
University of Cape Coast

The Founding of Teachers' University

The University of Cape Coast (UCC) has indicated in its corporate strategic plan for the period, 2012-2017, a vision to '...have a University that is strongly positioned, with world-wide acclaim.' The mission statement espoused that:

The University of Cape Coast is the University of Choice in Ghana. It is an equal opportunity university uniquely placed to provide quality education through the provision of comprehensive, liberal and professional programmes that challenge learners to be creative, innovative and morally responsible citizens. Through distance learning, it also extends expertise and facilities to train professionals for the education enterprise and business by employing modern technologies. The University constantly seeks alternative ways to respond to changing needs. The institution continues to expand its existing highly qualified academic and administrative staff, offering a conducive (sic) environment that motivates them to position the University to respond effectively to the development needs of a changing world.²⁷

The UCC, which has a vision of becoming a globally acclaimed institution, was founded in October 1962. It is the third public university established in the country; and was founded under a Presidential fiat (Bening 2005). The intention to establish the university was first made by President Kwame Nkrumah at a durbar in Cape Coast on 5 November 1960. This declaration was made at the time when the government was very critical about the form the existing two higher education institutions – University of Ghana and the Kwame Nkrumah University of Science and Technology – had taken. The existing institutions of higher education were

seen as colonial implantations that required reengineering to enable them fit into the Ghanaian and African contexts (Bening 2005; Agbodeka 1998) .

The International Commission on Higher Education, which the government set up to examine the nature and future of higher education in Ghana recommended in its report for the establishment of a university college in Cape Coast. This recommendation was just to affirm what Nkrumah had already declared few months earlier. The proposed university college was to deal with a human resource gap, in respect of the training of teachers for second cycle institutions that constitute the vital link between basic and tertiary education (Manuh *et al.* 2007; Bening 2005; Agbodeka 1998). The existing institutions of higher education – University College of the Gold Coast and the Kumasi College of Technology were thought to be unequipped to undertake those specific tasks.

The accelerated educational programme pursued since the attainment of internal independence in 1951 led to the establishment of many public and private second cycle institutions across the country (Bourret 1960). Teachers with the relevant academic and professional competence were required from the universities to take up the challenge of teaching students in the second cycle institutions. The University College of Cape Coast was, as a result, meant to provide this connection, which was to generate positive multiplier effects to the national development process. Special attention was to be given to the training of science teachers as they were considered to be the critical corps of professionals that were required for development in the building of scientific and technological capacities (Atuahene 2013; Manuh *et al.* 2007; Bening 2005).

The UCC, unlike the two older universities, was started as a postcolonial project. And given the nationalist and pan-Africanist zeal of Nkrumah and the CPP government, the government was not enthused with the traditional idea of placing the newly established University College under the University of London. Doing so would have contradicted the very stance Nkrumah and his CPP government had taken, since their coming into power in 1951. The avoidance of a self-contradictory approach made it a compelling matter for the University College of Cape Coast to be placed under the University of Ghana for its mentoring period (Atuahene 2014; Manuh *et al.* 2007; Bening 2005; Agbodeka, 1998). This, subsequently, began a special relationship between the University of Ghana and the University College of Cape Coast that lasted from 1962 to 1971 (Bening 2005).

Growth of the University College of Cape Coast

The task of building the University of Cape Coast began from the scratch. The University College started in the buildings that were intended for the Osagyefo Training College (Bening 2005). Inadequacy of infrastructure and qualified staff constrained the ability of the University College to start on a large scale. The institution, therefore, started with only two departments, namely the Department of Arts and the Department of Science. These two initial departments were subsequently transformed into faculties in 1963. From a humble beginning, the growth process of the institution became pronouncedly visible with the start of the academic year in 1964. The University College then added two more faculties - the Faculty of Education and Economics and the Faculty of Social Studies. The institution was renamed the University College of Science Education (UCSE). Nonetheless, the name change was not backed by law, and as such it was not officially adopted (Bening 2005). The change of government through a coup with the subsequent formation of the government of the National Liberation Council (NLC) eased the renaming of the institution as the University College of Cape Coast on 1 October 1966. The revert to the old name was backed by law, which stipulated among other things that the University College was 'to produce graduate teachers for the secondary schools, teacher training colleges, polytechnics and technical institutes in Ghana' (Ghana 1967a:2).²⁸

The law further stated the aims of the institution, which were generally similar to those of University of Ghana and the KNUST. In this regard, the University College of Cape Coast was to provide broad services that higher education globally exists to undertake: namely knowledge production through research, dissemination of knowledge and community service. However, it was expected of the University College of Cape Coast, in the law, to be guided by the following principles:

- a. In determining the subjects to be taught emphasis should be on those which are of special relevance to the needs and aspiration of Ghana, including the furtherance of African Unity.
- b. Higher education should be available to all Ghanaians who are capable of benefiting from it.
- c. So far as practicable, students should be given understanding of world affairs, in particular of the histories of African civilisations;
- d. Students should be taught methods of critical and independent thought, while being made aware that they have responsibility to use their education for the general benefit;

- e. Research should be undertaken in all subjects which are taught in the University College but with special attention to the subjects which relate to social, cultural, economic, scientific, technical and problems which exist in Ghana or elsewhere in Africa;
- f. Opportunities for higher education and research should be provided for students from other Countries, particularly countries in Africa;
- g. The fruits of research and knowledge generally should be spread abroad by the publication of books and papers and by any other suitable means; and
- h. The University College should develop close relationship with the people of Ghana and with other cultural institutions whether within or outside Ghana (Ghana 1967a:3).

There had always been a considerable opposition, within the ranks of the University College of Cape Coast staff, to its affiliation to the University of Ghana (Bening 2005; Agbodeka 1998). The preference was for autonomy of the institution or for the College's affiliation with some other university. The NLC government which was immediately confronted with this problem found a decoy, by appointing an Education Review Committee to examine the issue. The Education Review Committee, in its recommendation however played down the need for autonomy, by invoking quality assurance argument. The Committee indicated that at that stage of the institution's development...

there should be a machinery for ensuring that a new university institution establishes proper procedures and achieves and maintains proper standards in order that its graduates may receive recognition by other universities and may be adequately equipped to play their role in the community (Ghana 1967b:104).

