students to enjoy academic freedom, and to research, teach and learn freely. In the general interest, the State was expected to accept these freedoms and to ensure autonomous functioning of the institutions. The principles had immediate consequences on the

organization of tertiary institutions: thus collegiate decision-making, appointments and evaluation of academics by their peers and guarantee of job security (Gellert, 1993; Bett, 1999, & Clark, 1983). Any restriction on these variables will be considered by academics as infringement on their liberty and not providing them with the conducive environment to work. These various factors or characteristics of academics have been explained and discussed below.

2.1.5 Academic Freedom

Academic freedom is a unity of rights and privileges that higher education teachers benefit from, either individually or collectively. Academic freedom makes it possible for new ideas, research, and opinions to emerge; for widely accepted views to be tested and challenged; and for critics to comment on and scrutinize the status quo. Academic freedom is an idea that faces challenges all over the world (Thorens, 2006). There is, however, little doubt that academic freedom is crucial in nurturing national academic and scholarly cultures. Ideally, academic freedom ensures that academics will be able to teach freely, undertake research of their own interest, and communicate findings and ideas openly and without any fear of persecution. Authors like (Teferra & Altbach, 2004; Askling, 2001; Aga, 2003; Thorens, 2006; & Neave, 2006) contended that, a civil society thrives on tolerance and freedom of expression. This issue is further developed by Thorens, who brings a legal perspective to the historical evolution of this central article of academic freedom. He also examines some of the basic linguistic differences and the social as well as political structures that have shaped them. A country with robust freedom of expression, allows a great variety of perspectives and views to be considered, entertained, and contested. In this regard, academic freedom can be considered as a crucial element of a civil society, and the development of a civil society can be stunted in the absence of freedom of expression and academic freedom. Also, the only way of successfully ensuring the search for truth — the ‘disinterested’ development of knowledge and its dissemination — is to grant researchers and teachers sufficient freedom to undertake and pursue their research and teaching in all reasonable tranquillity to fulfil their duty.

2.1.6 Teaching and Research Freedom

It should be possible that each member of staff chooses the field of their research and should teach freely, using their research results. Of course, this freedom has its own practical limits, if the research in question is expensive and resources are limited. The choices will be made at collegiate level, either at the level of the department or institutional. Several research works (Saint, 1992; Samoff & Bidemi, 2004; Tetey, 2006; Teferra & Altbach, 2004) on higher educational institutions in Africa point to the fact; it will be extremely difficult – perhaps even impossible – for Africa to compete effectively in a world increasingly dominated by knowledge and information unless it consciously, persistently, and vigorously overhauls its potentials and its most crucial institutions. The reports of these authors created the impression that, Africa should and must do much more to develop its higher institutions that will generate and utilize knowledge and information. The international knowledge system has centres and peripheries in the production and distribution of knowledge. Africa, as a continent, finds itself on the very edge of the knowledge periphery (Altbach, 2003) and appears to be increasingly isolated from the centre. To ensure teaching and research freedom, research and publishing must be strengthened in our higher institutions. Governments, major donor institutions, NGOs, and bilateral organizations should and must direct their policies toward prioritizing the revitalization of these important areas of African higher education, if Africa is to cope effectively with the challenges of the present and the future. The current situation, in which donor agencies and international organizations fund the large proportion of Africa-based research, presents additional challenge. While it is unlikely that major research funding will be available from indigenous sources in the near future, it is important to ensure that the research that is taking place, regardless of the source of funding, meets the needs of African scientists and the broader interest of African societies. A recent development in Ghana where the government provides grants for funding research activities in higher institutions through Ghana Education Trust Fund (GETFund) is commendable and needs to be sustained (<http://www.getfund.org/getfundact/part.html>). But the extent to which individuals have access to these grants in their institutions is not known yet. If they do, the extent to which their freedom has been

curtailed in using their research results in teaching freely has also not been documented yet. In his recent work (Tettey, 2006), on a higher education in Ghana, Tettey pointed out that, academics contend whether research expectations are reasonable. Among reasons cited in his study are huge teaching loads that teachers have to carry and the limited time they have for research work. Such a condition presents a challenge to academics in the academe especially for a developing country like Ghana which requires urgent attention from all stakeholders.

2.1.7 Autonomy and Job Security

In order to guarantee academic freedom and to ensure the development of knowledge, academics in higher institutions must have job stability as a prerequisite. They should not be put under any other pressure than that of the organizational constraints of the institution, defined in a collegiate way. In particular, higher education teachers should be protected from the arbitrary nature of political power and the ups and downs of a market economy. This guarantee can apply in different degrees to higher education staff and take different forms: i.e. this stability can be guaranteed by the status of public servant; it can also be included in legal job contracts or figured in the collective agreements of higher education.

2.1.8 Appraisal by Peers

The collegiate decision-making method has an important influence on the choice of colleagues. The recruitment for permanent or temporary positions beyond a certain level of qualification, can only take place through co-operation by peers, i.e. people possessing at least the same level of qualification and competence. Decisions concerning the career of a peer (be they positive, i.e. a promotion, or negative, i.e. a sanction for professional misconduct) can only be taken by peers in this type of system (ILO, 2000).

2.1.9 The Collegial Decision-making Process

In the collegiate decision-making method, the members of an organization have equal decision-making power. Each member has to abide by the common rulings. In large institutions, collegiate power is organized in a hierarchical, and sometimes bureaucratic, way. The basis of the chair system is that the holder of the chair has the hierarchical power that gives them the sole power to make the decisions that their colleagues and inferiors have to abide by (Gellert, 1993). Concerning faculty or institutional affairs, the holder of the chair shares the above power with fellow colleagues in the department, faculty or institutional board. This organ represents the college of academics and carries out the collegiate supervision of the organization. The college can be chaired by one of its members, e.g. the dean, who does not have any particular power, being only, as the expression goes, “*primus inter pares*”, the first amongst equals as indicated by Gellert.

The role of the dean is essentially to raise questions to be solved by their colleagues and to draw up mutual concessions that lead to a consensus. The questions at hand are supposed to be those of common interest of the different chairs; for example, defining the curriculum, organization of the exams, allocations of common resources, recruitment of new teachers. Each dean or head represents the faculty or department in outside meetings, especially in meetings with either other faculties of the institution, or with the institutional board. The latter plays approximately the same coordinating role as the faculty college and has a coordinating figure as a rector, principal or vice chancellor. The institutional board settles any subsidiary questions that were not settled at the level of the chair or faculty. This link between the decision-making powers situated at different levels is a characteristic of a hierarchical system. The allocation of the domains of competence of the different levels is organized according to the principle of subsidiary; the low levels having a large scope of competencies in a narrow sector; the higher levels having a more limited scope of competencies in a large sector.

In addition, this organization is relatively bureaucratic due to the formality of the decision-making process. The rules are not used when consensus can be easily reached, but they are used to block a

decision by opposition. It can happen that a large part of the decisions have been agreed on with seeming indifference then sometimes, unexpectedly, there will be opposition on a precise point which will lead to the opposition calling upon rules to stop the decision-making process (ILO, 2000). In the situation where individuals have to be part of the decision making process in an organisation and that opportunity is not granted, individuals will feel dissatisfied. Also where, decisions are hijacked and veto by management to the disadvantage of the academics or individuals concern, the collegial importance of the decision- making process will be lost.

2. What conditions makes higher education teachers different from other teachers?

The specificity of higher education teachers compared to other teachers is based on the method of recruitment (training requirements and admittance to the profession), but it is also based on the guarantees of autonomy which, in return, imply particular duties (UNESCO, 1997).

2.2.1 Method of Recruitment

Available literature suggests that, higher education teaching staff are recruited by their peers (colleagues of a same or higher level who belong to the same institution or subject area). A “level” is defined by the hierarchy of each position (e.g. assistant professor, associate professor, full professor, reader, and lecturer). Admission requirements are statutory in countries where rule-based systems are important and contractual in countries where these are predominant. These requirements indicate an obligatory or recommended route and a required or desired level of training. In some countries it is impossible or hardly thinkable to reach certain positions in the hierarchy without having climbed the necessary ranks of the ladder (Finkelstein, Seal and Schuster, 1998).

The career of higher education teachers is separated by stages that represent generally a promotion, i.e. both a step up in hierarchy, and better pay and working conditions. Despite functioning in slightly different ways in different countries, this route recalls the structure of medieval Europe, i.e. which of guilds where one changed roles or became more autonomous; one stopped being an apprentice and became a companion, from being a companion one could become master. These changes followed a training process which included certain exercises aimed at certifying the professional skill in the given craft. Admission requirements can be systematically required or not: having a Ph.D. (the highest university diploma/ certificate) tends to be more and more a general requirement to be admitted to stable positions in higher education. However, sometimes there are no formal requirements. In the recent past, this enabled holders of just a first degree to occupy chairs at Oxford and Cambridge. Sometimes other requirements are needed during a career to reach the highest ranks of the ladder (Gibbons, et al 1994). Training to become a teacher takes a long time and is often informal. Between the end of study and becoming a teacher, there is a period of initiation into research that can start by a year of formal study before the beginning of a Ph.D. The latter is both an apprenticeship tool to learn to be a researcher and an opportunity to do a first real piece of research. This research is carried out under the supervision of a research tutor and is often within a team of researchers who are experienced in conducting research.

2.2.2 “Tenure” or Permanent Employment

To maintain the quality of research and teaching, higher education teaching staff has sought to obtain contractual or statutory guarantees, of which permanent employment is one of them. As recognized in the Recommendation concerning the Status of Higher Education Teaching Personnel, “tenure or its functional equivalent where appropriate, constitutes one of the major procedural safeguards of academic freedom and against arbitrary decisions”. Teachers who benefit from it “can only be dismissed on professional grounds UNESCO (1997) and in accordance with due process”. They may also be released for bona fide financial reasons provided that all the financial accounts are open to public inspection. The functional equivalent of tenure in public systems is the rank of public service employee. This rank generally offers guarantees of job stability but not necessarily job autonomy. Indeed, higher institution academics benefit, like judges, from particular arrangements on this

question; they cannot be transferred without their consent and can be constrained in the exercise of their functions only on the decision of their peers. Individual freedom of higher education teaching staff, as it is defined by UNESCO (1997) includes the right to carry out professional activities outside of higher education, notably if these activities allow the person to improve their professional skills or apply their knowledge to the problems of a community.

2.2.3 Different Guarantees for Different Ranks

In many higher education systems, the rights and obligations are not the same for every category of teaching staff. As in the medieval guild system, there is a hierarchy where power, rights and duties are concentrated at the top of the ladder, i.e. the level of professors (no matter their title). The proportion of professors within the permanent staff of higher institutions varies considerably from one country to another and from one subject area to another (from 10 to around 40 per cent). In Germany, the guarantee of employment applies only to professors, whereas in other countries this guarantee covers all permanent staff. Certain functions can be set apart for them (dean, rector, principal or vice chancellor), and certain privileges too (in France, for example, professors can become Members of Parliament without having to give up their duties). In the field of research, professors have the particular duties of organizing departments and the supervision of Ph.D. students (OECD, 1998).

2.2.4 Qualifications

The academic qualifications of teachers are generally higher in higher education than in the other levels of teaching (e.g. bachelor, masters or PhD). Apart from a few exceptions, developing countries do not have the infrastructure to enable them to train young researchers and teachers. This is not only true for scientific subjects, but also for medicine and engineering. In the other sectors, preference is sometimes given to those trained abroad rather than home graduates. This situation increases considerably the risk for these countries of a brain drain. An important proportion of trainee researchers abroad does not return home or prolong their stay for different reasons. First of all, the level of pay is often much lower in their home country than in the country they studied in, even in the case of precarious employment. They thus feed the market of qualified scientific manpower and in turn contribute to the depression of wages and maintaining precarious employment. On the other hand, the most qualified hesitates in taking up higher education posts in their countries as they fear not finding the necessary resources and propitious conditions for their research and teaching (Bauer, 1999). Not only will the appropriate qualification enable individuals not to take up jobs in the academe, but they have an equal chance of being employed by commerce and industry which pose a major challenge to higher education institution in this present day.

2.2.5 Participation in Research

Research became the most valued activity of higher education teaching staff. Even though the exact definition and functioning of research varies between subject areas, it is seen as the most specific activity of higher education. It is usual for higher education teachers to complain that their lectures and administrative duties prevent them spending all the time they would like on their research (Gibbons, et al 1994, OECD, 1999). The research conducted and the results obtained are the most commonly used performance criteria for recruitment, appraisal and promotion during the career of higher education teaching staff. Research is seen in higher institutions as integral part of the academics principal duties. Attempts everywhere to give a new value to teaching duties have only rarely brought about a real change in the balance. This can be explained by the fact that the products of research are more easily identifiable and more easily linked to the individual than those of teaching. Publications, even if they are collective works (as is more and more frequent), and papers presented in conferences, can be assessed using a certain number of criteria resulting from a consensus of the specialists of a subject area. These research products can be qualified, counted and weighted to obtain a synthetic measure making it possible to classify and choose. The importance of research appraisal for individual careers prevents the faculty from being able to choose freely the arrangement that suits them best amongst the different activities open to them. If there exists on the one hand the possibility to specialize, either

temporarily or permanently, in research, it is not the case for teaching. Indeed, higher education teaching staffs rarely choose spontaneously to specialize in teaching as indicated in OECD report of 1999.

Most higher education institutions can decide on the proportion time each of their employees is authorized to spend on their diverse activities. The institutions can, thus recruit a “research professor” whose teaching duties are limited to seminars for Ph.D. students. The institutions can, for the duration of a research project, relieve a teacher of their lectures. They can also change the teaching load of teachers according to duties or particular performances. In other institutions, the choice is much more limited due to the limitations of staff regulations. If one looks beyond the contractual or statutory proportions of each activity and measures the budget of time of higher education teaching staff, one notices that the categories of staff who spend most of their time on research are assistants or teachers beginning their careers and those who have reached the top of the ladder. The former are continuing activities based on their Ph.D. and their post-doctoral placement. The latter dedicate themselves to scientific activities, supervision and especially the administration of their centre or department and fund-raising. Sometimes they also have the possibility of delegating their teaching to assistants. Between these two categories, teachers in the middle of their career or belonging to intermediate ranks spend more time on teaching and preparation. A situation that prevent them from participating in research work of their departments or to undertake independent research work. Empirical survey conducted by Tetey (2006) on African universities seems to confirm these facts.

2.2.6 Internal mobility in higher education

Once recruited in higher education institutions, young teacher and researchers may benefit from different careers. In the tenure track system, as it works in United States institutions, access to a given position opens a clearly defined path that will lead through a succession of promotions, to the highest levels of the academic career in their institutions or others. People who do not climb the first step have very little chance of reaching higher levels (ILO, 2000). Promotion is a key issue that individuals consider before entering into any profession. In the situation where avenues existed for the individual to progress in a job through the academic ladder or ranks, they will be ever willing to enter and to stay or it could be the opposite.

3. What are the important working conditions that influence the attraction and retention of higher education teachers?

Satisfaction in the workplace is naturally associated with working conditions. In response to the above question and in the particular case of teachers, working conditions are often associated with the following factors, and have been discussed in turn.

- Employment status and job security,
- Workload,
- Support staff and teaching aids
- Salaries and non-monetary rewards
- Opportunities for professional development,
- Quality of facilities and material condition,
- Flexibility to take temporarily leaves,
- Social security benefits, health and safety,
- Opportunity for collaboration and decision-making.

2.3.1 Employment Status and Job Security

All the changes that have affected higher education systems in the last three decades around the world have inevitably had an impact on the working and living conditions of academics. Different trends can be detected that will deeply alter the nature of academic work, its environment and organization, as well as the conditions of entry into the profession as Enders described it (Enders, 2000). The growing size of institutions, their diversification and their opening to the outside world imply a differentiation of the tasks that are performed by their staff. For permanent academic staff, the tenured professors, it

can either be perceived as a possibility to do different jobs during their career, which may appear attractive, or as an increase in the workload and a source of stress and burn out. The administrative tasks related to teaching and research, especially those caused by the development of accountability or the search for funding for research projects, are clearly perceived as an unavoidable nuisance since they can hardly be transferred to administrative staff. For other categories of staff, on the contrary, the evolution leads to greater specialisation which implies a reduction in the variety of tasks and growing monotony of work.

Full-time Teaching staff

Inferring from OECD report (1998), there is existence of a growing number of academic staff who does not take part in research and this has become a general trend. Often, these people have a heavier teaching load and do not participate in departmental decisions on academic affairs. They are usually assigned to subjects considered as secondary in the curriculum, like languages, especially in programmes with a strong disciplinary content. Their functions are very close to those of secondary education teachers and they usually start their career in secondary schools, opting for higher education when they have an interest for research or when they look for better work conditions or environment.

Part-time Faculty

This category is more heterogeneous as it comprises young researchers still being trained or looking for a permanent position, as well as for whom part-time work may have been involuntarily imposed, or freely chosen. It includes professionals or managers coming from the private sector or from public administrations whose expertise are necessary to the institutions for professional or vocational programmes.

Fixed-term Contracts

Although tenured employment, or its civil service equivalent, remains the prevailing form of employment in the majority of countries, there has always been a significant number of staff working on short or medium-term contracts. For the most part, this concerns graduate students who are at the beginning of a career in higher education or in research. Access to stable positions in tertiary institutions nearly always passes by a period of unstable employment. The selection process for academics assumes a pool of talented young researchers from which the most competent will be drawn. These young people, like apprentices, are in a dependent position; they take part in the various academic tasks in the department but not in the decisions. This period, which can last up to several years, may be followed by several short-term contracts in research projects with occasional teaching assignments.

Part-time Contracts

The increasing use of part-time or fixed-term contracts is visible in teaching as well as in research jobs. It is partly due to the new organization and funding arrangements of research and to the new missions of institutions. In the United States, in 1997, part-time staff accounted for 42 per cent of all staff (Sloan Foundation, 1998, Enders, 2000 UNESCO, 1997) and the fastest growing part of the higher education system; the sector of public two-year colleges also relies most on such staff. Part-time work may respond to the needs of either the institutions or the employees themselves. For staff, part time allows for another activity alongside their work in the institution. But for employers, it is a way to introduce greater flexibility in the management of their human resources. Part time can be offered to permanent staff or to staff on fixed-term contracts. It is defined as a fraction of the full-time work as specified by statutes or collective agreements. Staff on short-term contracts can also be paid by the hour. When it is permitted by legislation, collective agreements or by the institution's rules, an academic may work part time for two or more institutions, in different circumstances. Institutions sometimes like to employ specialists in a discipline or field but their teaching and research needs do not justify hiring someone full time. Part-time contracts might also enable higher education institutions to attract a world famous researcher they could not afford full time, in order to secure private contracts or public funding. Dual employment may create conflict in relation to intellectual property, perhaps less with teaching than with research. Labour contracts may include provisions allocating such property rights but monitoring of such provisions is uneasy. In systems regulated by statutes, labour

clauses are not negotiable and adjustment to such situations can be almost impossible to achieve without altering the legislation or creating special exceptions.

Staff members may also hold part-time work with private firms. This also happens when academics are allowed to manage a business they have created (sometimes with the financial help of their institutions) without having to resign from their position. Another type of part-time work is chosen by employees for personal reasons – parents who wish to devote more time to the upbringing of their children may reduce their professional activities during a certain period. As it is compatible with academic work, this choice is popular with mostly female staff, especially when labour legislation is favourable to families. Part-time work as a mechanism to attract people into the profession can be negotiated by the employer with the prospective job candidate as well. Such situations are found in higher education for people employed and paid by the hour. They have very short contracts, one semester or one year. This is a strategic that can help to attract qualified job candidates thereby averting the shortage of teachers in the various disciplines in higher education institutions.

2.3.2 Workload

In no country has the increased participation in higher education been accompanied by a proportional growth of resources devoted to it, especially the number of teaching staff (ILO, 2000, Gellert, 1993, OECD, 1998). Results from studies conducted on these issues indicated that, class load characteristics are important correlates of job turnover. The class size of any educational institution should be arranged in a manner that will give the teacher ample time to pay attention to individual student needs. The size of a class will determine whether the teacher can attend to each student equally. Larger class size will mean more work for the individual teacher, (marking of student's assignment, exams, preparation before class, etc.) which obviously will divert his attention from the individual needs of students. On the other hand, small class size and less teaching load will enable the teacher to give off his best in terms of teaching and attention for students. Also, to manage the situation of large class sizes, teachers must be provided with the facilities that will facilitate teaching such classes, such as ICT.

The increase in the student/teacher ratio can be observed in countries where enrolments grew at a fast rate, and also in countries where the student population remained quite stable. In Central and Eastern Europe, as an example, the number of students remained stable but deep restructuring of the higher education sector due to the economic situation during the early years of transition drove the ratio from five to ten in a decade (Gellert, 1993). It should be possible to determine whether this change has translated into increased teacher productivity or into a lowering of the services provided and a loss in quality of education, provided a satisfactory measure of the final outcome of the education sector could be defined. Whether teachers grown more productive or being able to educate more students with the same methods and the same level of quality is matter worth knowing. Also whether institutions have become better organized or have found new ways of teaching more students with the same amount of resources which may make teaching conditions favourable or unfavourable for teachers. Judgements passed on quality of outcome are often based on shaky and disputable information as indicated by Gellert (1993). Like most non-marketed services, education lacks a measure of quality that does not depend on costs. Higher quality is often thought of as entailing higher costs when one neglects improved productivity that can be brought about by changes in teaching methods and in institutional organization.

The studies of (Altbach, 2003; Tettey, 2006; Gellert, 1993; & Damian, 2005) and reports from (ILO, 2000; OECD, 1998; & UNESCO, 1997), have failed to give a complete picture of what constitute workload for academics in higher education. While some authors like Tettey (2006) indicated in his work that, workload constitute number of courses and large number of students taught (class size), whiles Damian (2005) revealed that, workload for academics consists of teaching load, administration, research, service to institution and the community. These two studies were conducted with specific reference to workloads of academics in higher education institutions in Africa. Referring to workloads of academics by Altbach (2003) in his studies of challenges of academic profession in developing

countries, he documented that, apart from basic teaching, consulting, extra instruction related to revenue-generating and extra-mural service forms part of academic workload. In deciding on what constitute academic workload, the above elements need to be harmonised in order to give a clear picture of what constitutes workload for academics in higher education institutions.

2.3.3 Support Staff and Teaching Aids

To create favourable working conditions for academics and to allow them to concentrate on their core professional activities such as teaching and research, management of higher institutions must provide them with support staff to perform the non-teaching task assigned to them. For example, support staff with qualifications in ICT or psychology may provide IT and counselling services to student and staff when the need arise. Modern aids to teaching which facilitates teaching and learning by both teacher and students need to be provided by management. But a caution by ILO/UNESCO (1997) report point to the fact that, such aids must not be regarded as a substitute for the teacher but as a means of improving the quality of teaching and extending to a large number of students where necessary the benefits of education. To make this effective and to be sure of its effects, research must be conducted into the use of these aids and must involve both students and teachers at both departmental and institutional level.

2.3.4 Salaries and Non-monetary Rewards

In the recent policy debate on the balance between investments and returns on education, the critical role that teachers play in educational quality and improvement has been repeatedly acknowledged (ILO 2000). Policy makers have generally recognised the interdependence between the status of teachers and the status of education already stated in the *Recommendation concerning the Status of Teachers* adopted by UNESCO and ILO in 1966. As it is in all jobs, requiring a qualification leads to access to different career paths. The conditions of service offered to teachers, including their salaries and pay scales, have a significant impact on the composition of the teaching force and upon the quality of teaching. The relative level of teachers' salaries and the availability of salary increases during the course of their careers can affect the decision by qualified individuals to enter, or to remain in the teaching profession.

One of the guiding principles stated in the UNESCO/ILO (1997 & 2003) *Recommendation concerning the Status of teaching personnel in higher education* is that, working conditions should be such that they will enable teachers to concentrate on their professional tasks and should promote effective learning by students. In particular, salaries should provide teachers with the means to ensure a reasonable standard of living and to invest in further professional development; they should reflect the importance of the teaching function and should take into account the qualification and experience required by teachers together with the responsibility they carry; and they should compare positively with salaries paid in other occupations requiring similar qualifications. The most frequent questions asked by some experts (Bett, 1999; OECD, 1999; & Albatch, 2003) are, how do academics compare with the rest of society? Does their income diverge from those of groups with similar qualifications like the professions? Such a question and comparisons posed by authorities on this issue is very hard to make. It can be based on objective criteria; the level of education, measured by the duration of studies, which obviously gives academics an edge over most other professions. The level of responsibilities as a disputed concept does not favour them. Professional autonomy is also often cited as a valuable feature of academic jobs. How relevant are such criteria when one has to compare high officers in the army, business executives and higher education teachers?

It is possible, however that higher education institutions cannot fill positions in specific disciplines where a sudden demand from industry creates a shortage of research-trained manpower that translates into large salary increases. This may occurred in fields like engineering, computer science, biology or business administration. When feasible, higher institutions may solve this problem by paying more for staff in disciplines that are in short supply. Even though this may not be feasible in certain situation, it does not imply that tertiary institutions should be helpless. Some non-financial incentives can be as effective in attracting and keeping staff. Non-pecuniary benefits typically should include vacation benefit, medical insurance, pension contribution, life insurance, tuition for children, transportation

expenses, meals, housing, or child care. Where possible the study will document the extent and composition of such benefits and any evidence on their influence on teacher behaviour and careers.

Also, academics can be offered extra funding or staff for their research or they can be allowed to supplement their income with fees for services performed outside the institution such as through consultancies. They can also be helped in the creation of a business that would market applications of their research with facilities like incubators or business parks. Such activities can be organized by the institutions themselves or sometimes tolerated by them. They are likely to bring to the institution themselves as well as extra resources that could be used to finance teaching-related projects. There is, nevertheless, a risk that they absorb too large a share of the working time of staff and distract them from their professional duties. They are also likely to create tensions among members of staff who do not have equal access to such opportunities for improving their income. When pay is deemed insufficient for all staff, as has been the case in developing countries or in countries in transition, many are tempted to hold second jobs, a situation highly detrimental to the productivity of higher education. When compensation of teaching staff is too low, individuals respond in a way that is rarely supportive of quality in education and in research.

Incentives and Performance-Related Pay

Reading from (OECD, 1999, UNESCO/ILO, 1997, Siniscalco and Rose, 1997) reports, many countries have developed incentive schemes for teachers that allow for adjusting the remuneration of teachers without altering the basic government scales. An adjustment to basic salary is defined as any difference in salary between what a particular teacher receives as payment for work performed and the amount that he or she would receive on the basis of the numbers of years of service alone. Such adjustments may serve different aims, such as attracting better candidates to the teaching profession (i.e. with higher than minimum qualifications or certification), rewarding teachers who take on responsibilities or duties beyond statutory norms, encouraging teachers to improve their performance, or attracting teachers into subject areas where demand is higher than supply, such as science and engineering.

Teaching staff salaries are a controversial subject not only because of their level but also because of new features that are being introduced in pay policy by the State or by the institutions. The first issue is the measurement of staff performance and the linkage of pay with performance. Inspired by practices considered efficient in private enterprise, performance-related pay (PRP) is looked at suspiciously in the public sector and particularly in education where performances are quite hard to measure (Kelly, 1999, Hruz, 2001). One step towards PRP is the breaking down of pay into various components including bonuses and incentive payments. In higher education, there is a growing use of incentive payments linked to performances in the different activities of staff. They tend to focus more on the research activity, which is perhaps easier to assess than teaching, for which performances are more difficult to measure. As a result, teaching is less valued by staff and the quality of instruction may suffer. Incentives are also provided from the income of intellectual property acquired by higher education. This income that may be arising from both teaching and research can be shared between the institution and the individual academics. Opportunities for creating such income are not equal for staff members of different status and disciplines. When institutions take a liberal stand on this matter by keeping too small a share of this income, not only do they forego financial resources, but they also create tensions among academic staff. On the contrary, if they try to capture most of this income, they destroy the incentives for the staff to create and disseminate goods and services that are useful to society.

2.3.5 Opportunities for Professional Development

Although staff development programmes, including continuous training, are common for clerical and technical personnel, the introduction of programmes specifically designed for teaching staff is fairly recent and quite limited (UNESCO, 1997 & Bett, 1999). This is due to the prevalent belief that the very nature of higher education requires that academics continuously keep their knowledge and skills up to date. In countries where teaching staff shows a high level of qualification, as indicated in studies

conducted by Bett (1999), the implementation of programmes of quality assurance has revealed that the observed deficiencies in teaching had sometimes to do with the teacher's knowledge of its subject, but were generally related to ignorance of andragogy and neglect of the available knowledge on teaching methods and techniques. When the overall level of qualification is deemed too low, as it is in a number of poor countries per UNESCO report, the task is even more difficult, especially because of the lack of research. This situation calls for effective programmes to be organised frequently in order to up date the skills of teachers.

Also, in the recent debate on the balance between investments and returns on education, the critical role that teachers play in educational quality and improvement has been repeatedly acknowledged (ILO, 2000) with regard to professional development of teachers. Reports suggest that, there are two most important aspects to opportunities teachers have for professional development. Besides being an essential aspect of conditions of service with its direct bearing on the attractiveness of the teaching career, such opportunities also may have an undeniable impact on the quality of tuition that teachers provide their students. Again, such a training will seek to address a variety of needs from institutionally identified priorities to the particular needs of departments or individual teachers. This may take the form of short courses, seminars and training of teachers in the use of new technology (e.g. ICT) in teaching.

2.3.6 Quality of teaching & learning facilities and Material Conditions

In many countries, expenditure on buildings and equipment has lagged behind changes in student enrolments or current expenditure. In times of growing needs, budgets tend to concentrate the available resources on the daily operations and hiring of extra staff. Capital expenditure is postponed until pressure eases (UNESCO, 1997; Ruben, 2004; Altbach, 1996; Altbach, 2003; & Saint, 1992). As a result, the material conditions of teaching and learning facilities are likely to deteriorate: overcrowded classrooms and libraries; diminishing numbers of books and periodicals; and packed laboratories where worn-out equipment prevents proper teaching in experimental subjects. In developing countries, this is a chronic situation because of the permanent lack of financial resources, partly due to the priority given to student financial support considered necessary for greater educational access. Lacking books and equipment, a large number of teaching staff, often poorly qualified, use teaching methods that differ little from those of secondary education. Without books, computer equipment or laboratory materials, teachers are often constrained to using lectures and examination methods which favour rote learning.

In more developed countries things are rarely that bad in higher institutions but some of the same features can be observed: in periods of rapid growth, little priority is attached to the improvement of teaching methods and to the creation of new programmes; rather, efforts are directed towards increasing capacity. When the pressure decreases, a larger share of the available resources can be directed towards innovations in teaching and improvement of the material conditions of students. A few countries have succeeded in controlling the influx of new students, spreading the growth over a longer period, thereby achieving a more balanced development of their higher education system. In Europe, where participation rates have reached similar levels over the long term, countries with the steadiest growth have controlled more efficiently the evolution of their higher education sector (Gellert, 1993, Enders, 2000). According to Fourie (1999), in less developed countries, restrictions imposed on education budgets by structural adjustment of international financial institutions have badly affected higher education, considered less vital for fostering economic development than primary or secondary development. This disturbing developments needs to be addressed with the help of all stakeholders in the provision of higher education, especially in Africa.

2.3.7 Flexibility to take temporal leaves (annual, study, special, sick and maternity)

Teachers teaching in higher education must be provided with the opportunity to enjoy temporarily leaves when they requested for it. Studies by OECD, 1998; UNESCO/ ILO, 1997, & 2000, Altbach, 1996; pointed out the fact that, when such a leave is granted out to teaching personnel, it should also

count towards their years of service with the organisation and towards their pension as well. It is also essential to note that, this may not only serve as a contribution towards the teacher's retiring age, but will also serve as means of motivation which will urge those teachers who are already in the profession to remain committed to their work, and it will also serve as a good signal to those who may want to enter the teaching career. A special consideration for women who seek maternity leave will encourage them to return to service after their leave period. Extensions to such leave need to be granted with or without pay while maintaining or safeguarding their jobs for them.

