



**FACULTY OF HUMANITIES AND SOCIAL SCIENCES**

**SCHOOL OF EDUCATION, COMMUNICATION AND LANGUAGE  
SCIENCES**

**STAKEHOLDERS' PERCEPTIONS OF THE WORK OF  
NON-ACADEMIC MIDDLE MANAGERS IN TWO  
UNIVERSITIES IN GHANA**

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Thesis submitted for the Degree of Doctor of Education (Ed. D)

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## **Declaration**

I hereby declare that this thesis is my original research work, except for quotations and citations which have been acknowledged within the text. I also declare that this piece of work has not been submitted in part or in full for any other degree at this University or any other institution.

Edward Bannerman-Wood

Signed

Date

## **Dedication**

I dedicate this thesis first and foremost to Almighty God, who gave me life and abilities to be able to do this. To my parents, especially my mother, whose encouragement pushed me to attain this height. To my wife, Jessie, for her love, sacrifices and care for me and the family.

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## **Abstract**

In Ghana, two main groups of middle managers exist in Higher Education Institutions (HEIs), namely academic and non-academic. However, the extant literature provides little research on the quality of the role of Non-Academic Middle Managers (NAMMs), making it difficult to understand their roles and thereby creating the impression that the services they render are of poor quality. This study is a mixed method design, employing the convergent parallel approach which consists of a self-administered survey-questionnaire and structured interview to collect data from the participants in two universities (one public and one private). Using purposive sample technique, 231 participants were involved, including 64 academic staff, 148 undergraduates third and final year students and 19 NAMMs. Three research questions guided this study: (1) what roles do NAMMs play in HEIs? (2) what are the perceptions of academic staff of NAMMs in relation to quality of service provided to the university community? (3) what are the perceptions of students of NAMMs on quality of service received? The data collected were analysed with the aid of SPSS version 21, NVivo version 10, and a thematic framework adapted from Braun and Clarke (2006). The findings revealed that academics had a negative view of the performance of NAMMs; the students were divided on the quality of service; and the NAMMs complained about several challenges: Inadequate training, lack of recognition, lack of trust and workload issues. Though some of the challenges could be ascribed to the NAMMs' leadership style, majority of these challenges were as a result of the top management style and behaviour. This study contributes to the theoretical framework on NAMMs based on the findings obtained. It shows how the relationships among the groups under the supervision of the top management influence the quality of service rendered. A model on improved service quality at HEIs was also designed. For NAMMs to thrive in universities, top management must change its management style and attitude. Finally, this study adds to the empirical literature on NAMMs in HEIs' management.

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## Chapter 1. Introduction

This thesis investigates stakeholders' perceptions of the work of non-academic middle managers (NAMMs) in two universities in Ghana. This chapter begins with an overview of the entire study, beginning with the introduction of the research context and the key terms. Additionally, it highlights the purpose of the research, the research questions guiding the study and the methodology employed. Finally, the chapter ends with how the entire thesis has been organized.

### 1.1 Background of the study

In this section, general information of the Ghanaian education context in which the study took place is outlined. Thus, the section begins with the location and the population of the country, highlighting the general educational structure pertaining to Ghana.

Ghana, a developing country with a total land area of 238,533 square kilometres and an estimated population of 25.9 million people (UNDP, 2016), is located in the western part of Africa. It gained independence from the British on March 6, 1957. Accra, the capital city, has a population of 2.7 million inhabitants (World Population Review, 2016). The figure below (Figure 1-1) shows the exact location of Ghana on the map of Africa.



Figure 1-1:Map of Africa Showing the Location of Ghana

Ghana's first university was established in 1948 as a university college by the British government. It attained its full university status in 1962. Today, Ghana has 212 tertiary institutions (both public and private) spread across the length and breadth of the nation (NAB 2018). Of these tertiary institutions, 29 (Tertiary-Universities, Polytechnics, Colleges, 2011) are located in the city of Accra, and only ten are government-owned. Of these 10, three are located in the capital.

## 1.2 Structure of Formal Education in Ghana

The system of education in Ghana has a structure of 6-3-3-4. Thus, six years of primary education, three years of junior high and another three years of senior high school. This is then followed by three years of tertiary education or four years of university education.

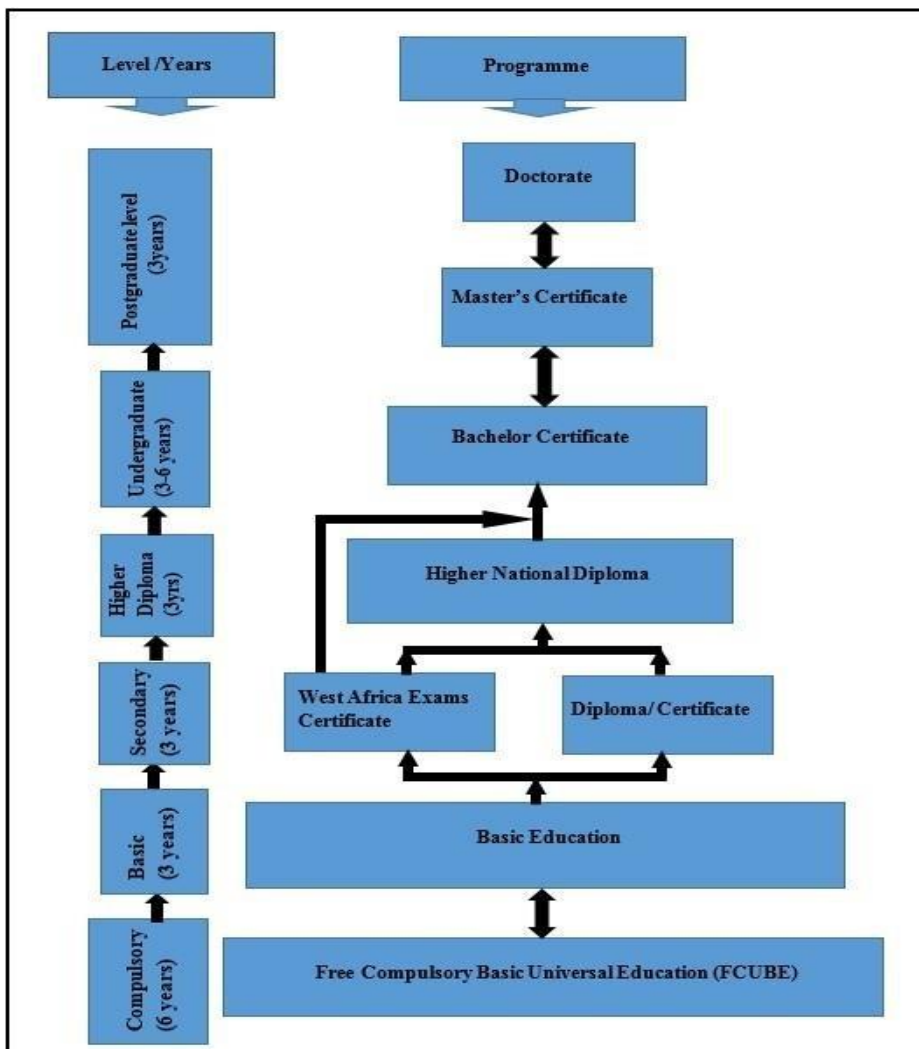


Figure 1-2: Structure of Education in Ghana adapted from Education System in Ghana Nuffic, January, 2015

The first nine years is a compulsory basic free education for all school going-age children.



After this period, the child then proceeds to do a 3-year program in a secondary/technical/vocational school and obtains a West African Senior School Certificate Examinations (WASSCE), which enables students to further their education to either the polytechnic or the university. Students from polytechnics obtain a Higher National Diploma (HND), which mostly qualifies them to be enrolled in the second year of a university offering a four-year programme. Figure 1-2 throws more light on the educational system.

### 1.3 Working definitions of key terms

The key terms as reviewed by the literature include the following: higher education institutions, perceptions, non-academic middle managers, academics and students. To understand these terms and how they were used, it is appropriate to spell out the working definitions of these key terms in this section to clarify any controversies in the minds of the reader.