The task of determining the modalities, and the time, for the attainment of an independent status for the University College of Cape Coast was placed on the existing umbrella body for higher education in the country: the National Council Higher Education (NCHE). The NCHE thereby devised means for achieving the objective for autonomy. The autonomy for the University College was finally granted on 1 October 1971 on the recommendation of NCHE. The attainment of autonomy gave the University of Cape Coast the leverage to reposition itself within the comity of higher education institutions in the country. Thence, the UCC had seen substantial expansion of its infrastructure that enabled it to begin pursuing programmes that were not initially within its locus. In this instance, the School of Agriculture was established as the fifth Faculty in 1975. The Faculty of Science was split into the Schools of Physical and Biological Sciences during

the 2002/2003 academic year while the Department of Business Studies was also elevated to the School of Business from the 2003/2004 academic year (Manuh *et al.* 2007).

The aims of the University of Cape Coast as enshrined in Act 380 (1971), which granted autonomy to the institution, are:

- a. To provide facilities for, and to engage in teaching and research and thereby to promote the advancement of and dissemination of learning and knowledge with particular reference to the needs and aspirations of Ghana, including the furtherance of cooperation between African States.
- b. On proper terms, to hold out to all Ghanaians and other persons who, in the opinion of the University, are suitably qualified and are able and willing to benefit from the facilities it offers, the opportunity of acquiring a liberal and professional education befitting a University of the highest standing; and
- c. That students should be taught methods of critical and independent thought, while being made aware that they have responsibility to use their education for the general benefit (Ghana 1971, 3.2).

Also under Act 380 (1971) the University was to perform such other functions as were necessary for boosting its aims. The University was, therefore, empowered:

to provide instruction and to make provision for research and for the advancement of knowledge in such branches of learning and study, for such persons (whether members of the University or not) and such manner as it shall determine, provided that initially the University shall give emphasis to the preparation of teachers (graduate and others) for the secondary schools, teacher-training colleges, polytechnics and technical institutes in Ghana (Ghana 1971: 3.2).

The University of Cape Coast fundamentally rolled out programmes that were in tune with their mandate of producing graduate teachers in the arts, sciences and business in second cycle institutions. However, in response to the changing needs of society, the University has progressively expanded its scope by moving away from its original singular mandate of producing only teachers. In the PNDC Law 278 Section (3) (1), the Law seeks to expand the mandate of the University of Cape Coast with a provision that...

The University shall provide instruction and undertake research for the advancement of knowledge in such branches of learning and study for persons whether members of the University or not and in such manner as it shall determine; except that the University shall give emphasis to the preparation of teachers both graduates

and non-graduates for secondary schools, teacher training colleges, polytechnics and technical institutions as well as the training and retraining of such specialised personnel as may be required for the effective provision of education service in the country.

What the law seeks to do is to allow the University to ‘provide instruction and undertake research for the advancement of knowledge ...that it shall determine’ except that the University shall give emphasis to the production of teachers. Somehow a legal leeway was provided the University of Cape Coast, whereby the institution was to emphasise the production of teachers. But this time round, production of teachers was no longer the sole mandate of the University. Increasingly, the University of Cape Coast is invading into disciplinary areas that were the preserve of the University of Ghana.

Leadership and Governance Structure in the University of Cape Coast

The organogram of the governance structure of the University of Cape Coast is shown in Figure 6.1

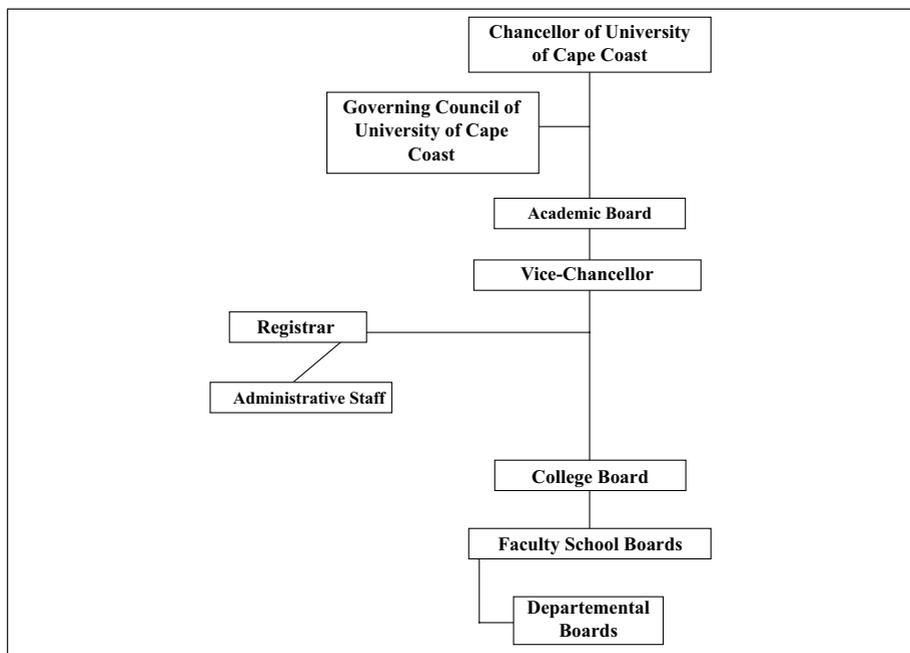


Figure 6.1: The Governance Structure of the UCC

Chancellor of the UCC

The titular head of the UCC is the Chancellor. As spelt out in Statute 7 of the University, the Chancellor is appointed by the Council; and holds office for five years but is eligible for re-election for a second term of two years only.

The responsibilities of the Chancellor are stated in Statute 7(1); and it is spelt out that the Chancellor shall be the head of the University and shall confer degrees. It is expected that the Chancellor presides at any ceremony of the University at which he/she is present. And once in every five years, the Chancellor is expected to appoint a visiting committee to inspect the work of the University and report to him/her. As the titular head, it is expected that the Chancellor shall be furnished with copies of minutes of Council and Academic Board. In addition, the Chancellor is entitled to receive other publications of the University, so that he/she would be adequately informed about developments within the University system.