2.3.8 Social Security benefits, Health and Safety

Most advocates for human resource management (Bohlander, Snell & Sherman, 2001) pointed that personnel working in organisations need to be provided with pension benefits and must work in healthy and safety environment. Deducing from this statement, one will come to terms that, teaching personnel must work in an environment that will not have negative impact on them or work under any condition that will be injurious to their health. It will also become the responsibility of the management of the educational institutions to adopt the appropriate measures to protect their teaching workforce through social security measures on issues concerning sickness, disability, health and safety. Such measures will make teachers feel more secure while performing their statutory duties.

2.3.9 Opportunity for Collaboration and Decision-making

A skilled and well-supported leadership team in higher institutions can help foster a sense of ownership and purpose in the way that teachers approach their jobs. An increasingly important aspect of working conditions, related to the opportunities for decision-making, is the degree to which teachers are given responsibility for and authority over their work. This would imply placing teachers in key decision-making roles covering major aspects of the institution's operations. In other words, self-governance, collegiality as characteristics of academics and the appropriate academic leadership in this context are deemed to be appropriate and meaningful for higher educational institutions which are normally considered to be autonomous. The involvement of teachers in the governance of the institution will make them feel they are part and owners of the organisation. The levels at which teachers can be involved in the decision-making process in higher institutions is dealt with in a more details under the institutional governance below.

4. How does the governance structure/system of higher education institutions influence the attraction and retention of academics?

2.4.1 Institutional Governance

New funding patterns, pressure from government to transform the management style and increased competition have a visible impact on internal organization of higher institutions (Trow, 1994, Brennan and Shah, 2000). In the current dispensation, the traditional collegial processes are being challenged by managerial practices which are quite unfamiliar to academics. The growing size of individual institutions and of the whole system of higher education, combined with the heavier constraints in resource utilization imposed by funding bodies, have slowly distorted the methods through which activities were controlled and the future was shaped. Collegial government rested on a large autonomy of the individual academics within well-defined limits, and consensus-building processes for dealing with common matters. The growing division of knowledge and the corresponding specialization of research, together with the change of scale of higher education, made it difficult to maintain collegiality as indicated by Trow (1994). Chairs that were the symbol of individual autonomy were replaced by departments in which a larger number of people were involved in making most decisions on matters related to teaching and research. Heads of departments were given a responsibility for coordination of courses and research programmes in a given disciplinary field at the expense of individual professional autonomy. In the wake of the protest movement at the end of the 1960s, students and administrative staff gained seats on the various governing boards of institutions. What was called "democratization" of higher institutions marked a significant change in the way decisions

were made; consensus was replaced by confrontation and collegial processes turned “political”. Selection and assessment of academic staff remained collegial but most other sectors of teaching and management were subjected to democratic processes in which confrontation and alliances often led to dead ends, especially in times of financial restrictions (Bauer, et al 1999 & Fourie, 1999).

This “democratic” phase of management, which took place to a greater or lesser extent in most countries, brought about a change in the functions of the higher education officers; rectors, vice chancellors, principal, deans and heads of departments turned from colleagues trying to build consensus among fellow academics to managers responsible for designing projects and implementing policies for which they are accountable to various stakeholders. Under the pressure of governments, public sector higher institutions, like other public organizations, started to adopt the basic principles of “new public sector management”; accountability and strategic planning were introduced, as well as new funding mechanisms to create incentives in the allocation of public resources to institutions, thus allowing for external steering. In most countries, this evolution towards managerial organization, which already existed to some extent in the private sector or in higher education institutions, clearly clashed with the collegial tradition: it meant an increased power for the executive to the detriment of boards or committees. Although collegial structure has tended to lose its importance in the management of higher institutions, it is still strong at the level of the disciplines across institutions. What Clark, (1983) has called “Invisible colleges” remains effective in defining the research agenda and in selecting and evaluating academics. According to Kogan (2000), in “old” disciplines they are sometimes in a position to challenge institutional executives and government policies. In emerging disciplines or cross-disciplinary fields, where knowledge is produced in different ways, more leeway is given to higher education administrators, governments and industrial partners.

2.4.2 New missions of higher educational Institutions

As they catered for a growing share of young generations, higher education institutions have been assigned new missions beyond their traditional ones; knowledge creation and education of the countries’ social and economic elite. After the Second World War, in the societies of the developed world, people came to believe that, economic growth was the outcome of education and research. The higher the level of education of the population, the more productive the workforce; the faster research results are transferred into production, the better it contributes to the improvement of the human condition (Gibbons, et al, 1994 Kogan & Hanney, 2000, Teichler 1994). Countries that foster industrial innovation and train a qualified labour force to apply it will take the lead over their competitors. International economic competition increases the need for innovation that relies on information and knowledge. Firms are compelled to restructure if they are to withstand the pace of innovation and change.

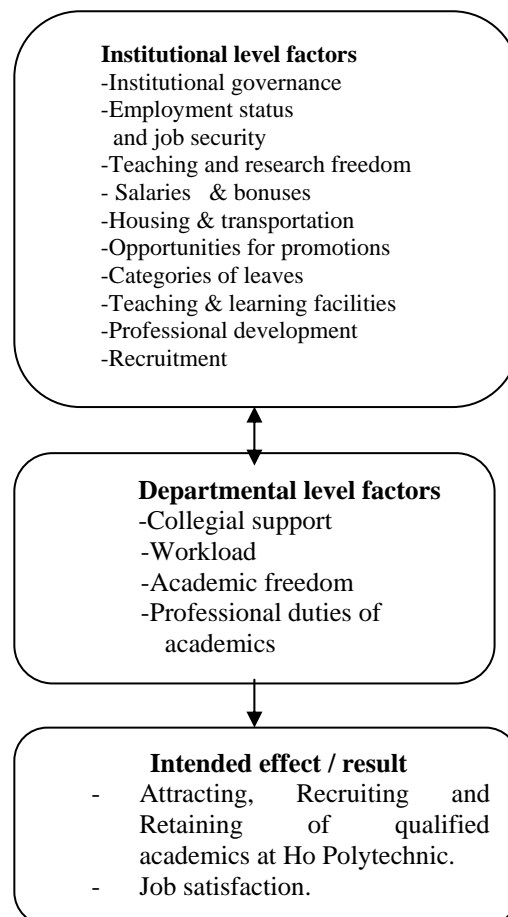
Higher education institutions are asked to take their part by expanding activities in two areas; applied research and vocational education. They are expected to provide the economy with the workforce it needs, to guarantee their students an adequate job and to help design new methods for producing new products in industry. In order to do that, they need to alter their organization to produce knowledge in a different way. It has been thought for some time that these additional missions could be dealt with by specialized institutions or in isolated sectors of existing institutions; new departments or institutes to be created inside institutions to look after education and training in technology or to enter into partnerships with industry for conducting applied research (Bell, 2000); with the hope that it would leave the rest of the institution untouched and so preserve its traditional mission. In fact, vocational education and training, as well as lifelong learning, bring in a different type of student and require new teaching methods, different ways of assessing learning and certifying skills and acquisitions. They also impose a new definition of the curricula, discussed with partners in business and industry. Applied research and assistance to industrial development also imply a new working environment and a different logic of action. It is necessary to find, from among existing researchers or through training of new specialists, people with a sound knowledge of business and of research that can act as “interfaces” between firms and institutional laboratories. Similar specialists are also needed in fields like consultancy where institutions have to compete with a strong private sector of specialized

organizations. This developments in no small way, pose a great challenge to academics in higher institutions in the 21st century. The results of this literature search provides insight into what constitute working conditions of service for teachers in higher education and has been used as the framework for this research. Key among these are promotions, professional development, institutional governance, teaching and research, incentives and benefits, and workload.

2.5.0 Conceptual Framework

Having examined the theoretical evidence underlying the conditions of service for teachers in higher education, there is the need to present a conceptual framework for analysing the variables. Since there is no generally accepted existing framework for working conditions of service concerning higher education teachers, the groups of factors that are believed to matter in this study have been identified after reviewing the relevant literatures and empirical surveys. An important issue to consider here is to understand the range of these factors, the way they affect the attractiveness and conditions of service for teachers in Ho Polytechnic. These factors are considered to be important because, they can be manipulated by management to bring about the desired effect in the polytechnic. These variables will as well, address the structural and psychological elements of working conditions as stated earlier on. Figure 1 outlines the framework for the study. The first two boxes indicating institutional and departmental level factors represent the range of variables or factors that is believed will help shape teacher policies in terms of the need for new strategic initiatives in the polytechnic. Also, another issue is to understand the interaction between these factors at the two levels, their impact on teacher behaviour and the point at which policy interventions are likely to be most effective in the institution. Finally the last box indicated the intended result of the study, that is, by providing the favourable conditions for teachers to work with at the polytechnic, the end result should lead to attracting, recruiting and retaining of qualified academics in the institution.

Figure 2.1: Conceptual Framework



Operational Definitions of the Factors

2.5.1 Institutional governance

Governance in this context will refer to a kind of management and leadership that involves the academics at the decision making process in the institutional level. It is believed that fostering a skilled and well-supported leadership team can help foster a sense of ownership and purpose in the way that teachers approach their jobs. In the context of this study, the nature of governance within the institution will help in influencing satisfaction or lack thereof among academics, and could trigger a decision to leave or to stay. Consultation with, and participation by, academics in decision-making will help them feel part of the organisation. It is therefore worth knowing the kind of governance that is exists in the polytechnic.

2.5.2 Employment status and job security

Employment status in this regard refers to teachers or individuals who can be engaged by the institution on full-time, fixed-term contract, part-time or on permanent basis. Recruiting people to teach in the institution based on flexible mode will encourage individuals with the requisite qualification and the necessary experience to accept offer to teach in the polytechnic. This turn will enable the polytechnic to meet its staffing needs and also creating favourable conditions for individual teachers to opt for the type of the engagement that will suit them. In order to guarantee academic freedom and to ensure the development of knowledge in the polytechnic, academics must have job stability as a prerequisite. They should not be put under any other pressure than that of the organizational constraints of the institution, defined in a collegiate way. It is therefore important to find out the extent to which teachers in Ho polytechnic has such academic freedom and job security. From this point of view, safeguarding the jobs of individuals will help to encourage individual responsibility and retention of qualified teachers in the institution.

2.5.3 Teaching and research freedom

This means that each member of staff has the right to choose the field of his/her research and to teach freely, using their research results without fear of persecution or victimisation in the institution. This condition will encourage the individual teachers to carryout meaningful research projects and will be able to teach in subjects that they have vested knowledge in, in the polytechnic.

2.5.4 Bonuses and rewards

An adjustment to individual teacher's basic salary as a bonus or reward is referred to as any difference in salary between what a particular teacher receives as payment for work performed at the institution and the amount that he or she would receive on the basis of the numbers of years of service alone. Such adjustments may serve different aims, such as attracting and retaining better candidates to the teaching profession (i.e. with higher than minimum qualifications or certification), rewarding teachers who take on responsibilities or duties beyond statutory norms, encouraging teachers to improve their performance, or attracting teachers into subject areas where demand is higher than supply, such as science and engineering in the polytechnic.

2.5.5 Housing and transportation

Housing and transport in this context refer to the accommodation facilities provided for teachers in service and those that are available for prospective job candidates. Also provisions for transport services for teachers who have no means of transport to and from work in the polytechnic.

2.5.6 Opportunities for promotions

Once recruited in higher education institutions, young teacher and researchers may benefit from different careers. In the tenure track system or in the situation where the teacher is given a permanent

employment, access to a given position opens a clearly defined path that will lead through a succession of promotions to the highest levels of the academic career in the institution. It is therefore important to know the extent to which this opportunity exists in the polytechnic.

2.5.7 Leaves

Teachers teaching in higher education must be provided with the opportunity to enjoy temporarily leaves when they requested for it and should be considered as a period during which the teacher performs no job but he/she receives full salary in the event of sickness, study, maternity and among others in the institution.

2.5.8 Teaching and learning facilities

The material conditions of teaching and learning relates to the state of the facilities and the conditions of the materials: overcrowded classrooms and libraries; diminishing numbers of books and periodicals; and packed laboratories where worn-out equipment prevents proper teaching in experimental subjects. The material conditions of teaching and learning facilities in the polytechnic would be accessed in this research.

2.5.9 Professional development

Professional development of teachers seeks to address a variety of needs from institutionally identified priorities to the particular needs of departments or individual teachers. This may take the form of short courses, seminars, and training teachers in the use of new technology (e.g. ICT) in teaching. The extent to which academics have access to this opportunity in the polytechnic need to examine.

2.5.10 Academic freedom and Collegiality

Academic freedom is a unity of rights and privileges that higher education teachers benefits from, either individually or collectively which will stem from the departmental level in the institution. The principle of collegiality in this context refers to academic freedom, shared responsibility, the policy of participation of all concern in internal decision making structures and practices, and the development of consultative mechanisms through departments to institutional level. It is therefore important to know the degree to which teachers are involved in these processes through departments to the institutional level.

2.5.11 Workload

In this study, workload constitutes teaching load, research, administration, service to polytechnic and community, class size and number of classes taught. Focusing on these elements is as an attempt to harmonise the various opinions of researchers and reports identified in the literature. It is therefore important to know what constitute workload for academics in the polytechnic.

2.5.12 Professional duties of academics (teaching, research and service)

The primary duties of teachers in this context refer to teaching, research and service as a major responsibility for teachers in the institutions. Academics are expected to be assigned teaching loads and classes by their departments and to undertake research on their own or participated in departmental research activities. The effectiveness of this exercise need to be considered in this study.

2.5.13 Recruitment

A crucial aspect that conditions the quality of the teaching workforce is the way higher educational institutions select and recruit teachers. Recruitment and selection practices are essential mechanisms through which incentives are potentially tied to the quality of the teaching workforce. For instance, if

hiring practices are inefficient in linking teacher compensation to teacher quality – by not leading to the selection of the best candidates from a given pool of applicants – increases in salaries will not lead to improvements in the quality of the teaching workforce. The recruitment procedures and the best practices will be examined in the polytechnic for the purpose of this study.

The table below constituted the factors of the framework and the various elements. It also shows the level of intervention or influence in the institution such as departmental or institutional. The framework has been operationalised based on the various empirical studies reviewed as indicated earlier on. The various elements per factor provided the idea about what kind of information is needed during the fieldwork.

Table 2.1: Operationalisation of the Framework

Factors	Elements	Level of Influence
Institutional governance	Democratic governance Autocratic leadership Communication (content, frequency & ways) Bureaucratic procedures Competent leadership Collegial governance. ²	Institutional Departmental
Employment status and job security	Full-time contract Part-time contract Fixed-term contracts Permanent contract Staff turnover rates ³	Institutional
Teaching and research freedom	Right to determine what to teach Right to determine what to research into Right to use research results freely in teaching .1	Institutional Departmental
Salaries and benefits/rewards	Level of responsibility Number of teaching hours ⁴ Research output Teaching experience Administrative workload ⁵ Service to polytechnic	State Institutional
Housing and transportation	Quantum of rent subsidy for academics Transport allowance for academics Car loan facilities for academics. ²	Institutional
Opportunities for promotions	Academic qualification. ² Years of working experience ⁶ Length of service in the polytechnic Research & publication output Service to Polytechnic Service to community	Institutional Departmental

² Albach et al, 1994, Academic profession: an international perspective. A special report.

³ NCES – 2005 and 2006 National study of post secondary faculty

⁴ Tetley's report, 2006, Staff retention strategies in African universities

⁵ Damian's report, 2005, Perceptions concerning workload among South Africa academics

⁶ Kloep & Tarifa's report (Picarta –accessed 12-03-06), Working conditions, work style, and job satisfaction among Albanian Teachers.

Categories of leaves	Paid sabbatical leaves Paid study leaves Paid maternity leaves ⁷ Paid sick leaves Paid casual leaves	Institutional Departmental
Teaching and learning facilities	Availability of lecture halls Library holdings (books & journals) Laboratories and equipment's Internet/ICT facilities Staff offices. 1,3.	Institutional
Professional development	Mentoring for new entrants' Induction for new entrants'.3, 4. In-service training for staff Career progression for personal growth	Institutional Departmental
Workload	Teaching load Class size Number of classes taught Administrative loads 1,2,3,4 Research loads Service to Polytechnic Service to community	Institutional Departmental
Academic freedom	Free to research on topics of interest Free to use research findings ⁸ ,1,5 Free to teach without pressure Free to give consultancy service Collegial support	Institutional Departmental
Recruitment	Procedures/practices Induction Mentoring Assigning of duties	Institutional Departmental
Professional duties of academics	Teaching duties ⁹ , 1, Research duties Service to polytechnic and community	Institutional Departmental

⁷ UNESCO report, 1997, Recommendations concerning higher education teachers

⁸ Aga's report, 2004, Academic freedom and accountability in Ethiopia higher education

⁹ Ball & Stenlund's report 1990, The centrality of work, working conditions and job satisfaction of teachers in Canada

Chapter Three

Research Methodology and Instruments

This chapter looked at the procedures or methods adopted in carrying out the research on the topic under study, thus staff satisfaction of working conditions of service at Ho Polytechnic. The procedures adopted include research design, population and sample size, research instruments, pilot study, data collection method and, data preparation and processing. The objects of this research were academics of Ho polytechnic.

3.1 Research design

The research design employed in this study was cross-sectional survey where two perspectives were examined on the variables. This is to help substantiate information gap that might arise, and in turn, allow for true or fair eliciting of different views or opinions of the population.

3.2 Population and Sample Size

The population for the study was the academics teaching at Ho Polytechnic, and those who left the institution (former). Considering the focus of the research, management, deans and heads of departments were also sampled. Academics from each of the academic departments in the polytechnic (55), five former ones, five principal officers (principal, finance officer, librarian, polytechnic secretary and vice-principal – constituted management), four deans and nine heads of departments formed the total sample size of seventy-eight (78) for the research. The inclusion of the current and former academics in the sample was to help elicit responses that will enable the researcher address issues on why people will enter the teaching profession at Ho polytechnic, why they will choose to stay with the institution and why others will decide to leave the institution for other jobs. Also, principal officers (management), deans and heads of departments were included in the sample because, given the focus and purpose of the study, it was important to have a holistic view of the issues being studied.

Selecting all the departments has been considered necessary because, there were some departments with less staff which did not correlate with staff- student ratio and some with fairly higher number of staff. Considering the topic under study, it was prudent to know why some departments were under staffed and why others continue to maintain the relatively existing staff strength. Accidental and convenience sampling techniques were used for the research. The lists of all the respondents were obtained from the central administration of the institution.

3.3 Research Instruments

The two approaches used in evaluation of data are quantitative and qualitative methods. A quantitative method deals with numerical measurements which mainly consist of several kinds of data collection tools including questionnaires, surveys and checklists. In contrast, qualitative methods deals with narration which mainly consist of three kinds of data collection tool; open-ended, interviews, direct observation and written documents including open-ended written questionnaire items and program records (Weiss,1998). Both methods have their advantages and limitations (Scheerens and Hendriks, 2002). For Weiss (1998), quantitative method has the advantages of allowing the researcher to reach conclusions with a known degree of confidence about the extent and making of precise statements. Qualitative data on the other hand, incorporate evidence gathered from multiple perspectives and do not rely on only the researchers' pre-set categories, thus they provide a comprehensive and a full range information and richness in details. A mixture of qualitative and quantitative approaches produces the best results (Weiss, 1998; Scheerens and Hendriks, 2002) for this research.

Recognising the merits of this two approaches, the data collection tools that were used in the study were survey questionnaires, interviews and focus group discussion. The questionnaire items were dichotomous, closed-ended, open-ended and rating scales relating to the variables of the topic under study. A questionnaire bank was developed from all relevant empirical studies related to the variables

and the research from which the questionnaire items were finally selected. Also, semi-structured interview guide was used for the interviews. The interviews were used to cross-validate the survey responses. Below is the structure of instruments and respondents involved, i.e. table 3.1 & figure 3.1. One important issue in this survey was that, all the instruments that were used were met to measure the same perspectives of the various respondents, thereby coming out with a credible, reliable and useable data.

3.4 Pilot study

Considering the focus and the intended purpose of the study, a pilot survey was conducted to pre-test the data collection instrument's (questionnaires). This exercise was to enable the researcher to make the necessary corrections where necessary, to clarify any ambiguities that might exist in the instruments, and to ensure that, the targeted respondents clearly understood the information required of them. The pilot survey also provided information on time required to complete a set of questionnaire items. In the pursuit of these objectives, pilot analysis was done to exclude problematic questions (i.e. those yielding low responses, socially desirable answers or lack of variability). Five respondents from four polytechnics in Ghana who were in the same project with the researcher in the Netherlands were used for this purpose within a day, and the questionnaires were finally adopted for the survey. It is also important to indicate that, most of the questions used were adapted from other empirical studies that were presumably tested and approved and related to this study, hence its validity and reliability.

3.5 Data Collection Procedures

The survey questionnaires were self-administered to all academic staff in the institution who had no administrative positions (i.e., were not heads of department, deans or vice-principals) and those who had left the institution. In addition to the surveys, personal interviews were conducted with all the deans, heads of departments, principal, finance officer, polytechnic secretary, vice-principal and the librarian who were all members of academic board and the representatives of the Polytechnic Governing Council. The focus, as far as this group was concerned and for the purpose of this research, was to cross-validate the response from academics and to understand the basis of the polytechnic policies pertaining to academic staff, the reasons for any disconnection between the policies and the realities or concerns of the academic staff, what is being done to address this disconnection, what are the motivations for Strategic Plans and what mechanisms are in place to help implement the goals of these plans.

Following the surveys and interviews, focus group discussion was organised for teachers who participated in the survey where the preliminary results were shared with them. Sixteen out of twenty selected respondents participated in the discussion, which constituted a representation from each department with some departments recording more than one participant. Two participants were randomly selected from the ten departments in the institution for participation. The focus of the discussion was to create the avenue for teachers who responded to the questionnaires to have frantic discussions among themselves and finally to formulate solutions and strategies for the problems they have identified during the survey and preliminary results of the research as presented by the researcher at the beginning of the session. This forum provided an opportunity to revise or validate earlier findings, and also served as a useful tool, in that, the representation of the various departments allowed for interactions in a setting where the views of various groups could be expressed, challenged, responded to, and/or validated. Through such a triangulation of research methods, the researcher is confident that the findings of this research provide a very good idea of the situation at Ho polytechnic.

In order to solicit maximum cooperation from respondents, appointments were made and the survey respondents were assured of their anonymity, whereas interviewees were also assured of their confidentiality and anonymity if they so desired. A period of five weeks has been used for the collection of data in Ghana at Ho polytechnic.

3.6 Data Processing and Analysis

Based on the data collection instruments adopted, the analysis of data included quantitative and qualitative methods. All the questionnaire items were processed by using Statistical Package for Social Sciences (SPSS – version 11) computer base program for the quantitative analysis. Subsequently, all responses from interviews, and the focus group discussion were done qualitatively. Further to this, the survey results were done institutionally since the focus is not on any individual or specific department in the institution.

3.7 Response rates

The total response rate of the survey for current academics was 78.6% representing 55 respondents out of 70 potentials. Whiles those of former academics were 50% representing 5 respondents out of 10 potentials. Also the response rate for the interviews was 94.7% representing 18 respondents out of 19 potentials. At the time of the interview, the one remaining prospective respondents was participating in workshops outside the institution making it impossible to reach him. Whiles the response rate of the focus group discussion was 80% representing 16 out of 20 prospective respondents. The non participation of the four respondents can be attributed to a nationwide strike declared by polytechnic teachers five days before the workshop.

3.8 Dealing with Non-responses

No preliminary presentation was made to inform the targeted respondents about what the whole research project was about, and the need for their cooperation and support as initially planned, because after assessing the atmosphere and informal discussions with some prospective respondents, it was quite clear and evident that they will cooperate with the researcher. Also a brief letter accompanied each set of questionnaire, indicating what will be done with their responses, issues of confidentiality, purpose of the study and the stakeholders involved the project (see appendix). This might led to the high respond rate in the various methods used in the research as evidenced above.

3.9 Reporting of feedback

The final research report will be presented to all stakeholders involved this research through seminars. Since the implementation of the proposals that have been made depends greatly on management of the polytechnic and with the support of all, prompt feedback to the institution will be the most important. National feedback becomes necessary, when other polytechnics need to adopt the proposal from this study through the NPT project for polytechnics in Ghana.

3.10 Limitations of the Study

Many respondents thought the research instrument was too long considering the short period they have to complete and return the instrument (less than a week). Some potential respondents were, therefore, discouraged from completing it, in view of other pressures. Other academic staff refused to respond because of scepticism that the findings will not lead to any substantive improvements in their lives. The fieldwork also coincided with a nationwide industrial strike declared by Polytechnic Teachers Association during the time of the focus group discussion. It was also quiet difficulty reaching former academics for their responses and has affected the anticipated number given the duration of the data collection (i.e.5 weeks). Some appointments made for interviews were also not honoured due to other institutional assignments and pressures. The above limitations notwithstanding, the demographic characteristics of the respondents were fairly representative to the extent that various ranks, genders, and age groups were reflected in the sample. Furthermore, the response rates, relative to the target population, are statistically acceptable and representative of the population.

At the Polytechnic, it was also difficult to obtain reliable data on issues such as, vacancy rates, resignations and retirements. This was because such information does not seem to be consistently and

systematically compiled. The absence of dependable data which track staff retention trends made it difficult to correlate some of the measures taken to curb staff attrition and their impact on attrition. Resource and time constraints also limited exploration of some other pertinent issues. These include comparative working conditions across higher educational institutions and other organisations in the public and private sector. It will be useful for future studies to delve into these areas and also for the polytechnic to compile the necessary data on staff attrition/issues.

Table 3.1: Planning of Data Collection

Factors	Research methods	Respondent(s)
Institutional governance	Interviews Questionnaire Focus group discussion	Management ¹⁰ HODs Deans Academics ¹¹
Employment status and job security	Interviews Questionnaire Focus group discussion	Management HODs Deans Academics
Teaching & research freedom	Interviews Questionnaire Focus group discussion	Management HODs Deans Academics
Benefits/ rewards	Questionnaire Interviews Focus group discussion	Academics Management HODs Deans
Housing and transportation	Questionnaire Interviews Focus group discussion	Academics Management HODs Deans
Opportunities for promotion	Questionnaire Interviews Focus group discussion	Academics Management HODs Deans
Categories of leaves	Interviews Questionnaire Focus group discussion	Management HODs Deans Academics
Teaching and learning facilities	Interviews Questionnaire Focus group discussion	Management HODs Deans Academics
Professional development	Interviews Questionnaire Focus group discussion	Management HODs Deans Academics
Workload	Questionnaire	Academics

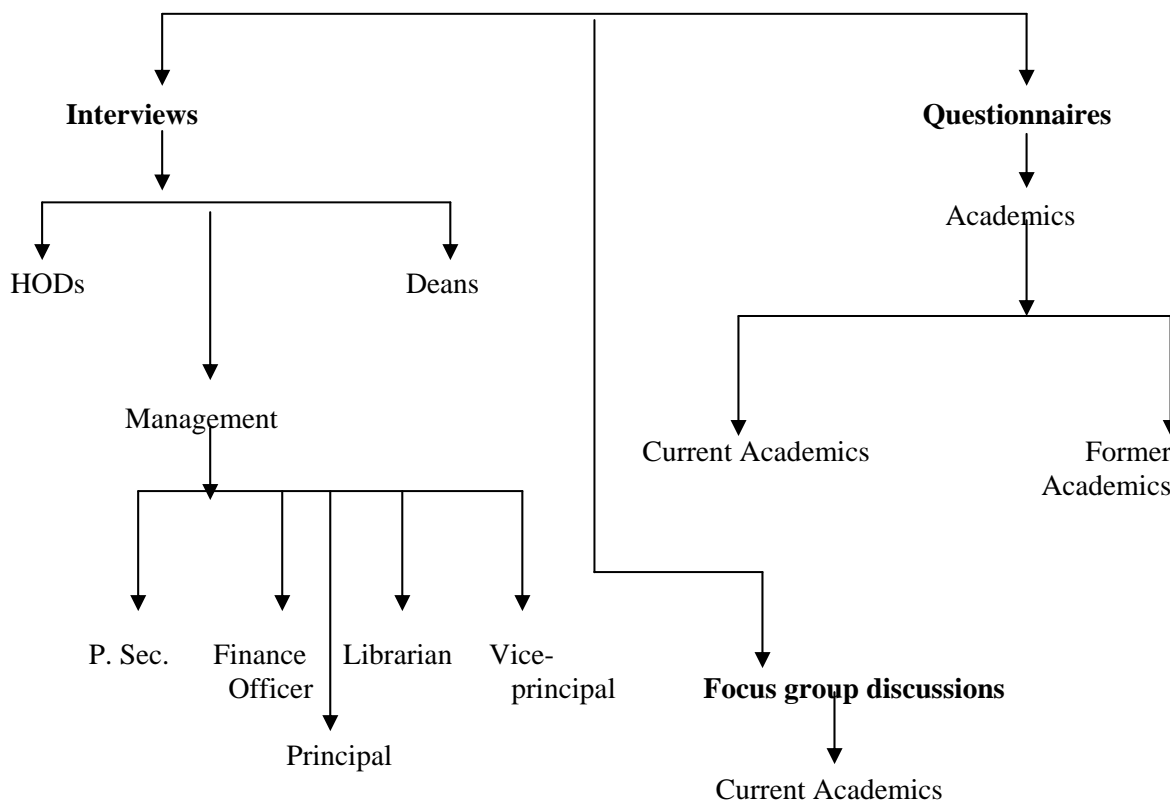
¹⁰ - Principal officers of the polytechnic (Principal, finance officer, librarian, polytechnic secretary and vice-principal)

- Deans of schools
- Heads of departments

¹¹ - Current academics
- Former academics

	Focus group discussion Interview	HODs, Deans Management
Academic freedom	Interview Questionnaire Focus group discussion	Management HODs, Deans Academics
Recruitment	Questionnaire Interview Focus group discussion	Management HODs, Deans Academics
Professional duties of academics	Questionnaire Interviews Focus group discussion	Academics Management HODs, Deans

Figure 3.1: Structure of Research Methods & Respondents



Chapter Four

Findings and Discussions

This chapter contained the results from the surveys, interviews and focus group discussion. The data collected were edited in order to help identify omissions and to correct errors where necessary. The questionnaires were coded, after which the variables were given a sequential numbers and were categorised such that, items and responses measuring the same concept were grouped together. Frequency counts of each category was done and presented in tabular forms showing frequency and percentage distributions of the trend of responses through the use of SPSS. Interpretation and discussion of the data was done per the factors that constituted the framework for the research on working conditions. Considering the audiences and users of the report, the use of frequency tables for the presentation of the survey results was deemed the most appropriate, because, it can be easily interpreted and understandable. Also the empirical reports of Altbach (1994), Aga (2004), and Tettey (2006) has provided the motivation for the used of the frequency tables, even though there may be other means of reporting. The discussion of the result was done in line with literatures reviewed and the research questions. The first part of the survey results focused on academics currently teaching at Ho polytechnic whiles the second aspect dealt with responses from former academics. The questions that this research seeks to answer were as follows;

1. What strategies and conditions can help attract well-qualified people into the teaching profession at Ho Polytechnic?
2. What are the effective methods of recruiting and assigning of duties for teachers at Ho Polytechnic?
3. What strategies and conditions will promote retention of qualified and effective teachers at Ho Polytechnic?

Respondents responded to the various factors that were considered to constitute working conditions which will help determine the kind of strategies and condition that need to be put in place at Ho polytechnic to help attract, recruit and retain qualified academics.