1. **Higher education institutions** (HEIs) are the highest form of education, sometimes referred to as university. Most often, the university produces high calibre labour for the society.
2. **Perceptions** are the values people carry in relation to a view they hold on something, in this case, the performances of the non-academic middle managers in the university.
3. **Non-academic middle managers** (NAMMs) are made up of all non-teaching senior members of staff working in the university.
4. **Academics** are made up of all teaching senior members working in the university. They are also referred to as lecturers.
5. **Students** are made up of all people who were matriculated into the university and are pursuing various courses and receiving administrative services from the non-academic middle managers. They are identified as the junior members of the university community (Kuu-ire and Tanko, 2012).
6. **Stakeholders** are made up of students, lecturers (academic staff) and non-academic middle managers working in the university community.

#### **1.4 Statement of the Problem**

The universities in Ghana are managed by two groups of managers, namely: the academic and the non-academic staff. These groups have the same conditions of service, as the entry level for both groups is a second degree. However, in 2012, a pay rise was given by the government to the academic staff leaving their non-academic counterparts behind. This act by the government resulted in an employee unrest among the non-academic staff and tension between the groups. This destabilized the otherwise serene environment in which the two groups worked as it created the impression that one group was better than the other (Kokutse, 2012).

The university system in Ghana is structured on a three-layer pyramidal hierarchy. At the apex is the top management, the middle part consists of both academic (teaching) and non-academic middle managers and the broad-base is made up of the workers. The top management consists of the vice chancellor, the pro-vice chancellor, the registrar, the directors of finance, and all the deans of the various schools and faculties. The middle management are the heads of departments and heads of units, where most of the non-academic middle managers are located.

Accordingly, both the academic and non-academic staff enjoy the same condition of service stipulated by the Act establishing the university. Therefore, this act by the government indeed created tension between the two senior members. Some Vice-chancellors remained indifferent to the challenges faced by the non-academic middle-level management because they were classified as academic staff. This situation enhanced the entrenched position of the government agency on wages (Fair Wages and Salaries Commission). The non-academic middle-managers reacted by laying down their working tools for more than three months, disrupting the university working environment. This action affected the release of resources for teaching and learning, examinations, payments to creditors, fuel for vehicles, internal allowances and other administrative issues. The Labour Commission of Ghana intervened and the non-academic middle level managers/ leaders had their equal share of the pay rise.

This move by the Fair Wages and Salaries Commission (FWSC), the Vice-Chancellors and the academic staff was an indication that they were not well informed about the roles and the impact of non-academic middle managers on the work of the university administration in Ghana (Kokutse, 2012).

It is hoped that this study would contribute to the empirical literature in general and widen the understanding of the roles and contributions non-academic middle level management make to higher education institutions' improvement in Ghana.

### **1.5 Rationale for choosing non-academic middle managers as the field of study**

Like many other organizations, higher education institutions (HEIs) have been structured into three main levels of management. These are top management, middle management, and workers. Top management represents the top leaders of the organization assigned with the responsibility of ensuring that the organizations they lead achieve their goals. The middle-level management who are said to be the 'pulse of the organization' (Dutton et al., 1997, p.407) represent the link between the organization's customers and other stakeholders, whereas the workers represent the subordinates of the organization. These workers constitute staff who perform general and secretarial tasks, such as Junior Assistant Registrar and Senior Administrative Officers (Chun et al., 2009; Yammarino, 1994 cited in Caughron and Mumford, 2012).

Organizational improvement depends on the collective duties of these layers. However, it has been observed that middle level management are most often excluded from the many processes of organizational development, thereby affecting the effectiveness of the organization (Dutton et al., 1997a). Similarly, Spillane (2005) and Petzko et al. (2002) argued that in the 21st century where the organizational environment is becoming increasingly complex in nature, dynamic and introducing unparalleled opportunities, unexpected crises and seemingly intractable problems into organizations, the top management will find it difficult running alone. They will need help from other forms of leadership within the organization to steer the organization's strategic agenda to a successful end (Petzko et al. 2002). This support would come from middle-level management.

In spite of this suggestion, the researched statistics on middle-level management are not encouraging because among the three levels identified in the structure of the organization, it is the least researched. According to DeChurch et al., (2010), cited in Caughron and Mumford (2012), it has only enjoyed 7% of the total research, whilst those of upper and lower managements have twice that number; 34% and 16% respectively, and in HEIs, where the research has been conducted, it has been geared towards that of the academic middle managers

and not non-academic middle managers. Little, therefore, is known of the service quality of the roles played by non-academic middle managers (Rosser, 2004).

### 1.5.1 *The motivation for writing this thesis*

In spite of the fact that the NAMMs constitute the majority of the workforce in the Higher Education Institutions (HEIs) (Dutton et al., 1997; Harding et al., 2014), scholars in the field of higher education studies have concluded that there is little literature regarding the role of the NAMMs (Dobson, 2000; Graham, 2012; Regan et al, 2014).

Accordingly, this research was conducted in two Ghanaian universities, one public and one private, in order to ascertain the validity or otherwise of the above assertion, given the fact that I have served in various capacities and continue to serve as a non-academic middle manager for the past 12 years.

First, as a Senior Assistant Registrar in charge of teaching and examinations and currently the Director of Academic Affairs in a public university in Ghana, hence, I am motivated to enquire more and attempt to understand the functions and roles of non-academic issues.

Second, my interactions with internal (faculty, non-academics and pro-vice chancellors and chancellors, etc.) and external stakeholders (parents, government agencies, etc.) for the past decade has exposed me to the plight and the role of the NAMMs, which have been largely ignored by either top management or government and its regulatory bodies.

Third, the stalemate, which occurred during the 2012 salary negotiations for senior members in Ghanaian universities, exposed how the academics perceived the non-academics (Kokutse, 2012).

Fourth, the motivation for this thesis is also to inspire most NAMMs to cultivate the habit of writing in their field of expertise in order to solve the problem of lack of literature in this field.

Finally, this thesis as a pre-requisite to the EdD degree is to enable me improve on my professional development and practices.

## **1.6 Aims of the Study**

The purpose of this study is to gain further understanding of the roles of non-academic middle-managers and their impact in Higher Education Institutions in Ghana with the view of using this information to improve working practices.

## **1.7 Research Questions**

The main research question that would guide this study is: What roles do non-academic middle managers play in the smooth operational running of higher education institutions in Ghana?

The sub questions are as follows:

1. What roles do non-academic middle managers play in HEIs?
2. What are the perceptions of academic staff of the work of non-academic middle managers?
3. What are the perceptions of students of non-academic middle managers on the quality of service received?

## **1.8 Conceptual and Theoretical Frameworks of the Research**

Two concepts formed the overarching framework for this study. These are symbolic interactionism and the co-creation theory. The symbolic interactionism involves the interaction between and among groups in a community or a society and the meanings, these interactions make to the groups. It is observed that people first act as individuals and then collectively. These people interpret others' actions rather than just reacting. This meaning making or the art of constructing a meaning leads to the creation of knowledge (Charon, 1995; Minnett, 2015). On the other hand, the theory of co-creation is the concept of interconnectedness or interdependency of actors within or without an organization to deliver quality service for customers or clients (Prahalad and Ramaswamy, 2004 cited in Roser et al., 2013). It involves learning and the sharing of information to create value for customer satisfaction (Prahalad and Ramaswamy, 2004; Vargo and Lusch, 2004 cited in Kennedy, 2017). Customers' demand for a greater service quality is met by or enhanced by the collective responsiveness of actors within the organization whose role is to satisfy the customers. In this sense, the interaction between the customers and the producers enhance the product quality and at the end, all the actors tend to benefit. The producers improve upon their product and likely gain additional income whereas the customers also gain higher satisfaction in consuming the product.

In the Higher Education Institutions (HEIs) sector, the key actors include academics; non-academics and students (Shanahan and Gelber, 2004; Lewis and Smith, 1994 cited in Telford and Masson, 2005). These networks of actors together produce services, which are geared toward the satisfaction of all internal stakeholders, especially the students and other external stakeholders.

There are many advantages associated with the application of the co-creation theory within an organization, such as HEIs. According to Roser et al., (2013), it has the tendency to ‘expand innovation and value creation capabilities of an organization while nurturing customer relationships and lowering cost for research and development’ (p. 21). In addition, quality products are developed and customers have greater value satisfaction. The application of this theory to this study is of relevance as it involves the assignment of roles to various stakeholders, especially, non-academics and the various services they render to the university community.

Increasingly, academics and service providers have come to the understanding that the use of a co-creation strategy within an organization deepens the customer satisfaction experience with the product or service and tend to create innovative ideas of how to continuously handle customer request and satisfaction (Jaakkola et al., 2015).