University Council of the UCC

The University Council of the UCC constitutes the governing body of the institution. The Council is the policy formulating organ of the institution. And its composition reflects the broad representative approach that is adopted by public universities in the country. The composition of its membership is stated in Statute 14 as follows:

- a. The Chairman
- b. The Vice-Chancellor
- c. Two representatives of Convocation, one of Professorial status, one of non-Professorial status
- d. One representative of the University Teachers' Association (University of Cape Coast branch)
- e. One representative of undergraduate students of the University
- f. One representative of post graduate students of the University
- g. One representative of the Teachers and Educational Workers Union (University of Cape Coast branch)
- h. One representative of the Conference of Heads of Assisted Secondary Schools
- i. One representative of the Alumni Association of the University
- j. Three other persons, including at least one women

In Attendance at the Council's Meetings are:

1. The Pro-Vice-Chancellor
2. The Registrar
3. Director of Finance
4. A representative of Ministry of Education.

Functions of the University Council

The Council of the UCC is the highest policy making body of the institution. The Council in this respect is responsible for the management and administration of the finances and properties of the University. It has a general control over the affairs and public relations of the University including the use of the common seal of the University. Specifically the functions of the Council include the determination of expenditure necessary for maintenance of University property and for adequate staff necessary for transacting the academic, financial and administrative business of the University (University of Cape Coast, 2012).

The Academic Board of the UCC

The Academic Board of the UCC is composed of the broad spectrum of the academic interests of the institution. The Statute 15 of the University indicates the composition of the Academic Board to be as follows:

- i. Vice-Chancellor (Chairman)
- j. Pro-Vice-Chancellor
- k. Provosts
- l. Vice-Provosts
- m. Deans
- n. Vice-Deans
- o. Heads of Department
- p. Directors of Institute and Centre
- q. Director, Directorate of Academic Planning and Quality Assurance
- r. Librarian
- s. Chairperson of Convocation
- t. Professors/Associate Professors
- u. Senior Members who are also Council Members
- v. Registrar – Secretary
- w. The Deputy Registrar (Academic) shall be in attendance

The Roles of the Academic Board of the UCC

The Academic Board of the UCC has extensive powers granted it by the PNDCL 278 and the Statutes of the University to perform the following functions:

- a. To formulate the academic policies of the University including those related to programmes of study, admissions, teaching, assessment, progression, research and award of degrees and other academic distinctions
- b. To advise Council on the appointment of academic staff
- c. To make recommendations to Council on the academic structure of the University
- d. To consider and approve programmes and courses and recommend them for accreditation
- e. To recommend to Council the affiliation of other institutions to the University on such terms and conditions as it may deem appropriate
- f. To determine the conditions under which and the extent, if any, to which periods and courses of study and examinations passed at other Universities, places of learning and other institutions may be regarded as equivalent to periods and programmes and courses of study and examinations in the University.
- g. To determine, subject to any conditions made by University's donors which are accepted by Council and report from Faculty or School Boards concerned, the mode and conditions of competition for fellowships, scholarships, bursaries, medals and prizes and any other awards
- h. To determine the academic calendar
- i. To refer proposals on any matter to within its remit to Convocation or administration and Social Services, as the case may be, for consideration
- j. To review the decisions of any of its Statutory Committees
- k. To undertake five-year reviews of the Statutes and to furnish its report to Council
- l. To deliberate on the inspection report of visiting committees
- m. To order the closure of the University where the academic or normal life is disrupted for three continuous days and it seems to it fit to do so and in any event to order the closure of the University where academic life is disrupted for 21 continuous days.

Even though the UCC is a postcolonial higher education institution, the leadership and its governance structures very much resembles the structures that exist in

the pre-independence institutions like the University of Ghana and the KNUST. It would be recalled that the University of Cape Coast was founded amidst the CPP government's criticism of the culture and the programmes that the British universities had transfused into their Ghanaian protégé institutions. They were variously decried opprobriously as ivory tower institutions that were disconnected from the African reality. The effort was to make a break with what was deemed to be an unsavoury colonial heritage. This was, in fact, the motivation behind the setting up of the 1960 International Commission on Higher Education to re-examine the nature and future of higher education in Ghana. The placement of University College of Cape Coast under the University of Ghana was to make it possible for an institutional transformation in the new institution in Cape Coast.

Collegiate System in UCC

The University has since 1 August 2014 adopted the collegiate system of administration. The collegiate administrative system was effectuated when the University Council gave approval for the establishment of five colleges. The colleges are: College of Humanities and Legal Studies; College of Education Studies; College of Natural and Agricultural Sciences; College of Health and Allied Sciences and College of Distance Education. According to a Senior Assistant Registrar of the University, Kofi Baah-Bentum, the collegiate system as adopted in the University of Cape Coast is to devolve some areas of administrative authority to the colleges as a way of bringing higher efficiency into service delivery. It is further posited by Kofi Baah-Bentum that the collegiate system would help 'to pool resources, strengthen potentials and provide opportunity to deliver better services to students' (Baah-Bentum 2014). It is clear that reasons for adopting the collegiate system in the University of Cape Coast are similar to those of the KNUST and University of Ghana.

College Boards of UCC

The Colleges have Boards that comprise the Provost as the Chairperson, Vice-Provost, Deans, all persons of Professorial rank of the College, and one representative of Professorial status from every other College. The Deputy Registrar for the College serves as the secretary. Matters decided by the College Boards would normally be referred to the Academic Board only for final approval. The Academic Board reserves the right to reconsider and vary any decision taken by a College Board. The College Boards have the power to determine the schemes of instruction, regulations and syllabi for examinations in the programmes of the

College. The College Board is also empowered to determine all matters relating to the progress of students following schemes of instruction, study and research within the College and to keep appropriate records on them. And in the decentralised governance system of the University of Cape Coast, the College Board has the responsibility of coordinating teaching and research programmes of the various Faculties of a College. Finally, the College has the responsibility of presenting to the Academic Board candidates qualified for the award of degrees (other than honorary degrees), diplomas, certificates, fellowships, studentships, scholarships, prizes and other academic distinctions within the College (University of Cape Coast 2012).

Faculty/School Boards in UCC

The affairs of each Faculty or School in the University are managed by a Board. The Dean of the Faculty or School is the Chairman of the Faculty or School Board. The other members of the Board are: (a) Vice Dean; (b) Professors and Associate Professors within the Faculty or School; (c) Heads of Department, Institute, Centre, Unit within the Faculty/School; (d) one member of each Department elected by academic senior members; (e) one representative from each other Faculty or School; a caveat is made that subject to the approval of the Academic Board other persons may be determined for membership of the Board. The Faculty Officer acts as the Secretary of the Faculty/School Board.