4.1.1 Background Characteristics of Respondents

The table below represents the demographic data of the respondents of current academics in Ho polytechnic. The total number of respondents was fifty-five representing 100%. There are more than twice as many male as female respondents in the survey as indicated in the table below (67.3% and 32.7% respectively). This may also help create the picture of the female population in the Polytechnic. This could mean that, recruitment of female teachers to teach in the polytechnic is on the low side. In terms of age, the largest group was those who fall beyond fifty years representing 21.8% and can be considered to be leading towards either voluntary or compulsory retirement (voluntary retirement age =55 and compulsory is 60). What one can consider as a prime age, 20-24 and 25-29 falls within 3.6% and 14.5% respectively whiles the middle age group 40-44 and 45-49 also has the response rate of 14.5% and 14.5% respectively. The age group below 40 has no significant proportion (12.7%) whiles ten respondents representing 18.2% fall within the age group 30-34. It is quiet difficult to draw the implications of these figures.

The implication for these figures might mean a lot to the institution, because it could mean that, the low proportion of 3.6% or 18.2% on the age groups 20-24 and 30-34 respectively may create the impression that, there may be a crisis looming, in terms of succession rate at the polytechnic which requires strategic initiatives to addressing the crisis. By far, majority of the respondents were on full-time contract which constituted 61.8% in the polytechnic. It was only 10.9% who were on temporal contract with the institution, which might be those on retirement. In terms of length of service in the polytechnic, 24 respondents representing 43.6% indicated that they have worked with the institution over 11 years, whiles 7.3% responded they had less than a years working experience with the institution. This situation also reveals the trend of recruitment of scholars in to the institution and also gives a reason why academics have stayed in the institution for well over 11 years. On the other hand,

there might be something good that is making people to hold onto their job in the institution or something bad is preventing others from entering.

In terms of qualification, 41.8% and 36.4% of the respondents who were in the majority hold bachelor and HND qualifications, while 14.5% holds masters degree as a minority group. With regards to rank, the highest group was instructor representing 54.5%, with lectureship group forming 16.4%. Considering other working experiences of the academics in the institution, 36.4% indicated that, they had below 5 years of working experience before accepting appointment to teach in the polytechnic. What this might mean is that, some of the respondents might have worked with some other organisation before joining the polytechnic. It could also mean that, there is something good about the polytechnic that have attracted them from their previous jobs. While other respondents stated they have more than 16 years of (12.7%) working experience before joining the institution.

Table 4.1
Presents the background characteristics of the respondents

<i>Gender</i>	Male 37 (67.3%)	Female 18 (32.7%)					
<i>Age</i>	20-24 2 (3.6%)	25-29 8 (14.5%)	30-34 10(18.2%)	35-39 7 (12.7 %)	40-44 8(14.5%)	45-49 8(14.5%)	50+ 12(21.8%)
<i>Employment status</i>	Full-time contract 34(61.8%)	Fixed-term contract 2(3.6%)	Permanent contract 13(23.6%)	Temporal contract 6(10.9%)			
<i>Length of service at Ho polytechnic</i>	0-1year 4(7.3%)	2-3 10(18.2%)	4-6 8(14.5%)	7-10 9(16.4)	11+ 24(43.6%)		
<i>Highest qualification</i>	Masters 8 (14.5%)	Bachelor 23 (41.8%)	HND 20 (36.4%)	Other 4 (7.3%)			
<i>Academic rank</i>	Technician 1(1.8%)	Asst. lecturer 1(1.8%)	Instructor 30(54.5%)	Lecturer 9(16.4%)	Prin. Instruct. 3(5.5%)	Snr. Instructor 8(14.5)	T.A. 3(5.5%)
<i>Years of working experience</i>	0-5 20(36.4%)	6-10 17(30.9%)	11-15 11(20%)	16+ 7(12.7%)			

Source: Fieldwork May, 2006¹²

4.1.2 Institutional governance in Ho Polytechnic

Table 4.2 to table 4.10 represents respondents view about governance in Ho polytechnic. It is important to note here that, the nature of governance within an institution goes along way in influencing satisfaction or lack thereof among academics, and could trigger a decision to leave or to stay (Tettey, 2006; Clark, 1987; & Fourie, 1999). Consultations with, and participation by academics in the decision-making process will help them feel part of the organisation and give them a sense of ownership in the outcomes of those decisions made. Generally, academics are likely to leave an institution where they feel that, their autonomy is compromised, their desire for innovation is not supported, and collegiality a mirage (Johnsrud & Rosser, 2002). In effect, the nature of the institutional climate within which this academics work, will influence greatly the extent to which they will be willing to remain in the institution. Respondents indicated their grievances about structures and processes of governance within the institution (Ho polytechnic) as presented below in the tables.

¹² Information contained in the tables in this chapter was obtained from fieldwork: April/ May 2006.

While 52.7% (Table 4.2) slightly agreed that management was democratic, 58.2% (Table 4.4) said it was autocratic in dealing with issues concerning academics in the institution. This view expressed by respondents seems to be balanced and the negative aspects need to be improved upon, in order to create the congenial work atmosphere for academics in the institution. This may also collaborate the reasons why 45.5%, (Table 4.3) of the respondents assessed management-teacher relationship as satisfactory while 30.9% and 45.5% (Table 4.6) fully and slightly agreed that, communication between management and academics is poor respectively in the institution. These developments may not augur well for an academic institution like Ho polytechnic, and may cause dissatisfaction among some members of the academia. This may create or can also give the institution a bad publicity thereby scaring away prospective job candidates. Whilst these criticisms were directed towards top-level administrators and systems of authority and control in the institution, 45.5%, (Table 4.5) fully agreed that they were usually informed about what is going on in their departments.

While 43.6% (Table 4.7) of the respondents slightly agreed that, top-level administrators provide competent leadership in the institution, 40% and 30.9%, (Table 4.8 & 10) fully agreed that lack of collegial governance and lack of faculty involvement is a problem in the institution respectively. Twenty-eight (28) respondents representing 50.9% (Table 4.9) also fully disagreed that, they have influence in shaping key academic policies in the institution.

Table 4.2

The administration is democratic in dealing with academics in this institution.

Responses	Frequency	Percentages
Fully Agree	6	10,9
Slightly Agree	29	52,7
Slightly Disagree	10	18,2
Fully Disagree	10	18,2
Total	55	100,0

Table 4.3

Based on your experiences in this institution, how will you assess the relationship between faculty and administration?

Responses	Frequency	Percent
Excellent	2	3,6
Good	9	16,4
Satisfactory	25	45,5
Fair	19	34,5
Total	55	100,0

Table 4.4

Administration is autocratic when it comes to taking certain decision in this institution.

Responses	Frequency	Percent
Fully Agree	32	58,2
Slightly Agree	16	29,1
Slightly Disagree	5	9,1
Fully Disagree	2	3,6
Total	55	100,0

Table 4.5

I am informed about what is going on in my department

Responses	Frequency	Percent
Fully Agree	25	45,5
Slightly Agree	24	43,6
Slightly Disagree	2	3,6
Fully Disagree	4	7,3
Total	55	100,0

Table 4.6

Communication between the faculty and the administration is poor in this institution.

Responses	Frequency	Percent
Fully Agree	17	30,9
Slightly Agree	25	45,5
Slightly Disagree	10	18,2
Fully Disagree	3	5,5
Total	55	100,0

Table 4.7

Top-level administrators or management provide competent leadership in this institution.

Responses	Frequency	Percent
Fully Agree	6	10,9
Slightly Agree	24	43,6
Slightly Disagree	13	23,6
Fully Disagree	12	21,8
Total	55	100,0

Table 4.8

Lack of collegial governance is a problem in this institution

Responses	Frequency	Percent
Fully Agree	22	40,0
Slightly Agree	25	45,5
Slightly Disagree	6	10,9
Fully Disagree	2	3,6
Total	55	100,0

Table 4.9

I have influence in helping to shape key academic policies in this institution

Responses	Frequency	Percent
Fully Agree	10	18,2
Slightly Agree	13	23,6
Slightly Disagree	4	7,3
Fully Disagree	28	50,9
Total	55	100,0

Table 4.10

Lack of faculty involvement is a problem in this institution

Responses	Frequency	Percent
Fully Agree	17	30,9
Slightly Agree	23	41,8
Slightly Disagree	10	18,2
Fully Disagree	5	9,1
Total	55	100,0

4.1.3 Teaching, Research and Academic Freedom in Ho Polytechnic

Responses on teaching, research and academic freedom in the institution has been captured in tables 4.11 to 16. This views expressed by respondents gave the indication whether academic freedom as one of the characteristics of higher educational institutions (Thorens, 2006; Teferra & Altbach, 2004; Askling, 2001; Aga, 2003; & Neave, 2006) do actually exist in Ho polytechnic. Deducing from the studies of the authors cited above, any restriction by the institution to curtailed the individual freedom

of academics in teaching, research and expression of opinions will be considered as infringement on their liberty. This development when positive, may affect the attraction of individuals who wants to teach, and to enjoy such a freedom, but on the other hand, people who think their freedom of expression will be infringed upon by the institution, may not be attracted, and those who are already in the institution will be dissatisfied and will lead to vacating their post.

Respondents were almost split as to whether they have the freedom to determine the content of courses they teach. Whiles 45.5% (Table 4.11) fully agreed, 29.1% fully disagreed that such atmosphere do existed in their departments. Two different scenario has been created in this instance, because it is “reasonable” to believed that, some amount freedom exist in some of the departments in the institution, whiles it does not exist in other departments in the institution. In terms of research, 70.9%(Table 4.12) of the respondents indicated that research freedom do exist whiles 40% and 34.5% (Table 4.13) stated that, they were fully and some what satisfied in using their research findings in teaching. Following this trend and as way of collaborating the earlier responses in Table4.11, 63.6% and 40% (Table 4.14 & 15) of the respondents indicated they were fully satisfied with courses they teach in their departments, and also have the opportunity to pursue their own ideas concerning research activities in the institution respectively. Whiles 56.4 %(Table 4.16) slightly agreed that, the polytechnic supports academic freedom. The above responses from the academics gave the indication that, academic freedom in terms of teaching and research exists in Ho polytechnic. This development seems to be good and vital for the institution, because, the individuals who cherish this freedom will want to teach in the institution. This will also contribute to the retention rate of the existing ones if that is their priority. Considering the divided opinion of respondents on issues affecting individual’s freedom to teach, research and expression of views in some departments in the institution, further analysis has been carried out per department. The idea is to identify such a department for specific intervention when considered necessary (see annex II of the report when necessary).

Table 4.11

In my department, I am free to determine the content of the courses I teach.

Responses	Frequency	Percent
Fully Agree	25	45,5
Slightly Agree	9	16,4
Slightly Disagree	5	9,1
Fully Disagree	16	29,1
Total	55	100,0

Table 4.12

I can focus my research on any topic of special interest to me in my department

Responses	Frequency	Percent
Fully Agree	39	70,9
Slightly Agree	8	14,5
Slightly Disagree	3	5,5
Fully Disagree	5	9,1
Total	55	100,0

Table 4.13

To what extent are you satisfied with the freedom you have in using your research findings to teach in this institution?

Responses	Frequency	Percent
Fully Satisfied	22	40,0
Some What Satisfied	19	34,5
Some What Dissatisfied	9	16,4
Fully Dissatisfied	5	9,1
Total	55	100,0

Table 4.14

To what extent are you satisfied with the courses you teach in your department?

Responses	Frequency	Percent
Fully Satisfied	35	63,6
Some What Satisfied	16	29,1
Some What Dissatisfied	3	5,5
Fully Dissatisfied	1	1,8
Total	55	100,0

Table 4.15

To what extent are you satisfied with the opportunity to pursue your own ideas about research activities in this institution?

Responses	Frequency	Percent
Fully Satisfied	22	40,0
Some What Satisfied	21	38,2
Some What Dissatisfied	9	16,4
Fully Dissatisfied	3	5,5
Total	55	100,0

Table 4.16

The administration supports academic freedom in this institution.

Responses	Frequency	Percent
Fully Agree	15	27,3
Slightly Agree	31	56,4
Slightly Disagree	5	9,1
Fully Disagree	4	7,3
Total	55	100,0

4.1.4 Collegiality in Ho Polytechnic

Collegiality is an imperative condition for building mutually sustaining networks of academics within an institution, thereby promoting productivity, efficiency and effectiveness (Coates, 2000). In the words of Tetey (2006, p.55), it is characterised by a “congenial and sympathetic company of scholars in which friendships, good conversation, and mutual aid can flourish”. It is important that, the absence of such an atmosphere might reflect authoritarianism on the part of the leaders and can easily foment distrust among colleagues, which will lead to lack of confidence in the institutional structures, procedures and processes, all of which will not augur well for attracting, recruiting and retaining of academics. Table 4.17-19 represented the responses of academics on collegial atmosphere in the polytechnic. Responding to the extent to which academics were satisfied with the relationship with colleagues in their departments, 45.5% and 41.8 % (Table 4.17) indicated they were fully and some what satisfied. On the institutional level, 61.8% (Table 4.18) responded they were some what satisfied with the support and cooperation they do received from their colleagues. Whiles 54.5% and 25.5 % (Table 4.19) of the respondents rated the intellectual atmosphere in terms of teaching and learning as good and satisfactory respectively. The trend of responses indicates that, good or ideal collegial atmosphere exists in the institution, which top level management must take advantage of it by making institutional structures, procedures and processes work and making them meaningful and relevant to all stakeholders in the institution. This atmosphere can attract people who believed in the collegial spirit to the institution and will also encourage individual academics who cherished it to stay.

Table 4.17

To what extent are you satisfied with your relationship with colleagues in your department?

Responses	Frequency	Percent
Fully Satisfied	25	45,5
Some What Satisfied	23	41,8
Some What Dissatisfied	7	12,7
Total	55	100,0

Table 4.18

To what extent are you satisfied with the support and cooperation of your colleagues in this institution?

Responses	Frequency	Percent
Fully Satisfied	14	25,5
Some What Satisfied	34	61,8
Some What Dissatisfied	6	10,9
Fully Dissatisfied	1	1,8
Total	55	100,0

Table 4.19

Based on your experiences in this institution, how would you assess the intellectual atmosphere in terms of teaching and learning?

Responses	Frequency	Percent
Excellent	8	14,5
Good	30	54,5
Satisfactory	14	25,5
Fair	3	5,5
Total	60	100,0

4.1.5 Incentives and Rewards in Ho Polytechnic

It has been established that, salaries and incentives are very important ingredient in ensuring employee's commitment to an organisation, particularly in times of economic distress and market competition for expertise (Tettey, 2006). Also, reports from OECD (1999), UNESCO/ILO (1997) and Siniscalco & Rose (1997) point to the fact that, many institutions have developed incentive schemes for teachers, which allow for adjusting the remuneration of teachers without altering the basic government scales. Further analysis from these authors also indicated that, such adjustments may serve different aims in the institution, such as attracting better candidates to the teaching profession, rewarding teachers who will take other responsibilities or duties and as an incentive to encourage teachers to improve upon their performance. The tables below (Table 4.20 -23) represented the responses of academics in Ho polytechnic in terms of rewards and incentives, and its effect on attracting, recruiting and retaining of teachers. In the institution, 78.2% (Table 4.20) of the respondents rated their basic salary as fair, whiles 90.9% (Table 4.21) fully agreed with the idea of engaging themselves in paid consultancies to supplement their income. This may lead to the reason why, they might have rated their salary as fair. Therefore, an opportunity for the academics to engage in other income generating activities whiles not neglecting their core duties can be seen as a good approach in retaining them. On the other hand, 54.5% and 29.1 % (Table 4.22) fully and slightly supported the idea of performance-related-pay respectively (PRP). Such a strong call gives the indication that individual teachers must be paid incentives according to their worth in the institution. PRP as Hruz (2001) observed, has been inspired by practices that were considered to be efficient in the private enterprise. Hence a step towards PRP in Ho polytechnic, will lead to the breaking down of pay into various components which will include bonuses and incentive payments that can be modelled after the practice in private enterprise. In another development, 72.7% and 70.9% (Table 4.23) rated level of responsibility and number of teaching hours respectively as very important in determining incentive bonuses for academics in the institution. Whiles 43.6% indicated that service to the polytechnic and the community is some what important. On the other hand, 70.9% and 63.6% cited higher qualification gain and research output respectively as important in determining incentives and bonuses. In view of these responses, it is therefore very important to provide the level playing field for all and also to create the avenues that will make it possible for academics to enjoy such benefits. If it is being perceived to be only few individuals who are enjoying such benefits and bonuses, others may become dissatisfied and contemplate of leaving the institution or to stay and also may not be ready to put in their best.

Table 4.20

How do you evaluate your own academic salary in this institution?

Responses	Frequency	Percent
Good	1	1,8
Satisfactory	11	20,0
Fair	43	78,2
Total	55	100,0

Table 4.21

From an economic point of view, it is important for me to engage in paid consulting job to supplement my income.

Responses	Frequency	Percent
Fully Agree	50	90,9
Slightly Agree	4	7,3
Fully Disagree	1	1,8
Total	55	100,0

Table 4.22

I support the ideal of performance related pay in this institution.

Responses	Frequency	Percent
Fully Agree	30	54,5
Slightly Agree	16	29,1
Slightly Disagree	4	7,3
Fully Disagree	5	9,1
Total	55	100,0

Table 4.23

To what extent are these elements important in determining incentive bonuses for academics in this institution?

Item	Not at all important	Some what important	Very important	Non-response	Total
Level of responsibility	5 (9.1%)	10 (18.2%)	40 (72.7%)		55 (100%)
Number of teaching hours	5 (9.1%)	11 (20.0%)	39 (70.9%)		55 (100%)
Teaching experience	11 (20.0%)	9 (16.4%)	33 (60, 0%)	2 (3, 6%)	55 (100%)
Administrative workload	2 (3.6%)	22 (40.0%)	26 (47.3%)	5 (9.1%)	55 (100%)
Higher qualification gain	3 (5.5%)	13 (23, 6%)	39 (70.9%)		55 (100%)
Research output	7 (12.7%)	13 (23.6%)	35 (63. 6%)		55 (100%)
Service to polytechnic and community	11 (20.0%)	24 (43.6%)	20 (36.4%)		55 (100%)

4.1.6 Housing and Transportation in Ho Polytechnic

Housing and transportation plays an important role in the life of every individual irrespective of the institution they work for. It has also become an essential commodity where the former is regarded as the basic necessity of life. These may essentially influence the decision of those who may want to teach at the polytechnic and those who are already there. The Tables below (Table 4.24 – 26) shows

the reaction of respondents to accommodation and transport facilities provided them by the polytechnic. In response to rent subsidies being provided by the polytechnic, 85.5% (Table 4.24) of the respondents fully disagreed that it was adequate, while 70.9% (Table 4.25) also rejected the notion that, transportation allowances for academics were adequate. In response to car loan facilities, 78.2% (Table 4.26) indicated that it was not adequate. These developments pose a great challenge for the polytechnic and quite disturbing, since it can affect the attraction of new people into the institution and the morale of the existing ones. Also, the provision of these facilities or allowances fall within the purview of the institution, hence its inability to meet such basic conditions pose a bigger threat to staff recruitment and retention strategies in the institution.

Table 4.24
Rent subsidies for academics in this institution are adequate

Responses	Frequency	Percent
Fully Agree	1	1,8
Slightly Agree	1	1,8
Slightly Disagree	5	9,1
Fully Disagree	47	85,5
Non-response	1	1,8
Total	55	100,0

Table 4.25
Transportation allowances for academics in this institution are adequate

Responses	Frequency	Percent
Fully Agree	2	3,6
Slightly Agree	3	5,5
Slightly Disagree	10	18,2
Fully Disagree	39	70,9
Non-response	1	1,8
Total	55	100,0

Table 4.26
Car loan facilities for staff in this institution are adequate

Responses	Frequency	Percent
Fully Agree	1	1,8
Slightly Agree	2	3,6
Slightly Disagree	8	14,5
Fully Disagree	43	78,2
Non-response	1	1,8
Total	55	100,0

4.1.7 Opportunities for Promotions in Ho Polytechnic

Once recruited in higher education institution, young teachers and researchers may benefit from different careers. In the tenure track system, as it works in the United States institutions, access to a given position opens a clearly defined path that will lead through a succession of promotions, to the highest levels of the academic career in their institutions or others. People who do not climb the first steps have very little chance of reaching higher levels (ILO, 2000). It is therefore important to state that, promotion is a key issue that individuals consider before entering into any career or profession. In the situation where avenues existed for the individual's to progress on a job through the academic ladder or ranks, they will be ever willing to enter and to stay or it could be the opposite as well. The practice in higher educational institutions in other part of the world may not be different from the practice of Ghanaian institutions such as Ho polytechnic. Table 4.27 constituted the responses of respondents on the importance of the various variables in promoting academics in Ho polytechnic. 78.2% cited academic qualification as very important variable being considered for promotion; while

63.6% indicated research and publication. On the other hand, 65.5% also cited quality of teaching as an important variable that need to be considered for promotion. In view of this responses, some respondents during informal discussions and information available to the researcher as a staff member of the institution, indicated, that they have never been promoted since their appointment about some ten or more years ago. Whiles some put the blame on management for not being sensitive to their plight, others blamed it on the importation of the university criteria for promotion into the polytechnic which made it difficulty for them to get promoted. The criteria and the procedures were perceived as long, stressful, cumbersome and sometimes not even being aware about the guideline and changes made to it thereof. The line of argument may be that both the universities and polytechnics have a different focus in terms of the training they provide and their contributions to the national economy, hence the need for the polytechnic to have its own criteria for promotion which should be industry competitive.

Table 4.27

To what extent are these variables important in promoting academics in this institution?

Item	Not at all important	Some what important	Very important	Non response	Total
Academic qualification	3 (5.5%)	9 (16.4%)	43 (78.2%)		55 (100 %)
Length of service in the institution	8 (14.5%)	20 (36.4%)	24 (43.6%)	3 (5.5%)	55 (100%)
Years of working experience	7 (12.7%)	15 (27.3%)	31 (56.4%)	2 (3.6)	55 (100%)
Research and publications	3 (5.5%)	15 (27.3%)	35 (63.6%)	2 (3.6%)	55 (100%)
Quality of teaching	4 (7.3%)	13 (23.6%)	36 (65.5%)	2 (3.6%)	55 (100%)
Service to institution	5 (9.1%)	33 (60.0%)	12 (21.8%)	5 (9.1%)	55 (100%)
Service to community	11 (20.0%)	30 (54.5%)	9 (16.4%)	5 (9.1%)	55 (100%)

4.1.8 Categories of Leaves in Ho Polytechnic

Teachers teaching in higher education institutions should be provided with the opportunity to enjoy temporarily paid leaves when requested for. Studies by OECD (1998) UNESCO/ILO, (1997, & 2000) and Altbach (1996) suggested that, when such a leave is granted out to teaching personnel, it should also count towards their years of service with the organisation and towards their pension as well. Table 4.28 represents the responses of the respondents by indicating the premium they placed on the various categories of leaves in the institution. For example, 87.3% of the respondents cited paid study leaves as very important to them in the institution, whiles 81.8% classified paid sabbaticals as very important as well, even though only few people go on sabbaticals. On the other hand, 78.2% also considered paid sick leaves as very important. Considering the high premium placed on the various categories of leaves by the respondents, management need to device means of handling the various situations so that, no individual is seen to be denied such an opportunity. By far, when these opportunities exist for all, it may help to retain and attract a considerable number of people in to the institution. Management also need to institute measures that will make it obligatory for the individual beneficiaries to return to the institution after a leave period, since the institution will be committing its scarce financial resources to meeting such expectations of academics.

Table 4.28

To what extent are the following categories of leave important to you in this institution?

Item	Not at all important	Some what important	Very important	Not applicable	Total
Paid sabbatical leaves	1 (1.8%)	3 (5.5%)	45 (81.8%)	6 (10.9%)	55 (100%)
Paid study leaves	1 (1.8%)	4 (7.3%)	48 (87.3%)	2 (3.6%)	55 (100%)
Paid maternity leaves	2 (3.6%)	3 (5.5%)	37 (67.3%)	13 (23.6%)	55 (100%)
Paid sick leaves	1 (1.8%)	6 (10.9%)	43 (78.2%)	5 (9.1%)	55 (100%)
Paid casual leaves	6 (10.9%)	10 (18.2%)	31 (56.4%)	8 (14.5%)	55 (100%)

4.1.9 Teaching and Learning Facilities in Ho Polytechnic

Empirical study by Tetey (2006) on higher educational institutions in Africa (universities) documented inadequate teaching and learning facilities on the various campuses which resulted in some students standing outside or sitting on stairs during lectures, because the existing facilities can no longer cater for the large number of students admitted yearly. To re echo this points , Enders (2000), Altbach (2003) and Saint (1992) pointed out in their studies the worsening and deteriorating material conditions of teaching and learning facilities in the various higher educational institutions in Africa such as overcrowded classrooms and libraries, diminishing numbers of books and periodicals, and packed laboratories where won-out equipments prevents proper teaching of experimental subjects. Tables (Table 4.29 – 33) indicated how respondents responded to the teaching and learning facilities in Ho polytechnic. For example, 61.8% and 21.8% (Table 4.29) fully and slightly agreed that inadequate lecture halls affect teaching and learning in the institution respectively. Whiles 43.6% and 34.5% (Table 4.30) rated the library holdings as satisfactory and good respectively. Majority of the respondents also rated the research equipment in the institution as fair (56.4%) and computer facilities as fair and satisfactory (36.4%; 32.7%) respectively. On other hand, 72.7% (Table 4.33) of the respondent fully disagreed that they have access to office accommodation in the institution.

Considering the findings of (Tetey, 2006; Enders, 2000; Altbach, 2003; & Saint, 1992), the material conditions of teaching and learning facilities in the polytechnic can not be considered to be all that bad or worse given the responses of the respondents. It is also an indication that, teaching and learning facilities in the polytechnic can be said to be relatively better than those found in other higher educational institutions in Africa. This situation has also placed the polytechnic in the advantageous position to attract and retains its staff. It is also important for management to address the issue of office accommodation for staff, since it can cause a serious dissatisfaction among teachers, which might cause some to leave or to stay.

Table 4.29

Inadequate lecture halls affect teaching and learning in this institution

Responses	Frequency	Percent
Fully Agree	34	61,8
Slightly Agree	12	21,8
Slightly Disagree	4	7,3
Fully Disagree	5	9,1
Total	55	100,0

Table 4.30

The library holdings in this institution are

Responses	Frequency	Percent
Excellent	2	3,6
Good	19	34,5
Satisfactory	24	43,6
Fair	10	18,2
Total	55	100,0

Table 4.31

In this institution, the research equipment is,

Responses	Frequency	Percent
Excellent	2	3,6
Good	6	10,9
Satisfactory	16	29,1
Fair	31	56,4
Total	55	100,0

Table 4.32

In this institution, the computer facilities are,

Responses	Frequency	Percent
Excellent	2	3,6
Good	15	27,3
Satisfactory	18	32,7
Fair	20	36,4
Total	55	100,0

Table 4.33

In this institution, academics have access to office accommodation with the needed facilities.

Responses	Frequency	Percent
Slightly Agree	8	14,5
Slightly Disagree	7	12,7
Fully Disagree	40	72,7
Total	55	100,0

4.1.10 Professional Development in Ho Polytechnic

Professional development is the engine that keeps higher educational institutions true to their mandate as centres of ideas and innovation (UNESCO, 1998; Plater, 1995; & Tettey, 2006). Without efforts in this direction, intellectual capital can stagnate and the relevance of higher education to society may diminish. It is therefore, necessary for tertiary institution like Ho polytechnic to support professional development by providing the necessary resources. For example “faculty members thrive on the intellectual and collegial stimulation from their peers when they attend professional activities and national or international conferences or research meetings” (Rosser, 2004, p.287). Analysis of literature regarding African institutions however, suggest that, insufficient resources are devoted to this important aspect of intellectual engagement and replenishment (Tettey, 2006). Whiles, a study of 17 South African universities and technikons (polytechnics) for instance, revealed the absence of a centralised strategy for academic staff development (Fourie, 2004).

The premium respondents placed on professional development (PD) activities in Ho polytechnic has been presented in the tables (Table 4.34 – 36) below. For example, 83.6% to 94.5% (Table 4.34) of respondents rated all the domains of professional development activities in the institution as very important to them. The high premium placed on these professional development activities by respondent should provide management with the opportunity to design a strategic staff development

programmes to meet their specific needs in the institution. On the other hand, since the expectations of staff about PD, were very high, failure by management to meet such expectations can result in frustrations which will lead to dissatisfaction on the job and might cause some to leave in order to look for places where they can develop themselves. On the contrary, when these needs are met, it will retain them and will also serve as a good signal to attract many who hold the same opinion about professional development, into the institution. From another point of view, 43.6% and 25.5% (Table 4.35) believes that, the locus of responsibility for PD in the institution should be at the level of departments and the institution respectively. Whiles 29.1% indicated, it should be the individual responsibility. The variations in the responses gave the indication that, all the stakeholders in the institution has a role to play, when it comes to PD issues. Also, table 4.36 revealed that, during the last two academic years (2004-06), it was only 34.5% of respondents who participated in in-service training for new skills, 20% for career progression and 30.9% did not respond to any of the PD activities. It is also worth noting that, mentoring and induction which constitutes a major component of PD activities has a very low response rate of 3.6% and 5.5% respectively. It is presumed that all the academics in the institution should or would have received some amount of mentoring or induction when appointed. But the responses turn out not to be so.

Tetty (2006), in his report, contended that, retaining talent is one of the most powerful and beneficial effects of mentoring. Mentoring and induction has been promoted as a means by which individuals can be guided, by more experienced or senior colleagues, to identify their strengths and weaknesses, and to be given the necessary support that will help them develop their fullest potential. The benefits of such a support system, may not accrue to the individual mentee alone, but to the larger institution as well, by a way of stronger collaboration, collegiality, injection of innovative ideas and overall, efficiency. Hence the needed attention it deserves on the PD agenda of the institution (Ho polytechnic).

Table 4.34

To what extent staff development programmes in this institution important to you in the following domains?

Item	Not at all important	Some what important	Very important	Non response	Total
Increasing capacity to do the current job	5 (9.1%)	4 (7.3%)	46 (83.6%)		55 (100%)
Increasing research skills	1 (1.8%)	5 (9.1%)	47 (85.5%)	2 (3.6%)	55 (100%)
Increasing teaching skills	1 (1.8%)	1 (1.8%)	52 (94.5%)	1 (1.8%)	55 (100%)
Improving qualification	2 (3.6%)	2 (3.6%)	51 (92.7%)		55 (100%)
Fulfilling criteria for promotion	3 (5.5%)	4 (7.3%)	46 (83.6%)	2 (3.6%)	55 (100%)

Table 4.35

The locus of responsibility for professional development in this institution can be identified at the following levels

Responses	Frequency	Percent
Institutional	14	25,5
Faculty	1	1,8
Departmental	24	43,6
Individual	16	29,1
Total	55	100,0

Table 4.36

During the last two academic years (2004-2006), which of the following staff professional development activities did you participate in, in this institution?

Responses	Frequency	Percent
Non-response	17	30,9
Mentoring in the institution	2	3,6
Induction for new entrants	3	5,5
In-service training for new skills	19	34,5
Career progression for higher degree	11	20,0
Other	3	5,5
Total	55	100,0

4.1.11 Workload of Academics in Ho Polytechnic

McGee and Ford (1987) found a negative correlation between teaching loads and academic staff retention. In Africa, demand for higher education has increased tremendously, with implications for staff workload and satisfaction. From an estimated 600,000 students in 1980, the number of student enrolment in higher educational institutions in Africa has increased to 1,750,000 by 1995 (Sawyer, 2002). The tables (Table 4.37 – 47) below represented the views of the respondents on what they thought constituted their workload in Ho polytechnic and its associated effects. Respondents indicated that, teaching constituted 70.9 % (Table 4.37) of their workload in the institution. Responding to the level at which decisions were made about work load, 61.8% and 30.9% (Table 4.38) indicated departmental and institutional respectively. In a related development, 34.5% and 43.6% (Table 4.39-40) fully agreed that, they were happy about the way decisions were made about workload in their departments, and the distribution of workload among academics over the years respectively. Whiles 36.4% and 30.9% (Table 4.41) of the respondents fully and slightly disagreed that workload is a source of personal strain and burn out to them respectively. Tables 4.42-45 showed the responses of the respondents concerning the percentages of time they do spend on the various academic activities such as teaching, research, administrative duties and service to the institution. Further to this, 45.5% (Table 4.46) of the respondents indicated that, they have more than 12 teaching periods or credits classes in the previous semester, while 23.6% and 7.3% indicated 12 as maximum and 6 as minimum teaching periods respectively. Also, 34.5% (Table 4.47) agreed that class sizes were reasonable in their departments while 30.9% fully disagreed. This corroborates the findings of documents reviewed on teacher student – ratio (see Ho polytechnic in context –chp.1) which showed clearly that some departments in the institution had very large class sizes while others were not. Also, further analysis was done to identify departments that have heavy workload or large student population (see annex II of this report when necessary).