All organizations such as higher education institutions possess distinctive cultures, thus, of how things are done (Drennan, 1992; cited in Senior and Swailes, 2010). It is within this culture that the intragroup and intergroup interactions take place. The interactions take place amidst the shared assumptions such as the rules, regulations and ideologies (Tierney, 1988).

These interactions among the community members tend to help develop and sustain the core values of the institution. In the process, the creation of knowledge takes place.

In this thesis, the symbolic interactionist perspective, also known as symbolic interactionism, served as the overarching paradigm guiding this piece of research (Charon, 1995). It focuses on interactions; intragroup and intergroup relationships and the meanings these interactions bring to the fore. Thus, closely linked to the interactionism concept is the co-creation theory, which identifies how members of a community are able to bring their expertise together to create value for the clients in a society in which they find themselves.

### 1.8.1 *Conceptual model: The interaction among the groups and the outcomes*

In an attempt to answer the research question of this study, the researcher offers a conceptual model of the interaction processes between the internal stakeholders. The resultant outcomes are linked to the underpinning frameworks used in this study, and they are also based on the findings and interpretations arrived at.

For the interactions to take place, senior management must define and demarcate the roles. The groups identified occupy different positions within the HEI system and perform different functions in a bid to achieve the objectives set for the knowledge production issues. However, management acts as a supervisor to oversee and ensure that the interactions generate the required goals set by the university. The Interactions take place amidst the defined and demarcated roles set by senior management.

In the conceptual model, as seen in (Figure 1-3), senior management of the HEI is seen above the top of the dotted lines playing the role of a facilitator of the interaction between the groups with the view of achieving the goals of the institutions because they provide and direct the vision and mission of the institution (Kotter, 1990; Champoux, 2011; Northouse, 2016). As such, they are expected to create the enabling environment for the interactions to take place and eventually lead to a successful achievement of the institution's objectives.

Holding all other factors constant, it is expected that the interactions between the groups will produce an effective output. However, the NAMMs have been deprived of the resources and other materials which enhance their effectiveness. This makes the other two groups, namely the academic staff and the students' body believe that the NAMMs are incapable of meeting the service quality standard they perceive.

Outside the main box are the external stakeholders such as the government, government agencies and non-governmental agencies, employees and parents whose influence could also affect the operations of the institutions. Being aware of the effects of this influence, the senior management tries as much as possible to keep them at bay. Nonetheless, as students and academic staff interact with the external stakeholders, they send these signals of poor service quality, making the external stakeholders to believe that it is the nature of the NAMMs. It has been noted that Leadership style tends to influence organizational culture and vice versa, and leadership style also has the potential of influencing perceptions within the organization

(Ogbonna and Harris, 2000). Therefore, the onus rests with senior management to ensure that the task, individual and teams are well interconnected to ensure a maximum functional operation in order to enhance a successful organization (Adair, 2002). Though the internal groups interact, they do not operate at the optimal institutional performance stage because there is inadequate harmonious relationship among the groups to generate the maximum potential of all to ensure a successful organization. As seen in Figure 1-3, the point of maximum integration is represented by the shaded area which needs to be sealed off or closed to ensure a better and maximum quality performance standard for the institutions. The closure depends largely on the senior management and partly on the groups' attitude towards the interventions made by the management of the HEIs.

The model therefore helps to throw light on understanding the complexities of the system in HEIs. Accordingly, it shows that management is a vital ingredient in influencing the functionality or the dysfunctionality of the HEIs in Ghana. Additionally, it sets out to show that top management must have attitudinal change towards the way they handle issues regarding NAMMs. Therefore, if top management is committed to improving and sustaining the gains made by NAMMs within the universities, it will invariably affect external stakeholders' attitudes toward the university.



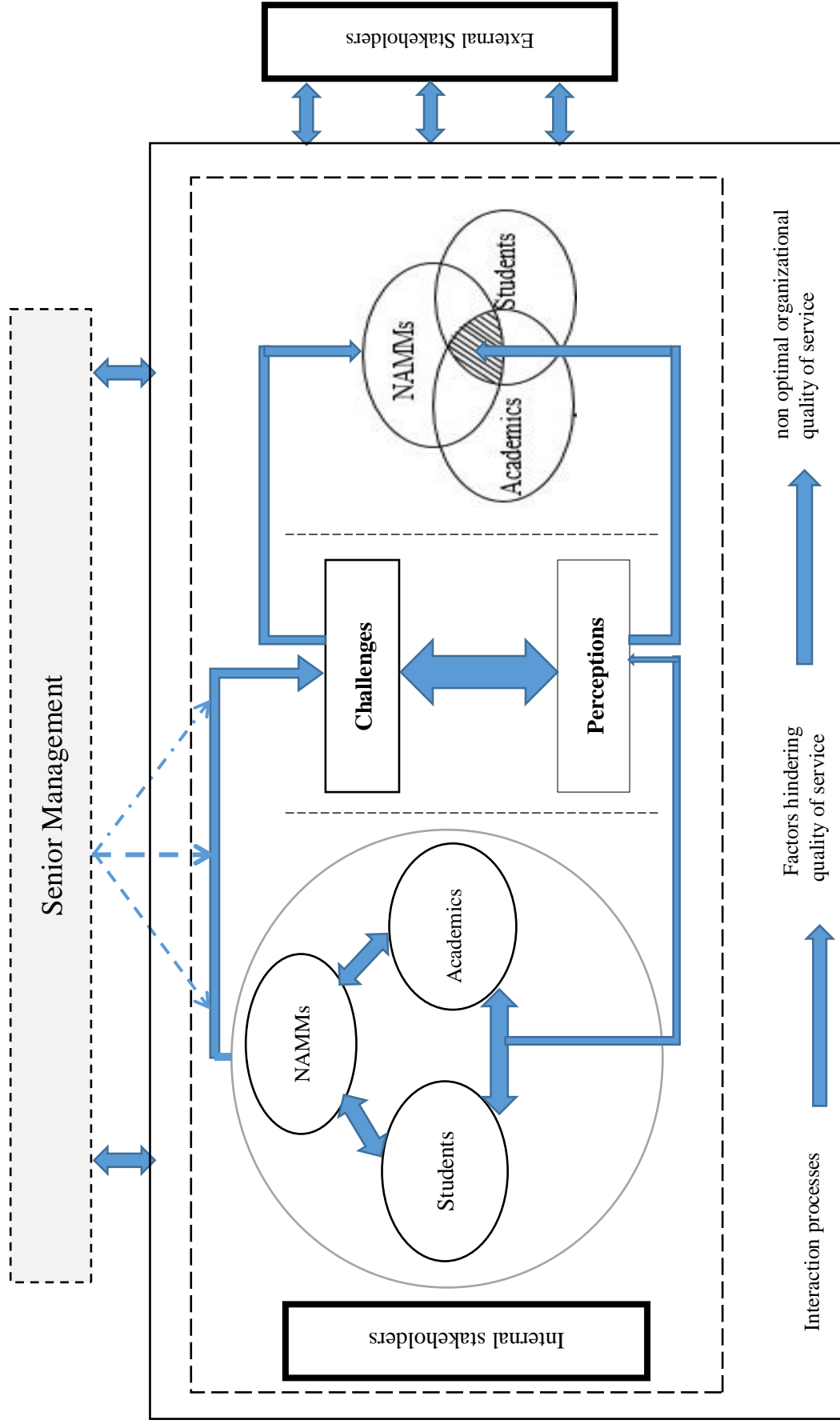


Figure 1-3: Conceptual Model of the study, 2017

### *1.8.2 Conceptual Model: fitness to the Ghanaian context*

As indicated in the diagram above (figure 1-3), there is an interaction between the three internal stakeholders, namely academics; non-academics and students (Shanahan and Gelber, 2004, cited in Noha 2015; Lewis and Smith, 1994 cited in Telford and Masson, 2005). These interactions as explained by the theories of symbolic interactionism and the co-creation enhance the service quality not only for the clients, but invariably benefits all the stakeholders in the interaction process. It is therefore expected that an interaction between and among the three groups of internal stakeholders (academics, non-academics and students) will produce an equilibrium which is expected to aid in the achievement of university's objectives. However, this is not the case as a gap has been identified, as shown on the extreme right side of figure 1-3. Thus, this gap is engendered as a result of the difference mindsets of the stakeholders. On one hand, the NAMMs were of the view that the lack of adequate resources was a bane to producing quality service; a sentiment identified in the findings of the work. This seeming deficiency on the part of the NAMMs to be able to produce at optimal level, creates the impression by the other two stakeholders (academics and students) that the work roles of the NAMMs are of less significance.