The powers and functions of Faculty or School Boards as stated in University of Cape Coast (2012) Statute 21.9 are:

- a. To determine all matters relating to teaching and research in the subjects of the Faculty or School;
- b. To determine, subject to the approval of the Academic Board, the schemes of instruction and regulations and syllabi for the examinations in the subjects of the Faculty or School;
- c. To determine all matters relating to the progress of students following schemes of instruction, study and research within the Faculty or School and to keep appropriate records on them;
- d. To ensure the provision of adequate instruction and facilities for research in the subjects assigned to the Faculty or School and to coordinate the teaching and research programmes of the various Departments or School;
- e. To determine a code of conduct, professional dress code, disciplinary process and other matters relating to or uniquely associated with the discipline or profession concerned;

- f. To hold examinations;
- g. To recommend to the Academic Board External Examiners for appointment;
- h. to make recommendations to the Academic Board for the award of degrees (other than honorary degrees), diplomas, certificates, fellowships, studentships, scholarships, prizes and other academic distinctions with the Faculty or School.

Departmental Boards in the UCC

Each academic department in the University of Cape Coast has a Departmental Board. All academic Senior Members in a Department are members of its Board. The 2012 Statutes of the University, defines a 'department' as part of a Faculty or School that is concerned with teaching and research in a recognisable academic discipline and has been designated by the Academic Board and is headed by a Head of Department (University of Cape Coast, 2012:7). The departments are directly responsible for the running of courses and academic programmes that are specific to a given field of academic endeavour. The departments in the University essentially form part of Schools or Faculties. The Departmental Boards meet to:

1. discuss ways of promoting discipline
2. periodically review existing programmes and develop new one
3. consider issues relating to quality assurance and the maintenance of ethical standards in the delivery of teaching and research activities
4. consider the general organisation and regulations of courses and research in the Department
5. consider the Departmental budget
6. consider matters referred to it by the Academic Board and other relating to the department
7. plan and evaluate work

Quality Assurance in UCC

In 2001, the UCC established an internal quality assurance unit, known as the Academic Quality Assurance Unit (AQAU), to provide a formal institutional framework and procedures for the provisioning of quality in its academic programmes. The definition of the role and focus of the AQAU was initially limited to only direct academic services (Yankson 2013; University of Cape Coast 2012). This conception was, however, expanded to embrace all services and

products that the University provides, which directly or indirectly affect its clientele (University of Cape Coast 2012). To ensure that the AQAU kept to its focus, the Unit was placed under the office of the Vice-Chancellor (Yankson 2013). It was, however, headed by a Director that was appointed and responsible to the Vice-Chancellor. With the redefinition of the concept of 'quality assurance' to embrace all services that are directly or indirectly delivered in the University, the Unit was in 2006 renamed the Directorate of Academic Planning and Quality Assurance (DAPQA). The DAPQA remained under the office of the Vice-Chancellor; but this was changed in 2012. Under the Statutes that were adopted in January 2012, the DAPQA was removed from the Vice-Chancellor's office and placed under a new Office of Dean of Academic Affairs.

The University's Statute 22(4) indicates the functions of the Dean of Academic Affairs to include the following:

- a. Community engagement and extension services,
- b. Quality assurance,
- c. International education,
- d. Continuing education,
- e. Distance learning,
- f. The University's affiliation with institutions of higher learning and professional bodies with rights of certification,
- g. The University's basic and secondary schools.

It appears the placement of the Director of the DAPQA under the Office of the Dean of Academic Affairs is to provide the required platform for a more focused body that would deal with quality guarantees. A Board of the Office of the Dean of Academic Affairs, which consists of all heads of unit under DAPQA, had the responsibility of dealing with quality issues on all products that the University offers. These include such areas of activity as Community engagement and services; International education; Continuing education; Distance learning and the University's with institutions of higher learning. The purpose is certainly one of improving the intrinsic and extrinsic values of the University.

The strategic plan of the DAPQA identifies the various tiers in its responsibility matrix, and thereby has taken steps to include all the stakeholders (University of Cape Coast 2012). This effort has been facilitated by the decentralised mechanism of the collegiate governance system that became operational in August 2014. In the collegiate system the internal quality assurance mechanisms have been devolved to the Departments through the intermediary tiers of Faculties and the Colleges.

The ultimate role of the Academic Board in the scheme of quality assurance is recognised in the collegiate governance structure (University of Cape Coast 2012).

This approach as captured in the Strategic Plan of the DAPQA, for the period 2012-2017, envisages that quality service should be pervasive through the ownership of the processes by all actors (University of Cape Coast, 2012). The foundations for such approach are in line with the expanding scope of products that the University now provides. The University has become a leader in the provisioning of distance and continuous education and hence the need to extend attention to all sectors for quality. The University of Cape Coast also bears the burden of mentoring all the Colleges of Education that specifically train teachers for basic schools. The DAPQA is therefore tasked to deal with the following functions, to:

- Monitor academic programmes of the University in terms of their objectives, assessment practices and availability of human and material resources.
- Set up audit teams, periodically, to evaluate teaching and research activities of Departments and Faculties.
- Oversee the processing of examination results and storage relevant statistical data for determining trends and patterns.
- Monitor all processes and resources that directly or indirectly influence the teaching, learning and research environment.
- Organise seminars and workshops on quality assurance issues.
- Facilitate curriculum development/review processes.
- Conduct peer reviews.
- Facilitate workshops on research proposal writing.
- Commission institutional research to guide the relevant Boards/Committees to formulate policies regarding maintenance and enhancement of quality in all spheres of the university's endeavours.
- Monitor Research Facilities.
- Collate and publish research activities in the Faculties.
- Collate information/data and submit reports in response to requests from management or outside organisations.
- Liaise with corporate bodies to establish the relevance of curricula for national manpower development.

The matter of quality service, without it being nay said, hinges on the calibre of staff and the exigencies that are encountered in the course of work. We turn now to examine the capacity of academic staffs in the University and the context in which they work.

Existing Academic Capacities and Classroom Situation in the UCC

As a higher education institution, the capacity of the leadership at all levels constitutes an important ingredient in meeting the primary goals of its academic services. The core academic issues that the University of Cape Coast engages in relates to teaching, research and community service. In this section, we will look at the issues of capacity as they relate to the calibre of academic staff available to the institution. This will be done by examining (1) academic qualification of lecturers; (2) professional ranking, (3) length of teaching (4) research output and classroom situations. Figure 6.2 shows the highest level of academic qualification of the teaching staff.