Table 4.37

The following elements constitute my workload in this institution.

Responses	Frequency	Percent
Teaching load	39	70,9
Administrative duties	4	7,3
Research load	3	5,5
Service to polytechnic	2	3,6
Non-response	7	12,7
Total	55	100,0

Table 4.38

At what level are decisions made about workload in this institution?

Responses	Frequency	Percent
Institutional	17	30,9
Faculty	2	3,6

Departmental	34	61,8
Individual	1	1,8
Non-response	1	1,8
Total	55	100,0

Table 4.39

I feel happy about the way decisions are made about workload in my department

Responses	Frequency	Percent
Fully Agree	19	34,5
Slightly Agree	19	34,5
Slightly Disagree	5	9,1
Fully Disagree	10	18,2
Non-response	2	3,6
Total	55	100,0

Table 4.40

Over the years, workload is fairly distributed among academics in my department.

Responses	Frequency	Percent
Fully Agree	24	43,6
Slightly Agree	16	29,1
Slightly Disagree	7	12,7
Fully Disagree	7	12,7
Non-response	1	1,8
Total	55	100,0

Table 4.41

My workload is a source of personal strain and burn out to me in this institution

Responses	Frequency	Percent
Fully Agree	7	12,7
Slightly Agree	9	16,4
Slightly Disagree	17	30,9
Fully Disagree	20	36,4
Non-response	2	3,6
Total	55	100,0

Table 4.42

What percentage of time do you spend on research activities during this academic year in this institution?

Responses	Frequency	Percent
0-24%	11	20,0
25-49%	20	36,4
50-69%	13	23,6
70-79%	2	3,6
80-100%	2	3,6
None	7	12,7
Total	55	100,0

Table 4.43

What percentage of time do you spend on teaching activities during this academic year in this institution?

Responses	Frequency	Percent
0-24%	2	3,6
25-49%	7	12,7

50-69%	19	34,5
70-79%	13	23,6
80-100%	12	21,8
None	2	3,6
Total	55	100,0

Table 4.44

What percentage of time do you spend on service to the polytechnic during this academic year?

Responses	Frequency	Percent
0-24%	26	47,3
25-49%	9	16,4
50-69%	7	12,7
70-79%	3	5,5
80-100%	5	9,1
None	5	9,1
Total	55	100,0

Table 4.45

What percentage of time do you spend on administrative activities during this academic year in this institution?

Responses	Frequency	Percent
0-24%	20	36,4
25-49%	7	12,7
50-69%	6	10,9
70-79%	3	5,5
80-100%	2	3,6
None	17	30,9
Total	55	100,0

Table 4.46

What is your total number of credit classes taught this last semester in your department?

Responses	Frequency	Percent
Minimum 06	4	7,3
Maximum 12	13	23,6
Between 06 and 12	9	16,4
Above 12	25	45,5
Non-response	4	7,3
Total	55	100,0

Table 4.47

Class sizes are reasonable in my department

Responses	Frequency	Percent
Fully Agree	19	34,5
Slightly Agree	17	30,9
Slightly Disagree	2	3,6
Fully Disagree	17	30,9
Total	55	100,0

4.1.12 Professional activities of Teachers; Teaching, Research and Service in Ho Polytechnic

Professional or core duties of academics constitute teaching, research and service in higher educational institutions. Altbach et al (1994) in their work agreed that in many countries, there has been a growing concern in recent years about how academics spend their time, which is seen as a debate that has

involved the discussions about “productivity” and most especially about the relationships among teaching, research and professional service. The tables (Table 4.48 – 56) below represented the responses about the professional activities of teachers in Ho polytechnic which also could be an indication of commitment of academics to their discipline and the institution. Overwhelming majority of the respondents (92.7%, table4.48) indicated that their academic discipline was very important to them, while 78.2% (Table4.49) also rated their affiliation with the polytechnic as very important to them. This gives an idea about the reasons why the current teaching staff are still with the institution, since they consider affiliation with their discipline and the institution as essential to them. It could also mean that, those who love the institutions and they can find their discipline in the institution, may want to enter the institution for a job. This also means that, professional loyalty among the respondents is greater than that of institutional loyalty. When asked whether they preferred teaching or research, 43.6% and 32.7% (Table4.50) cited teaching and learning to teach respectively, which might also collaborated with the earlier response on workload, where 70.9% (Table4.37) indicated that, teaching constituted their workload, while 5.5% said research. Seventeen respondents (17) representing 30.9% (Table4.51) also indicated that the pressure to publish reduces the quality of teaching in the institution while 34.5% fully disagreed. Responding to access to funding for research in the last three years, 69.1% (Table4.52) responded to no, while 30.9% said yes. Also, 27.3% (Table4.54) slightly agreed that, research funding in their field is easier to get now than it was in a five years ago, while 49.1% fully disagreed. Further to this, 58.2 % (Table4.55) of the respondents fully agreed that research activity is important in assessment of academics in the institution. With such a consensus, the institutions has to create the avenues and the conditions that will make it possible for individuals who wants to pursue their research ambitions to so, instead of the current low participation rate of 14.5% (Table4.50). On the other hand, 54.5% and 36.4% (Table 4.56) fully and slightly agreed that service to the polytechnic should be an obligation for all academics, and as such, management also need to create the opportunity for those who want to serve, to serve and must motivate others to do so through the committee system. This opportunities in one way or the other, may lead to attraction and retention of academics in the institution since it might meet the expectation and desires of some academics.

Table 4.48

To what extent affiliation with your academic discipline is important to you?

Responses	Frequency	Percent
Very important	51	92,7
Fairly important	4	7,3
Total	55	100,0

Table 4.49

To what extent affiliation with this institution is important to you?

Responses	Frequency	Percent
Very important	43	78,2
Fairly important	11	20
Not at all important	1	1,8
Total	55	100,0

Table 4.50

In this institution, my interests lie primarily in,

Responses	Frequency	Percent
Teaching	24	43,6
Learning to teaching	18	32,7
Learning to research	4	7,3
Research	8	14,5
Non-response	1	1,7
Total	55	100,0

Table 4.51

The pressure to publish research work reduces the quality of teaching in this institution.

Responses	Frequency	Percent
Fully Agree	8	14,5
Slightly Agree	17	30,9
Slightly Disagree	11	20,0
Fully Disagree	19	34,5
Total	55	100,0

Table 4.52

Have you or your research group received any grants or special funding for research in the last three years?

Responses	Frequency	Percent
Yes	17	30,9
No	38	69,1
Total	55	100,0

Table 4.53

Estimate the total amount of research grant or funding you have received in the last three years.

Responses	Frequency	Percent
Less than \$10,000	10	18.2
\$11,000-\$20,000	4	7.3
\$21,000-\$ 50,000	3	5,5
Non-response	38	69.1
Total	55	100,0

Table 4.54

Research funding in my field is easier to get now that it was in five yes ago.

Responses	Frequency	Percent
Fully Agree	4	7,3
Slightly Agree	15	27,3
Slightly Disagree	9	16,4
Fully Disagree	27	49,1
Total	55	100,0

Table 4.55

A strong record of successful research activity is important in faculty evaluation in this institution.

Responses	Frequency	Percent
Fully Agree	32	58,2
Slightly Agree	15	27,3
Slightly Disagree	2	3,6
Fully Disagree	6	10,9
Total	55	100,0

Table 4.56

Service to the polytechnic should be an obligation for every academics in this institution

Responses	Frequency	Percent
Fully Agree	30	54,5
Slightly Agree	20	36,4
Slightly Disagree	3	5,5
Fully Disagree	2	3,6
Total	55	100,0

4.1.13 Recruitment in Ho Polytechnic

Documents reviewed points to the fact that some departments if not all, in the institution rely on part-time appointment which provides an interesting insight into the recruitment and retention problems in the institution. The part-time appointees were largely people who would have qualified for full-time appointment in any case, but the situation goes to buttress the point that, people are choosing positions outside the academia because of better conditions of service. However the fact that they are still interested in academic jobs, albeit on a part-time basis, might suggest that better employment conditions in the polytechnic might attract these individuals to take up a full-time appointment. Tables 4.57 – 61 represented the views of the respondents about recruitment and retention issues in Ho polytechnic. In a response to recruitment practices, 40% (Table 4.57) indicated that, they were somewhat satisfied with a response to application from management while 14.5% said, they were fully dissatisfied. This response seems to collaborate with the findings of Tettey (2006) in his report on higher education in Africa. Findings in that report revealed that, appointment processes in some higher educational institutions were unnecessarily cumbersome, tedious and time-consuming. Due to such a disturbing processes applicants end up taking appointments elsewhere, before the process is over leading to the situation where a lot of successful applicants turn down the offers of the institutions concerned.

Table 4.58 showed the reasons respondents adduced for entering in to academic profession at Ho polytechnic. For example, 61.8% do not think that it was important to pick up appointment in the institution in order to get closer to their spouses, while 60% indicated that salaries and benefits were not the motivating factor for them to teach in the polytechnic. On the other hand, an overwhelming majority of the respondents (90.9%) cited opportunities for professional development as a very important reason for deciding to teach in the polytechnic. This response rates, presents a lot of challenge for the polytechnic, since if these expectations are not met by the institutions, most of the teachers will turn to look somewhere that they think such expectations can be met. Therefore, when these conditions are present and favourable, it will lead to the attraction of people who love the academia. Table 4.59 highlighted the responses of academics by rating their current job in comparison with the previous one in terms of work conditions. Considering the background characteristics of the respondents (Table 4.1), all the respondents had had working experiences before accepting to teaching at the polytechnic, hence their ability to compare the conditions that existed in both jobs. For example, 72.7% and 67.3% cited opportunities for professional development and autonomy over ones job as better in the current job respectively, while 61.8% and 65.5% indicated that, salary and influence over place policies were worse than thought off respectively. Also 21.8% and 25.5% cited incentive benefits and opportunities for promotion as better in the previous job respectively. Considering this trends of responses, it is important for the institution to study the scenarios carefully and be able to know where interventions will be appropriate.

Table 4.60 represented the respondents' response to the various elements of conditions of service that will influence their decision to stay at the polytechnic. For example, 87.3% and 87.3% of the respondents fully agreed that, opportunities for professional development and job security will influence their decision to stay at the polytechnic. Responses as presented in table 4.60 by far or to a large extent collaborated with the responses cited in the table 4.58, where 90.9% cited opportunities for professional development as a reason for accepting teaching appointment in the polytechnic. It is also clear and very obvious that, when the right working conditions are provided, academics will have no choice but to stay with the institution as they can see their dreams being fulfilled by the institution they loved to serve.

However turnover intentions are an important variable to analyse, because they provide an estimation of employees' self-assessments as to whether they might leave the organisation at some time in the future. This can therefore, be useful indicators of actual turnovers or could also provide an opportunity to take actions that might prevent actualisation of those intentions. In fact, many turnover models have shown that, intent is the strongest proven indicator of actual departures (Tettey, 2006; Smart, 1990; Hom, et al., 1992; & Mobley, 1982). Thirty-two (32) respondents representing 58.2% (Table 4.61)

indicated their intention of leaving the polytechnic in the last two years while 41.8% said no. This self-assessment of the respondents with 58.2% intention to leave requires that, the polytechnic need to take the necessary steps towards addressing staff needs in order to prevent their intentions from being actualised. Table 4.62 indicated the level of importance each of the elements would play in the decision of academics to leave the polytechnic. For example, overwhelming majority of respondents (78.2%) cited they will leave the polytechnic for better salary or benefits. Thirty-seven (37) respondents representing 67.3% indicated lack of promotion while 60% cited heavy workload without adequate rewards.

Table 4.57

To what extent are you satisfied with the following recruitment practices in this institution?

Item	Fully satisfied	Some what satisfied	Some what dissatisfied	Fully dissatisfied	Total
Retention after national service	12 (21.8%)	30 (54.5%)	6 (10.9%)	7 (12.7%)	55 (100%)
Appointment committee	17 (30.9%)	22 (40.0%)	7 (12.7%)	9 (16.3%)	55 (100%)
Induction	9 (16.4%)	19 (34.5%)	10 (18.2%)	17 (30.9%)	55 (100%)
Assignment of duties	9 (16.4%)	27 (49.1%)	10 (18.2%)	9 (16.3%)	55 (100%)
Response to application from mgt.	14 (25.5%)	22 (40.0%)	11 (20.0%)	8 (14.5%)	55 (100%)

Table 4.58

Indicate the level of important each of the following issues played in your decision to enter the academic profession at Ho polytechnic.

Item	Not at all important	Some what important	Very important	Non response	Total
To be closer to my spouse	34 (61.8%)	8 (14.5%)	10 (18.2%)	3 (5.5%)	55 (100%)
Salaries and benefits are better in the academia	33 (60.0%)	16 (29.1%)	6 (10.9%)		55 (100%)
I felt job security will be better in the teaching profession	14 (25.4%)	20 (36.4%)	21 (38.2%)		55 (100%)
Opportunities for professional development	1 (1.8%)	4 (7.3%)	50 (90.9%)		55 (100%)
Teaching and learning facilities	3 (5.5%)	24 (43.6%)	28 (50.9%)		55 (100%)
Autonomy over my job	14 (25.5%)	20 (36.4%)	21 (38.2%)		55 (100%)
The right to teach and research freely	4 (7.3%)	8 (14.5%)	43 (78.2%)		55 (100%)
The collegial support	7 (12.7%)	26 (47.3%)	22 (40.0%)		55 (100%)
Academic freedom	6 (10.9%)	13 (23.6%)	36 (65.5%)		55 (100%)
Service to the polytechnic and community	6 (10.9%)	30 (54.5%)	19 (34.5%)		55 (100%)

Table 4.59

How will you rate your current job position relative to the previous job in terms of each of the following aspects?

Item	Better in previous job	Not better or worse	Better in current job	total
Salary	12 (21.8%)	34 (61.8%)	9 (16.4%)	55 (100%)
Incentive benefits	12 (21.8%)	31 (56.3%)	12 (21.8%)	55 (100%)
Opportunities for promotion	14 (25.5%)	31 (56.3%)	10 (18.2%)	55 (100%)
Opportunities for professional development	5 (9.1%)	10 (18.2%)	40 (72.7%)	55 (100%)
Opportunities for learning from colleagues	7 (12.7%)	7 (12.3%)	41 (74.5%)	55 (100%)
Social relationships with colleagues	11 (20.0%)	10 (18.2%)	34 (61.8%)	55 (100%)
Recognition and support from management	12 (21.8%)	29 (52.7%)	14 (25.5%)	55 (100%)
Safety environment	6 (10.9%)	13 (23.6%)	36 (65.5%)	55 (100%)
Influence over workplace policies and practices	9 (16.4%)	36 (65.5%)	10 (21.7%)	55 (100%)
Autonomy or control over your work	4 (7.3%)	14 (25.5%)	37 (67.3%)	55 (100%)
Manageability of workload	5 (9.1%)	28 (50.9%)	22 (40.0%)	55 (100%)
Availability of resources and materials for doing job	9 (16.4%)	31 (56.3%)	15 (27.3%)	55 (100%)
Job security	7 (12.7%)	11 (20.0%)	37 (67.3%)	55 (100%)
Intellectual challenge	2 (3.6%)	7 (12.7%)	46 (83.6%)	55 (100%)
Sense of personal accomplishment	4 (7.3%)	10 (18.2%)	41 (74.5%)	55 (100%)
Opportunity to make difference in the lives of others	3 (6.7%)	12 (21.8%)	40 (72.7%)	55 (100%)
Communication between management and staff	7 (12.7%)	37 (67.3%)	11 (20.0%)	55 (100%)
Freedom of speech	7 (12.7%)	16 (29.1%)	32 (58.2%)	55 (100%)
Freedom to experiment with new ideas	1 (1.8%)	14 (25.5%)	40 (72.7%)	55 (100%)

Table 4.60

To what extent do you agree that, the following issues do or will influence your decision to stay at Ho Polytechnic?

Item	Fully agree	Slightly agree	Slightly disagree	Fully disagree	Total
Benefits and incentives	34 (61.8%)	14 (25.5%)	3 (5.5%)	4 (7.3%)	55 (100%)
Opportunity for promotion	38 (69.1%)	9 (16.4%)	5 (9.1%)	3 (5.5%)	55 (100%)
Opportunity for professional	48	5	1	1	55

development	(87.3%)	(9.1%)	(1.8%)	(1.8%)	(100%)
Collegial support	30 (54.5%)	23 (41.8%)	2 (3.6%)		55 (100%)
Social relationship with colleagues	19 (34.5%)	29 (52.7%)	5 (9.1%)	2 (3.6%)	55 (100%)
Influence over workplace policies and practices	17 (30.9%)	29 (52.7%)	5 (9.1%)	4 (7.3%)	55 (100%)
Autonomy and control over ones own work	29 (52.7%)	20 (36.4%)	4 (7.3%)	2 (3.6%)	55 (100%)
Manageability of workload	32 (58.2%)	21 (38.2%)	2 (3.6%)		55 (100%)
Teaching and learning materials	33 (60.0%)	16 (29.1%)	3 (5.5%)	3 (5.5%)	55 (100%)
Job security	48 (87.3%)	6 (10.9%)	1 (1.8%)		55 (100%)
Communication between management and academics	26 (47.3%)	19 (34.5%)	7 (12.7%)	3 (5.5%)	55 (100%)
Opportunity for carrying out research activities	42 (76.4%)	12 (21.8%)	1 (1.8%)		55 (100%)
Academic freedom	43 (78.2%)	11 (20.0%)	4 (6.7%)	1 (1.8%)	55 (100%)

Table 4.61

Have you thought about leaving Ho polytechnic in the last two years?

Responses	Frequency	Percent
Yes	32	58,2
No	23	41,8
Total	55	100,0

Table 4.62

Indicate the level of importance the following elements would or played in your decision to leave Ho polytechnic.

Item	Not at all important	Some what important	Very important	Total
For better salary or benefits	5 (9.1%)	7 (12.7%)	43 (78.2%)	55 (100%)
To pursue a position other than that of teaching	13 (23.6%)	23 (41.8%)	19 (34.5%)	55 (100)
To take courses to improve career opportunities outside the field of education	11 (20.0%)	17 (30.9%)	27 (49.1)	55 (100%)
Dissatisfied with teaching as a career	30 (54.5%)	14 (25.5%)	11 (20.0%)	55 (100%)
Personal reasons	15 (27.3%)	17 (30.9%)	23 (41.8%)	55 (100%)
Lack of autonomy and control over ones work	21 (38.2%)	23 (41.8%)	11 (20.0%)	55 (100%)
lack of collegial support	18 (32.7%)	29 (52.7%)	8 (14.5%)	55 (100%)
Lack of academic and research freedom	14 (25.5%)	14 (25.5%)	27 (49.0%)	55 (100%)
Lack of promotion	6 (10.9%)	12 (21.8%)	37 (67.3%)	55 (100%)
Heavy workload without adequate rewards	10 (18.2%)	12 (21.8%)	33 (60.0%)	55 (100%)

Responses from the survey results of current academics on the various factors gave the indication that, something needs to be done in a well coordinated manner to help attract, recruit and retain qualified individuals in the polytechnic. One obvious pointer was the intention rate (58.2%) of academics wanting to leave the institution in the last two years. Responses also pointed to the fact that, some of the conditions were relatively favourable but needs to be improved upon. It is also quite obvious that, expectations of respondents were quite high before they accepted offer to teach in the polytechnic such as opportunities for professional development. When these expectations are not met by the institution, they may become dissatisfied and leave. It is also important to note that, the attraction of new one will be based upon the favourable working conditions existing in the polytechnic and being enjoyed by the current ones.

4.2 Survey Results of Former Academics

For the purpose of these research, and as indicated in the chapter three,(methods) five former academics of Ho polytechnic working with other organisations were surveyed. This gave a response rate of 50% representing 5 out of 10 potential respondents. Table 4.63 represented the background characteristics of the respondents. All the survey respondents were male representing 100%. This may be due to the high population of male academics in the institution as can found in the table4.1 of current academics. Considering the small number of respondents, frequency counts were used in the discussion instead of percentages. Interestingly, the academics who left the institution has a representation of all the age groups, thus from age 25 to 50+. This is important for this research, because, the attrition can not be attributed a particular age group, hence the need for interventions that will cut across board. Out of the five respondents, three were on full-time, while two on permanent contract. Two of the respondents spent four to six years working with the polytechnic while 1 and 2 spent less than a year and two to three years respectively. Further to this, 2 hold masters degree, 2 bachelors and 1 HND. This range of educational qualifications of the respondents also point to the fact that, there is demand for such expertise outside the academia and place more challenge on the institution to device strategies that can help halt the departure of academics from the institution.

Also, a study conducted by Effah(200) revealed that, academics of higher educational institutions in Ghana were lured away by a variety of government agencies where salaries are often better and working conditions more comfortable. To buttress this point, Teferra and Altbach (2004) noted in their studies that, salaries and benefits in higher educations in Africa are lower than those of comparative positions in the civil service. A comparative salary analysis in Ghana in 1993 as revealed by their study, further indicated that, salaries and benefits levels in sectors such as energy, finance, revenue collection and media, are all higher than those of higher education. Table 4.64 to 67 represented recruitment issues, reasons for leaving the polytechnic and comparison of their current conditions of service with the previous one enjoyed at Ho polytechnic. For example, 2 of the respondents cited retention after national service as one of the best recruitment strategies, while 3 indicated that they were fully dissatisfied with the appointment committee.

In table4.65, 4 of the respondents revealed that opportunities for professional development influenced their decision in accepting to teach in the polytechnic. This finding seems to collaborate with the responses of the current academics where 90.9% (table4.58) indicated that PD issues have influenced their decision to accept job offers in the polytechnic. Respondents rated salary and incentive benefits (Table4.66) as better in their current jobs. Interestingly, current academics also rated the two items as better in their previous jobs (Table4.59). But the question that needs to be asked may be why they moved to the academia (Ho polytechnic). The reasons may be those contained in Table4.58 where for instance, respondents cited academic freedom, job security and professional development among others. These findings gave credence to the results of Effah (2003) and Teferra & Altbach (2004) about salaries and incentives outside the academia, hence the need for pragmatic efforts to attract and retain the current academics in the polytechnic in order to avoid further departures. In a related development, 4 and 5 (Table4.67) of the respondents indicated lack of incentives and heavy workload without adequate compensation respectively as reasons for leaving the polytechnic, while 3 indicated lack of promotion and academic freedom respectively. These trends of responses by former academics

provide the basis for comparison with the current ones, and where necessary, appropriate measures should be put in place to avoid future departures.

Table 4. 63

Presents the background characteristics of the respondents

<i>Gender</i>	Male 5				
<i>Age</i>	25-29 1	30-34 1	35-39 1	45-49 1	50+ 1
<i>Employment status</i>	Full-time contract 3	Permanent contract 2			
<i>Length of service at Ho polytechnic</i>	0-1year 1	2-3 2	4-6 2		
<i>Highest qualification</i>	Masters 2	Bachelor 2	HND 1		
<i>Academic rank</i>	Instructor 3	Lecturer 2			

Table 4.64

To what extent are you satisfied with the following recruitment practices in this institution?

Item	Fully satisfied	Some what satisfied	Some what dissatisfied	Fully dissatisfied	Total
Retention after national service	2	1	1	1	5
Appointment committee	1	1	-	3	5
Induction	1	1	1	2	5
Assignment of duties	2	1	1	1	5
Response to application from mgt.	1	1	2	1	5

Table 4.65

Indicate the level of important each of the following issues played in your decision to enter the academic profession at Ho polytechnic.

Item	Not at all important	Some what important	Very important	Total
To be closer to my spouse	3	2		5
Salaries and benefits are better in the academia	4	1		5
I felt job security will be better in the teaching profession	1	3	1	5
Opportunities for professional development		1	4	5
Teaching and learning facilities		2	3	5

Autonomy over my job	2	2	1	5
The right to teach and research freely			5	5
The collegial support	1	2	2	5
Academic freedom		2	3	5
Service to the polytechnic and community		3	2	5

Table 4.66

How will you rate your current job position relative to the previous job in terms of each of the following aspects?

Item	Better in previous job	Not better or worse	Better in current job	total
Salary	1	1	3	5
Incentive benefits	-	1	4	5
Opportunities for promotion	2	1	2	5
Opportunities for professional development	1	1	3	5
Opportunities for learning from colleagues	2	1	2	5
Social relationships with colleagues	2	1	2	5
Recognition and support from management	2	-	3	5
Safety environment	2	1	3	5
Influence over workplace policies and practices	1	2	2	5
Autonomy or control over your work	2	2	1	5
Manageability of workload	1	1	3	5
Availability of resources and materials for doing job	2	1	2	5
Job security	3	1	1	5
Intellectual challenge	2	1	2	5
Sense of personal accomplishment	1	1	3	5
Opportunity to make difference in the lives of others	2	2	1	5
Communication between management and staff	1	1	3	5
Freedom of speech	2	2	1	5
Freedom to experiment with new ideas	2	1	2	5

Table 4.67

Indicate the level of importance the following elements played in your decision to leave Ho polytechnic.

Item	Not at all important	Some what important	Very important	Total
For better salary or benefits	-	1	4	5
To pursue a position other than that of teaching	2	1	2	5
To take courses to improve career opportunities outside the field of education	1	1	3	5
Dissatisfied with teaching as a career	3	2	-	5
Personal reasons	-	3	2	5
Lack of autonomy and control over ones work	3	2	-	5
lack of collegial support	3	1	1	5
Lack of academic and research freedom	1	1	3	5
Lack of promotion	-	2	3	5
Heavy workload without adequate rewards	-	-	5	5

Drawing from the results of the surveys of both current and former academics, the reasons cited by former academics for leaving, were the same reasons the current ones indicated will influence their decision to leave the polytechnic such as the search for better salary and incentives 78.2%, lack of promotion 67.3% and heavy workload without adequate rewards 60% (Table4.62). It was quite interesting to note that, those who left represented all the age groups of the current ones, which also means that, the departures can not be attributed to only on age group. Both current and former academics did not differ in their responses on conditions that attracted them to the institution such as the need to teach and research freely, opportunities for PD and autonomy over ones job. For example while former academics rated benefits and promotions as better in their current job, the existing academics indicated it was better in their previous jobs.

What can be deduced from these responses is that, what has caused dissatisfaction among former academics leading to their exit, is prevalent among the current ones as well in the institution and may lead to further exists if not addressed quickly. On the other hand, and as cited by the COPP Chairman in his report (2005), those who stay on are not sufficiently motivated, are frustrated and have little incentives to work harder. Although they may be prepared and determined to keep on fighting for a better day. This assertion points to the facts that this results represented. It is indications that, those who were not ready to continue working under the unfavourable conditions left, and those who are hoping for a better day, are still hanging on. It is important that the appropriate measures are taken to address these worsening conditions in the polytechnic, which is the main focus of this research.

4.3.0 Results from Interviews

In this section, principal officers, deans and heads of department formed the target group and were referred to in this report as the respondent. The interview focused on issues that the researcher felt was worthy of commenting on by the respondents which was based on the results of the teacher questionnaire or survey and other relevant documents analysed which have direct bearing on working

conditions of academics in the institution. Attached to the appendix of this report is the sample of the interview guide. The questions only serve as a guide for the interview and were used in specific instances depending on the respondent and based on his or her capacity to respond to the issues at stake.

Overall, no individual responded to all the questions. There were several comments that were quite sceptical about the research itself, with one respondent suggesting that the research design would not allow for productive analysis and others questioning the point of such research, since other similar research has not had any constructive effect on academic practice in the institution. There were also several responses (majority) welcoming the research, suggesting that such enquiry was long overdue and hoping that it would lead to improvements in policy and practice in the polytechnic. Discussion of the relationship between research and policy was acknowledged as important, but was outside the scope of this research. Three categories of respondents were interviewed, thus management, heads of department and deans (see chapter 3).

4.3.1 Management

The principal of the institution, in responding to the management structure of the institution, hinted that, the polytechnic is governed by the committee system of governance, where committees were set up with the representatives of the various stakeholders in the institution of which the academics are one. In his response to communication gap between management and academics, he admitted that, the structures were not functioning well as it is suppose to be. "For example, there are certain kinds of information which staff need that must come from the Polytechnic secretary, heads of department and deans". "But the flow of information between management and academics has always been a problem" he said. This development might be what led to about 58.2% of the respondents in the survey describing management as autocratic simply because, may be the information they needed before certain decisions concerning them are taken, do not get to them on time or even not at all. He suggested some kind of research should be conducted into communication or information flow within the system that might come with suggestions for improvement. Considering the focus and purpose of this report, this is a positive development and idea which requires due attention. In addition to that, he suggested regular workshops and seminar for staff to make them aware of what they need to know and how to access them. Commenting on recruitment, the indication was that, efforts are being made to recruit, whiles departments which do not have sufficient full-time teachers rely on individuals from industry. "Considering the focus of the polytechnic as a provider of career focused training, it is important to forge such a linkage with industry" he said. The indications are that, part-time teachers from industries are indispensable for achieving the vision of the polytechnic.

Commenting of issues of incentives and rewards and its implication for attraction and retention of academic staff in the polytechnic, a respondent acting in the absence of the finance officer, indicated that teachers are paid their allowances that are due them but what they were not normally happy with was the taxation of those allowances. Reacting to the delay in payment of allowances, the response was that, sometimes the institution does not have the fund to meet such demands timely as expected by the teachers, and agreed that such development cause frustration and anxiety among teachers on campus. The respondent admitted that, such problems were due to the fact that, the institution's internally generated fund is low and currently relies too much on student fees and government subvention to fund its activities. Responding to how the institution can generate enough funds in order to fulfil its financial obligation to teachers, suggestions included the introduction of innovative programmes that are market and demand driven which will attract student patronage. Introduction of certificate courses and the balancing of recurrent and capital expenditure. The respondent pointed out that existing situation where more attention is given to capital expenditure need to be balanced. In a concluding statement, the respondent hinted that, there is the need for orientation of both management and teachers about models of governance in higher educational institutions in the present times.

Reacting to questions on library holdings of the institution, the librarian indicated that the library currently has more than 16,700 volumes of books and journals, some which are in multiple copies.

The impression created was that, books that were in circulation meet the demands of the users (student, teachers and the public). He pointed out that, he solicits for information from heads of departments and teachers about books that are relevant for the various disciplines and also has contact with colleague librarians in USA and Europe for exchange of ideas. Commenting on challenges facing the library, the respondent cited lack of funds for purchasing books and journals and the less patronage of the library by teachers, but was also quick to add that, it may be due to the situation, where teachers and student have to struggle for sitting place in the library which most of them were not comfortable with. Among suggestion cited was the cooperation from teachers and suggestions from them with regards to acquisition of books and journals for the library. Also a gallery will be created for teachers in the newly constructed library in order to create conducive atmospheres for their research work. Impressions gathered from this respondent gave the indication that, he has a wider consultation when it comes to determining what kind of books or journals to buy for users.

4.3.2 Deans

Most of the four deans interviewed spoke on issues affecting their schools. Interestingly, the dean system of governance or administration has not being effective in the institution. Even though the statutes of the polytechnic stated that, deans must be elected by the various schools, the principal appoints his deans until this year that (April, 2006), that statutory provision was fully observed, where all the deans were democratically elected by their schools. At the time of the interview, most of the deans were new because they were just elected to the office. Under the circumstances, most of them were not conversant with the developments or challenges facing their schools, but they were able to outline their visions for their respective schools and some difficulties they anticipated.