Essentially, these perceptions in the long run, result in lack of respect and recognition for the NAMMs, as earlier referred to by Braun and Clarke's Model in the development of the themes as shown in Table 4-32.

In another development, it was observed that the NAMMs did not demonstrate leadership, as shown in Table 4-32. It became clear that some could not articulate their work roles to the appreciation of the other stakeholders.

For example in Ghana, the perceptions about the work roles of the three stakeholders (academics, non-academics and students) appears to be very heightened relative to respect, understanding and recognition. This has culminated in the seeming alientation of the NAMMs from negotiations for even payrise and better condition of service.

## **1.9 Research Methodology**

This study is a multiple case study research which aims at understanding the roles of middle level management in two universities in Ghana in relation to school improvement in Ghana.

### **1.9.1 *Population and Sampling Frame***

The target population for this study was academic staff, non-academic middle managers, and students in the two universities (one private and one public) both located in Ghana. The sample framework consisted of 19 middle managers, 80 academic staff and 160 students.

Initially, 20 NAMMs were selected and interviewed. However, it was later realised that one of the people interviewed was not a senior member. This became known when the respondent filled the bio-data of the questionnaire. Therefore, the total number for the analysis of the study stood at 19 (n=19) instead of 20.

### **1.9.2 *Research Design***

This study employed both closed-ended questionnaire and a structured interview to achieve a more comprehensive understanding of the study.

### **1.9.3 *Data Collection***

The convergent parallel design or the convergence model of mixed method approach was used to collect data and to answer the research questions. It involves both the use of questionnaire and a structured interview to collect data at the same time. In this way, the researcher tends to validate the data and gain a deeper understanding of the phenomenon under study (Creswell and Plano Clark, 2011a). Therefore, the use of this method helped to overcome the weaknesses associated with one method and also helped to answer the research questions posed.

The closed-ended questionnaire was in the form of a Likert scale to answer questions in relation to the stakeholders' perceptions of the work of non-academic middle managers, whereas the structured interviews focused on asking the non-academic middle managers about the perceptions of their roles.

Two sets of questionnaires were designed. One was used to collect data from the academic staff and the other from students. These are two groups of people within the university, and it is therefore assumed that their perceptions will be different since the former group are co-workers

and the latter are people who access the services rendered by the non-academic middle managers, and therefore considered as customers. Again, the questionnaire for students measured only the quality of service they receive from the non-academic middle managers.

#### **1.9.4 Data Collection Procedure**

To be able to collect the data from the two universities, a data collection procedure was adopted. First, the universities should have a four-year undergraduate degree programme; the student population should be at least 5,000, and the universities should have at least five (5) departments.

To arrive at the above, all the websites of the 60 universities and university colleges which include both public and private (NCTE, 2014) were searched to find out the total population of students admitted and the length of each undergraduate programme. In some cases, the students' handbooks were read. In addition, the possibility of finding a gatekeeper within was also considered as it facilitated the data collection exercise.

##### ***a. Non-Academic Middle Managers and Academic Staff Selection***

A total of 20 non-academic middle managers were engaged. Of this number, ten each were identified and selected. All the 20 were interviewed on the respective roles they play in their respective universities to ascertain their contributions to school growth and development. Again, the two universities involved in the study had at least, five (5) departments where non-teaching middle managers are heading.

##### ***b. Academic Staff***

In this study, the academic staff were lecturers of the various courses. The total number of academic staff involved was 80. Out of this number, 40 were identified from each of the two universities. These groups of people were given the questionnaire in the form of a Likert scale relating to their perceptions on the non-academic middle managers.

##### ***c. Students.***

Eighty students were selected purposively from each of the two universities to participate in this study. Of this number, 40 were third year students and the other 40 were in their fourth year. Having spent at least three years in the selected university, it is assumed that the students at these levels might have accessed any of the services rendered by the non-academic

middle– level management staff for their benefit, and, therefore, would be in the position to rate the work of a middle-level management staff.

Further, 10 students each were selected again purposively from the four departments identified and a quota sampling method employed to select five males and five females to make up the total of ten students from each department. These students were given the Likert-scale questionnaire to answer the research question on perception of roles of the non-academic middle managers on quality of service rendered.

#### *d. Vice-Chancellors and Pro Vice Chancellors*

These groups of people are at the apex of management. They represent the principal officers of the university, and final decisions regarding administration and governance rest with them. However, they were not part of this study.

In Ghana, the cultural setting makes it difficult to interview this group, as protocols around them do not allow researchers to have access to interview them, especially on their staff performances. It is only when and where necessary that they come to the public view. In fact, they are rarely seen except at matriculation or at graduation ceremonies. Most of them are regarded as ‘bullies’ (Bassnett, 2005) because they have the power to fire or hire in consultation with government or the University Council. In view of this and having worked in the university for the past 12 years, the researcher decided not to interview them to avoid any confrontation.

### **1.10 Significance of Research**

Despite being the less researched in the field of management (DeChurch et al., 2010; cited in Kumarasinghe and Hoshino, 2010; Caughron and Mumford, 2012), there is overwhelming evidence that middle management cannot be brushed aside (Huy, 2001; Harding et al., 2014; Petzko et al., 2002; Rosser, 2004). It plays a vital role in the growth and development of every organization, including higher education institutions. This research, will therefore add to the extant literature by widening the scope of understanding of the roles of non-academic middle managers beyond developed countries to include the higher education sector in Africa, especially, in Ghana.

Similarly, interactions within organizations, among other things, are supposed to produce

knowledge which invariably assists in its growth and development. However, where a section of the group within the organization believes to be superior to their colleagues (Rollinson and Broadfield, 2002), it creates an unhealthy competition, reduces initiatives, and hampers productivity. This study addresses these negative perception tendencies by identifying the causes and then makes recommendations to that effect.

Furthermore, the research would help in addressing students concerns on quality of service rendered by the non-academic middle managers.

Finally, it is believed that the study would also propagate and inform other stakeholders such as government agencies, and other policy makers, especially in Ghana and beyond, on the importance of non-academic middle managers in the higher education sector by making available copies of the thesis in various university libraries. In addition, the findings of the research would be presented at both local and international seminars.

### **1.11 Organization of Thesis**

This study is organized into six chapters. Chapter 1 'Introduction' contains the general outline of the study. This includes the background, the research problem, and the research questions guiding this study. In addition, the purpose of the study and the significance of the study are highlighted in this chapter. Chapter 2, 'Literature Review' is made up of the relevant reviewed literature related to the study, whereas Chapter 3, 'Research Methodology' outlines the research methodology used in this study. This includes the population and sampling frame, data collection, and the procedures involved in the collection of the data. It also includes the data analysis section. The fourth chapter, 'Findings' presents both quantitative and qualitative findings obtained through the use of the close-ended questionnaires and the semi-structured interview tools employed and Chapter 5, 'Discussion' deals with the discussion of the integrated results from the previous chapter. The final chapter, which is Chapter 6, 'Conclusion' contains the concluding remarks of this study. This includes the main findings of the thesis, the conceptual model, and the implications. In addition, it addresses the significance of, as well as the limitations of the study, and offer recommendations for future research.

## **1.12 About the Researcher**

The researcher has worked as a non-academic middle manager for the past 12 years. First, as a Senior Assistant Registrar in charge of teaching and examinations and currently occupies the position of Director of Academic Affairs in a public university in Ghana. Apart from the empirical evidence, the researcher has also interacted with academics and non-academic staff, senior and junior staff as well as students at different levels in his career path. The researcher's interest is the areas of higher education management and sociology of education.

## Chapter 2. Literature Review

### 2.1 Introduction

Most of the studies on Higher Education Institutions (HEIs) have been focused on academic issues, especially students' achievement, motivation, and retention, and on the academic staff.

The purpose of this study is to investigate the stakeholders' perceptions of the work of non-academic middle managers in two universities in Ghana.

This chapter critically discusses the literature, including empirical research in relation to issues on higher education in general, the history of higher education in Ghana, the management of higher education, managerialism and collegialism, organizational culture, groups, and group interactions, attributions and perceptions. Similarly, the nature and evolution of middle management in organisations, its roles and responsibilities in organizations and in higher education institutions, and the quality of the roles are also discussed.