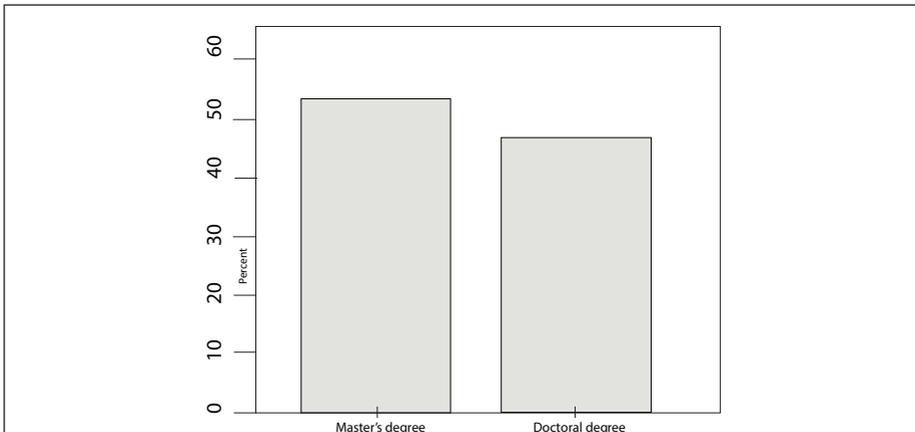


Figure 6.2: Highest Academic Qualification of Academic Staff

It is shown in Figure 6.2 that 53 per cent of the respondents have a Master's degree as the highest academic qualification, while 47 per cent of the respondents indicated that they had obtained Doctoral degrees. The indication of this is that more than half the number of respondents is yet to acquire terminal degrees.

While a Doctoral programme may expose a person to extensive literature in a given discipline, and may also sharpen the research skills of the holder, same may not be adequate for quality academic service delivery. A lecturer in the university is expected to engage in continual search for knowledge and contribution to the global knowledge through dissemination of research findings. The research activities of lecturers and the dissemination of findings are so important within the academic community that the publication of peer reviewed articles form a critical component

in academic staff professional progression. Thus, the professional rankings of academic staff in institutions of higher education provide a snapshot of the capacity that is available for quality academic service. Figure 6.3 provides us with an overview of the professional ranks that were captured in our findings in UCC.

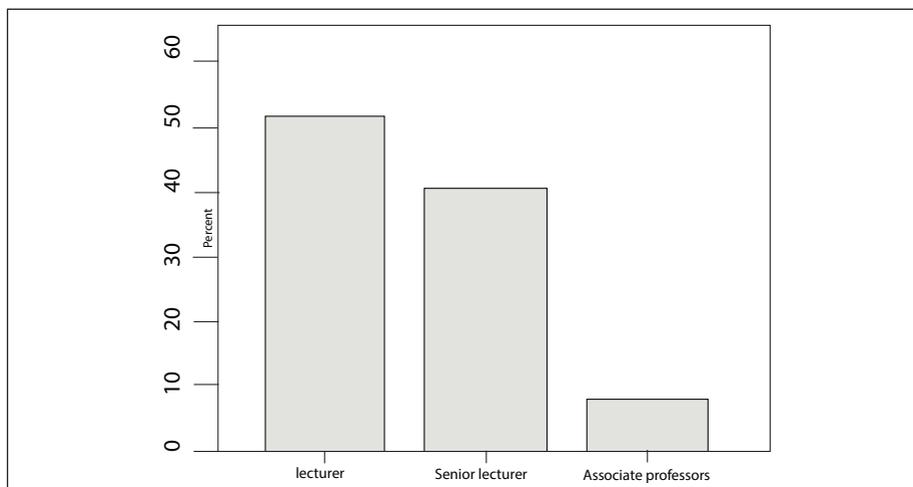


Figure 6.3: Professional Ranking of Academic Teaching Staff in UCC

As depicted in Figure 6.3, most of the teaching staffs are of the rank of lecturers. Out of 62 respondents, those who fall within the ranks of lecturers constitute 52 per cent. Senior lecturers number 25; and they constitute 40 per cent. Associate professors consist eight per cent of the respondents. The indication from the breakdown is that at least 48 per cent of the teaching staffs had conducted research and published creditably to be promoted to the next level of the academic rank in the University of Cape Coast. It is senior lecturers and those in the professorial class that are required for academic mentoring for new lecturers, and for the teaching and supervision of graduate work.

One other factor that affects the quality of staff in teaching, and in providing quality leadership, has to do with the experience gathered through the length of academic service. Figure 6.4 gives us an insight of the length of teaching of the respondents covered in the University of Cape Coast.

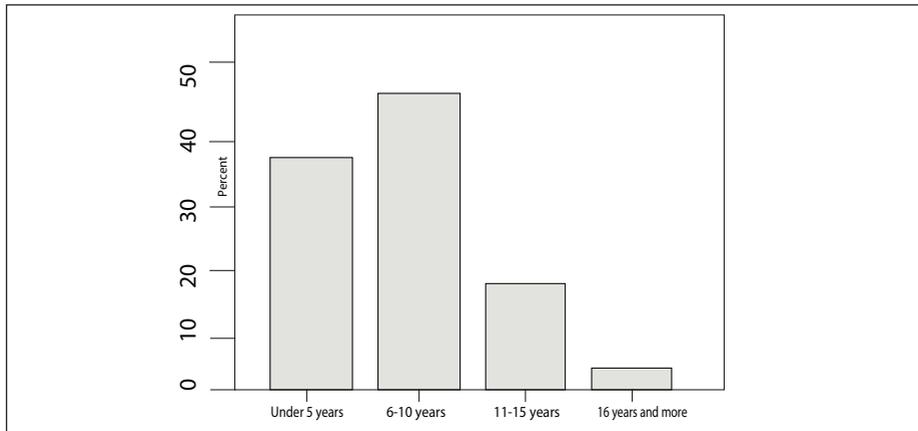


Figure 6.4: Length of Teaching Staff in UCC

Figure 6.4 shows that those who have taught for 0-5 years, form 36 per cent, while those who had taught for 6-10 years constitute 45 per cent. The cohort of teaching staff that had been on the job for 11-15 years, constitute 16 per cent. And those who taught for more than 16 years consist three per cent.

It is also found out that one other factor that affects the performance of lecturers has to do with the burden of teaching load. Here we considered the number of courses that individual lecturers teach in a semester. The teaching load for lecturers has implications on the time that is available for research and publications. Figure 6.5 depicts the picture regarding the number of courses lecturers teach.