One respondent commented on management structure and the effective roles of deans in the institution. The indications were that, benefits can be generated by devolving some decision-making authority to deans, instead of centralising everything at the top. Devolution helps expedite action on issues and gives the dean or the unit the latitude to be innovative in ways that are germane to their particular circumstances. Reacting to the large number of students in the schools, especially accountancy department, the respondent indicated that, being elected newly, he is yet to meet with the school board, so that the board can take a decision on how to deal with high student numbers and the workload of teachers. But also hinted that school boards in that past has not been active since there were no incentives for them and hoped that the current proposal before the polytechnic council would be approved, so that school board members can enjoy some allowances when working on committees to serve as incentives to them.

Another respondent, reacting to limited number of teachers in some departments under the schools, pointed out that, the strategy of the school will be to retain the best final year students in the department for their national service, after which they will be recommended for recruitment by the polytechnic. Asked whether this can be feasible or not, the respondent indicated that, “we can never get well qualified people with second degree,” “we can not pay them”, “the industry looks more lucrative than the academia” he said. These responses suggests that, the only way round to filled vacancies in those departments will be the recruitment of those teaching assistant and developing them to attain the right academic qualification. To affirm his point, he cited building technology department where one bachelor and two HND holders were upgraded to Master’s degree level as an example.

In a response to professional development in one of the schools, where at the moment it is only one person having a Masters degree at post with the rest being HND and bachelors degree in the department, the dean indicated that, considering the practical nature of the department, opportunities for academic progression in the country’s universities was non-existing, and indicated that, the current development is breeding frustration among teaching staff of the department. In order to address this problem, the respondent indicated that, arrangements are being made, so that one of the country’s university’s can organise modular or top-up programme for those staff concerned to a bachelor level so that they can have the opportunity to enrol for the master programmes. The respondent was hopeful that, the polytechnic will support this initiative.

4.3.3 Heads of Departments

Heads of departments were made to react to the Principal's assertion that, the polytechnic is governed by the committee system of governance, where committees were set up with the representatives of the various stakeholders in the institution of which the academics are one. This was to be sure that, such a management structure does exist in the institution. Commenting on this assertion, respondents agreed to the committee system of governance, but doubted its effectiveness, representativeness and the dissemination of information to the relevant audiences. Some respondents argued that, per the statutes of the polytechnic, the principal is the chairman of all committees in the institution and can decide to implement a committee decisions or not. One respondent indicate that, members of the various committees are not consultative enough and as a result, create a gap between management and academics. Another respondent blame it on lack of logistics and secretariat which will make it possible for members of committees to share and confer with their colleagues before management takes final decision on committee recommendations.

In an interview section with one of the respondent, a gentleman walk-in and handed in a memo, then the respondent indicated, "you see, there is a meeting this afternoon, and I am now being informed, how can I consult my colleagues before attending". Further discussion on this issue revealed that, only few are seen to be serving on all the committees in the institution while others feel neglected in the governance process of the institution. The impressions created about the governance system in the institution as at now becomes complex to explain, considering the views of the stakeholders in the governance process of the institution. However, for the structures to work effectively all the stakeholders must be committed to the process as dictated in the institutional statutes. This may help avoid any frustration that might be brewing up among teachers in the institutions. It was sometimes quite obvious during the interview selection that, the heads of the departments themselves were getting frustrated with the system.

It was, more than any other issue, the tension between administration and academic work that was raised by respondents. The tone of comments also suggested that it was a deeply felt issue: 'Let lecturers lecture and administrators administer!' Sometimes conflict was raised: 'Why do administration staff get promoted over a short period of time and hardly any qualifications to such senior positions. I feel that discrimination takes place against academic staff'. Mention was made of administration making greater inroads into academic life where a particular principal officer was appointed as acting head of a department in the institution. These were the reactions of respondents to those who hold both administrative and academic positions such as heads of departments and deans, and those in management who double as academics. Opinions, however, were divided. One respondent suggested that academics use administration and research workloads as an excuse for not performing. This relates to the prioritising of academic work. One respondent was quite clear that the hierarchy of important activities in academia are first, teaching, then research and lastly administration or service. Tensions rise due to increasing administration, which can be seen as arising from the demands of transformation but which leads to superficial work. The place of service was commented on more than once, with one respondent claiming that teaching and research only counted, not service, and another stating service was not counted but was a valuable part of the job that mattered. Another complained of academics being trapped by teaching, and not having time for research. Whilst one respondent suggested that the teaching load for productive researchers should be reduced, another mentioned the situation where heavy teaching loads prevent younger staff from developing their research profile. Another took this further and suggested that because rank and qualification is attained through research, the rich will get richer, and says that, "people of high rank who get paid about twice what those of low rank do, should do more work, and must have more responsibility". This varied reactions from respondents goes to support what one respondent said, that during the past ten or more years, there has not been any published research work by any member of staff in his department, in exception of only one by himself. This may also give credence to the fact that, academics are heavily involved in teaching and do not give any special attention to research and publication, given the fact that, they constitute major component of promotion criteria in the institution.

“If a highly paid academic does an equal share of the teaching, more administration and more research than a lowly paid junior lecturer, then that is how it should be’. But another asks ‘what is a reasonable teaching or administrative load? We are not all the same’. Many comments revolved around what actually counts as academic workload. Respondents were not of the view that class size, number of classes and time spend on marking of scripts and preparation before classes constitute workload. Some heads hinted that in some cases, the supervision of students does not count. In a couple of cases the specific demands of professional degrees which demand work outside of office hours and present specific supervisory demands, are not adequately taken into account. Another point is the addressing of special needs of students. Quantifying workload was also problematic. One respondent suggested that number of students should not be an important factor, since preparation time was not affected by this, only marking. One respondent asks ‘What about voluntary unpaid work that we do?’ At first this might seem curious. After all, what can or should be done about voluntary unpaid work? But it might also mean that academics do important and worthwhile work which the institution claims as part of its function, but for which academics do not receive appropriate recognition or being compensated for. Considering the large number of students being admitted yearly, some departments do not have the matching student teacher ratio. These points to the fact that most of the departments in the institution are understaffed and carries the extra workload of others. But one respondent disagreed and pointed out that, for the purpose of clarity, authorities must determine what constitute a class size since there are only subject teachers that we have in higher educational institutions.

Assessment or appraisal of academics for promotion is seen as a source of anger and bitterness. Several respondents made comments about ‘it’s who you know’ and ‘its all institutional politics’. One called for greater accountability of Heads of Departments for making sure that their staff works and are made aware of the guidelines and the criteria for promotion. This situation is seen or interpreted by another respondent as a ‘secretive divide-and conquer approach of management’, where management bend the rules to favour some, and not being consistent with what is being documented. Another appealed for greater openness about conditions of service, and another pleaded for people to talk to one another, advocating for more cooperation among staff in the same department and in the institution as a whole, thus the spirit of collegiality.

One respondent stated that staff development deserved special attention because hard work was not recognised and junior staff were oppressed and demoralised. Sometimes it is the money generated, not whether or not the work was well done that counted. One pointed out that previous professional experience was undervalued. Several respondents raised different aspects of managing academic work and its preferred working conditions. In general, all the respondents admitted that, there is a vicious cycle being created in which the job is becoming less attractive, making it more difficult to recruit, meaning greater staff-student ratios, meaning a less attractive job, which makes it difficult to recruit and to retain. Individual achievement is not rewarded whereas collaboration is seen as less valuable. There was one comment that struck the researcher most, since it raised an aspect of any work, not just academic work and its conditions which seems to be underrated in general. The comment was a call to see ‘work as an investment in dignity and worth’. This leads to comment from two respondents which suggest that, management is not doing much to help academics, and that they must be ready to find out what is the right thing to do in terms of providing the appropriate working conditions that will lead to attraction, recruitment and retention of qualified teachers in the polytechnic.

Reponses from the interviewees collaborated with most of the findings from the surveys. For example the difficulties associated with information flow in the institution as cited in the interview results, gave credence to the fact that 30.9% and 45.5% (Table4.6) of survey respondents fully and slightly agreed that, communication between academics and administration is poor in the institution respectively. Also issues concerning class sizes have been highlighted by a dean for one of the schools and some heads of departments, where student-teacher ratio has been far exceeded (see chp1). Survey respondents (current academics) have a split opinion on these issues where 34.5% fully agreed that class sizes were reasonable whiles 30.9% fully disagreed. This development led to further analysis of survey results on workload per department as can be found in the annex II of this report. Further to this, other related views expressed by interviewees such as inadequate incentives for academics, lack of office

accommodation, poor human relations by some heads of department and the need for PD were not different from those indicated by the survey respondents. These trends of responses gave the indication that, results from both the interviews and the surveys are both credible and reliable since they validate each other, hence the needed attention to the issues raised by the polytechnic.

4.4.0 Results from Focus Group Discussions

Following the surveys and interviews, focus group discussion was organised for teachers who participated in the survey where the preliminary results were shared with them. Sixteen out of twenty selected respondents participated in the discussion, which constituted a representation from each department with some departments recording more than one participant. Two participants were randomly selected per department. The focus of the discussion was to create the avenue for teachers who responded to the questionnaires and to have frantic discussions among themselves and finally to formulate solutions and strategies for the problems they have identified during the survey and preliminary results of the research as presented by the researcher at the beginning of the session.

This forum provided an opportunity to revise or validate earlier findings, and also served as a useful too, in that, the representation of the various departments allowed for interactions in a setting where the views of various groups could be expressed, challenged, responded to, and or validated. The sixteen participants were grouped into two, thus eight per group for the discussion, where the variables were equally divided among the groups for the discussion (e.g. one group discusses recruitment and the other PD). The discussion lasted for four hours with break in between. A presentation was done by a reporter from each group where questions were asked and contributions made.

In view of the fact that some of the suggestions can be rolled out in the short-term while others require long-term planning and huge financial outlays, the reports of the groups have identified three phases for their implementation. These are: (1) short-term measures that can be implemented relatively and quickly (between now and the next three years) and at minimal to low cost; (2) medium-term interventions that will take between three and five years to effect and involve modest funding – these might be candidates for donor assistance; and (3) long-term actions which can be accomplished in the next ten years with significant financial investments.

4.4.1 Short-Term Measures

Recruitment and Retention

1. To avoid the frustration and tardiness of the recruitment process, the polytechnic must constitute hiring committees, made up of elected members from the relevant department and appointed members from cognate units
2. One short term measure that can be employed by the polytechnic to ensure that the institution is staffed by qualified personnel until long term solutions are found is to reconsider the retirement age for academics.

Promotions and Appointments

1. In view of the questions raised in the findings about favouritism and inconsistency with regard to promotion and tenure, it will be useful for the polytechnic to ensure that each of these processes are anchored in a committee system at every level – i.e. departmental, faculty/ school, and institutional - which is made up of peers and has representation from both genders.
2. The institution must develop a culture of reasonable, clearly articulated, and enforced deadlines for processing applications for promotion and tenure

3. Access to information about the promotion and tenure process and other relevant documents (e.g., conditions of service, appointment and promotion guidelines, benefits) can then be made accessible via institutional websites in a very organized manner than is currently the case when the institution's website is launched this year. These documents must also be given individuals upon their appointment.
4. Give serious consideration to the weighting of teaching, vis-à-vis research, in promotion, merit increment, and tenure decisions
5. Organize yearly workshops for staff members who are due for tenure, or contemplating promotion.
6. Individual faculties/schools may also organize annual seminars which are tailored specifically to the expectations within their units/ departments.

Institutional governance

1. A search committee, chaired by the Dean, and comprising elected members from the departments and appointed members from cognate units, could then be struck for the purposes of selecting the heads of departments
2. Provision should also be made for mid-term reviews of administrative heads of units/departments.
3. Offer training programs for newly appointed administrators to acquaint them with different skills needed to accomplish the demands of their role. All heads must also be provided with continuous professional development, so that they can avail themselves of relevant training and appropriate skills, at least once a year.
4. Most of the concerns around governance, at departments and institution-wide levels, could be addressed through the establishment of representative committee structures, transparency in decision making, genuine consultative processes, and open channels of multi-directional communication. Staff members should also be willing to participate in these structures and processes, and have a responsibility to keep themselves informed about various guidelines, regulations and procedures.
5. Institutions need to address reality-perception gaps that tend to characterize the views of a significant number of academic staff, through better, regular, and accessible flows of information.

Professional Development

1. Mentoring is an important ingredient in the nurturing of junior scholars, in general, and underrepresented groups, in particular, for successful academic careers. In view of the low proportion of female staff in the institution, it will be useful to direct mentoring efforts towards increasing their numbers
2. All academic staff members have roles to play in the mentoring process. It is important that mentors avoid exploiting the enthusiasm and vulnerability of their mentees, and no mentoring program can achieve success without a committed and responsible mentee.
3. The polytechnic also need to organise short courses, seminars and training for both young and senior academics in the use of new technology (e.g. ICT) in teaching, to acquire teaching and research skills, and to increase their capacity to do their current job.
4. The polytechnic need to conduct training need assessment of academics per department in order to identify the training needs of individuals and each department.

Teaching, Research and Service

1. The communication and public relations (external and internal) unit of the polytechnic can also raise the profile, and hence the morale, of academics by giving publicity to their accomplishments within the larger society.
2. Academic staff members can use their research allowances and or support from their faculties/departments to finance participation in local and national conferences every year.
3. There should be, at least, two rounds of conference and research grant applications at the polytechnic, each with a set deadline, so that staff members who have conferences/research proposals after one deadline will still have an opportunity to get support during the same academic year
4. Preference must be given, in any particular year, to those who did not receive funding the previous year based on satisfactory proposal.
5. It is necessary that the polytechnic continue to encourage Outside Professional Activity (OPA) or consultancies because of the benefits that it provides, but putting in place mechanisms which allow such activity to be free from abuse and for enforcing appropriate guidelines.
6. The polytechnic should maintain, or institute, non-salary benefits such as tuition waivers/remissions, preferential admission for staff and their families, and access to childcare and primary school facilities.
7. The polytechnic should remove the bottlenecks that academic staff encounters in processing reimbursements and receiving benefits such as allowances.

4.4.2 Medium-Term Measures

Recruitment and Retention

1. The personnel department of the registry should put in place mechanisms that will enable them to track faculty members' reasons for leaving, such as exit surveys/interviews.

Promotions and Appointments

1. The Personnel department should have a database that tracks the career path of all academic staff, and notify all appointees who are coming up for and promotion tenure.
2. The teacher association (POTAG) have a role in helping their members with the promotion and tenure processes. They could hire experienced professional officers, who are knowledgeable about regulations, procedures, and processes, so that they can assist staff prepare better. In order to address the frustration and anxiety that contract staff members go through, because of the uncertainty that characterizes their re-appointment, the teacher association and the institutions should agree on terms which allow such individuals who have served a defined minimum number of years, to be guaranteed contracts of a longer duration.
3. Where contract staff members have not obtained advanced degrees which qualify them for regular appointment, Teachers' associations should bargain for an agreement which assures regular professional development opportunities for part-time staff. The agreement must also include provisions which ensure that those who serve a stipulate minimum number of years can be sponsored for further studies and be absorbed into the regular professoriate once they obtain the requisite qualifications.

Workload

1. The polytechnic should insist on an optimum level of student intake, under current circumstances, beyond which they are unable to maintain the integrity and credibility of their programs and credentials. These stances should be firmly defended against the demands of stakeholders, when they are politically motivated, rather than grounded in a pragmatic appreciation of what is appropriate.
2. The institution can charge fees which can help them hire more instructors, and thereby have multiple sessions of courses, instead of the huge classes that some of the departments currently have.
3. In order to alleviate academic staff workload, it is necessary to shore up support staff numbers in ways that are informed by efficiency, value-for-money, and need – not just uncritical pressure to make the bureaucracy leaner.
4. One way to facilitate the development of new faculty members is to reduce their teaching load, by at least one course, in the first year. Similar concessions can be extended to those academics who are undertaking further studies within the country while maintaining full time positions.
5. Ensure that the courses that a new staff member teaches over the first two years of his/her appointment are not varied in such a way that he/she is perpetually engaged in mounting and preparing for new courses.

Professional Development

1. It is imperative that systems of recognition and rewards are put in place to make participation in mentorship programs worthwhile for senior staff
2. Instead of assigning mentors to mentees a priori, it may, therefore, be useful to create a database of mentors which mentees can consult in choosing their mentors.
3. It is important to provide the opportunity for career progression older academics to enable them to earn higher degrees.

Teaching, Research and Service

1. The Polytechnic should set aside some of the funds which come from revenue-generating activities for the innovation and starter grants, research grants for all academic staff, as well as for teaching and research facilities.
2. The Polytechnic should endeavour to institute teaching and research excellence awards for recognising teaching and research excellence in the institution. Furthermore, instead of having one or two awards for teaching excellence across the institution, for example, each faculty/school in the institution could be assigned one.
3. The institution should establish research office, which will help staff by organising workshops on grant writing, communicate information on internal and external research and grant opportunities, keep staff apprised of deadlines for these, and forge research linkages with other institutions and the private sector; or the office other current seminar coordinator be upgraded to that status.

Incentives and Benefits

1. The institution should work towards reasonable improvements in the working conditions (non-salary) of staff, because this is likely to result in more than proportionate levels of job satisfaction.

2. It is necessary to implement some system of differential rewards. This is inevitable, if certain academic fields are to attract and retain staff.
3. In order to ensure fairness and collegiality in merit pay decisions, it is important that the assessment process be devolved to a committee of peers at the faculty level, instead of being centralized or left solely to the discretion of the management or heads of departments.
4. The Polytechnic should negotiate with banks to offer housing and car loans to academic staff.

4.4.3 Long Term Measures

Recruitment

1. One of the ways to deal with the loss of academic staff who are on study leave in institutions abroad, is to consider expanding current sandwich programs through institutional arrangements with other tertiary institutions in the country.
2. To support home-based graduate and research efforts, the polytechnic should build institutional linkages which incorporate elements of equipment support, networking among scholars, and access to library resources in the partner institutions.

Teaching, Research and Service

1. It will be useful for the polytechnic to establish Faculty/School Research Fund from which both old and new hires can access starter grants that will help to facilitate their career development.
2. 'Innovation Grants for Junior Scholars' will also provide support for young scholars to pursue original and novel research or inventions.
3. It is critical that the Polytechnic's support for conferences/research grants be increased and expanded to cover a larger number of staff than it is currently the case, so that staff members will be able to attend, at least, one national/regional/international conference every other year and to engage in feasible research projects. Awards need to be disbursed on time as well.
4. There is also the need for the polytechnic to build linkage agreements with other institutions, in the developing and industrialized worlds, whose missions are supportive of the kinds of intellectual engagements that are relevant to their countries.

The results from the focus group discussion targeted mainly conditions that need to be improved upon in the institution per the various factors that formed the framework of this research. Participant did not differ in their views from those expressed by survey respondents and interviewees. For example, participants were of the similar opinion that, issues concerning promotions need to be anchored in a committee system of governance in order to guard against partiality and favouritism in the institution. Also the participants advocated for collaboration between the polytechnic and the universities for staff development activities in term of career progression and staff exchanges in departments with severe staff shortages. These issues were rated very high among both survey and interview respondents. In order to attract, recruit and retain well qualified teaching force in the polytechnic all the issues that were raised by all the respondents, and the problem or difficulties that led to exit of former academics requires an urgent attention in order to avoid such a re-occurrence in the future.

Chapter Five

Recommendations and Conclusions

5.0 Summary

The problem of attracting and retaining of academic staff in higher educational institutions has become a global issue taking into account the various reports (ILO/UNESCO, 2000; OECD, 1998) which affect both developing and industrialised countries. The difficulties within the OECD countries are well documented. Unlike developed countries, the issue of academic staff attrition in developing countries has been less well documented in literature. This is so, because, the issues tends to be subsumed under the general category of “brain drain” without any special attention being given to it. Literature has it that, the triggers identified for brain drain, in general, are identical to those behind academic staff attrition (Tettey, 2006; Teferra & Altbach, 2004). Thus, the two processes are intimately intertwined, as many highly skilled emigrants tend now to be current academics or potential ones.

Vanderberg and Nelson (1999) and Borzaga and Tortia (2004) suggest that most turnovers in organizations emanate from a lack of satisfaction. Dissatisfaction could be due to a lack of psychological fulfilment in the job, perceptions and realities of non-commensurate remuneration, and an unwelcoming climate within the organization. This dissatisfaction, and the resulting decision to leave, can come as a significant cost to the organization, which includes the loss of skilled individuals and their expertise, disruption in the operations of the organization until appropriate replacements can be found, and difficulty in attracting new employees if the reasons for the departure of former employees are such that it make others unwilling to work for the organization (Cascio, 1991; Trevor, Gerhart, and Boudreau, 1997; Murray and Murray, 1998). Retention issues are also influenced by pull-factors which are derived from the larger environment within which the organization operates. These factors can take a variety of forms, including offers of better remuneration and working conditions from similar organizations or others which need the skills of the individuals concerned.

What can be drawn from the above discussion is the fact that there can be no mono-causal explanation of worker (dis)satisfaction and measures that promote or hamper staff attraction and retention in an organisation. Therefore, the analytical framework of this research has recognised that each variable is part of a larger organizational culture and dynamics that involves the cumulative and joint influence of a wide variety of variables that may be internal to the organization or external to it. The existing situation of Ho polytechnic as indicated in the report (see chp.1) cited among other issues effective leadership and management as its strength; inadequate qualified staff as weakness; potential collaboration with public and private sectors, non-governmental organisations and other institution as its opportunity; and poor conditions of service as a threat.

Results of this research have indicated that all is not well with the polytechnic in terms of favourable working conditions that will help attract, recruit and retain qualified academics. Other empirical studies on higher educational institutions in Africa, has also documented similar findings of these report. For example, issues concerning factors such as institutional governance, incentives, workload and professional development were considered by subjects of this research as not the best. This development led to some leaving the polytechnic for other jobs. This situation has been evidenced by the survey results of the former academics. It is due to these threatening developments, that one can conclude that, this research is appropriate and timely; hence the answers to the following research questions:

1. What strategies and conditions can help attract well-qualified people into the teaching profession at Ho Polytechnic?

Findings from the research have showed that, the following strategies and conditions can help attract qualified people in to the teaching profession at Ho polytechnic. These are adequate and attractive incentives and rewards, opportunities for promotions, professional development, academic and

research freedom, collegial governance, manageable or attractive workload, adequate teaching and learning facilities and access to transport and accommodation facilities. These conditions were considered to be weaknesses and threat to the polytechnic in its SWOT analysis (see chp1). Strategies such as deepening the governance process by making the collegial process of governance participatory and attractive for all stakeholders has been considered essential. Also instituting incentive packages such as merit or performance-related pay will help attract prospective job candidates. Creating the needed environment and facilities for research and teaching such as laboratory, office accommodation and lecture halls will also help attract prospective job candidates given the high premium placed on these variables by the respondents.

2. What are the effective methods of recruiting and assigning of duties for teachers in Ho Polytechnic?

The findings has shown that, in order to avoid the frustration and tardiness of the recruitment process, it is recommended that the polytechnic should constitute hiring committees, made up of elected members from the relevant departments and appointed members from cognate units to facilitate recruitments. Issues such as induction and mentoring deserve more attention. One short term measure that can be employed by the polytechnic to ensure that the institution is staffed by qualified personnel until long term solutions are found is to reconsider the retirement age for academics. Also, the results indicated the retaining of national service personnel's after their service period and very good final year HND students for upgrading. In terms of assignment of duties, the results has pointed out that, one way to facilitate the development of new academics is to reduce their teaching load, by at least one course, in the first year while they are trying to settle into the institution. Similar concessions should be extended to those academics who are undertaking further studies within the country while maintaining full time positions.

Considerations that go into teaching assignments must not be limited to the number of courses that a new academic staff teaches. It is also important to ensure that the courses that a new staff member teaches for the first two years of his/her appointment are not varied in such a way that he/she is perpetually engaged in mounting and preparing for new courses. Teaching many new courses in the first few years could overwhelm new staff, affect their morale, and will take them away from establishing a firm program of research, thereby having negative implications for their job satisfaction, career development, and desire to remain in the institution.

3. What strategies and conditions will promote retention of qualified and effective teachers at Ho Polytechnic?

The findings have shown that, there can be no mono-causal explanation of worker (dis)satisfaction and measures that promote or hamper staff attraction and retention in the polytechnic. The strategies and conditions that will promote retention of qualified and effective teachers in the polytechnic are, opportunities for promotions, professional development, attractive incentives and rewards, heavy workload with adequate compensation, adequate teaching and learning facilities, teaching and academic freedom, access to housing and car loans facilities, and collegial governance where everybody is involved in the governance process of the institution. Initiatives such as establishing linkages with other higher educational institutions, private and public sector organisations for the purpose staff exchanges and funding for research; recognising and rewarding the efforts of the individual academics and easy access to information flow among others will promote retention. The existence of these favourable conditions will also help prevent departures from the polytechnic as shown by the findings.

The answers to these research questions borders on issues that were considered to be weaknesses and threat to the polytechnic such as, inadequate qualified academics, limited teaching and learning facilities; and poorly adapted promotion criteria, low salaries and incentives respectively. The opportunity therefore exists for the polytechnic to enter into a collaborative effort with other organisations as evidenced by the SWOT analysis, hence the need to take advantage of such

opportunities as suggested by the findings. Even though the institutional SWOT analysis consider effective leadership and management as one of its strength, the findings indicated otherwise, where thirty-two respondents representing 58.2 % (Table.4.3) viewed management as being autocratic. Whiles others were calling for the involvement of all in the governance process and allowing all the structures to function independently. It is also important to indicate that, the strategies and conditions that lead to attraction and recruitment of academics, when favourable and attractive will retain the existing staff and vice versa, hence the multiple effects of answers to questions one and two. In other words, good conditions will bring about positive responses and bad conditions will yield negative responses. Further to this, the answers to the questions have confirmed the existing situation in the polytechnic in terms of her weaknesses, threats and opportunities. Other impressions created by the findings of this research point to the fact that, much effort is not being made to address the challenges facing the polytechnic. Since the SWOT analysis was conducted some four years ago. It is hoped that, the findings of this research will served as another wake-up call for management of the polytechnic. In view of the answers and the findings contained in this research, the following recommendations have been made below for the attention of management of the polytechnic. Also the research further outlined implementation plan of the suggested actions into short, medium and long-term measures, cost estimates and level of responsibility.

5.1 Suggestions for Remedial Actions by Ho Polytechnic

This section looks at design of policy strategies that are deemed to be the appropriate mechanisms that can be adopted by Ho Polytechnic for enhancing its conditions of service that will lead to attraction, recruitment and retention of academics in the institution and any other higher educational institutions that may adopt the designs of this research. The strategy serves as guidelines only, and their implementation will vary across institutions, based on size; number of academic staff; organizational structure; institutional nomenclature that defines various positions, and their attendant roles and responsibilities. Also, in this section is the estimates of what it might cost to implement these suggestions as well as who should be responsible for specific actions. The suggestions, nonetheless, present a framework for action that can be appropriately tailored to the specific circumstances of individual institutions, because the principles behind them are relevant to all institutions.

5.2 Institutional governance

The selection process for heads of department needs to be more open and participatory than the current practice where the Principal has the sole right in selecting heads of department in the institution without much, if any consultation. Elections, however, do not seem to be the best approach to selecting heads as has been suggested by some research subjects in this study. This is because they may not turn out the most or best appropriate person for the job, since electors may not have all the information regarding what the position requires and what the candidates bring to it. Consequently, departmental needs may not always be met by the most popular candidate. The absence of elections should, however, not be equated with a lack of participation and transparency in the selection process. There are other ways to engage academic staff in this exercise, such as the committee system illustrated below.

In view of the dissatisfaction expressed in the institution about the marginal, if any, role played by staff in the selection of departmental heads and unfriendly nature of some heads, it will be useful to have a process that produces a shortlist of best candidates. This may involve an advertisement asking for nominations or applications for the position. A search committee, chaired by the Principal, and comprising the Dean and elected members from the department and appointed members from cognate units, could then be set up for the purposes of selecting the head. The committee should have elected representatives from the unit concerned (e.g., three people) and appointed members from cognate units (e.g., two people). Once the committee is in place, the Principal should solicit confidential, written input from members of the department in respect of the candidates. This input should not be anonymous, in order to avoid irresponsible submissions to the committee. In order to encourage input, and protect those who provide it, however, their identities should not be revealed to other members of

the committee, but should be known to the Principal only. The committee should assess the files, interview candidates, and make recommendations to the Principal. The committee has the advantage of being representative of the academic staff and brings perspectives and insights which a Principal, acting alone, may not have. Even though it is advisory to the Principal, it is unlikely that the Principal will veer too far from the committee's ranking and recommendations without credible reasons. Although final decision rests with the Principal, it is expected that, in most cases at least, the advice of the committee will weigh very heavily on the final decision, unless the Principal is antagonistic to the collegial and participatory process represented by the committee system. Provision should also be made for mid-term reviews of administrative heads of units (e.g. departments, faculties, schools, etc), by appointment review committees, set up on lines similar to the one described above. This will ensure that assessment of performance can be made early enough to ensure positive feedback, remedial action, and or validation of an administrator's work. Recommendations can then be made to the official to whom the head reports.

It is not uncommon for people who have no experience managing an organization/unit to be suddenly thrust into positions of heads of department. Obviously, academics are not trained managers and cannot be expected to have such expertise. Trained managers, on the other hand, are not academics, and are not suited for positions that require knowledge of the workings of the academy for which members of the professoriate are the most capable. What then needs to be done to turn academics into good managers? Part of what can be done is for the polytechnic to offer training programs for newly appointed administrators to acquaint them with different skills needed to accomplish the demands of their role. Key among these should be human relations skills, communication skills, and financial management. The extent to which a unit head is able to manage human relations in his/her unit is a key predictor of the extent of collegiality, trust, and collaboration within the outfit. Increasingly, department/unit heads are being expected to devise revenue-generating initiatives to sustain their units. Unfortunately, most of these individuals are trained as academics, not fundraisers; yet, they are expected to deliver financial returns with no training. The pressure from this expectation, and the lack of skills needed to fulfilled it, is putting enormous pressure on unit heads who are pushing their colleagues to undertake projects/programs that elicit resistance and tension, and hurt collegiality even though there are indications that, they stand to benefit from such initiatives. The situation would even be worse if the head lacks fundamental 'people skills.' In order to ensure that unit heads have the relevant skills to accomplish their responsibilities, it is imperative that they are not only given a thorough orientation to do the job; they must also be provided with continuous professional development, so that they can avail themselves of relevant training and appropriate skills, at least once a year. The University of Ghana has started organizing management training workshops for new heads of units (Tettey, 2006) from which the polytechnic can learn from.

It appears that most of the concerns around governance, at units/departments and institution-wide levels, could be addressed through the establishment of representative committee structures, transparency in decision making, genuine consultative processes, and open channels of multi-directional communication. Staff members should also be willing to participate in these structures and processes, and have a responsibility to keep themselves informed about various guidelines, regulations, and procedures. The study showed that some of the concerns raised by some respondents about the lack of information or clarity about promotion, merit procedures, stem from the failure to acquaint themselves with available documentations. Consequently, the responses may be driven more by perceptions than reality. There is, nevertheless, the need for the institution to address these reality-perception gaps, through better, regular, and accessible flows of information which is considered to be lacking in the institution. Instead of expecting that staff members should look for the necessary statutory documents and manuals by themselves, it may be more convenient for these documents to be given to staff on appointment and also being informed about any changes thereof. Also such documents should be posted on the polytechnic's website currently under construction and updated as and when necessary for easy access by all staff at all times.