#### 2.1.1 *The Search Strategy*

To be able to obtain the relevant literature for this study, four search strategies were employed. First, the researcher selected three databases which were relevant to this study. These were Scopus, Taylor and Francis and Wiley databases. Then a time period spanning between 2000 and 2017 was selected. This strategy was adopted to enable the researcher capture almost all issues with regard to professionalism and managerialism in higher education as materials on non-academic middle managers had fewer publications (DeChurch et al., cited in Caughran and Mumford, 2012; Regan et al, 2014; Graham and Regan, 2016).

Second, the following key words were then used to assist in the search of the relevant articles: Higher Education, Professionalism, Managerialism, Non-Academic staff, Service quality, Co-creation Theory, Middle Management and General staff. These key words were combined to obtain the relevant articles as follows:

- Non-academics in HE
- Middle managers in HE



- Middle management in HE
- Professionalism in HE
- Non-academic professionals in HE
- Non-academic professional and service quality
- Professional roles of non-academics in HE
- General staff in HE
- Service quality in HE

Third, all the articles identified from the journals were screened based on its titles and abstracts. In some cases, the full texts were read where necessary to ascertain the relevance and the inclusion or exclusion of the articles.

Finally, books related to the study were also read and the relevant materials were extracted to make up the relevant literature review for the study.

## **2.2 Higher Education Institutions (HEIs)**

The contributions of Higher Education Institutions (HEIs) to global and national development cannot be overemphasized as it turns out to be the major workforce of the society, supporting and shaping the development of the socio-politico-cultural needs of the community as well as transforming the lives of the individuals within it (Bloom et al., 2006; Brennan and Teichler, 2008; Morley et al., 2009). Throughout the centuries, the mandate of teaching, research and community development has not changed (Brennan and Teichler, 2008; Lenartowicz, 2015). It has rather been enhanced and continue to do so, as there is an increasing awareness of the inter-relationship between education and national development in general (Brennan and Teichler, 2008). This increasing awareness has led to expanded dimension of internal and external stakeholders. Internally, it now encompasses non-academic staff who are professionals in their own right.

### ***2.2.1 The management of HEIs***

Two main types of managers are at the forefront of the management of Higher Education Institutions (HEIs). There are those whose primary role is to teach and research, and there are others whose primary role is to manage the various departments and units created by the organization's formal structure (Warner and Palfreyman, 1996). The former group has been tagged as academics or lecturers whereas the latter group of managers has been tagged as non-academic or administrators. However, together, these groups of workers are to ensure that the

system of governance and management is not at variance with the primary mandate of the institution.

According to Moodie and Eustace (1974), the major work of the university administrator is to:

make it possible for decisions to be taken at the right time, by the right people, and on the basis of proper information [and] once decisions are taken, the officials are expected to ensure that they are carried out. [They are also] the guardians of established procedures [with results that] friction is unavoidable, it being the nature of bureaucracies to stress rules and of professional [academics, social workers, doctors] to stress their own exceptional cases' (Moodie and Eustace, 1974, pp.161-162 cited in Warner and Palfreyman, 1996, p.7).

Simply put, the work of the administrator is to enforce the rules, regulations and procedures governing the management of the institution. Kuu-Ire and Tanko (2012b) reiterated the above point when they stressed that the university administrator represents all the non-academic professional supporting services towards promoting the core business of teaching and research in universities.

### ***2.2.2 The collegiality tradition***

Traditionally, universities in the United Kingdom (UK) and Ghana have been governed on the collegial model where the system is self-regulating and academics work independently and autonomously (Dopson and McNay, 1996) with little or no government interferences.

Invariably, the functions of universities are based on the concept of committees where members are allowed to respectfully conduct the business of the committee in an 'open and transparent manner' (Committee of University Chairs, 2013). Members, therefore, share their views and experiences by ensuring that the university as well as stakeholders benefit from their collective action and wisdom (Dopson and McNay 1996). However, with the passage of time, many scholars have challenged the 'institutional autonomy' of the universities and have even suggested that the universities be run by the same criteria used in running 'other sectors of the economy' (Lewis and Altbach, 1996, p. 258). This provides the impetus for alternative source of income by the university, thereby supporting its projects and demands from other stakeholders such as industry and businesses (Davies et al., 2001). Accordingly, the universities are often challenged to the point of conducting their activities in more business-like manner (Davies et al., 2001). As such, many universities now have personnel like business managers, development officers and total quality officers whose roles, among

other things, are to promote and reflect on the quality of the university businesses (Davies et al., 2001).

As a result of this dimension, many scholars have suggested the use of other business models as shown in (Figure 2.1) to reflect these changes and to make the universities more efficient and effective. But others have also argued that universities are not purely like other business organizations since they are not mostly threatened by any form of bankruptcy as a result of the financial support they receive from the state, (especially, using the European model of universities as an example) (Azoury et al., 2014). Therefore, the way forward is a combination of some of the elements of the collegial, bureaucracy, enterprise and corporation models (Dopson and McNay, 1996; Davies et.al., 2001) because each of these models has its own strengths and weaknesses. Therefore, combining them gives the institution an added advantage rather than using one model. In any case, the models are not mutually exclusive (Dopson and McNay, 1996).

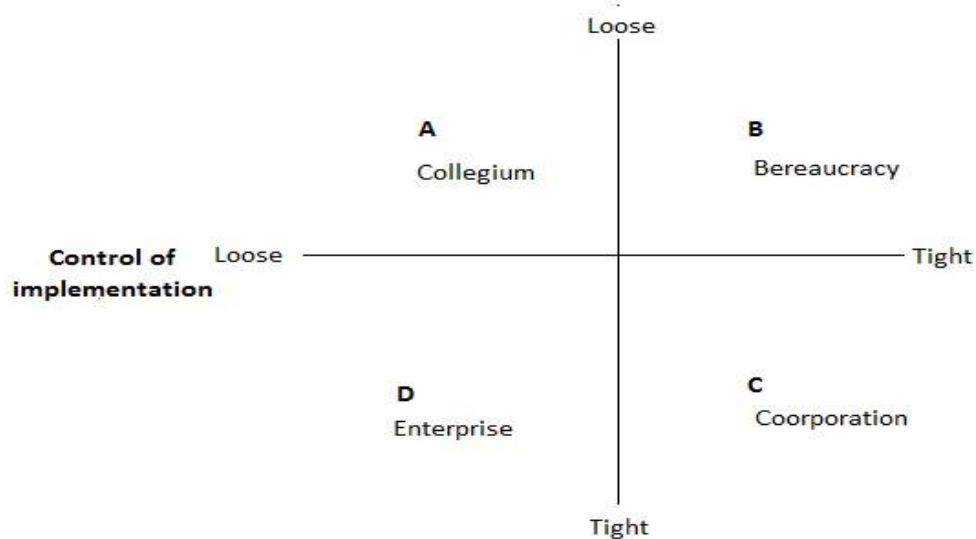


Figure 2-1: Model of universities as an organisation, adapted from Dopson & McNay cited in Warner and Palfreyman, 1996, pp. 16-32

## 2.3 Organizational Culture

It has been observed by many scholars of management and organizational behaviour that there are two parts to an organization: the formal and informal aspects. The formal consists of the elements of hierarchy, channels of communication, job roles, management and leadership

responsibilities whereas the informal consists of the values and beliefs, leadership style and behaviour, the culture and norms of the organization, the politics and the informal subgroups identified within an organization (Senior and Swailes, 2010; Myers et al., 2012).

French and Bell (1990) likened the two parts of an organizational culture to an iceberg. To them, the visible section of the iceberg is the one seen by the public and allows the public to interact with it, and the part which is concealed from the public forms the base of the iceberg. Further, they explained that the hidden portion constitutes 90% of the organization and this they identified as the organizational culture (French and Bell, 1990 cited in Senior and Swailes, 2010). Claiming a huge percentage of the organization presupposes that the informal sector is likely to have a tremendous effect on the organization. Therefore, the ability of management and leadership to understand this informal sector will enable them to envisage the trend of events within the organization and help them to be in control (Senior and Swailes, 2010).

Organizational Culture, therefore, is ‘how things are done around here’ (Drennan, 1992 cited in Senior and Swailes, 2010, p.129). Also, Brown (1998) defines it as ‘a pattern of beliefs, values and learned ways of coping with experience that have developed during the course of an organization’s history, and which tend to be manifested in its material arrangement and in the behaviours of its members’ (Brown, 1998 cited in Parthasarathy and Ramalingam, 2015, p. 290).