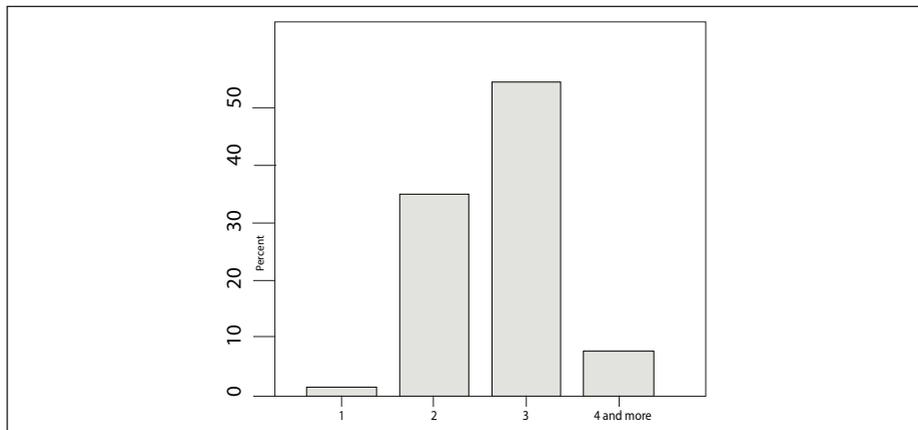


Figure 6.5: Number of Courses taught per Semester

It is shown in Figure 6.5 that while about 55 per cent of the lecturers teach three courses per semester, 36 per cent handle two courses. Those who teach four or more courses constitute eight per cent, with only about two per cent of the teaching staff indicating that they teach only one course per semester.

But the tasks that lecturers are confronted with in the delivery of their services go beyond the number of courses they handle in a semester. One other factor that was examined was the average size of classes that the lecturers handled. Teaching involves knowledge transmission to heterogeneous group of students that constitute a class. Thus, in a class we may find students at various levels of cognitive abilities. The effectiveness of teachers in appreciating individual challenges depends, among other things, on the class size. It is pointed out early in this volume, (chapter 1), that the public universities in the country are often overwhelmed by large class sizes with resultant telling effects on both lecturers and students. In the case of the UCC, Figure 6.6 shows the average class size of core courses that lecturers handle.

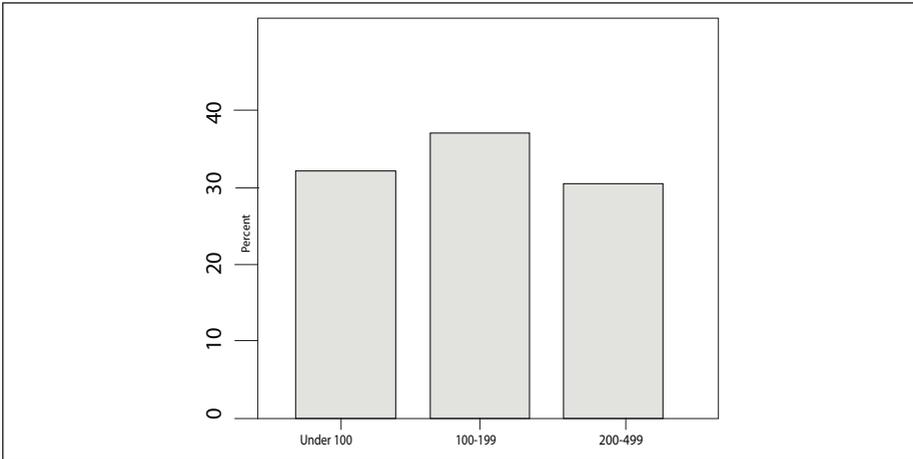


Figure 6.6: Average Class Sizes of Core Courses Handled by Lecturers

Figure 6.6 indicates that 37 per cent of the lecturers teach core courses that have class sizes of between 100-199 students. This is followed by 32 per cent of lecturers who stated that they teach core courses that have less than 100 students. Nevertheless, 31 per cent of the lecturers handle class sizes that are between 200-499 students.

The perspectives of students were sought about whether the classroom situations result into overcrowding in the University of Cape Coast. The findings are shown in Table 6.1

Table 6.1: Whether Class Size Results in Overcrowding

	Frequency	Per cent	Valid Per cent	Cumulative Per cent
Yes	131	58.5	58.5	58.5
No	93	41.5	41.5	100.0
Total	224	100.0	100.0	

The evidence as shown in Table 6.1 is that 58.5 per cent of the students feel the classes are overcrowded and 41.5 per cent indicated otherwise. Interactive teaching has been identified as an effective pedagogical approach that enhances the learning process. Table 6.2 shows the data captured on whether class sizes of compulsory courses do affect interactive teaching.

Table 6.2: Whether Class Size of Compulsory Courses Affect Interactive Teaching

	Frequency	Per cent	Valid Per cent	Cumulative Per cent
Yes	115	51.3	51.3	51.3
No	89	39.7	39.7	91.1
Do not know	20	8.9	8.9	100.0
Total	224	100.0	100.0	

It is shown in Table 6.2 that 51.3 percent of the student respondents answered 'yes' to suggest that class sizes of compulsory courses do interfere with interactive teaching. The response of 39.7 per cent, of the students on this matter is 'no' while 8.9 per cent did say 'do not know.' It is clear from the responses given that the majority (51.3 per cent) of the respondents feel that class sizes do interfere with interactive teaching processes in the University of Cape Coast.

Effects of Classroom Situations on Lecturers' Output in UCC

The aggregate of the contributions individual lecturers make towards knowledge, through research publications, form a critical factor in determining the pedigree of universities. But the environment within which academics operate influences the output. In the section below we set to examine the issues that affect the research outputs of lecturers in the University of Cape Coast.

Time Spent on Marking Examination Scripts in UCC

The time spent on marking examination and processing examination results is influenced by the burden of the classroom situation. The higher education institutions in Ghana are confronted with the challenges of not only teaching large student numbers, but also the task of dealing with continuous assessment of students by various test arrangements. The duration spent on marking and processing examination results are shown in Table 6.3.

Table 6.3: Time Spent on Marking and Processing Examination Results

	Frequency	Per cent	Valid %	Cumulative Per cent
1-2 weeks	20	32.3	32.3	32.3
3-4 weeks	38	61.3	61.3	93.5
5-6 weeks	3	4.8	4.8	98.4
6 weeks and more	1	1.6	1.6	100.0
Total	62	100.0	100.0	

As shown in Table 6.3, those who use 3-4 weeks in marking and processing of examination results constitute 61.3 per cent of the respondents. This is followed by those who use 1-2 weeks for the same task. The rest of the respondents use more than five weeks and the summation of the percentage of this cohort is 6.4 per cent. The effects on lecturers having to spend up to four weeks for marking and processing examination papers can be varied. One of these relates to research output in the form of publications. Table 6.4 shows the numerical range of peer reviewed publications credited to lecturers.