5.3 Teaching, Research & Service

It will be useful for the institution to establish Faculty/School Research Fund from which both old and new hires can access starter grants that will help them to facilitate their career development. Such funding can be used to purchase a computer, undertake research, and attend conferences. ‘Innovation Grants for Junior Scholars’ will also provide support for young scholars to pursue original and novel research/invention that they are passionate about and for which they are willing to remain in the academe. Young scholars will be defined, for the purposes of this fund, as those who earned their highest degrees in the previous five years. The focus on specific initiatives to attract and support both young and old teacher’s stems from the fact that they are most likely to leave their current positions and also because whatever is done right to retain them will provide the right signals that will attract others to the institution. This is also important because the departures as revealed by the findings can not be attributed to a particular generation of academics.

Teaching and Learning Innovation Fund (TALIF) is an example of a resource which the institution can access, specifically to support funding schemes for innovative teaching. In addition to TALIF, the polytechnic should set aside at least 5%-10% of her annual allocation from GETFund (Ghana Education Trust Fund) for funding research and inventions in the institution. On a sustainable basis, the polytechnic must forge closer tie with industry to fund her research activities. The polytechnic can also set aside some percentage of its funds which come from revenue-generating activities for the innovation and starter grants, research grants for all academic staff, as well as for teaching and research facilities. As the polytechnic explore revenue-generating options to support research and other needs, care must be taken not to commercialize knowledge to the point where the poor cannot avail themselves of higher education. To address this concern, sustainable avenues for student financial support system should be worked out, not only within the institution, but with other stakeholders as well.

Academic staff morale can be boosted by acts of recognition that draw attention to the value of their work or it can be deflated by lack of recognition (Horvat, 2004). The polytechnic as it is now, do not have teaching and research excellence awards and should endeavour to institute one. Furthermore, instead of having one or two awards for teaching excellence across the polytechnic, for example, each school in the institution could be assigned one. This will enable more people and disciplines to be recognized for their work. The communication units of the polytechnic (e.g. Offices of External and Internal Relations) can also raise the profile, and hence the morale, of academics by giving publicity to their accomplishments within the larger society. Such actions will not only signal the valuable contributions that the institution is making to socio-economic development, but will also help mobilize public support for tertiary education, particularly in a climate made of delicate and volatile by the politics of resource distribution and attracting of more prospective academics. The institution should establish research office, which will help organize workshops for staff on grant writing, communicate information on internal and external research and grant opportunities, keep staff apprised of deadlines for these, and forge research linkages with other institutions and the private sector; or the office of the seminar coordinator be made to assume such a pivotal role. A well-maintained website can help with the communication of such information (currently under construction). This office can also help address the issue of ‘intellectual isolationism’, which Sitthi-amorn and Somrongthong (2000) see as one of the biggest impediments to job satisfaction in many developing countries. It is, therefore, critical that the polytechnic’s support for conferences/research grants be increased and expanded to cover a larger number of staff than is currently the case, so that staff members will be able to attend, at least, one national/regional/international conference every other year and to engage in feasible research projects. Awards need to be disbursed on time as well. Academic staff members can use their research allowances and or support from their schools/departments to finance participation in local and national conferences every year.

There should be two rounds of conference and research grant applications at the polytechnic level, each with a set deadline, so that staff members who have conferences/research proposals after one deadline will still have an opportunity to get support during the same academic year. Set deadlines,

that are consistent across the years, have other advantages over the current system in which applications are received throughout the year. First, the institution must establish firm time lines for staff, during which they have an equal chance of getting funding, instead of submitting an application when there are no funds available. Secondly, all applications can be evaluated at the same time, thereby increasing the chances of very good proposals being funded. Finally, there is a more efficient use of research/conference grant committees, because they could consolidate their efforts twice a year comparing and evaluating various applications, instead of engaging in more frequent, piecemeal assessments throughout the year.

Preference must be given, in any particular year, to those who did not receive funding the previous year based on assessment of their proposals for funding. In view of the limited research funding available to the institution, providing support for national/regional/international conferences every other year ensures that more staff members will be able to access funding and that it is not monopolised by a few. There is also the need for the institution to build linkage agreements with other institutions, in the developing and industrialized worlds, whose missions are supportive of the kinds of intellectual engagements that are relevant to their countries as advocated by most subjects of this research (Solimano, 2002).

5.4 Incentives and Rewards

The findings about salaries suggest that there is a strong likelihood that most academics will prefer to change jobs rather than to remain in the polytechnic as evidenced by the findings from the former academics. The continued stay of current academics with the polytechnic should, however, not be misconstrued to mean that they will remain loyal to the institution under any circumstances. What should be garnered from this picture is rather the fact that, a reasonable improvement in their working conditions (salary and non-salary) is likely to result in more than proportionate levels of job satisfaction. As van Assche (1999; & Enders, 2000) points out, in the context of the European Union, financial satisfaction is not the only motivation for academic staff, but when income for academics is only a fraction of the income of non-academic institutions, academic motivation does not always compensate. Allowances (e.g. housing and transportation) and benefits (e.g. health and pension) should be at levels that make the services that they are supposed to cover affordable to staff. The case for merit pay is premised on the need to reward people according to their performance, thereby providing an incentive to those who do well in their jobs as well as to motivate others. Each school can be allocated an increment pool from which its members are rewarded. The pool can be calculated based on a set increment value per rank, which should be negotiated in a collective agreement, and multiplied by the number of academic staff at each rank in the school or department. A point-based system could then be worked out so that the value of the merit increment would be on a sliding scale whereby each increment point is worth more, the lower the rank. A sliding scale seems appropriate because the expectations of performance should be higher as one goes up in rank. Furthermore, other studies have shown that those in the senior ranks tend to be more satisfied because of the premium already attached to their positions (Morris, et al., 2004; Onwunli and Agho, 2004). The standard for what constitutes satisfactory performance can be established at the school level for each rank, so that staff members are compared to their colleagues within the same rank. Merit increments or payments will then vary proportionally to one's performance relative to that standard. The system does not have to be based on a zero-sum calculus, where one individual's increment necessarily takes away from another's, if everyone is performing at a satisfactory level. To avoid a 'beggar-thy-neighbour' scenario, each school's merit pool should have a cushion which allows 'high flyers' to be rewarded without punishing those whose performance meets the set standard. To achieve this, it holds on the institution to increase its revenue generation base in order to meet this merit pay demands.

In order to ensure fairness and collegiality in merit pay decisions, it is important that the assessment process be devolved to a committee of peers at the school level, instead of being centralized or left solely to the discretion of the head of department. The initial assessment should be done by the head of department, who should send his/her recommendations to the school committee. The school committee should make a recommendation to the Dean, who will then communicate the decisions to

the Principal for the necessary actions to be taken. The head of department's recommendation should be communicated to the individual staff members in a timely fashion, prior to the meeting of the school committee, so that they may be able to appeal the head's recommendation to that committee. There should also be structures and processes in place which will allow aggrieved individuals to take their case to a higher committee at the polytechnic level. Such procedures will help avoid the circumstances that led to the suspension of the merit increment process at the University of Botswana because of accusations of abuse (Tettey, 2006). The suggestion of merit pay should not be seen as a substitute for good salaries and benefits for academic staff. It is just meant to take away the traditional across-the-board salary increments which do not tend to take into account performance within and across ranks. In fact, it has been suggested, in discussions of market supplements, that increasing salaries directly, rather than instituting special allowances, may be the preferable approach, when circumstances are such that it is not feasible or desirable to increase salaries for all. Creating special allowances might prevent the additional pay from being taxable or counting towards pension, and could create unnecessary complications (Physicians for Human Rights, 2004).

The necessity for an increase in general pay levels should, however, not diminish the value of retaining some market- and merit-based system of rewards. There is no reason why the merit increments cannot be taxable and counted towards pension, if the overall emoluments, and standard of living, that academics enjoy are reasonable in relation to the cost of living. Indeed, in the absence of a reasonable base salary structure, merit pay will not address the problem of the "brain drain" in the polytechnic. A reasonable base salary structure, combined with merit-based increments, and supplemented with market responsive 'top-ups' for high-demand fields, will help to minimize the chances of the polytechnic subordinating its core mandate as academic institution to the vagaries of the market place, thereby commodifying the academy and devaluing those who contribute to that mandate, but may not be in high demand on the external market. There is clearly "the need to develop new models for organising work and rewards within the state and quasi-state sectors, models that balance the need for effective service provision with financial sustainability; and that which reconcile wider social needs with "best practices" of human resource management" (Morris et al., 2004; Hruz, 2001; & Kelly, 1999). It should be pointed out that market-supplements once instituted are not irreversible. They need to be periodically reviewed, in collaboration with stakeholders, to make sure that they are necessary under particular circumstances.

It is necessary that the polytechnic continue to encourage Outside Professional Activity because of the benefits that it provides. However, it is important that such activities be streamlined, with appropriate conditions and guidelines that are enforceable. This will ensure that staff members derive the necessary benefits without undermining their commitment to the institution. Furthermore, such mechanisms can as well bring benefits to the institution in terms of returns on overhead that can be put in a research fund, for example, to support the work of its staff. The institution can negotiate with banks to offer housing and car loans to academic staff, at reasonable interest rates. These facilities, which will be guaranteed by the polytechnic have a good chance of tying staff to the institution, and will demonstrate corporate social responsibility on the part of the banks. There is no gainsaying the value that staff members attach to such non-salary benefits such as tuition waivers/remissions, preferential admission for staff and their families, and access to childcare, primary and secondary school facilities provided by the institution. The polytechnic should provide these benefits, where they are not available, or improve upon them in ways which will engender satisfaction among staff. Finally, it is absolutely necessary that the finance department restructure their operations in such a manner as to remove the bottlenecks that academic staff encounters in processing their reimbursements and receiving of benefits.

5.5 Promotions and Appointments

It is obvious that the promotion and tenure process in the institution tend to be filled with stress, anxiety, and uncertainty for majority of academics. This need not to be the case, since simple efforts such as better communication and guidance can help alleviate the fears of most of the people. The personnel department of the polytechnic should have a database that will track the career path of all

academic staff, and notify all appointees who are coming up for tenure, for example, that they are due. This notice could go out at the start of the penultimate year before the appointees become eligible for appointment with tenure. This one year time line provides a reasonable frame within which to process the application, notifying the applicant of a decision, and give him/her the temporal latitude to explore other options, in case their request for promotion or tenure application is unsuccessful. At the same time as appointees are notified by the personnel department, their units must be informed as well, so that they can also set in motion the various administrative procedures necessary for evaluating and deciding on the application. In view of the questions raised in the findings about favouritism and inconsistency with regard to promotion and tenure, it will be useful for the polytechnic to ensure that each of these processes is anchored in a committee system at every level and adhered to – i.e., the departmental, faculty/school and polytechnic - which should be made up of peers and with representations from both genders.

The polytechnic must develop a culture of reasonable, clearly articulated, and enforceable deadlines for processing applications for promotion and tenure. There should, for example, be set time lines by which (1) applications for promotion for a particular year must be filed – preferably at the start of the academic year; (2) heads must get back to applications with their assessment; (3) applicants may appeal, if necessary; (4) school board must make decisions; (5) school board's decisions must be appealed to the relevant polytechnic body; (6) decisions must be communicated to the Principal; and (7) the official decision on the application must be communicated to the applicant. All these processes should not take more than nine months to complete, so that applicants have knowledge of outcomes, at least, three months before the start of the new academic year or to their promotions. If the culture of deadlines is effectively implemented, it will take root, thereby putting the onus on each actor in the process to do what is required of him/her, and removing the uncertainty and frustration that characterizes the process as it is currently in the institution.

The Personnel section of the polytechnic has a role to play in the promotion and tenure process as well. Access to information about the promotion and tenure process can be enhanced by revamping the various mode of communication which is not really helpful in this respect. Relevant documents (e.g., conditions of service, appointment and promotion guidelines, benefits) can then be made more accessible to academics in a much organised manner than as it is now, where some staff does not even know where to access this vital information's. Guidelines for promotions need to be reconsidered and a different approach adopted rather than the current practice of importing the university criteria in to the polytechnic system. This is considered to be important because, the two institutions are not the same and have different objectives. While in the polytechnic, the focus is on career-focused training, the university has its attention directed towards research base training. Therefore, the two can not have the same criteria for promotion. Instead of the current system where permanent staff are assessed with extreme pressure to 'publish or perish' syndrome, it may be a good alternative to explore alternative assessment cycles to encourage publication or invention considering the practical nature of the polytechnic education in the case of the later. These approaches will dovetail better with publication or invention cycles. Furthermore, the polytechnic have to give serious consideration to the weighting of teaching, vis-à-vis research or invention, in promotion, merit increment, and tenure decisions. It may be time to give teaching, research/invention, and service weights of 40, 40, and 20. This is particularly important at a time when academics are being inundated with large teaching responsibilities.

The institution also could hire experienced professional officers, who are knowledgeable about regulations, procedures, and processes, so that they can assist staff and management prepare better. These officers could organize yearly workshops for staff members who are due for tenure, or contemplating promotion, so that they could become familiar with expectations, get advice on what they need to be successful, and get a sense of their chances. Having a dedicated individual who is hired by the institution, need to ensure that he/she channels his/her energies towards serving the interest of academic staff, and support them through any grievance that might emerge from the promotion process. Individual faculties/schools may also organize annual seminars which should be tailored specifically to the expectations within their units. These efforts can be spearheaded by Deans,

working in consent with heads of departments (Sorcinelli, 2000). These workshops are helpful in removing the uncertainty, mystery, and mixed messages that tend to surround promotion and tenure processes (Chait, 1999, & Olmstead, 1993). In order to address the frustration and anxiety that contract staff members go through, because of the uncertainty that characterizes their re-appointment, the institution should agree on terms which will allow such individuals who have served a defined minimum number of years, to be guaranteed contracts of a longer duration, subject to acceptable performance (e.g. five years, instead of two). This will address the concerns expressed or fears harboured by those who are on retirement contract.

5.6 Professional Development

Mentoring and induction are important ingredients of professional development and should be used in the nurturing of junior scholars, in general, and underrepresented groups, in particular, for successful academic careers. In view of the low proportion of female staff in the polytechnic, it will be useful to direct mentoring efforts towards increasing their numbers. Mentoring can be both formal and informal. While some have lauded the flexibility of informal formats, others have argued that they are less successful in achieving results (Orpen, 1997). Proponents of formal schemes, point to structured formats of interaction, such as clear expectations, set meeting times, and transmission of organizational culture, as advantages over the uncoordinated, non-committal characteristics of informal types. In most instances, informal mentoring relationships tend to develop anyway. A structured format just adds to those, as well as provides options for those who might not be able to cultivate informal relationships. Moreover, it is easier to track formal mentoring for purposes of recognition, as referred to above. All academic staff members have roles to play in the mentoring process (Deans, heads of departments, senior colleagues, and junior staff). As Sorcinelli (2000, p. 1) points out, “given the turnover among chairs, and the lasting influence of a department’s senior faculty, supporting early-career faculty members is everyone’s work.” This goes to stress the point that much attention is not given to mentoring in the polytechnic where it was only 3.5 % (Table4.36) of respondents who indicated that, they were mentored at the time of accepting offer to teach in the polytechnic, hence the attention it deserves. Mentors need to be more than sources of information for protégés; they must also be advocates for them as they navigate through various processes and stages in their careers. In order for mentoring relationships to work, they should be mutually beneficial. It is thus important that mentors avoid exploiting the enthusiasm and vulnerability of their mentees. Clutterbuck (2002) outlines the following as critical qualities for a mentor: Manage the mentoring relationship; be an Encouraging, Nurturing, Teacher; Offer respect; and be Responsive to the needs of the mentee (cited in Mathews, 2003). It must be noted, though, that no matter the extent to which the mentor displays the above qualities, no mentoring program can achieve success without a committed and responsible mentee.

Understandably, a number of senior academic staff may not have an interest in serving as mentors if they gain nothing from such endeavours. It is imperative, therefore, that systems of recognition and rewards are put in place to make participation in mentorship programs worthwhile for senior staff. At the University of Kwazulu- Natal (Tettey, 2006), one of the conditions for engaging someone on a post-retirement contract is an obligation to mentor and develop younger colleagues. Two of the most frequently cited reasons offered for the failure of mentoring programs, in educational settings, are lack of time and personality/expertise mismatch (Ehrich et al., 2004). It is imperative, therefore, that a lot of diligence is put in the assignment of mentees to mentors to avoid overburdening mentors and incongruence in expertise, ideology, or personality. Gender considerations will also need to be taken into account in certain circumstances. Instead of assigning mentors to mentees *a priori*, it may, therefore, be useful to create a database of mentors which mentees can consult in choosing their mentors. This maintains the formality of the process while giving the mentee ownership of the arrangement (Weems, 2003).

Supports for post graduate studies of academics and retention of bests students after their studies, are key to nurturing the pool of future academics and enhancing research excellence at the polytechnic. This has a relationship to mentoring programs, whereby academic staff will identify and mentor

students with potentials to become part of the next generation of academics. Mentoring cannot deliver retention goals without the relevant institutional support. It is, for example, going to be difficult for mentors to encourage their mentees to stay on if the latter cannot get the basic resources they need to develop their careers. Furthermore, the mentoring program itself needs support at the highest institutional levels to be effective. It, therefore, has to be incorporated into the institution's strategic plan and, more importantly, be provided with the necessary financial and human resources. In effect mentoring needs to go hand-in-hand with other career development opportunities in the areas of teaching and research.

Also, besides PD being an essential aspect of conditions of service with its direct bearing on the attractiveness of the teaching career (UNESCO, 1997 & Bett 1999), such opportunities may also have an undeniable impact on the quality of tuition that teachers provide their students. Again, professional development will seek to address a variety of needs from institutionally identified priorities to the particular needs of departments or individual teachers. This may take the form of short courses, seminars and training for both old and new teachers in the use of new technology (e.g. ICT) in teaching, acquire teaching and research skills, and to increase their capacity to do their jobs. The office of the academic director need to conduct needs assessment in the various departments in order to identify the training needs of each individual, since professional development has been rated very high among the subjects of this research. Such assessment will help meet the training needs of the individuals and the departments concern. Respondents also advocated for collaboration between the polytechnic and the universities for staff development activities in term of career progression and staff exchanges in departments with severe staff shortages. These issues were rated very high among the respondents.

5.7 Workload

To avoid inordinate workloads which are not only morale-deflating, but physically and psychologically draining, the polytechnic have to insist on the need to balance intake with resources, when they discuss these matters with stakeholders. The polytechnic should insist on an optimum level of student intake, under current circumstances, beyond which it may be unable to maintain the integrity and credibility of their programs and credentials. This position should be firmly defended against the demands of stakeholders, when they are politically motivated, rather than grounded in a pragmatic appreciation of what is appropriate. For example, the University of Ibadan has done this successfully (Samoff & Bidemi, 2004). The polytechnic can charge fees which can help pay more allowances to academics, and thereby have multiple sessions of courses, instead of the huge classes that some of them currently have. But this has to be done cautiously since resources needed for quality education are not limited to academics only. The physical infrastructure and other facilities have to be able to sustain high- calibre programs, devoid of exploitation of the existing staff.

One way to facilitate the development of new faculty members is to reduce their teaching load, by at least one course, in the first year while they are trying to settle into their new positions. As Olmstead (1993) observes, "the myriad of new opportunities and responsibilities that burst upon a brand new faculty member can be both exhilarating and overwhelming." Under current circumstances where the Polytechnic and many higher educational institutions in Africa are struggling to cope with very high instructor to student ratios, this might be considered a luxury (Osasona, 2005 & Tettey, 2006). Such a perception will, however, be short-sighted. The institution stands to benefit from a situation where new faculty are relieved of the stress that attends heavy work loads and which may ruin their interest in the profession. Moreover, students will gain from an instructor who has had a little more time to settle in and prepare for the job. Of course, the release time from teaching can be devoted to building a research foundation that will enable the new staff member to enhance his/her research profile, through publications, establishing collaborative linkages, and getting research grants which tend to keep them attached to the polytechnic and their and careers. Similar concessions can be extended to those academics who are undertaking further studies within the country while maintaining full time positions.

Considerations that go into teaching assignments must not be limited to the number of courses that a new academic staff teaches. They should also ensure that the courses that a new staff member teaches over the first one/ two years of his/her appointment are not varied in such a way that he/she is perpetually engaged in mounting and preparing for new courses. Teaching many new courses in the first few years could overwhelm new staff, affect their morale, and take them away from establishing a firm program of research, thereby having negative implications for their job satisfaction, career development, and desire to remain at an institution. Also the senior or older academics that do the extra teaching must be rewarded accordingly.

5.8 Recruitment and Retention

To avoid the tedium, frustration and delays of the recruitment process, the following procedures can be useful. All applications, whether in response to or self-initiated, should be sent directly to the relevant department. The Principal, having received consent from the department concern to appoint, can then constitute a hiring committee, made up of elected members from the department and appointed members from cognate units, with both genders represented. The Committee should review the application(s), interview the candidate(s), and organize seminar presentation(s) where necessary. It can then make a recommendation to the head of department, who forwards it to the Principal. The Dean then makes a decision as to whether the individual should be hired. If the Dean's decision is affirmative, he/she informs and negotiates with the candidate. Once negotiations are finalized at this stage, the Dean should communicate the appointment to the Vice-Principal who is responsible for academic affairs, should make formal offer of appointment to the candidate and must also inform the relevant units such as Assistant Secretary personnel and financial Services, or their equivalents. There is no convincing reason to justify the single Polytechnic-wide Appointment Committee involvement in this process or to rationalize the participation of the Principal and other principal officers in the hiring of academics in the institution. These senior administrators could use their time and energies in more productive ways in the interest of the institution.

One short term measure that can be employed by the polytechnic to ensure that the institution is staffed by qualified personnel until long term solutions are found is to reconsider the retirement age for academics. It is understandable that retirement ages are set, partly, to ensure that the institution let go staff whose efficiency might be dwindling because of age or exhaustion, give opportunities to new/younger people to contribute to the work of the polytechnic and to keep them constantly rejuvenated with fresh ideas and energy. Nevertheless, the reality of shortages resulting from failure to attract and retain staff requires rethinking retirement policies in order to take advantage of the expertise of individuals who are currently available. The fact is that some academics who have hit the retirement age¹³ may still be very productive and there is no good reason to deny the institution their services, particularly in a context where they cannot be replaced. Furthermore, some of these individuals have experiences that their younger colleagues and students can continue to benefit from.

As noted above, some institutions have recognized the benefits of holding on to such staff, at least, as a short term measure to address their retention problems. Empirical survey by Tettey (2006) on African universities, cited University of Kwazulu Natal, as an example, that a staff member who has reached normal retirement age can have his/her appointment extended, on a non-pensionable basis for a period or up to three years, in the first instance, with the possibility of a further extension for up to two terms (Budree, 2005). To ensure that it is only the productive retirees that are accorded these privileges, then, the benefits from these arrangements, the initial offer, and subsequent renewals, should be based on satisfactory performance. On the other hand, an alternative to such short-term contracts may be an increase in the retirement age for academics to 70, subject to satisfactory performance, after which the contractual arrangements described above may kick in. The University of Ghana, for example, has increased the retirement age from 60 to 70 for associate professors and above and 60-65 for lecturers subject to good health (Ayee, 2005; Tettey, 2006). Also in situations, where

¹³ The retirement age for men in Ghana is 60 years whiles that of women are 55.

some departments lack the required number of staff, final year HND students can be retain as teaching assistants on contract basis in the institution. They should be developed to meet the required standard after serving for a minimum period of time. Also collaboration with industry for part-time teachers needs to be given priority attention on a sustainable basis.

The personnel section of the administration should put in place mechanisms that will enable them to track academics' reasons for leaving the institution, such as exit surveys/interviews. Information collected through this process will be very useful in understanding the reasons why staff members leave the institutions in order to determine whether there are significant problems that need to be addressed so as to avoid unsustainable attrition rates. The current situation where there are no such mechanisms makes it difficult to implement systematic and systemic policies that are efficacious, but rather lead to ad hoc policy measures that are based largely on speculation.

5.9 Implementation and Responsibility for Suggested Actions

In this section, the researcher provides estimates of how much it will cost to implement the suggestions outlined above. It is important to keep certain caveats in mind as one look at the suggestions that are offered here. For example, what is 'reasonable' or good need to be determined in the context of the institution, with relevant stakeholders, based on data on working conditions of service across comparable organizations and positions, cost of living, an appreciation of the value of the polytechnic to society. Moreover, even though the research indicated which actors should take responsibility for implementing specific actions outlined in the design, these should be seen as suggestions.

In view of the fact that some of the suggestions can be rolled out in the short-term while others require long-term planning and huge financial outlays, the report have identified three phases for the implementation. These are: (1) short-term measures that can be implemented relatively and quickly (between now and the next three years) and at minimal to low cost; (2) medium-term interventions that will take between three and five years to effect and involve modest funding – these might be candidates for donor assistance; and (3) long-term actions which can be accomplished in the next ten years with significant financial investments – these might be pursued by sourcing funds from the national government and other donor agencies.

Table 5.1: Implementation Plan of Suggested Actions

Factors	Short-term measures 0-3years	Medium-term measures 3-5years	Long-term measures 5-10years	Costs estimates	Level of responsibility
Institutional governance	Search committee with elected members for selecting heads.	-	-	No additional or minimal cost.	1.Principal 2.Vice-Principal 3.P. Sec 4. Deans
	Mid-term review of heads.	-	-	No additional cost	1.Principal 2.Deans 3.Academic boards
	Training of newly appointed administrators or heads	-	-	Costs of a day's retreat, manuals & services of experts.	1.Principal 2.Personnel department 3.P.Sec 4.Vice-Principal

	Establishment of open channels of multi-directional communication .	-	-	No additional cost	1.Principal 2.Deans 3.HODs 4.P.Sec 5.Academics 6.PR unit
	Address reality perception gap through accessible flows of information	-	-	No additional cost	1.Polytechnic Council 2.Principal 3.P.Sec 4.Deans 5.HODs
Teaching, Research & Service	Publicity to the works of academics	Set aside funds from IGF for innovation and research grants	Establish School Research Fund (SRF)	Minimal cost % of IGF ¹⁴	1.Polytechnic council 2.Principal 3.Seminar coordinator 4.PR unit 5.Finance
	Participation in local and national conferences	Institute teaching and research excellence awards	Innovation grants for junior scholars	No cost % of IGF \$ 200 per recipient	1.Seminar coordinator 2.Principal 3.Finance 4.Polytechnic council
	Publications concerning research and conference grants.	Establish office of research	Support for conferences should be expanded cover larger number of academics	-No cost -Salary of research director -conference grant	1.Polytechnic council 2.Principal 3.Finance 4.Seminar coordinator
	Preference to those who did not benefit the previous years based on good proposals.	-	Build linkage agreement with other institutions	No cost -Travel & administrative cost	1.Polytechnic council 2.Principal 3.Finance 4.PR unit
	Encourage OPA ¹⁵ and enforce the appropriate guidelines	-	-	Minimal cost	1.Academics 2.HODs 3.Deans 4.Principal
	Remove difficulties academics face in processing benefits & allowances	-	-	Investments in appropriate technology and processes to ensure efficiency.	1.Finance department

¹⁴ Internally Generated Funds

¹⁵ Outside Professional Activities

Incentives and Rewards	-	Improvements in non-salary benefits of academics	-	Minimal cost	1.Polytechnic council 2.Principal 3.Teachers association (POTAG)
	-	Implementation of a system of differential rewards	-	Exact cost will depend on number of staff	1.Polytechnic council 2.POTAG
	-	Implementation of Merit-pay/or Performance-related pay system	-	Exact cost will depend on number of beneficiary	1.Polytechnic council 2.Principal 3.Deans 4.HODs 5.Finance department
	Negotiation with financial institutions for housing and car loans for academics	-	-	Cost travel expenses.	1.Polytechnic council 2.Principal 3.Finance department
Promotions and Appointment	Processes of promotions and appointment should be anchored in a committee system	Database to track career path of all academics due for promotions	-	No cost Cost of establishing reliable MIS	1.Principal 2.Deans 3.HODs 4.P.Sec 5.Personnel unit
	Enforced deadline for processing applications for promotion	Hiring of experienced professionals to prepare academics for promotion and tenure		No cost Salary for the hired expert	1.Personnel unit 2.Polytechnic council 3.POTAG
	Enhancing of access to information about promotions	Guaranteed contracts of a longer duration	-	No cost	1.Polytechnic council 2.Principals 3.Personnel unit
	Consideration to weighting of teaching vis-à-vis research/invention in promotion and tenure decisions	-	-	No cost	1.Polytechnic council 2.Academic board 3.Appointment and promotions board.

Professional Development	Mentoring and induction for newly recruited academics.	System of recognition and rewards to make mentoring programmes worthwhile.	-	No cost Monetary award/ cost of plaque	1.Principal 2.P.Sec 3.Deans 4.HODs 5.Finance officer
	Conducting of training needs assessment of academics per department.	-	-	No cost	1.Academic director 2.Personnel unit
	Collaboration between the polytechnic and universities for PD activities	-	-	Travel cost	1.Principal 2.PR unit 3.Polytechnic council
Workload	Insist on an optimum level of student intake	-	-	No cost	1.Polytechnic council 2.Principal
	Multiple session of courses to reduce class size	-	-	Remuneration for teachers	1.Principal 2.finance officer 3.Deans 4.HODs
	Reduce teaching load of new recruits & old who are on further studies	-	-	No cost Additional allowance for extra courses taken by senior academics	1.Principal 2.Deans 3.HODs
	Do not vary courses that new recruits teach.	-	-	No cost	1.Deans 2.HODs
Recruitment	Committee of elected members	Exist surveys or interviews	-	No cost	1.Principal 2.Deans 3.HODs
	Re-consider the retirement age of academics	-	-	No cost	1.Polytechnic council
	Retaining of best final year students	-	-	No cost	1.Polytechnic council 2.Principal 3.Deans 4.HODs

5.10 Conclusions

Based on the foregoing evidence, it is clear that the polytechnic is confronted with a challenging task, as far as recruitment and retention of academic staff is concerned. While the challenge is not new, the overall picture is still troubling. The polytechnic have to contend with more competitive conditions of service in the private sector and some public sector organizations, and the lure of better employment opportunities. Furthermore, funding difficulties and as well as the explosion of student numbers over the last decade have led to extreme pressure on human and physical resources in ways that make it difficult for the institution to maintain a respectable level of performance vis-à-vis their core mandates of teaching, research and service. All these developments lead to despondency among existing staff, the inability to attract potential employees, and a diminished capacity of the institution to contribute to the national human resource capacity, innovation, and overall development of the society as indicated in its objectives. Related to these challenges is the reality of an aging professoriate. It is important that these trends are arrested by instituting sustainable strategies that will help rejuvenate staffing capabilities and, thereby, enhance the role of the polytechnic in socio-economic development. It is instructive to note that the situation described above is not peculiar to Ho polytechnic alone, but has resonance, albeit at different degrees of resolution, across polytechnics around the country. There is, however, a difference such that, the former has suffered a higher degree of human resource deprivation than its counterparts in many other regions. While the polytechnic and some departments, in the institution may be experiencing recruitment and retention difficulties, (e.g. accountancy and electrical engineering) the overall picture has not reached crisis proportions. It is therefore important for the polytechnic to engage in concerted efforts to address the problems, before it reaches debilitating levels.

The polytechnic need to take the initiative in addressing some of the problems identified in this research, which are within her ability to solve. These include decentralizing authority, promoting communication among different groups, fostering transparency in decision-making and rewarding excellence. The polytechnic also has a responsibility to ensure that their academic integrity is not compromised by pressures to increase enrolments for commodifying knowledge solely for pecuniary gain. The institution must nevertheless adopt some of the creative ideas discussed above to mobilize resources from the public and private sectors, as well as international partners, to enhance their core mandate. It is important that academic staff retention is not seen as just requiring an administrative process of tinkering with structures and processes. An effective process will require confronting the politics of tertiary education both within the polytechnic and outside it, and undertaking bold initiatives which will ensure that the institution fulfils its mandates and meet its statutory obligations to society through favourable working conditions for academics and the like.