Similarly, Schein (2010) argues that it is ‘a pattern of shared basic assumptions that was learned by a group as it solved its problems of external adaptation and internal integration that has worked well enough to be considered valid and, therefore, to be taught to new members as the correct way to perceive, think, and feel in relation to those problems’ (p.18). However, Hofstede and Hofstede (2005) contended that it is not only the members of the organization who should understand its culture but the members of the public that deal with those organizations who must imbibe the culture as well. For instance, the government agencies, the media, suppliers and labour organizations dealing with the organization must understand the culture of the organization. Though it will take some time to imbibe the culture, understanding a group’s culture makes it easier for one to gain access to the group. They further explained that all organizations have, at least, rituals and symbols which are socially constructed and cannot be easily changed (Hofstede and Hofstede, 2005). Johnson (1990) likened an

organizational culture to a web, as seen in Figure 2-2: (Johnson, 1990 cited in Warner and Palfreyman, 1996, p. 21). Organizations are therefore defined by their formal and informal elements. These elements tend to influence what the organization does or does not do. In addition, these elements shape the character of the organization, such as HEIs.

Higher Education Institutions (HEIs) are therefore organizations which are defined by their formal and informal elements despite the fact that their basic functions are to teach, research, and offer community service (Henkin and Persson, 1992; Kerr, 1982 cited in Lenartowicz, 2015). Thus, understanding organization culture helps to create a vivid picture of understanding why things are the way they are, and how things are done within a particular organization (Schein, 2010), because the culture of an organization has the tendency of influencing leadership behaviour and leadership also has the potential of influencing the culture and employees' perception of the culture (Kim, 2011). Hence, HEIs and their stakeholders are influenced by their culture; they have shared values that could influence decisions and policy-making.

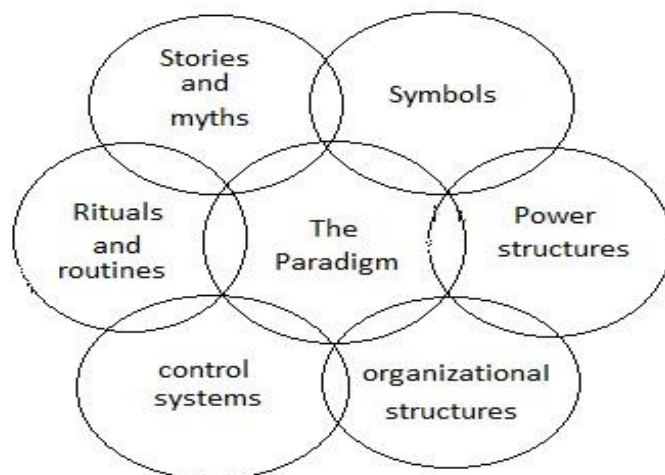


Figure 2-2: The cultural web of an organization (Source: Johnson (1990) in Warner and Palfreyman, 1996)

### 2.3.1 *Groups in an organization*

Within any organization are groups, namely formal and informal groups (Brooks, 2009; Champoux, 2011; Huczynski and Buchanan, 2013). The formal groups have been deliberately and permanently formed along functional or task lines representing the organization's core business and are to ensure that the organization's objectives are achieved. They are therefore

embedded in the fabric, hierarchy and structure of the organization' (Davenport, 2009, p.121). As a result, the culture of this group is primarily derived from the procedures, rules and regulations governing their respective roles within the structure of the organization (Davenport, 2009; Huczynski and Buchanan, 2013). On the other hand, the informal groups, as the name suggests, were not formally formed but they emerged as a result of informal interactions between individuals within the length and breadth of the organization (Davenport, 2009; Huczynski and Buchanan, 2013). Their formation is mostly based on social need satisfaction such as friendship, love, and other social support. These groups could be helpful in reducing insecurity and anxiety and even provide a healing effect on the individuals within a formal group in an organisation (Davenport, 2009; Huczynski and Buchanan, 2013).

Once formal groups have been deliberately set up for the purposes of achieving the missions and goals of the organizations, it is expected that these groups, apart from existing together, will depend on each other to implement the agenda of the organization because organizational activities, as pointed out by Davenport (2009), require the interaction of groups to achieve the organizational goals set before them. Embedded within these interactions are the elements of conflict (Champoux, 2011). However, this is not always the case in most organizations because groups are mostly judged by their performance. Consequently, it is easier for the group to concentrate on whatever tasks have been set before them and ignore the elements of cooperation (Davenport, 2009). This attitude by groups tends to create tension and conflict within the organization and this can hinder productivity, but, Davenport (2009) contends that some degree of conflict between and among groups is necessary and inevitable if an organization is to achieve its production target. He however cautions that such conflicts must be moderate in order for the organization to be able to achieve its target. An extreme form of conflict will jeopardize the mission of the organization. This view was supported by Champoux (2011) when he argued that conflict in itself does not always denote negativity because there are some elements of positivity in it which propel organizations to move on and help to break new grounds. Therefore, where groups interact, it is expected that some elements of conflict will be produced. This is the type of conflict he identified as functional. For instance, Davenport (2009) observed that because groups are mostly judged by their performance within an organization, it is easier for one of the groups to concentrate on whatever tasks have been set before it and ignore the elements of cooperation which tend to aid productivity. This attitude by a group can create tension and conflict within the organization which will invariably hinder productivity. However, there are times when the

conflict created goes beyond the normal interaction conflict with the intention of harming or preventing other groups. Champoux (2011) described this type as a dysfunctional conflict. According to him, a high dysfunctional conflict is not good for an organization because it has the tendency to create tension and reduce trust among the groups, and where it is too low, it also has the potential of slowing the growth and development of the organization in the sense that most decisions will be made on limited information based on old statistics which can result in poor production turnout. It can therefore be said that conflict is a necessary evil for an organization to be effectively balanced and to be alive. It occurs at all levels of the organization hierarchy, and among and between groups.

#### **2.4 History of Higher Education Institutions (HEIs) in Ghana**

The history of higher education in Ghana can be traced to the British. This began with the setting up of the Asquith's Commission in 1943 for a feasibility studies and the acceptance of the recommendations of the Commission's report in 1948 by the British government, leading to the 'setting up of a University College' in the then British colonies (Atuahene 2013; Establishment of The University, 2015). As a result, HEIs system in Ghana was modelled on the British system, where public universities are funded by the state and ensures that there is almost free education for all students (Azoury et al, 2014). The University College of Gold Coast, which later came to be known as University of Ghana in 1961, with the passing of an Act of Parliament (Act 79) (Establishment of The University, 2015) began with a student population of 100 (Atuahene 2013). To widen participation in higher education, the Nkrumah Government decided to upgrade two colleges to a university status. These were the Kumasi College of Technology (which later became University of Science and Technology, now Kwame Nkrumah University of Science and Technology (KNUST) and University College of Cape Coast (now University of Cape- Coast). Therefore, by the end of the 1980s, Ghana had three public universities (Atuahene, 2013).

From an enrolment figure of 100 students in 1948, the country recorded a steady increase of students, culminating into a student population of 9000 by 1976 (Atuahene, 2013). The increasing trends continued to the point that the universities could no longer admit the number of applicants seeking access to higher education, as seen in Table 2-1. It can be seen from Table 2-1 that the number of applicants seeking admission into the universities far outnumbered the availability of space for the applicants. For instance, in the 1996/1997 academic year, 34,937 applicants applied but only 8,834 gained admission, which constituted

25.3% of the demand. Again, the case was not different during the 2000/2001 academic year, as 40,999 applicants sought admission but less than half of the applicants were admitted.