Table 6.4: Number of Credited Peer Reviewed Publications in UCC

	Frequency	Per cent	Valid %	Cumulative Per cent
0-2	26	41.9	41.9	41.9
3-5	29	46.8	46.8	88.7
6-10	5	8.1	8.1	96.8
11 and more	2	3.2	3.2	100.0
Total	62	100.0	100.0	

It is shown in Table 6.4 that peer review publications credited to the teaching staff is that 46.8 per cent of the lecturers have peer review publications in the range of 3-5 papers. This is followed by 41.9 per cent of the lecturers who have 0-2 publications. Those who have more than six publications constitute 11.3 per cent. Whereas the statistics for the number of publications do not look impressive, we tried finding out whether a much more efforts were actually being made to write research papers. In Table 6.5 and Table 5.6, we are able to get some information regarding the efforts that are directed at writing research papers and the numbers that actually get published in peer reviewed journals or books.

Table 6.5: Research Papers Written in a Year in UCC

	Frequency	Per cent	Valid %	Cumulative Per cent
0-1	31	50.0	50.0	50.0
2-4	23	37.1	37.1	87.1
5 and above	8	12.9	12.9	100.0
Total	62	100.0	100.0	

The indications from Table 6.5 is that while 37.1 percent of the respondents write 2-4 research papers a year, 50 percent write 0-1 papers in a year. And those who write five papers or more comprise 12.9 per cent. Table 6.6 shows the actualisation of efforts into publications.

Table 6.6: Average Number of Papers Published in a Year in UCC

	Frequency	Per cent	Valid Per cent	Cumulative Per cent
0-1	43	69.4	69.4	69.4
2-4	19	30.6	30.6	100.0
Total	62	100.0	100.0	

The case as depicted in Table 6.6 shows that as much as 69.4 per cent of the respondents are only able to publish 0-1 papers in a year. Those who indicate that they are able to publish 2-4 papers in a year constitute 30.6 per cent. Obviously, there are challenges that impede the rate of writing papers, and more importantly the rate of successful publication of papers. Some of the reasons adduced by the respondents in UCC are captured in Box 6.1.

Box 6.1 Factors Accounting for Research Output

1. Local journals are irregular and also delay in publishing papers submitted to them (Lecturer, Social Science Education)
2. Inadequate journals locally to address the needs of beginners in the academic publications (Lecturer, Department of Geography and Regional Planning)
3. Fees charged by publishers are on the higher side (Senior Lecturer, Department of African Studies)

Administrative Responsibilities and Implications on Academic Output in UCC

Just as it is the case in the other public universities in Ghana, academic staff in UCC, aside from their core teaching and research activities, also performs administrative duties. Some of these administrative responsibilities pertain to headship of departments, units, students' residential management duties; and students' guidance and counselling responsibilities. Those who undertake such responsibilities have to spend time discharging their academic responsibilities in addition to the administrative roles. We sought to find out from the concerned lecturers in UCC the amount of time they spend on administrative responsibilities. Figure 6.7 provides us with some insight regarding the average number of hours they spend on administrative responsibilities per day.

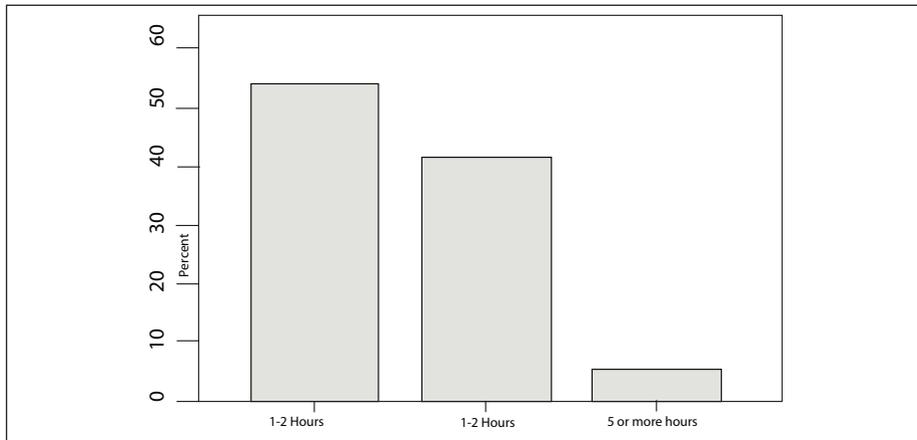


Figure 6.7: Hours Spent per Day for Administrative Responsibility

Out of 39 respondents who have indicated that they have administrative responsibilities, the indications from Figure 6.7 show that about 54 per cent spend 1-2 hours in the office for administrative responsibilities. It is also shown that 41 per cent in this category spends 3-5 hours; while 5 per cent spend even more hours per day. Without engaging in *apriority*, we sought to find out whether the hours spend on administrative responsibilities affect academic works of teaching and research. The evidence of the findings on this score is shown in Figure 6.8.

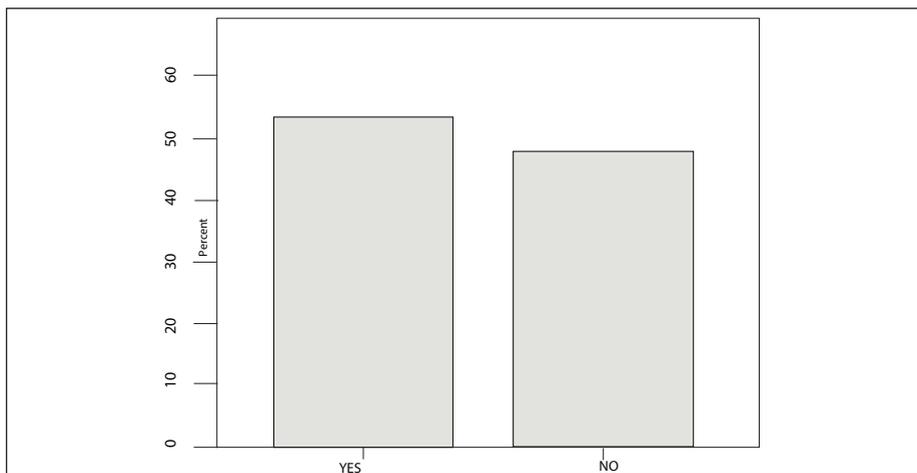


Figure 6.8: Effects of Administrative Responsibilities on Teaching and Research

It is shown from Figure 6.8 that 53 per cent of the respondents did admit that administrative responsibilities affect their core academic duties. On the other hand, it is indicated by 47 per cent of the respondents that the administrative responsibilities do not affect their core academic duties. Those who admitted that their administrative responsibilities do affect their academic work provided some insight regarding the nature of the interruptions. Some of these are captured in Box 6.2

Box 6.2: Types of Effect on Core Academic Responsibilities

1. Interruption of lecture periods by unscheduled meetings and engagements outside the University (Head of Department).
2. Responsibilities for the National Accreditation Board interfere with teaching schedules that have to be rearranged (Dean of Faculty).
3. Emergency duties in the Hall of residence sometimes affect class attendance (Hall Tutor).