5.11 Recommendations for Future Research

There should be responsibility on the part of the institution and academic staff to be more responsive in follow-up or related studies on issues concerning working conditions of academics in the polytechnic. This can be done by participating in surveys, interviews, focus groups, etc., and strengthening the information management capabilities, and making available relevant and reliable data. These contributions will provide a solid and accurate picture of the situation, thereby helping to formulate policy measures that are appropriate and feasible in the specific contexts. Future studies should also analyze the relative impact of specific staff retention measures adopted by the polytechnic in order to establish, very concretely, their efficacy. It will also be useful to devote attention to determining, in more detail, the cost of implementing the suggestions for action contained in this research. Future work should also include the tracking of staff who have left the institution, in order to collect personal accounts explaining their departures. This will assist the polytechnic in understanding staff attrition from the perspective of those who have actually left.

Another useful focus for further work should be a comparison of conditions of services between academic staff and their counterparts, with similar qualifications and experience, who are employed outside the polytechnic. This will help determine, with substantive evidence, whether the views

expressed by respondents in this study are indeed supported by the facts. The extent to which academics' articulation of their intent to leave can be actualized, and hence serve as an indication of the polytechnic's vulnerability to further erosion of its staff base, is also important to interrogate. This can be done by investigating the degree to which relevant employment opportunities are available to absorb not only current academic staff but those who have the potential to become future academics. Finally, a comparative study across a larger pool of higher educational institutions in Ghana, representing various sizes as well as linguistic, regional, and socio-economic characteristics will be a significant step forward in exploring working conditions that are favourable for recruitment and retention issues that are simultaneously general and specific enough to engender institutional and national interventions that are feasible and sustainable.

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Annex 1: Functions of the Organisational Structure of Ho Polytechnic

Governing Council: the council according to the statues of the polytechnic (1995) shall have control and disposition of all the property, funds and investment of the polytechnic and shall have power on behalf of the polytechnic;

- to sell, buy, exchange and lease and accept lease of property,
- to borrow money on behalf of the polytechnic on security of the property of the polytechnic or otherwise,
- generally, to enter into, carry out, vary and cancel contracts.

The council controls finances of the polytechnic and shall have power to determine finally any question of finance arising out of the administration of the polytechnic or the execution of its policy or in the execution of any Trust requiring execution by the polytechnic. The council determine the allocation of all funds at the disposal of the polytechnic. The council also shall annually determine the expenditure necessary for the maintenance of;

- the property of the polytechnic,
- an adequate staff for transacting the financial and administrative business of the polytechnic, and shall in their discretion, appropriate funds for these purposes.

Academic Board: Under the statues of the polytechnic academic board have the following functions among others;

- to determine and establish the educational policy for the polytechnic and generally to regulate the programme of instruction and the examinations conducted by the polytechnic,
- to provide practical research within the polytechnic and to require reports from the academic divisions or schools concerned from time to time on research being done,
- to approve the appointment of internal and external examiners on the recommendations of the boards of schools,
- to make reports and representations to council, either on its own initiative or the request of the council, on any matter affecting the polytechnic,
- to make recommendation to the council on the institution of new Schools, the combination of existing schools, the abolition or change of the scope of any School and the splitting of any School into two or more parts,
- to approve, amend or refer back the yearly estimates and accounts of the polytechnic prepared by the finance committee,
- to make reports and recommendations to the polytechnic council and within the scope of policy approved by the council to take such, as academic board may deem necessary for the development, welfare and good government of the entire polytechnic community.

Principal: the functions of the polytechnic principal under the statue among others include the following;

- the principal shall be the chief executive, the academic and administrative head and chief disciplinary officer of the polytechnic,
- the principal is responsible for organising and conducting the financial and administrative business of the polytechnic. He has the overall authority over the financial, administrative and academic staff and shall submit annually through the academic board to the council a statement of the staff which in his opinion is necessary for the transaction of the polytechnic business, together with an estimate of the expenditure required for the maintenance of such staff,
- the principal has the right and duty to advise the council and academic board on all matters affecting policy, finance, governance and administration of the polytechnic.
-

Vice-Principal: under the statue, the vice-principal shall exercise powers that may be delegated to him by the principal. He shall be appointed by the council from among the senior members in accordance with the polytechnic law and statues.

Polytechnic Secretary: under the statute, he/she is responsible to the Principal for the general administration of the polytechnic. He is designated Secretary to council and shall serve as secretary to all boards and standing committee of the polytechnic.

Dean of Schools: the dean shall be responsible for providing leadership to the school in the exercise of powers specified in the statute such as;

- to regulate within the general policy approved by academic board, the teaching and study of the subjects assigned to the school
- to ensure the provision of adequate instruction including practical training attachment and facilities for research in the subject assigned to the school and to coordinate the teaching and research programmes of the departments of the school.

Head of Department: according to the statute, (1995) each department shall have a departmental head, and he/she is responsible for organising teaching programme, maintaining acceptable standards of teaching, providing for the examination of students and to ensure that, practical training and attachment are carried out. In carrying out these functions, he/she is to consult with other members (staff) of the department.

Annex 2: Selected Survey Results per Departments

The results below represent further analysis per department on workload and teaching, research and academic freedom. This was done to highlight the departments have specific challenges for redress when necessary.

Workload

Table 1

The following elements constitute my workload in this institution

Responses	Departments ¹⁶									
	ACC	EE	AE	HCIM	S&M S	FDM	ME	MKT	BT	TOTAL
Teaching load	2 (40%)	3 (100%)	5 (83.3%)	9 (69.2%)	4 (80%)	5 (71.4%)	5 (100%)	2 (50%)	4 (57.1%)	39 (70.9%)
Administrative duties			1 (16.7%)	2 (15.4%)		1 (14.3%)				4 (7.3%)
Research load				1 (7.7%)	1 (20%)				1 (14.3%)	3 (5.5%)
Service to community								1 (25%)	1 (14.3%)	2 (3.6%)
Non-response	3 (60%)			1 (7.7%)		1 (14.3%)		1 (25%)	1 (14.3%)	7 (12.7%)
Total	5	3	6	13	5	7	5	4	7	55 (100%)

¹⁶ ACC=Accountancy; EE=Electrical engineering; AE=Agricultural engineering; HCIM=Hotel, catering & inst. mgt; S&MS=Secretaryship & mgt studies; FDM= Fashion Design & modelling; ME= Mechanical engineering; MKT= Marketing; BT= Building technology

Table 2

Level at which decisions are made about workload in this institution.

Responses	Departments									
	ACC	EE	AE	HCIM	S&M S	FDM	ME	MKT	BT	TOTAL
Institutional	3 (60%)	1 (33.3 %)	1 (16.7%)	5 (38.5%)	2 (40%)	2 (28.6 %)		2 (50%)	1 (14.3%)	17 (30.9)
Faculty				1 (7.7%)					1 (14.3%)	2 (3.6%)
Departmental	2 (40%)	2 (66.7 %)	4 (66.7%)	7 (53.8%)	3 (60%)	5 (71.4 %)	5 (100%)	2 (50%)	4 (57.1%)	34 (61.8%)
Individual			1 (16.7%0							1 (1.8%)
Non- responses									1 (14.3%)	1 (1.8%)
Total	5	3	6	13	5	7	5	4	7	55 (100%)

Table 3

I feel happy about the way decisions are made about workload in my department

Responses	Departments									
	ACC	EE	AE	HCIM	S&MS	FDM	ME	MKT	BT	TOTAL
Fully agree	2 (40%)	1 (33.3%)	2 (33.3%)	3 (23.1%)	1 (20%)	4 (57.1%)		3 (75%)	3 (42.9%)	19 (34.5%)
Slightly agree		1 (33.3%)	3 (50%)	9 (69.2%)	2 (40%)	1 (14.3%)	1 (20%)		2 (28.6%)	19 (34.5%)
Slightly disagree		1 (33.3%)				2 (28.6%)	2 (40%)			5 (9.1%)
Fully disagree	3 (60%)		1 (16.7%)	1 (7.7%)	2 (40%)		1 (20%)	1 (25%)	1 (14.3%)	10 (18.2%)
Non- responses							1 (20%)		1 (14.3%)	2 (3.6%)
Total	5	3	6	13	5	7	5	4	7	55 (100%)

Table 4

Over the years, workload is fairly distributed among academics in my department

Responses	Departments									
	ACC	EE	AE	HCIM	S&MS	FDM	ME	MKT	BT	TOTAL
Fully agree	3 (60%)	2 (66.7%)	3 (50%)	8 (61.5%)	1 (20%)	2 (28.6%)		3 (75%)	2 (28.6%)	24 (43.6%)
Slightly agree	2 (40%0		1 (16.7%)	3 (23.1%)	3 (60%)	1 (14.3%)	2 (40%)	1 (25%)	3 (42.9)	16 (29.1%)
Slightly disagree		1 (33.3%)	1 (16.7%)	1 (7.7%)	1 (20%)	1 (14.3%)	2 (40%)			7 (12.7%)
Fully disagree			1 (16.7%)	1 (7.7%)		3 (42.9%)	1 (20%)		1 (14.3%)	7 (12.7%)
Non- response									1 (14.3%)	1 (1.8%)
Total	5	3	6	13	5	7	5	4	7	55 (100%)

Table 5

My workload is a source of personal strain and burn out to me in this institution

Responses	Departments									
	ACC	EE	AE	HCIM	S&MS	FDM	ME	MKT	BT	TOTAL
Fully agree	1 (20%)	1 (33.3%)	3 (50%)	1 (7.7%)	1 (20%)					7 (12.7%)
Slightly agree	1 (20%)	1 (33.3%)		3 (23.1%)	1 (20%)	2 (28.6%)	1 (20%)			9 (16.4%)
Slightly disagree	1 (20%)	1 (33.3%)	1 (16.7%)	3 (23.1%)	2 (40%)	2 (28.6%)	3 (60%)	2 (50%)	2 (28.6%)	17 (30.9%)
Fully disagree	2 (40%)		2 (33.3%)	5 (38.5%)	1 (20%)	3 (42.9%)	1 (20%)	2 (50%)	4 (57.1%)	20 (36.4%)
Non-response				1 (7.7%)					1 (14.3%)	2 (3.6%)
Total	5	3	6	13	5	7	5	4	7	55 (100%)

Table 6

Percentage of time spend on research activities during this academic year in this institution

Responses	Departments									
	ACC	EE	AE	HCIM	S&MS	FDM	ME	MKT	BT	TOTAL
0-24%	2 (40%)			3 (23.1%)		3 (42.9%)	2 (40%)	1 (25%)		11 (20%)
25-49%	3 (60%)	1 (33.3%)	3 (50%)	4 (30.8%)	2 (40%)	1 (14.3%)	3 (60%)	1 (25%)	2 (28.6%)	20 (36.4%)
50-69%		2 (66.7%)	2 (33.3%)	3 (23.1%)	2 (40%)	2 (28.6%)			2 (28.6%)	13 (23.6%)
70-79%				1 (7.7%)	1 (20%)					2 (3.6%)
80-100%									2 (28.6%)	2 (3.6%)
None			1 (16.7%)	2 (15.4%)		1 (14.3%)		2 (50%)		6 (10.9)
Total	5	3	6	13	5	7	5	4	7	55 (100%)

Table 7

Percentage of time spend on teaching activities during this academic year in this institution

Responses	Departments									
	ACC	EE	AE	HCIM	S&MS	FDM	ME	MKT	BT	TOTAL
0-24%				1 (7.7%)		1 (14.3%)				2 (3.6%)
25-49%	2 (40%)	1 (33.3%)		2 (15.4%)		1 (14.3%)	1 (20%)			7 (12.7%)
50-69%	1 (20%)		3 (50%)	2 (15.4%)	2 (40%)	3 (42.9)	3 (60%)	1 (25%)	4 (57.1%)	19 (34.5%)
70-79%	2 (40%)	1 (33.3%)		4 (30.8%)	2 (40%)	2 (28.6%)	1 (20%)	1 (25%)		13 (23.6%)
80-100%		1 (33.3%)	2 (33.3%)	3 (23.1%)	1 (20%)			2 (50%)	3 (42.9%)	12 (21.8%)
None			1 (16.7%)	1 (7.7%)						2 (3.6%)
Total	5	3	6	13	5	7	5	4	7	55 (100%)

Table 8

Percentage of time spend on service to the polytechnic during this academic year

Responses	Departments									
	ACC	EE	AE	HCIM	S&MS	FDM	ME	MKT	BT	TOTAL
0-24%	3 (60%)	2 (66.7%)	3 (50%)	4 (30.8%)	3 (60%)	2 (28.6%)	5 (100%)	2 (50%)	2 (28.6%)	26 (47.3%)
25-49%	1 (20%)		1 (16.7%)	2 (15.4%)	1 (20%)	2 (28.6%)		1 (25%)	1 (14.3%)	9 (16.4%)
50-69%		1 (33.3%)		2 (15.4%)	1 (20%)	2 (28.6%)			1 (14.3%)	7 (12.7)
70-79%				1 (7.7%)				1 (25%0	1 (14.3%)	3 (5.5%)
80-100%			2 (33.3%)	1 (7.7%)					2 (28.6%)	5 (9.1%)
None	1 (20%)			3 (23.1%)		1 (14.3%)				5 (9.1%)
Total	5	3	6	13	5	7	5	4	7	55 (100%)

Table 9

Percentage of time spent on administrative activities during this academic year in the institution

Responses	Departments									
	ACC	EE	AE	HCIM	S&MS	FDM	ME	MKT	BT	TOTAL
0-24%	2 (40%)	1 (33.3%)	4 (66.7%)	3 (23.1%)	2 (40%)	2 (28.6%)	3 (60%)		3 (42.9%)	20 (36.4%)
25-49%			1 (16.7%)	4 (30.8%)	1 (20%)				1 (14.3%)	7 (12.7%)
50-69%		1 (33.3%)			3 (42.9%)				2 (28.6%)	6 (10.9%)
70-79%				1 (7.7%)	1 (20%)	1 (14.3%)				3 (5.5%)
80-100%								1 (25%)		1 (1.8%)
None	3 (60%)	1 (33.3%)	1 (16.7%)	5 (38.4%)	1 (20%)	1 (14.3%)	2 (40%)	3 (75%)	1 (14.3%)	18 (32.7%)
Total	5	3	6	13	5	7	5	4	7	55 (100%)

Table 10

What is your total number of credit classes taught this last semester in your department?

Responses	Departments									
	ACC	EE	AE	HCIM	S&MS	FDM	ME	MKT	BT	TOTAL
Minimum o6			1 (16.7%)	2 (15.4%)	1 (20%)					4 (7.3%)
Maximum 12		1 (33.3%)			3 (60%)	2 (28.6%)		2 (50%)	5 (71.4%0	13 (23.6%)
Between o6 & 12	2 (40%)		2 (33.3%)		1 (20%)	1 (14.3%)	1 (20%)	2 (50%)		9 (16.4%)
Above 12	3 (60%)	2 (66.7%)	3 (50%)	10 (76.9%)		4 (57.1%)	2 (40%)		1 (14.3%)	25 (45.5%)
Non-response				1 (7.7%)			2 (40%)		1 (14.3%)	4 (7.3%)
Total	5	3	6	13	5	7	5	4	7	55 (100%)

Table 11

Class sizes are reasonable in my department

Responses	Departments									
	ACC	EE	AE	HCIM	S&MS	FDM	ME	MKT	BT	TOTAL
Fully agree		2 (66.7%)	3 (50%)	3 (23.1%)	2 (40%)	2 (28.6%)	4 (80%)		3 (42.9%)	19 (34.5%)
Slightly agree		1 (33.3%)	2 (33.3%)	6 (46.2%)	2 (40%)	1 (14.3%)	1 (20%)		4 (57.1%)	17 (30.9%)
Slightly disagree				2 (15.4%)						2 (3.6%)
Fully disagree	5 (100%)		1 (16.7%)	1 (7.7%)		4 (57.1%)		4 (100%)		15 (27.3%)
Non-response				1 (7.7%)	1 (20%)					2 (3.6%)
Total	5	3	6	13	5	7	5	4	7	55 (100%)

Teaching, Research and Academic Freedom

Table 12

In my department, I am free to determine the content of the courses I teach.

Responses	Departments									
	ACC	EE	AE	HCIM	S&MS	FDM	ME	MKT	BT	TOTAL
Fully agree	2 (40%)	2 (66.7%)	5 (83.3%)	4 (30.8%)	1 (20%)	4 (57.1%)	2 (40%)	2 (50%)	3 (42.9%)	25 (45.5%)
Slightly agree	1 (20%)	1 (33.3%)	1 (16.7%)	2 (15.4%)	2 (40%)	1 (14.3%)	1 (20%)			9 (16.4%)
Slightly disagree				1 (7.7%)	2 (40%)		1 (20%)		1 (14.3%)	5 (9.1%)
Fully disagree	2 (40%)			6 (46.2%)		2 (28.6%)	1 (20%)	2 (50%)	3 (42.9%)	16 (29.1%)
Total	5	3	6	13	5	7	5	4	7	55 (100%)

Table 13

I can focus my research on any special topic of interest to me in my department

Responses	Departments									
	ACC	EE	AE	HCIM	S&MS	FDM	ME	MKT	BT	TOTAL
Fully agree	5 (100%)	3 (100%)	5 (83.3%)	10 (76.9%)	4 (80%)	3 (42.9%)	2 (40%)	3 (75%)	3 (42.9%)	38 (69.1%)
Slightly agree			1 (16.7%)	2 (15.4%)		1 (14.3%)	1 (20%)	1 (25%)	2 (28.6%)	8 (14.5%)
Slightly disagree						2 (28.6%)	1 (20%)			3 (5.5%)
Fully disagree				1 (7.7%)	1 (20%)	1 (14.3%)	1 (20%)		2 (28.6%)	6 (10.9%)
Total	5	3	6	13	5	7	5	4	7	55 (100%)

Table 14

To what extent are you satisfied with the freedom you have in using your research findings to teach in this institution?

Responses	Departments									
	ACC	EE	AE	HCIM	S&MS	FDM	ME	MKT	BT	TOTAL

Fully satisfied	2 (40%)	2 (66.7%)	4 (66.7%)	4 (30.8%)	2 (40%)	2 (28.6%)	1 (20%)	2 (50%)	3 (42.9%)	22 (40%)
Some what satisfied	3 (60%)			6 (46.2%)	2 (40%)	2 (28.6%)	2 (40%)	1 (25%)	3 (42.9%)	19 (34.5%)
Some what dissatisfied		1 (33.3%)	2 (33.3%)	1 (7.7%)	1 (20%)	2 (28.6%)	1 (20%)		1 (14.3%)	9 (16.4%)
Fully dissatisfied				2 (15.4%)		1 (14.3%)	1 (20%)	1 (25%)		5 (9.1%)
Total	5	3	6	13	5	7	5	4	7	55 (100%)

Table 15

To what extent are you satisfied with the courses you teach in your department?

Responses	Departments									
	ACC	EE	AE	HCIM	S&MS	FDM	ME	MKT	BT	TOTAL
Fully satisfied	4 (80%)	2 (66.7%)	6 (100%)	12 (92.3%)	1 (20%)	1 (14.3%)	2 (40%)	2 (50%)	5 (71.4%)	35 (63.6%)
Same what satisfied		1 (33.3%)		1 (7.7%)	4 (80%)	5 (71.4%)	1 (20%)	2 (50%)	2 (28.6%)	16 (29.1%)
Some what dissatisfied						1 (14.3%)	2 (40%)			3 (5.5%)
Fully dissatisfied	1 (20%)									1 (1.8%)
Total	5	3	6	13	5	7	5	4	7	55 (100%)

Table 16

To what extents are you satisfied with the opportunity to pursue you own ideas about research activities in this institution

Responses	Departments									
	ACC	EE	AE	HCIM	S&MS	FDM	ME	MKT	BT	TOTAL
Fully satisfied	1 (20%)	2 (66.7%)	5 (83.3%)	6 (46.2%)	2 (40%)		1 (20%)	2 (50%)	2 (28.6%)	21 (38.2%)
Some what satisfied	4 (80%)			5 (38.5%)	3 (60%)	2 (28.6%)	1 (20%)	2 (50%)	4 (57.1%)	21 (38.2%)
Some what dissatisfied			1 (16.7%)	2 (15.4%)		3 (42.9%)	2 (40%)		1 (14.3%)	9 (16.4%)
Fully dissatisfied		1 (33.3%)				2 (28.6%)	1 (20%)			4 (7.3%)
Total	5	3	6	13	5	7	5	4	7	55 (100%)

Table 17

The administration supports academic freedom in this institution

Responses	Departments									
	ACC	EE	AE	HCIM	S&MS	FDM	ME	MKT	BT	TOTAL
Fully agree		2 (66.7%)	2 (33.3%)	4 (30.8%)	1 (20%)	2 (28.6%)	1 (20%)	2 (50%)	1 (14.3%)	15 (27.3%)
Slightly agree	4 (80%)	1 (33.3%)	3 (50%)	5 (38.5%)	4 (80%)	5 (71.4%)	3 (60%)	2 (50%)	4 (57.1%)	31 (56.4%)
Slightly disagree				2 (15.4%)			1 (20%)		2 (28.6%)	5 (9.1%)
Fully disagree	1 (20%)		1 (16.7%)	2 (15.4%)						4 (7.3%)
Total	5	3	6	13	5	7	5	4	7	55 (100%)

Appendix A: Acronyms used in the text

UNESCO	United Nations Educational, Scientific and Cultural Organisation
ILO	International Labour Organisation
OECD	Organisation for Economic Co-operation and Development
NCTE	National Council for Tertiary Education
NAB	National Accreditation Board
PRP	Performance Related Pay
MOE	Ministry of Education
HND	Higher National Diploma
COPP	Conference of Polytechnic Principals
NGO's	Non-Governmental Organisations
SWOT	Strengths, Weakness, Opportunity and Threats
ACCA	Association of Certified Chartered Accountants
CIM	Chartered Institute of Management
POTAG	Polytechnic Teachers' Association of Ghana
NCES	National Center for Education Statistics

Appendix B: Structure of Education in Ghana

Years	Age		TERTIARY	TERTIARY(options)
	18+		EDUCATION	University/ Polytechnic/Technical university/Professional Institute/College of Education/Teacher Education.
4 3 2 1	18-19 17-18 16-17 15-16		SECOND	SENIOR HIGH SCHOOL Specialised in Grammar/Technical/ Agricultural/Vocational And apprenticeship. (four streams)
3 2 1	14-15 13-14 12-13	↓ 11 Years fee, free Compulsory Kindergarten	EDUCATION	JUNIOR HIGH SCHOOL General Curriculum for Entry into Grammar, Technical, Vocational & Agricultural courses
6 5 4 3 2 1	11-12 10-11 9-10 8-9 7-8 6-7	and Basic Education for All. From ages 4-15.	FIRST	PRIMARY SCHOOL Basic literacy, Numeracy, Science & Social studies
2 1	5-6 4-5	↑	EDUCATION	KINDERGARTEN

Source: Ministry of Education, 2003

Appendix C: Development of Questionnaire Items bank and Respondents

Factors	Variables	Possible Questions	Format	Academics	
				Current	Former
Institutional governance	Democratic governance	1. How do you assess the governance ¹⁷ system between faculty and administration?		X	
	Autocratic leadership	1. To what extent do you agree that management is often autocratic ¹⁸ in this institution?		X	
	Communication (content, frequency & ways)	1. I am informed about what is going on in my department.	↓	X	
		2. I am informed about what is going on in the institution.		X	
	Bureaucratic procedures	1. The administration of this institution is bureaucratic?	Rating/ scale ¹⁹	X	
	Competent leadership	1. Top level management provide competent leadership in this institution.		X	
Employment status & job security	Collegial governance	1. Lack of collegial governance is a problem in this institution? 2. How influential are you, in helping to shape key academic policies in this institution? 3. Lack of faculty involvement is a problem in this institution? 4. The administration supports academic freedom in this institution.	↑	X X X X	
	Full-time contract	1. Are you on full-time contract in this institution?		X	
	Part-time contract	1. Are you currently part-time employee in this institution?		X	
	Permanent contract	1. Do you consider your contract as a permanent one in this institution?		X	
	Temporary contract	1. Do you consider your job as a temporary one in this institution?		X	
Teaching &	Staff turnover rates	1. What is the turnover rate of academics in this institution?		X	
	Right to decide what to teach	1. In this institution, do you freely determine the content of courses you teach?		X	

¹⁷ The term 'governance' deals with the processes and systems by which an organisation or society operates.

¹⁸ Autocratic refers to a leadership style where only one person makes decision concerning the operation of an organisation.

¹⁹ Four point (Likert) scale: e.g. fully agree, slightly agree, slightly disagree and fully disagree

-Altbach et al, 1994 report

-NCES – 2005 & 2006 National study of post-secondary faculty

research freedom	Right to research freely on topics of interest	1. In this institution, do you freely research on any topic of interest to you?		X	
	Right to use research results freely in the institution	1. Do you have the rights of using your research findings in teaching, in this institution?		X	
Salaries & incentives	-Level of responsibility	1. How do you evaluate your own academic salary in this institution?		X	
	-Number of teaching hours	2. From an economic point of view, it is important for me to engage in paid consulting job to supplement my income		X	
	-Research output	3. Do you support the idea of performance related pay in this institution?		X	
	-Administrative workload	4. To what extent these variables should be used in determining incentive bonuses for academics as other sources of income?		X	
Housing & transportation	-Service to the institution (polytechnic)				
	Quantum of rent subsidy for academics	1. Rent subsidies for academics in this institution are adequate.		X	
	Transport allowance for academics	1. Transport allowances for academics in this institution are adequate.		X	
	Car loan facility for academics	1. Car loan facilities for academics in this institution are adequate.		X	
	-Academic qualification				
	-Length of service in the institution	1. To what extent do you agree that, these conditions should be applied to staff promotion activities in this institution?		X	
Opportunities for promotion	-Years of working experience	2. Do you agree every academics is obliged to apply his/her knowledge in solving problems in society?		X	
	-Research & publication output				
	-Service to institution (polytechnic)				
	-Service to community				
Categories of leaves	-Paid sabbatical leaves	1. What kind of leave have you enjoyed in the last two years in this institution?		X	
	-Paid study leaves				
	-Paid maternity leaves	2. Which of these categories of leaves are most important to you in this institution?		X	
	-Paid sick leaves				
	-Paid casual leaves				
Teaching & learning	Availability of lecture halls	1. Inadequate lecture halls affect teaching and learning in this institution?		X	

facilities	Library holdings (books/journals)	1. The library holdings in this institution are?		X	
	Laboratories & equipments	1. In this institution, how do you evaluate laboratory equipment's 2. In this institution, how do you evaluate research equipments?		X	
	Availability of internet/ITC facilities to staff	1. In this institution, how do you evaluate the technology for teaching and learning? 2. How do you evaluate the computer facilities in this institution?		X X	
	Availability of staff offices	1. In this institution, members of academic staff have office accommodation.		X	
Professional development	-Mentoring ²⁰ for new academics -Induction ²¹ for new academics -In-service training for old academics -Career progression for personal growth	1. PD programmes are geared towards the following personal objectives in my institution (please see pg 12). 2. Who makes decisions concerning PD activities in this institution? 3. Which of this staff professional development activities did you participated in, in this institution?		X X X	
Workload	-Number of teaching hours (loads) -Class size -Number of classes taught -Administrative loads -Research load -Service the to institution (e.g. serving on committees) -Service to the community (e.g. outreach programs)	1. Which of these variables constitute your workload in this institution? 2. Are you involved in making decisions concerning your workload? 3. Over the years, do you think workload is fairly distributed in your department? 4. To what extent your workload can be considered to be a source of personal strain to you? 5. What percentage of time do you spend on teaching? 6. What percentage of time do you spend on research activities in this institution? 7. What percentage of time do you spend on administrative activities in this institution? 8. What is the total number of credit classes taught in the last semester? 9. What percentage of time do you spend on service to the polytechnic? 10. What percentage of time do you spend on community service?		X X X X X X X X X	
	Free to research on topics of interest	1. To what extent are you free to research on topics of interest to you in this institution?		X	

²⁰ Mentoring refers to one to one induction or ongoing support and advice from senior member of staff to junior or across peers, Boyle et al (2004).

²¹ Induction refers to the act or process of formally admitting a person to membership or office (<http://www.answers.com> – accessed 19-04-06)

Academic freedom	Free to use research findings	1. What do you use your research findings for in this institution?		X	
	Free to teach without pressure	1. To what extent are you satisfied with the courses you teach in your department?		X	
	Free to give consultancy services	1. To what extent do you agree that, you have the opportunity to engage in consultancy services?		X	
Collegiality	Collegial support	1. To what extent are you satisfied with your relationships with colleagues in your department?		X	
		2. Based on your experiences, how do you assess the intellectual atmosphere in this institution in terms of teaching and learning?		X	
		3. To what extent are you satisfied with the support and cooperation of your colleagues in this institution?		X	
Professional duties of academics	Teaching duties	1. Indicate the degree to which your affiliation with your academic discipline is important to you.		X	
		2. Indicate the degree to which your affiliation with this institution is important to you.		X	
		3. Regarding your own preferences, do your interests lie primarily in teaching?		X	
		4. Does your interest lie in research?			
	Research duties	1. The pressure to publish reduces the quality of teaching in this institution.		X	
		2. Have you or research group receive any funding for research in the last 3 years?		X	
		3. Estimate the total amount of research funding you have received in the last three years.		X	
		4. Do you agree that funding for research is easier to get now, that it was in the past five years?		X	
		5. Do you agree that, a good record of research activity is important in faculty evaluation?		X	
		6. Do you feel under pressure to do more research in your department than you will like to do?		X	
	-Service to institution	1. Service to institution should form part of duties for academics.		X	
	-Service to community.	2. Community service should form part of the duties of academics in this institution.		X	

Recruitment		3. What importance each of the following issues played in your decision to enter the academia at Ho polytechnic?(pg.15)		X	X
		4. How do you evaluate your current job position relative to the previous job in terms of each of the following aspects?		X	X
		5. To what extent do you agree that, the following issues do or will influence your decision to stay at Ho polytechnic.		X	X
		6. Indicate the level of importance the following would or played in your decision to leave Ho polytechnic.			

Stephen Afenyo Dehlor

MSc. Educational Policy and Management Studies

Topic: Towards Academic Staff Satisfaction of Working Conditions of Service at Ho Polytechnic, Ghana

Mentors: Drs Maria Hendriks; Dr. Hans Luyten

Chairman: Prof. Dr. Jaap Scheerens

Dear Respondent,

Your participation in this survey is considered to be very important, since you're the target of the survey. Below are answers to some general questions that might be bordering your mind.

What is the Purpose of this Survey?

The overall purpose of this study is to provide the management of Ho polytechnic with information and analysis to assist them in formulating and implementing teacher policies that will lead to quality teaching and learning at the polytechnic. The study is concerned with key issues related to attracting, recruiting and retention of qualified teachers, and to identify innovative and successful strategic initiatives and practices that will enhance the conditions of service for academics in the polytechnic.

Why should I participate in this Survey?

Policymakers on polytechnic education in Ghana and management of Ho Polytechnic will rely on data from this survey to inform their decisions concerning the conditions of service of academics in Ho Polytechnic and other polytechnics in the country. This research has the backing of the consortium of four academic institutions such as University of Twente, Vrije University of Amsterdam, and Maastricht School of Management all in the Netherlands and the University of Cape Coast in Ghana. These institutions have been tasked by the Netherlands and the Ghana government to build management capacity for polytechnics in Ghana. Your participation in this survey indicates a great success of the NPT/ Nuffic project. Because it is a sample survey, your responses represent the responses of many. Higher response rates give confidence and credence that the findings are accurate, reliable and usable.

Will my Responses be kept Confidential?

Your responses to all items will be treated confidential. All responses that relate to or describe identifiable characteristics of individuals may be used only for statistical purposes and will not be disclosed, or used in identifiable form for any other purposes.

How will my Information be reported?

The information you will provide will be combined with the information provided by others in statistical reports. No individual responses will be included in the statistical report.

Feedback

Feedback on the final research report will be presented to you at a seminar in this institution. This will highlight the findings and recommendations or proposals for implementation by management of Ho polytechnic.

Instruction(s)

Please read through the questions below and endeavour to answer all questions as best as you can. Tick or mark [X] where appropriate and supply the needed information where necessary.