Table 2-1: Application and Admissions of Students to Higher Education Institutions in Ghana between 1996/97 and 2000/2001 academic year

<b>Year</b>	<b>Number of Applicants</b>	<b>Number Admitted</b>	<b>Percentage (%) Admitted</b>
<b>1996/97</b>	34, 937	8,834	25.3%
<b>1997/98</b>	32, 446	10,465	32.8
<b>1998/99</b>	38, 997	12,796	32.8
<b>199/2000</b>	44, 154	13,886	31.4
<b>2000/2001</b>	40, 999	16,236	39.6

(Source: The Republic of Ghana, 2002, p.113)

Several reasons could be attributed to these problems. One was the 1980s educational reforms which ‘focused on increasing quality and improving access at the primary and secondary levels (Atuahene, 2008) of education without any corresponding expansion in the infrastructural facilities of the existing universities, such as lecture halls, library facilities, laboratories and the recruitment of lecturers (The Republic of Ghana, 2002; Atuahene, 2013). The reforms marshalled the nation’s resources to expand intake into primary and secondary schools by building more schools at both levels. Probably, the idea was to ensure that the school-going age population obtained the rudiments of education rather than producing very few high calibre workforce which the system might not be able to absorb at that time. This strategy led to widening participation and probably improved the standard of living of the citizenry of the time (Atuahene, 2008). An equally important reason why the government decided to attach importance to the lower levels of education as compared to HE was the policy of Structural Adjustment Programme (SAP), introduced by the World Bank which aimed at promoting privatization and reducing public expenditure (Teferra and Altbach, 2004; Collins, 2013). Furthermore, the Rate of Returns (RORs) analysis which was used to measure the impact of education suggested that there is a higher RORs on lower level of education, especially primary education than that of higher education (Collins, 2013), thereby ‘justifying the diversion of resources from higher to primary education’ (Collins, 2013,p.27). Though a laudable strategy adopted by the government, it also created another problem, as



parents and wards that have benefited from the widening participation of the secondary education programmes began to demand for a university education (Atuahene, 2008). Similarly, the strategy hampered the growth and development of research centres, medical schools, and technological development in Ghana (Collins, 2013). Therefore, the increasing youth population and the increasing ‘legitimate aspirations’ (Johnstone, 2004, p.12) for enrolment into higher education and the World Bank intervention in the 1980s among other factors discussed above gave rise to new ways of funding HEIs in Ghana. This called for stakeholder discussions in order to find a meaningful solution to the funding gap.

Thus, to ensure a sustainable quality of learning and teaching, private participation in HE was introduced (The Republic of Ghana, 2002), in order to reduce public expenditure on HE. Among such interventions were cost-sharing system, cost-reduction and income generating activities (Collins, 2013). The private participation in HE came to serve two purposes: first, to release the mounting pressures on government and second, to widen participation. Ghana can now boast of 81 private Higher education institutions and 10 public universities (NAB, 2018), as seen in Table 2-2. In Table 2-2, the total number of tertiary education is 212. Out of this number, ten are public universities and 81 are private tertiary institutions, of which 20 are university colleges.

Table 2-2: Type of Tertiary Education

Type of Tertiary Institution	Total
Public Universities	10
Public Degree Awarding/Professional Institutions	7
Regionally-Owned (West Africa) Tertiary Institutions	1
Chartered Private Institutions	4
Private Tertiary Institutions Offering Degree and HND programmes	81
Distance Learning Institutions	1
Tutorial Colleges	7
Public Polytechnics	4
Private Polytechnics	1
Technical Universities	6
Private Colleges of Education	7
Public Colleges of Education	39
Colleges of Agriculture	1
Public Nurses Training Colleges	25
Private Nurses Training Colleges	13
Registered foreign Institutions	5
<b>Total</b>	<b>212</b>

Source: National Accreditation Board (NAB) 2018

#### 2.4.1 *Cost -sharing*

Moreover, the introduction of the cost- sharing system was to provide avenues for all students who benefit from Higher Education (HE) to bear an aspect of the cost of educating them and also ‘making them responsible’ (Atuahene, 2008, p.411). According to Johnstone (2004, p.16) cost- sharing is “generally thought of as the introduction of, or especially sharp increases in tuition fees to cover part of the costs of instruction or of user charges in tuition fees to cover more of the costs of lodging, food and other expenses of student living that may have hitherto been borne substantially by governments (taxpayers) or institution.” Similarly, Agyeman et al (2000) were of the view that ‘all beneficiaries of education, whether directly or indirectly should contribute to effective running of the system.’ In other words, pupils’/students’, parents, government, district assemblies and all other stakeholders should make direct contributions to education in the country as a means of

sustaining the financing of education in Ghana (The Republic of Ghana, 2001 pp.192-193). This idea of cost sharing was to reduce the fiscal burden carried by the government and to enable resources to be available for other sectors of the economy. However, the implementation of the scheme had its own challenges as it met strong criticism from the various group of student-leaders over the years (Atuahene, 2008). Other forms of cost-sharing included full academic tuition fee for students who though qualify, are willing to pay full fee.

In Ghana, all these types of cost-sharing are in operation. There are students who enter the university on full-paying fees status, and currently, almost all the tertiary education students in both public and private accredited institutions benefit from the Student Loan Trust Fund (SLTF) which grants the individual students loans, and it is payable in full or on instalment bases, two years after graduation, and on gaining employment (NCTE, 2014). Prior to this scheme, the Social Security and National Trust (SSNIT) loan was operational. However, the high rate of default by students gave rise to the new scheme. The new scheme ensures that guarantors' pension were tied to the payment of the loan. This means that guarantors were held responsible and their pensions were not released until they located the students whose forms they had endorsed. Though harsh, it gave the workers a second thought of whose loan forms they should endorse. This strategy contributed to the reduction of the number of students defaulting.

In addition, to address the gap created as a result of the implementation of the SAP based on the Rate of Returns (RORs) analytic strategy recommended by the World Bank, the Provisional National Defence Council (PNDC) Government set up a University Rationalization Committee (URC) in 1987. This committee was to ensure that there was harmony among the primary, secondary and tertiary levels of education, and to enhance smooth transition from one level to the other. The Committee, among other things, recommended the establishment of two new universities (University of Development Studies and University College of Education), the establishment of two regulatory bodies (National Council for Tertiary Education and National Accreditation Board) to oversee the administration of tertiary education in Ghana, and also to enhance the quality of education. This act, Kuu-ire and Tanko (2012) argued, placed a 'lot of paper work and control systems in the hands of university administrators' (p.3).

## **2.5 Managerialism and Professionalism**

Drawing on some of the seminal works of some proponents on the above subject matter, an attempt is made to discuss the concept of managerialism and professionalism and how they play vital roles in the organization and governance of the university administration and how they impact on the role of non-academic middle managers.

### **2.5.1 *Managerialism***

Scholars have contributed to the debate on managerialism and managerialism in higher education institutions (HEIs). This section will discuss managerialism, its history and its relevance to higher education, and whether it has succeeded or not in transforming HEIs.

### **2.5.2 *Definition***

Scholars have argued that the term managerialism is an elusive one making it difficult to have an agreed definition (Klikauer 2015; Teelken 2012 cited in Shepherd, 2017). As a result, many scholars have identified some elements associated with the term to enable the term to be applicable in whatever field they use it. For instance, Deem (1998) identified three elements of managerialism, namely, efficiency, effectiveness and excellence, whilst Pollitt and Bouckaert (2000) identified it as management reform and changes to structures and processes (cited in Shepherd, 2017).

However, Gordon and Whitchurch (2010) argued that despite the difficulties in agreeing to one single definition in the HEI context, six main characteristics they identified could make it workable:

- (i) A greater separation of academic work and management activity
- (ii) Increased control and regulation of academic work by managers
- (iii) A perceived shift in authority from academics to managers and consequent weakening of the professional status of academics
- (iv) An ethos of enterprise and emphasis on income generation
- (v) Government policy focused on universities meeting socio-economic needs
- (vi) More market orientation, with increased competition for resources

Many have observed that the first three seem to relate to the ideological tenets of managerialism and the last three have their roots in neoliberalism (Shepherd, 2017). But, Deem et al (2007)

argued that the six characteristics above can be identified as operating in the affairs of university governance and administration, hence they coined the term ‘neoliberal managerialism’ (cited in Shepherd, 2017, p. 2). These arguments, Shepherd observed, constitute a problem to ‘both theorists and empirical researchers who seek to examine how managerialism is being played out in a university context’ since they might ‘lack a theoretical reference point that provides a standard of comparison’ for the investigation. Her article therefore provides a model that provides help to empirical researchers ‘to link theory to the reality of organizational management practice’ (p.2)

Other scholars, namely Santiago and Carvalho (2004) identified managerialism

as a set of management processes and instruments, technically unarguable, and socially and politically neutral. However, its frame of reference is broader in scope and is theoretically and ideologically well established. It combines political, institutional and organizational assumptions with principles of rationality that apparently do not seem to be organized, but in which it is possible to detect some coherence around the notions of market, competition, individual choice, responsibility and efficiency. (pp. 427–428).