Commercialised Programmes and Effects in UCC

The University of Cape Coast has elaborate sandwich programmes that are run for commercial purposes. The programmes that are run in the sandwich sessions are tailored to meet the needs of workers that would otherwise not be able to pursue full time higher education programmes at UCC. The key players in the sandwich programmes in UCC are: Faculty of the Social Sciences, Faculty of Education, School of Physical Sciences and the School of Business. These providers strive to meet the needs of students in programmes that lead to various forms of certification. The sandwich programmes in UCC are normally run in the holiday periods of December-January and also in June-July. The bulk of the sandwich activities are, however, rolled out in the June-July period.

As is the case in the other public universities, the sandwich programmes serve as important sources for fund mobilisation for the institution. With the wide range of programmes that the UCC brings on board for the sandwich sessions, many lecturers get involved in teaching during the holidays. Normally, the end of the sandwich sessions coincides with the resumption of regular sessions. This virtually turns the lecturers into carousels; as they move from one classroom situation to another.

The attractions of the pecuniary reward system serve as a strong motivation for lecturers' craving to be part of the teaching circus. The evidence of this is pointed

out by a lecturer in the Department of Hospitality and Tourism Management who says 'it is difficult to ignore the financial rewards from these activities, even though it is mentally and physically exhausting.' This is corroborated by another lecturer in the Department of Accounting and Finance who stated that 'payments from the sandwich programmes help in easing the financial burdens that occur at the beginning of the academic year.' It is clear that the pull factor to be a participant in the sandwich programmes can be too overwhelming for a lecturer to resist.

The opportunity cost for committing all efforts to teaching has manifestation in low research output as depicted in Table 6.6. The sandwich factor in the academic service system is arguably one of the obstructing factors accounting for the low research and publications rates in the University. For a University that seeks to be an institution of choice and quality service delivery, the constraints of time unavailability could as well translate into the postponement of the realisation of that goal.

Capacity Building for Academic Staff in UCC

The UCC has pursued policies for building capacities of its staffs, and promising students. This has largely been carried out, through scholarships and sponsored study leaves for further studies in the University or outside it. The obvious purpose has been to improve the scholarly capacities of the beneficiaries for the challenges of academic and leadership roles. The necessity of pursuing staff development programmes is the recognition of faculty reproduction and acquisition of skills that are required in contemporary higher education environment. For the lecturers, staff development processes are realised through the pursuit of higher academic qualifications and also through in-service training. The desire for terminal degrees has been, and continues to be, an imperative for those in the academia. It is for this reason that queues for PhD sponsorships can be long. The University has laid down procedures for meeting such needs and hence the official documentation of the policy is not so much an issue. But the implementation of such policies according to laid down procedures remain matters of concern for those in line. It is for this reason that we sought to find out whether the laid down procedures for sponsorship opportunities are being followed. The views of respondents on this issue are shown in Table 6. 7

Table 6.7: Laid Down Procedures for Academic Staff Development

	Frequency	Per cent	Valid %	Cumulative Per cent
Yes	46	74.2	74.2	74.2
No	9	14.5	14.5	88.7
Do not know	7	11.3	11.3	100.0
Total	62	100.0	100.0	

It is shown in Table 6.7 that 74.2 per cent of the respondents indicated that the laid down procedures for staff development are being followed. But it is the view of 14.5 per cent of the respondents that such procedures are not being followed. For 11.5 per cent of the respondents, no particular views were expressed, as they checked 'do not know.' The 'do not know category response may be from lecturers who do have interest in the subject matter as they may already have such expectations fulfilled.

In-Service Capacity Building in UCC

In-service training programmes have become a regular feature of university governance in Ghana. The DAPQA in UCC organises in-service workshops on identified thematic issues to cater for staffs' needs. Table 6.8 depicts the benefits respondents indicate they derive from the in-service training programmes they attended.

Table 6.8: Mode of Benefit of In-service Training in UCC

	Frequency	Per cent	Valid %	Cumulative %
Improved teaching and research skills	38	61.3	61.3	61.3
Improved research skills only	16	25.8	25.8	87.1
Improved teaching skills only	3	4.8	4.8	91.9
No benefit in particular	5	8.1	8.1	100.0
Total	62	100.0	100.0	

As shown in Table 6.8, 61.3 per cent of the respondents indicated that the benefit they derived is in the form of 'improved teaching and research skills.' However, it is checked by 25.8 per cent of the lecturers that their benefit is in the form of

‘improved research skills only.’ Those who posited that the benefit they got was in the form of ‘improved teaching only’ constitute 4.8 per cent. The low percent of those who benefit from ‘improved teaching only’ could be attributed to the fact that UCC is mainly a higher education institution devoted to the training teachers. It is also important to note that 8.1 percent of the lecturers did state that they derived ‘no benefit in particular.’

Prospects and Challenges of UCC

The UCC was originally established to serve as a higher education institution for training teachers. But its mandate has since 1992 been expanded to meet the challenges of human resource needs of the country. The UCC has a vision to become an institution that is strongly positioned in the global comity of higher education institutions. The drive to realise this vision is connected to the University’s pioneering role in institutionalising quality assurance in Ghana’s higher education landscape.

But the UCC had not been immune to the malaise of students’ unrest that affected the public universities. Student protests that previously interrupted academic calendars have significantly abated. The emerging tranquillity has paved way for a corporate governance system that operates in a germane environment for academic service delivery. The acceptance of fee paying in UCC has enabled the institution to engage extensively in sandwich and distance education programmes. However, the negative implications of the moonlighting activities of lecturers on their research output are obvious. The pull to generate funds for the University and for the individual lecturer’s accumulation needs have led to continuous teaching with limited time. The prospect of transforming the UCC into a world-acclaim university of choice may not be realised any time soon, if the unceasing engagement of lecturers’ time for teaching is not addressed.