Background Characteristics

Please mark [X] or tick where applicable

I. What is your gender?

- a. Male ☐
- b. Female ☐

II. Age

- a. 20 – 24 ☐
- b. 25 – 29 ☐
- c. 30 – 34 ☐
- d. 35 – 39 ☐
- e. 40 – 44 ☐
- f. 45 – 49 ☐
- g. 51+ ☐

III. Department

- a. Accountancy ☐
- b. Agricultural engineering ☐
- c. Hotel, catering & Inst. Mgt ☐
- d. Statistics & Computer Science ☐
- e. Secretaryship & Mgt studies ☐
- f. Fashion Design & Modelling ☐
- g. Mechanical engineering ☐
- h. Marketing ☐
- i. Building Technology ☐
- j. Electrical engineering ☐

IV. Employment status

- a. Full-time contract ☐
- b. Part-time contract ☐
- c. Fixed term contract ☐
- d. Permanent ☐
- e. Temporal contract ☐

V. Length of service in Ho polytechnic

- a. 0 – 1year ☐
- b. 2 – 3 years ☐
- c. 4 – 6 years ☐
- d. 7 – 10 years ☐
- e. 11+ ☐

- VI. Highest educational qualification
- a. PhD []
 - b. Master []
 - c. Bachelor []
 - d. HND []
 - e. Do not hold a degree (specify).....

VII. What is your academic rank?

XIII. Years of working experience

Institutional governance

Please mark [X] or tick where applicable

1. The administration is democratic in dealing with academics in this institution.
 - a. Fully agree []
 - b. Slightly agree []
 - c. Slightly disagree []
 - d. Fully disagree []
2. Based on your experiences in this institution, how would you assess the relationships between faculty and administration?
 - a. Excellent []
 - b. Good []
 - c. Satisfactory []
 - d. Fair []
3. The administration is autocratic when it comes to taking certain decisions in this institution.
 - a. Fully agree []
 - b. Slightly agree []
 - c. Slightly disagree []
 - d. Fully disagree []
4. I am informed about what is going on in my department.
 - a. Fully agree []
 - b. Slightly agree []
 - c. Slightly disagree []
 - d. Fully disagree []
5. Communication between the faculty and the administration is poor in this institution.
 - a. Fully agree []
 - b. Slightly agree []
 - c. Slightly disagree []
 - d. Fully disagree []
6. Top-level administrators or management provide competent leadership in this institution.
 - a. Fully agree []
 - b. Slightly agree []
 - c. Slightly disagree []
 - d. Fully disagree []
7. Lack of collegial governance is a problem in this institution
 - a. Fully agree []
 - b. Slightly agree []
 - c. Slightly disagree []
 - d. Fully disagree []

8. I have influence in helping to shape key academic policies in this institution.

- a. Fully agree []
- b. Slightly agree []
- c. Slightly disagree []
- d. Fully disagree []

9. Lack of faculty involvement is a problem in this institution.

- a. Fully agree []
- b. Slightly agree []
- c. Slightly disagree []
- d. Fully disagree []

Comments.....

Teaching, Research and Academic Freedom

10. In my department, I am free to determine the content of the courses I teach.

- a. Fully agree []
- b. Slightly agree []
- c. Slightly disagree []
- d. Fully disagree []

11. I can focus my research on any topic of special interest to me in my department.

- a. Fully agree []
- b. Slightly agree []
- c. Slightly disagree []
- d. Fully disagree []

12. To what extent are you satisfied with the freedom you have in using your research findings to teach in this institution?

- a. Fully satisfied []
- b. Some what satisfied []
- c. Some what dissatisfied []
- d. Fully dissatisfied []

13. To what extent are you satisfied with the courses you teach in your department?

- a. Fully satisfied []
- b. Some what satisfied []
- c. Some what dissatisfied []
- d. Fully dissatisfied []

14. To what extent are you satisfied with the opportunity to pursue your own ideas about research activities in this institution?

- a. Fully satisfied []
- b. Some what satisfied []
- c. Some what dissatisfied []
- d. Fully dissatisfied []

15. The administration supports academic freedom in this institution.

- a. Fully agree []
- b. Slightly agree []
- c. Slightly disagree []
- d. Fully disagree []

Comments.....

Collegiality

16. To what extent are you satisfied with your relationship with colleagues in your department?
- a. Fully satisfied []
 - b. Some what satisfied []
 - c. Some what dissatisfied []
 - d. Fully dissatisfied []
17. To what extent are you satisfied with the support and cooperation of your colleagues in this institution?
- a. Fully satisfied []
 - b. Some what satisfied []
 - c. Some what dissatisfied []
 - d. Fully dissatisfied []
18. Based on your experiences in this institution, how would you assess the intellectual atmosphere in terms of teaching and learning?
- a. Excellent []
 - b. Good []
 - c. Satisfactory []
 - d. Fair []

Comments.....

Incentives and Rewards

19. How do you evaluate your own academic salary in this institution?
- a. Excellent []
 - b. Good []
 - c. Satisfactory []
 - d. Fair []
20. From an economic point of view, it is important for me to engage in paid consulting job to supplement my income.
- a. Fully agree []
 - b. Slightly agree []
 - c. Slightly disagree []
 - d. Fully disagree []
21. I support the idea of performance related pay in this institution?
- a. Fully agree []
 - b. Slightly agree []
 - c. Slightly disagree []
 - d. Fully disagree []
22. To what extent are these elements important in determining incentive bonuses for academics in this institution?

<i>Please mark X or tick where applicable</i>	Not at all important	Some what important	Very important
Level of responsibility			
Number of teaching hours			
Teaching experience			
Administrative workload			
Higher qualifications gain			
Research output			
Service to polytechnic & community			

Comments.....

Housing and Transportation

23. Rent subsidies for academics in this institution are adequate.
- a. Fully agree []
 - b. Slightly agree []
 - c. Slightly disagree []
 - d. Fully disagree []
24. Transportation allowances for academics in this institution are adequate.
- a. Fully agree []
 - b. Slightly agree []
 - c. Slightly disagree []
 - d. Fully disagree []
25. Car loan facilities for staff in this institution are adequate.
- a. Fully agree []
 - b. Slightly agree []
 - c. Slightly disagree []
 - d. Fully disagree []

Comments.....

Opportunities for promotions

26. To what extent are these variables important in promoting academics in this institution?

<i>Please mark X or tick where applicable</i>	Not at all important	Some what important	Very important
Academic qualification			
Length of service in the institution			
Years of working experience			
Research and publications			
Quality of teaching			
Service to the institution			
Service to the community			

Comments.....

Categories of leaves

27. To what extent the following categories of leave are important to you?

<i>Please mark X or tick where applicable</i>	Not at all important	Some what important	Very important	Not applicable
Paid sabbatical leaves				
Paid study leaves				
Paid maternity leaves				
Paid sick leaves				
Paid casual leaves				

Comments.....

Teaching and Learning Facilities

28. Inadequate lecture halls affect teaching and learning in this institution.
- a. Fully agree []
 - b. Slightly agree []
 - c. Slightly disagree []
 - d. Fully disagree []

29. The library holdings in this institution are
- a. Excellent []
 - b. Good []
 - c. Satisfactory []
 - d. Fair []
30. In this institution, the research equipment is
- a. Excellent []
 - b. Good []
 - c. Satisfactory []
 - d. Fair []
31. In this institution, the computer facilities are
- a. Excellent []
 - b. Good []
 - c. Satisfactory []
 - d. Fair []
32. In this institution, academics have access to office accommodation with the needed facilities.
- a. Fully agree []
 - b. Slightly agree []
 - c. Slightly disagree []
 - d. Fully disagree []

Professional Development

33. To what extent staff development programmes in this institution important to you in the following domains?

<i>Please mark X or tick where applicable</i>	Not at all important	Some what important	Very important
Increasing capacity to do the current job			
Increasing research skills			
Increasing teaching skills			
Improving qualifications			
Fulfilling criteria for promotion			

34. The locus of responsibility for professional development in this institution can be identified at the following levels.
- a. Institutional []
 - b. Faculty []
 - c. Departmental []
 - d. Individual []
35. During the last two academic years (2004-2006), which of the following staff professional development activities did you participate in, in this institution?
- a. Mentoring for new entrant's []
 - b. Induction²² for new entrant's []
 - c. In-service training for new skills []
 - d. Career progression for higher degree []
 - e. Others.....

²² Induction refers to the act or process of formally admitting a person to membership or office. For example orientation for new employees into an organisation.

Workload

36. The following elements constitute my workload in this institution.
- a. Teaching load ☐
 - b. Administrative duties ☐
 - c. Research load ☐
 - d. Service to polytechnic ☐
 - e. Service to community ☐
37. At what level are decisions made about workload in this institution?
- a. Institutional ☐
 - b. Faculty ☐
 - c. Department ☐
 - d. Individual ☐
38. I feel happy about the way decisions are made about workload in my department.
- a. Fully agree ☐
 - b. Slightly agree ☐
 - c. Slightly disagree ☐
 - d. Fully disagree ☐
39. Over the years, workload is fairly distributed among academics in my department.
- a. Fully agree ☐
 - b. Slightly agree ☐
 - c. Slightly disagree ☐
 - d. Fully disagree ☐
40. My workload is a source of personal strain and burn out to me in this institution.
- a. Fully agree ☐
 - b. Slightly agree ☐
 - c. Slightly disagree ☐
 - d. Fully disagree ☐
41. What percentage of time do you spend on research activities during this academic year in this institution?
- a. 0 – 24% ☐
 - b. 25 – 49% ☐
 - c. 50 – 69% ☐
 - d. 70 – 79% ☐
 - e. 80 – 100% ☐
 - f. None ☐
42. What percentage of time do you spend on teaching activities during this academic year in this institution?
- a. 0 – 24% ☐
 - b. 25 – 49% ☐
 - c. 50 – 69% ☐
 - d. 70 – 79% ☐
 - e. 80 – 100% ☐
 - f. None ☐
43. What percentage of time do you spend on service to the polytechnic during this academic year?
- a. 0 – 24% ☐
 - b. 25 – 49% ☐
 - c. 50 – 69% ☐
 - d. 70 – 79% ☐
 - e. 80 – 100% ☐
 - f. None ☐

44. What percentage of time do you spend on administrative activities during this academic year in this institution?
- a. 0 – 24% []
 - b. 25 – 49% []
 - c. 50 – 69% []
 - d. 70 – 79% []
 - e. 80 – 100% []
 - f. None []
45. What is your total number of credit classes taught this last semester in your department?
- a. Minimum 06
 - b. Maximum 12
 - c. Between 06 & 12. Please specify.....
 - d. Above 12. Please specify.....
46. Class sizes are reasonable in my department
- a. Fully agree []
 - b. Slightly agree []
 - c. Slightly disagree []
 - d. Fully disagree []
- Comments.....

Professional (core) activities of teachers; Teaching, Research and Service

47. To what extent affiliation with your academic discipline is important to you.
- a. Very important []
 - b. Fairly important []
 - c. Not too important []
 - d. Not at all important []
48. To what extent affiliation with this institution is important to you.
- a. Very important []
 - b. Fairly important []
 - c. Not too important []
 - d. Not at all important []
49. In this institution, my interests lie primarily in,
- a. Teaching []
 - b. Leaning to teaching []
 - c. Leaning to research []
 - d. Research []
50. The pressure to publish research work reduces the quality of teaching in this institution.
- a. Fully agree []
 - b. Slightly agree []
 - c. Slightly disagree []
 - d. Fully disagree []
51. Have you or your research group received any grants or special funding for research in the last three years
- a. Yes []
 - b. No []

52. Estimate the total amount of research grant or funding you have received in the last three years.
- a. \$ 0-10,000 []
 - b. \$ 10,000-20,000 []
 - c. \$ 25,000-50,000 []
 - e. None
53. Research funding in my field is easier to get now than it was in five years ago.
- a. Fully agree []
 - b. Slightly agree []
 - c. Slightly disagree []
 - d. Fully disagree []
54. A strong record of successful research activity is important in faculty evaluation in this institution.
- a. Fully agree []
 - b. Slightly agree []
 - c. Slightly disagree []
 - d. Fully disagree []
55. Service to the polytechnic should be an obligation for every academics in this institution.
- a. Fully agree []
 - b. Slightly agree []
 - c. Slightly disagree []
 - d. Fully disagree []

Comments.....

Recruitment

56. To what extent are you satisfied with the following recruitment practices in this institution?

<i>Please mark X or tick where applicable</i>	Fully satisfied	Some what satisfied	Some what dissatisfied	Fully dissatisfied
Retention after national service				
Vetting committee				
Induction				
Assignment of duties				
Response to application from management				

Comments.....

57. Indicate the level of importance each of the following issues played in your decision to enter the academic profession at Ho Polytechnic.

<i>Please mark X or tick only once</i>	Not at all important	Some what important	Very important
a. To be closer to my spouse			
b. Salaries and benefits are better in the academia			
c. I felt job security will be better in the teaching profession			
d. Opportunities for professional development			
e. Teaching and learning facilities			
f. Autonomy over my job			
g. The right to teach and research freely			

h. The collegial support			
k. Academic freedom			
i. Service to the polytechnic and community			

Comments.....

58. How do you rate your current job position relative to the previous job in terms of each of the following aspects?

<i>Please mark X or tick where applicable</i>	Better in previous job	Not better or worse	Better in current job
a. Salary			
b. Incentive benefits			
c. Opportunities for promotion			
d. Opportunities for professional development			
e. Opportunities for learning from colleagues			
f. Social relationships with colleagues			
g. Recognition and support from management			
h. Safety of environment			
i. Influence over workplace policies and practices			
J. Autonomy or control over your work			
k. Manageability of workload			
l. Availability of resource and materials or equipments for doing job			
m. Job security			
n. Intellectual challenge			
o. Sense of personal accomplishment			
p. Opportunities to make difference in the lives of others (e.g. Community service)			
q. Communication between management and staff			
r. Freedom of speech			
s. Freedom to experiment with new ideas			

Comments.....

59. To what extent do you agree that, the following issues do or will influence your decision to stay at Ho Polytechnic?

<i>Please mark X or tick were applicable</i>	Fully agree	Slightly agree	Slightly disagree	Fully disagree
a. Benefits and incentives				
b. opportunity for promotion				
c. opportunity for professional development				
d. Collegial support				
e. Social relationship with colleagues				
f. Influence over workplace policies and practices				
g. Autonomy and control over ones own work				
h. Manageability of workload				
i. Teaching and learning materials				
j. Job security				
k. Communication between management and academics				

l. Opportunity for carrying out research activities				
m. Academic freedom				

Comments

61. Have you thought about leaving Ho polytechnic in the last two years?

a. Yes, why?.....

b. No, why?.....

62. Indicate the level of importance the following elements would or played in your decision to leave the polytechnic.

<i>Please mark X or tick where applicable</i>	Not at all important	Some what important	Very important
a. For better salary or benefits			
b. To pursue a position other than that of teaching			
c. To take courses to improve career opportunities outside the field of education			
d. Dissatisfied with teaching as a career			
e. Personal reasons			
f. Lack of autonomy and control over ones work			
g. lack of collegial support			
h. Lack of academic and research freedom			
i. Lack of promotion			
j. heavy workload without adequate rewards			

Comments.....
.....

Thank you for your support

Appendix D: Development of Interview Guide for Management, Deans and HODs

Factors	Possible Questions	Principal ²³ officers					Deans	HODs'
		1	2	3	4	5		
Institutional governance	1. As management, how do you consider your relationship with the academics?	X			X	X	X	X
	2. How do you assess the relationship between faculty and administration?	X			X	X	X	X
	3. Do you agree that lack of collegial governance is a real problem in this institution? If yes, why? If no, why?	X			X	X	X	X
Employment status & job security	1. Do you consider the idea that academics should hold other paid academic position outside this institution? If yes, why? If no, give reasons.	X		X		X	X	X
	2. In your view, what is the turnover rate of academics in this institution? What may account for this?	X		X	X	X		X
Teaching and research freedom	1. In this institution, do you agree that, academics freely determine the content of courses they teach? Please give reasons for your answer.	X				X	X	X
	2. How do you assess research activities of academics in this institution? Is it true that academics lack teaching and research freedom in this institution? Please give reasons for your answer.	X				X	X	X
Benefits and incentives	1. Do you support the idea of performance related pay in this institution for academics? What criteria do you use to reward hard working teachers in this institution? Please why?	X		X		X	X	X
Housing and transportation	1. What do you make of the argument that, rent subsidies and car loans should be the preserve of senior academics only? In your opinion, what should be the ideal situation?	X		X		X	X	X
Opportunities for promotion	1. To what extent do you agree that, these conditions should be applied to staff promotion activities in this institution? (Please refer to the elements above). What do you make of the argument that, staffs who meet those criteria's are denied promotion in this institution?	X			X	X	X	X
Categories of	1. Do you agree that, access to leave in this institution is without any difficulty? Do	X		X		X	X	X

²³ 1 = Principal
2 = Librarian
3 = Finance officer
4 = Polytechnic secretary
5 = Vice principal

leaves	you support the idea of paid leaves of all categories in this institution? Please give reasons for your answer.							
Teaching and learning facilities	1. To what extent do you agree that, inadequate lecture halls affect teaching and learning in this institution?	X				X	X	X
	2. Do you agree that every member of academic staff in this institution have office accommodation and other facilities like computer and internet for teaching and research? Please give reasons for your answers.	X				X	X	X
	3. How do you rate the library holdings in this institution? Does your stock meet the needs of the various disciplines? Who makes decisions concerning books, journals, etc, for the disciplines?	X	X				X	X
Professional development	1. Who makes decision concerning PD activities in this institution?	X				X	X	X
	2. What kind of PD activities do you have for new entrants and the existing academics in this institution? What is the participation rate? Do such programmes achieve its intended purposes?	X				X	X	X
Workload	1. In your opinion, what constitute workload for academics in this institution? Please give reason for your answer.	X				X	X	X
	2. Over the years, do you think workload is fairly distributed in this institution or your department? Please give reason for your answer.	X						X
	3. What percentage of time should academics spend on teaching, research, administrative duties, service to polytechnic and community? Please give reasons.	X				X	X	X
Academic freedom	1. To what extent do management support academic freedom in this institution? How do you assess the intellectual atmosphere? Give reasons please.							
Professional duties of academics	1. In your opinion, what constitute the core duties of academics in this institution? Please give reasons for your answers.	X				X	X	X
	2. What influence people to enter the academic profession at Ho polytechnic? What is the motivating factor for them to stay in the institution?	X				X	X	X

Stephen Afenyo Dehlor

MSc. Educational Policy and Management Studies

Topic: Towards Academic Staff Satisfaction of Working Conditions of Service at Ho Polytechnic, Ghana

Mentors: Drs Maria Hendriks; Dr. Hans Luyten

Chairman: Prof. Dr. Jaap Scheerens

Interview guide for Management, Deans and HODs

The Purpose of this research

The overall purpose of this study is to provide the management of Ho polytechnic with information and analysis to assist them in formulating and implementing teacher policies that will lead to quality teaching and learning at the polytechnic. The study is concerned with key issues related to attracting, recruiting and retention of qualified teachers, and to identify innovative and successful strategic initiatives and practices that will enhance the conditions of service for academics in the polytechnic.

Considering the focus of the research, the factors below have been identified with preambles that will enable interviewees to know the kind responses expected from them during the interview period. The questions attached provide them with the idea of the answers expected from them as well.

Institutional governance at Ho Polytechnic

Management and leadership in the context of this research refers to a kind of leadership that involves the academics at the decision making process in the institutional level. It is believed that fostering a skilled and well-supported leadership team can help foster a sense of ownership and purpose in the way that teachers approach their jobs. In the context of this study, the nature of governance within the institution will help in influencing satisfaction or lack thereof among academics, and could trigger a decision to leave or to stay. Consultation with, and participation by, academics in decision-making will help them feel part of the organisation. It is therefore worth knowing the kind of governance system that exists in the institution.

1. What is the current situation in terms of governance in the institution?
2. What is the current policy on governance in the institution (is the current situation consistent with the current institutional policies)?
3. Why are the current policy/situations as it is now in the institution?
4. What do you think that teachers think about this topic?
 - the following issues represents the opinion of teachers (present the results from the questionnaire on this topic)
 - why do you think of these differences?
5. What can or should be improved?
6. How should the current situation/policy can be improved within the possibilities/power of the department or institution:
 - in the short-term, medium-term and long-term
 - what could be your role into this? What opportunities/possibilities do you have to improve the current situation, given your function in the institute?
 - which of these improvements do you consider as most important or feasible?

Teaching and research freedom in Ho Polytechnic

In the context of teaching and research freedom, academics have the right to choose the field of their research and to teach freely, using their research results without fear of persecution or victimisation in the institution. This condition will encourage the individual teachers to carryout meaningful research projects and will be able teach in subjects that they have vested knowledge in, in the polytechnic.

1. What is the current situation in terms of teaching and research freedom in the institution?
2. What is the current policy on teaching and research in the institution (is the current situation consistent with the current institutional policies)?
3. Why are the current policy/situations as it is now in the institution?
4. What do you think that teachers think about this topic?
 - the following issues represents the opinion of teachers and documents analysed (present the results from the questionnaire/documents analysis on this topic)
 - why do you think of these differences?
5. What can or should be improved?
6. How should the current situation/policy can be improved within the possibilities/power of the department or institution:
 - in the short-term, medium-term and long-term
 - what could be your role into this? What opportunities/possibilities do you have to improve the current situation, given your function in the institute?
 - which of these improvements do you consider as most important or feasible?

Academic freedom and Collegiality in Ho Polytechnic

Academic freedom is a unity of rights and privileges that higher education teachers benefits from, either individually or collectively which will stem from the departmental level in the institution. The principle of collegiality in this context refers to academic freedom, shared responsibility, the policy of participation of all concern in internal decision making structures and practices, and the development of consultative mechanisms through departments to institutional level. It is therefore important to know the degree to which teachers are involved in these processes through departments to the institutional level.

1. What is the current situation in terms of academic freedom in the institution?
2. What is the current policy on academic freedom in the institution (is the current situation consistent with the current institutional policies)?
3. Why are the current policy/situations as it is now in the institution?
4. What do you think that teachers think about this topic?
 - the following issues represents the opinion of teachers (present the results from the questionnaire on this topic)
 - why do you think of these differences?
5. What can or should be improved?
6. How should the current situation/policy can be improved within the possibilities/power of the department or institution:
 - in the short-term, medium-term and long-term
 - what could be your role into this? What opportunities/possibilities do you have to improve the current situation, given your function in the institute?
 - which of these improvements do you consider as most important or feasible?

Bonuses and rewards in Ho Polytechnic

An adjustment to individual teacher's basic salary as a bonus or reward is referred to as any difference in salary between what a particular teacher receives as payment for work performed at the institution and the amount that he or she would receive on the basis of the numbers of years of service alone. Such adjustments may serve different aims, such as attracting and retaining better candidates to the teaching profession (i.e. with higher than minimum qualifications or certification), rewarding teachers who take on responsibilities or duties beyond statutory norms, encouraging teachers to improve their performance, or attracting teachers into subject areas where demand is higher than supply, such as science and engineering in the polytechnic.

1. What is the current situation in terms of bonuses and rewards in the institution?

2. What is the current policy on bonuses and rewards in the institution (is the current situation consistent with the current institutional policies)?
3. Why are the current policy/situations as it is now in the institution?
4. What do you think that teachers think about this topic?
 - the following issues represents the opinion of teachers (present the results from the questionnaire on this topic)
 - why do you think of these differences?
5. What can or should be improved?
6. How should the current situation/policy can be improved within the possibilities/power of the department or institution:
 - in the short-term, medium-term and long-term
 - what could be your role into this? What opportunities/possibilities do you have to improve the current situation, given your function in the institute?
 - which of these improvements do you consider as most important or feasible?

Opportunities for promotions in Ho Polytechnic

Once recruited in higher education institutions, young teachers and researchers may benefit from different careers. In the tenure track system or in the situation where the teacher is given a permanent employment, access to a given position opens a clearly defined path that will lead through a succession of promotions to the highest levels of the academic career in the institution.

1. What is the current situation in terms of opportunities for promotion in the institution?
2. What is the current policy on promotion in the institution (is the current situation consistent with the current institutional policies)?
3. Why are the current policy/situations as it is now in the institution?
4. What do you think that teachers think about this topic?
 - the following issues represents the opinion of teachers (present the results from the questionnaire on this topic)
 - why do you think of these differences?
5. What can or should be improved?
6. How should the current situation/policy can be improved within the possibilities/power of the department or institution:
 - in the short-term, medium-term and long-term
 - what could be your role into this? What opportunities/possibilities do you have to improve the current situation, given your function in the institute?
 - which of these improvements do you consider as most important or feasible?

Teaching and learning facilities in Ho Polytechnic

The material conditions of teaching and learning relates to the state of the facilities and the conditions of the materials: overcrowded classrooms and libraries; diminishing numbers of books and periodicals; and packed laboratories where worn-out equipment prevents proper teaching in experimental subjects.

1. What is the current situation in terms of teaching and learning facilities in the institution?
2. What is the current policy on teaching and learning facilities in the institution (is the current situation consistent with the current institutional policies)?
3. Why are the current policy/situations as it is now in the institution?
4. What do you think that teachers think about this topic?
 - the following issues represents the opinion of teachers/documents analysed (present the results from the questionnaire and document analysis on this topic)
 - why do you think of these differences?
5. What can or should be improved?
6. How should the current situation/policy can be improved within the possibilities/power of the department or institution:

- in the short-term, medium-term and long-term
- what could be your role into this? What opportunities/possibilities do you have to improve the current situation, given your function in the institute?
- which of these improvements do you consider as most important or feasible?

Professional development in Ho Polytechnic

Professional development of teachers seeks to address a variety of needs from institutionally identified priorities to the particular needs of departments or individual teachers. This may take the form of short courses, seminars, and training teachers in the use of new technology (e.g. ICT) in teaching.

1. What is the current situation in terms of professional development of academics in the institution?
2. What is the current policy on professional development in the institution (is the current situation consistent with the current institutional policies)?
3. Why are the current policy/situations as it is now in the institution?
4. What do you think that teachers think about this topic?
 - the following issues represents the opinion of teachers/documents analysed (present the results from the questionnaire/document analysis on this topic)
 - why do you think of these differences?
5. What can or should be improved?
6. How should the current situation/policy can be improved within the possibilities/power of the department or institution:
 - in the short-term, medium-term and long-term
 - what could be your role into this? What opportunities/possibilities do you have to improve the current situation, given your function in the institute?
 - which of these improvements do you consider as most important or feasible?

Workload in Ho Polytechnic

In this study, workload constitute teaching load, research load, administration duties, service to polytechnic and community, class size and number of classes taught. Focusing on these elements is as an attempt to harmonise the various opinions of researchers and reports on what constitute workload in of academics in Ho polytechnic.

1. What is the current situation in terms of workload in the institution?
2. What is the current policy on workload in the institution (is the current situation consistent with the current institutional policies)?
3. Why are the current policy/situations as it is now in the institution?
4. What do you think that teachers think about this topic?
 - the following issues represents the opinion of teachers/documents analysed (present the results from the questionnaire document analysis on this topic)
 - why do you think of these differences?
5. What can or should be improved?
6. How should the current situation/policy can be improved within the possibilities/power of the department or institution:
 - in the short-term, medium-term and long-term
 - what could be your role into this? What opportunities/possibilities do you have to improve the current situation, given your function in the institute?
 - which of these improvements do you consider as most important or feasible?

Professional duties of academics (teaching, research and service) in Ho Polytechnic

The primary duties of teachers in this context refer to teaching, research and service as a major responsibility for teachers in the institution. Academics are expected to be assigned teaching loads and classes by their departments and to undertake research on their own or participated in departmental research activities.

1. What is the current situation in terms of professional duties of academics in the institution?
2. What is the current policy on these professional duties in the institution (is the current situation consistent with the current institutional policies)?
3. Why are the current policy/situations as it is now in the institution?
4. What do you think that teachers think about this topic?
 - the following issues represents the opinion of teachers/documents analysed (present the results from the questionnaire/documents analysis on this topic)
 - why do you think of these differences?
5. What can or should be improved?
6. How should the current situation/policy can be improved within the possibilities/power of the department or institution:
 - in the short-term, medium-term and long-term
 - what could be your role into this? What opportunities/possibilities do you have to improve the current situation, given your function in the institute?
 - which of these improvements do you consider as most important or feasible?

Employment status and job security in Ho Polytechnic

Employment status in this regard refers to teachers or individuals who can be engaged by the institution on full-time, fixed-term contract, part-time or on permanent basis. Recruiting people to teach in the institution based on flexible mode will encourage individuals with the requisite qualification and the necessary experience to accept offer to teach in the polytechnic. This turn will enable the polytechnic to meet its staffing needs and also creating favourable conditions for individual teachers to opt for the type of the engagement that will suit them.

1. What is the current situation in terms of employment status of academics in the institution?
2. What is the current policy on this issue in the institution (is the current situation consistent with the current institutional policies)?
3. Why are the current policy/situations as it is now in the institution?
4. What do you think that teachers think about this topic?
 - the following issues represents the opinion of teachers/documents analysed (present the results from the questionnaire/document analysis on this topic)
 - why do you think of these differences?
5. What can or should be improved?
6. How should the current situation/policy can be improved within the possibilities/power of the department or institution:
 - in the short-term, medium-term and long-term
 - what could be your role into this? What opportunities/possibilities do you have to improve the current situation, given your function in the institute?
 - which of these improvements do you consider as most important or feasible?

Recruitment of academics in Ho Polytechnic

A crucial aspect that conditions the quality of the teaching workforce is the way higher educational institutions select and recruit teachers. Recruitment and selection practices are essential mechanisms through which incentives are potentially tied to the quality of the teaching workforce. For instance, if hiring practices are inefficient in linking teacher compensation to teacher quality – by not leading to

the selection of the best candidates from a given pool of applicants – increases in salaries will not lead to improvements in the quality of the teaching workforce.

1. What is the current situation in terms of recruitment practices in the institution?
2. What is the current policy on recruitment in the institution (is the current situation consistent with the current institutional policies)?
3. Why are the current policy/situations as it is now in the institution?
4. What do you think that teachers think about this topic?
 - the following issues represents the opinion of teachers/documents analysed (present the results from the questionnaire/document analysis on this topic)
 - why do you think of these differences?
5. What can or should be improved?
6. How should the current situation/policy can be improved within the possibilities/power of the department or institution:
 - in the short-term, medium-term and long-term
 - what could be your role into this? What opportunities/possibilities do you have to improve the current situation, given your function in the institute?
 - which of these improvements do you consider as most important or feasible?

Thank you for your support

Appendix E: Guidelines for focus group discussions

During the focus group discussion per factor, six main questions were asked as a guideline for the discussion:

1. What is the current (factual) situation
2. What is the current policy (is the current situation consistent with the current policy)
3. Why is the current policy/situation as it is now?
4. What do you think that other teachers think about this topic/factor
 - a. The group refers to the results of the questionnaire for this factor
 - b. Why do you think of this different, if any
5. What can/should be improved
6. How should the current situation/policy be improved (within the possibilities/power of the department/institution:
 - a. In the short term, medium term and long-term
 - b. What could be your role into this? Which opportunities/possibilities do you have to improve the current situation (given your function in the polytechnic)
 - c. Which of these improvements do you consider as most important/feasible?

Appendix: F. TimeLine

1. Discussion with mentor about the project	1 st February 2006.
2. Proposal and meeting with mentor	16 th February 2006.
3. Literature review and meeting with mentor	28 th February 2006.
4. Design of research methods, data collection Tools and meeting with mentor	13 th April 2006.
5. Data collection	21 st April -31 st May 2006 - Ghana
7. Data analysis and meeting with mentor	15 th June 2006.
8. Preparing the draft report and meeting with mentor	29 th June 2006.
9. Finalising the report and meeting with mentor	13 th July 2006.
10. Submission of the thesis and meeting with mentor	20 th July 2006.
11. Graduation	17 th August 2006.