

University of Groningen

Impact of accreditation on quality assurance

Dattey, Kwame

IMPORTANT NOTE: You are advised to consult the publisher's version (publisher's PDF) if you wish to cite from it. Please check the document version below.

Document Version

Publisher's PDF, also known as Version of record

Publication date:

2018

[Link to publication in University of Groningen/UMCG research database](#)

Citation for published version (APA):

Dattey, K. (2018). *Impact of accreditation on quality assurance: A case study of public and private universities in Ghana*. Rijksuniversiteit Groningen.

Copyright

Other than for strictly personal use, it is not permitted to download or to forward/distribute the text or part of it without the consent of the author(s) and/or copyright holder(s), unless the work is under an open content license (like Creative Commons).

Take-down policy

If you believe that this document breaches copyright please contact us providing details, and we will remove access to the work immediately and investigate your claim.

Downloaded from the University of Groningen/UMCG research database (Pure): <http://www.rug.nl/research/portal>. For technical reasons the number of authors shown on this cover page is limited to 10 maximum.

IMPACT OF ACCREDITATION ON QUALITY ASSURANCE

A case study of public and private universities in Ghana



rijksuniversiteit
 groningen

IMPACT OF ACCREDITATION ON QUALITY ASSURANCE

A case study of public and private universities in Ghana

Proefschrift

ter verkrijging van de graad van doctor aan de
Rijksuniversiteit Groningen
op gezag van de
rector magnificus, Prof. Dr. E. Sterken
en volgens besluit van het College voor Promoties.

De openbare verdediging zal plaatsvinden op

donderdag 22 november 2018
om 12:45 uur

door

Kwame Dattey

geboren op 28 Juli 1958

te Accra, Ghana

ISBN: 978-94-034-1180-4

Ebook : 978-94-034-1179-8

Layout: Kwame Dattey, Jan Hemel (CIT)

Cover: drukkerij Zalsman Groningen B.V.

Print: drukkerij Zalsman Groningen B.V.

© Kwame Dattey (2018)

No part of this publication may be reproduced without written consent
of the author

Table of content

| | |
|---|-----------|
| Table of content | v |
| Figures | ix |
| Tables..... | x |
| Chapter 1 Introduction | 12 |
| 1.1 Background of the Study..... | 12 |
| 1.2 Objectives of study..... | 15 |
| 1.3 Theoretical Notions..... | 16 |
| 1.4 Focus of Study | 17 |
| 1.5 Study’s Methodological Bases..... | 18 |
| 1.6 Structure of dissertation | 19 |
| Chapter 2 Overview of developments in tertiary education and an environmental scan of Ghana..... | 20 |
| 2.1 Introduction..... | 20 |
| 2.2 Developments in higher education – 1980s to 1990s | 20 |
| Chapter 3 The concept of accreditation, in relation to quality and quality assurance | 31 |
| 3.1 Introduction..... | 31 |
| 3.2 Evaluation | 32 |
| 3.3 The Concept of Quality in Higher Education | 33 |
| 3.4 Quality assurance in higher education institutions | 39 |
| 3.5 Internal Quality Assurance..... | 41 |
| 3.6 External quality assurance | 48 |
| 3.7 Link between internal and external quality assurance..... | 53 |
| 3.8 Accreditation..... | 54 |
| 3.9 Summary | 58 |
| Chapter 4 Theoretical perspectives | 60 |
| 4.1 Theoretical underpinnings of study..... | 60 |

| | |
|---|-----------|
| Chapter 5 Methodology | 71 |
| 5.1 Introduction | 71 |
| 5.2 Defining the variables | 73 |
| 5.3 Design | 74 |
| 5.4 Sample and Sampling Methodology | 75 |
| 5.5 Main research methods | 78 |
| 5.6 Instrumentation | 79 |
| 5.7 Issues of validity and reliability | 81 |
| 5.8 Data collection procedure | 83 |
| 5.9 Data analysis | 83 |
| | |
| Chapter 6 Impact of accreditation on improvement of operational inputs after two cycles of assessments in some Ghanaian universities. | 85 |
| 6.1 Introduction | 86 |
| 6.2 Developments in African Higher Education | 87 |
| 6.3 Research studies on quality impact | 88 |
| 6.3 Hypothesis | 90 |
| 6.4 Methodology | 90 |
| 6.5 Data analysis | 94 |
| 6.6 Results | 94 |
| 6.7 Improvements in the curriculum indicator | 97 |
| 6.8 Improvements in the library indicator | 98 |
| 6.9 Improvements in the academic staffing (including the student-staff ratio) indicator | 98 |
| 6.10 Conclusion | 102 |

| | |
|---|------------|
| Chapter 7 Impact of accreditation on public and private universities: A comparative study..... | 106 |
| 7.1 Introduction..... | 107 |
| 7.2 Background to Study..... | 107 |
| 7.3 Theoretical Perspectives | 110 |
| 7.4 Research Questions | 112 |
| 7.5 Research Methodology | 113 |
| 7.6 Results from the analysis of the assessment reports | 114 |
| 7.7 Results from the academics’ survey..... | 115 |
| 7.8 Implementation of Evaluators’ Recommendations..... | 116 |
| 7.9 Reasons for Seeking Accreditation | 118 |
| 7.10 Discussion and Conclusion | 120 |
| | |
| Chapter 8 Compliance with accreditation measures in Ghanaian universities – Students’ perspectives | 125 |
| 8.1 Introduction..... | 126 |
| 8.2 Brief review of the enforcement of accreditation measures in developing countries..... | 128 |
| 8.3 Background | 130 |
| 8.4 Methodology | 131 |
| 8.5 Coding and Indexing of accreditation outcomes..... | 134 |
| 8.6 Results..... | 135 |
| 8.7 Curriculum issues..... | 135 |
| 8.8 Student Assessment policy..... | 136 |
| 8.9 Responses on student assessment of course content and teaching (SACT)..... | 138 |
| 8.10 The institutions’ compliance with the accreditation agency’s requirements..... | 139 |
| 8.11 Class sizes | 140 |
| 8.12 Discussion of results | 141 |
| 8.13 Conclusion | 144 |

| | |
|---|------------|
| Chapter 9 Summary findings, conclusions and recommendations..... | 146 |
| 9.1 Introduction and summary | 146 |
| 9.2 Research questions | 148 |
| 9.3 Research Design..... | 148 |
| 9.4 Sample and Sampling Methodology..... | 149 |
| 9.5 Research methods | 150 |
| 9.6 Instrumentation | 150 |
| 9.7 Issues of validity and reliability | 151 |
| 9.8 Data collection procedure | 151 |
| 9.9 Data analysis | 152 |
| 9.10 Findings: Results of hypotheses..... | 153 |
| 9.11 Main research question | 156 |
| 9.12 Linking theory with the study | 158 |
| 9.13 Future study..... | 170 |
| 9.14 Lessons from study | 171 |
| References | 174 |
| Appendix 1: Questionnaire for university academics | 204 |
| Appendix 2: Questionnaire for university students | 212 |
| Acknowledgements | 216 |
| Summary | 217 |

Figures

| | |
|--|-----|
| Figure 3-1 PDCA Cycle | 44 |
| Figure 3-2 PDSA Cycle..... | 45 |
| Figure 3-3 Model for Improvement..... | 46 |
| Figure 7-1 Reasons for seeking accreditation | 119 |

Tables

| | |
|--|-----|
| Table 5-1 Programmes' sample size. Determined by the no. of cycles of assessments | 76 |
| Table 5-2 Sample characteristics..... | 77 |
| Table 5-3 A matrix of informational need from different sources | 82 |
| Table 6-1 Selected Programmes..... | 92 |
| Table 6-2 Weights placed on features of curriculum by evaluators.. | 93 |
| Table 6-3 Changes in the curriculum indicator between the first and second cycles of assessments | 95 |
| Table 6-4 Improvements in the library facilities indicator between the two cycles of assessments | 96 |
| Table 6-5 Staff Strength in the first and second cycles of assessments | 100 |
| Table 6-6 Improvements in staffing using full-time equivalency (FTE) measure | 101 |
| Table 6-7 Headship of programme between the two cycles of assessments..... | 101 |
| Table 6-8 Changes in staff quality and SSR..... | 102 |
| Table 7-1 Performance indicators compared over time | 115 |
| Table 7-2 Implementation of evaluators' recommendations for improvement..... | 117 |
| Table 8-1 Sample characteristics..... | 133 |
| Table 8-2 Student responses on curriculum issues..... | 136 |
| Table 8-3 Relationship between Type of Institution and Course Assessment | 137 |
| Table 8-4 Relationship between Type of Institution and Course Assessment | 139 |

| | |
|--|-----|
| Table 8-5 Compliance with accreditation requirements by the public & private universities | 140 |
| Table 8-6 Class Sizes | 141 |