They further identify four key elements which in their view constitute the core of managerialism as applied to higher education institutions:

- (i) separation between teaching and research as a way to increase their efficiency and productivity;
- (ii) development of ‘entrepreneurial research’ or ‘strategic research’, oriented towards knowledge transfer and technological innovation in companies;
- (iii) replacement of higher education’s traditional socio-cultural goals, inherited from the welfare state by utilitarian ones
- (iv) submission of curricula design to labour market requirements.

(Santiago & Carvalho, 2004, p. 433 cited in Tight, 2014)

Similarly, Trow (1994) argued that ‘the “ism” points to an ideology, to a faith or belief in the truth of a set of ideas which are independent of specific situations’ and that it could be defined in two ways. One is soft and the other is hard (cited in Tight, 2014, p. 297)

Trow observed that ‘managerialism’ as applied to the institutions of British higher education takes two distinct forms, a soft and a hard concept. The soft concept sees managerial effectiveness as an important element in the provision of higher education of quality at its lowest

cost; it is focused around the idea of improving the 'efficiency' of existing institutions. The hard conception elevates institutional and system management to a dominant position in higher education; its advocates argue that higher education must be reshaped and reformed by the introduction of management systems which then become a continuing force ensuring the steady improvement in the provision of higher education. This 'hard' concept of managerialism is currently the dominant force. 'Its two characteristics of greatest interest to the present analysis are: (1) the withdrawal of trust by government in the academic community, and in its capacity to assess critically its own activities and to improve them; and (2) its need to find or create a 'bottom line' that performs the function of a profit and loss sheet for commercial business (Trow, 1994, p.11 cited in Tight, 2014).

Notwithstanding the different arguments on the definition of the term, it can be observed that the term represents an efficient and effective way of doing things in which if well applied and implemented will be of tremendous benefit not only to the government but to HEIs as well and the society at large. Thus, understanding the concept of managerialism would call for an introspection of the term to expatiate on the general perspectives and dynamics of what has pertained in the past.

### 2.5.3 *History of managerialism*

Over the past two decades, there has been a general drive globally to alter the role of university structure by reducing the amount of public investment in higher education and allow the universities to be self-financing. This has been made possible through external collaborations with business in particular, to reduce the fiscal burden carried by the government and to enable resources to be available for other sectors of the economy (Europa, 2011, p.1 cited in Lynch, 2015; Atuahene, 2008).

According to Lynch (2015), the United Kingdom (UK) government in particular, supported this private initiative entry into Higher Education (HE) as one of the alternative means of reducing government expenditure. This strategy has trickled down to Africa and other least developing countries (LDCs). Most of these governments have introduced cost-sharing, Students' Loan schemes and income generating activities (Collins 2013: Atuahene, 2008) as a means to reduce public expenditure on universities. However, it is interesting to note that, most of these strategies have been at the World Bank directives. This idea as explained Lynch (2015) was promoted by the World Bank and the IMF in the early 1990s to promote the development of

private universities, and to make public funding for universities subject to performance in order to encourage greater reliance on private funding for higher education.

Another reason for the introduction of managerialism into Higher Education institutions is to ensure managerial effectiveness and efficiency. Traditionally, universities have operated on the concept of collegialism where faculty interacts with each other to fulfil the core mandate of teaching and research (Tight, 2014). Therefore, the departure from this collegialism concept to managerialism appears to have affected the traditional system of the university. Nonetheless, this proposition was refuted by Shattock (2003, p3) when he explicitly mentioned that the collegiality style of management is akin to that of managerialism:

The main argument for a collegial style of management in universities is quite simple that it is the most effective method of achieving success in the core business. While the reference to the ‘core business’ has clear managerial overtones, it also carries the implication that the business of universities now extends far beyond teaching and research. There is an implied need, then, for managers to oversee other activities and/or balance the whole portfolio

Yet again, scholars were of the view that the introduction of managerialism or the shift from the traditional ways of doing things in the universities is as a result of globalization or marketization

(Lynch, 2015; Jessop, 2001; Altbach, 2004; Bruner and Iannarelli, 2011). These scholars posit that globalization has featured in the affairs of the higher education for centuries, in that, it grants the opportunity to open access for students and scholars to interact and work across national borders unmediated by the state and also allows for the convergence and integration of markets, including markets in higher education (cited in Ayers, 2014).

In the light of these discussed views, it can then be said that managerialism found its way into higher education sector as a result of the changing trend affecting business trends, which also affected government finances.

However, others (Maringe, 2010; Clarke and Newman, 1997) are of the view that managerialism promotes neoliberal ideologies. If it does, the question is, does it take away the structure of higher education management? Neoliberalism sees the ‘world as a marketplace

that is concerned with the opening of trade relations between countries on the basis of free market principles' (Maringe, 2010 cited in Shepherd, 2017). This free market principle enhances economic prosperity and offers the consumer the power of choices. According to Clarke and Newman (1997 cited in Shepherd, 2017), a 'state intervention is seen as an intrusion into the workings of the market, distorting it by such means as monopoly provision, labour market regulation and taxation.' Free market was therefore seen as the answer to a non-functioning, unresponsive, inefficient and ineffective public sector instead of government intervention' (Shepherd, 2017). A state intervention in most public institutions means the absence of competition and the presence of monopoly which turns out to bring inefficiencies and ineffectiveness in these public institutions. The solution, according to Boyne et al (2003) is to 'open up these institutions for competition by introducing publicly available data' to enhance their performance (cited in Shepherd, 2017).

It is in this light that the university education was considered as a market commodity, making public funding for universities subject to performance (Shepherd, 2017). Furthermore, universities have become global in this 21st century as such to increase the market share of, and even the ranking of national universities they must conform to the new ideology else they would be left behind.

Similarly, Lynch (2015) suggested that one other way higher education has promoted the ideologies of neoliberalism is 'the changing relationship between the services, manufacturing and agricultural sectors of the economy'. She noted that:

The investment returns from manufacturing have declined significantly in rich capitalist economies in recent decades, for a range of complex reasons ... and therefore the focus shifted to trade in services, including trade in some or all of particular public services which include higher education (p.191)

As mentioned earlier, and in support of Tight (2014) managerialism has freed academics to concentrate on the core business of teaching and learning and allowed managers to handle the key performance indicators professionally.

## **2.6 Professionalism**

The concept 'professionalism' does not lend itself to a universally accepted definition due to the fact that the concept is relatively under-researched, as such, it has been criticized for being



ambiguous and lacking a solid theoretical foundation, and this makes it difficult to pinpoint its constitution and characteristics (Kolsaker, 2008, Evetts, 2013 cited in Evans and Cosnefroy, 2013, p.1204) As a result, scholars have suggested the ‘need to work with plural conception’ of the term as it denotes different meanings at different times and situations to different groups of people. To solve this pluralization of the term, Evans and Cosnefroy (2013) suggested the use of three main dimensions which would at least give umbrella coverage for the term. These dimensions are (a) behavioural (b) attitudinal and (c) intellectual components. These dimensions cover what the professionals do, how they do it, why they do it, the quality of their services produced, the values and ethics they carry, and the knowledge base of the group which (include certification or licensing process) makes it possible to distinguish them from other groups of people. Examples of such groups are lawyers, doctors, architects and lecturers (Calvert and Muchira-Tirima, 2013).

In this regard, Evans (2011) defined professionalism as:

work practice that is consistent with commonly-held consensual delineations of a specific profession or occupation and that both contributes to and reflects perceptions of the profession’s or occupation’s purpose and status and the specific nature, range and levels of service provided by, and expertise prevalent within, the profession or occupation, as well as the general ethical code underpinning this practice (Evans 2011, 855 cited in Evans and Cosnefroy (2013, p.1205).

Cheung (2015) supported the idea that the term is complex in dealing with, and that explains the reason why it is difficult to define it. He noted that some scholars define it broadly to mean ‘the standard or quality of work or professional standard’ while others define it narrowly to mean ‘any work accomplished with certain professions as professional’. However, Kanes (2010) was of the view that when the term is used narrowly, it narrows the meaning to the ‘length of training or licence to practice’ (p.152), rather it should be ‘concerned with the improvement of the quality of service for the betterment of the society rather than the enhancement of status and authority of the profession’ (Kanes, 2010; Nolin, 2008 cited in Cheung, 2015, p.152).

In this regard, the non-academic middle managers (NAMMs) are professionals whose role is to provide quality of service to the stakeholders in the university.

### 2.6.1 *Types of professionalism*

Whitchurch (2008) identified a typology of professional roles in Higher Education institutions. These are bounded, cross-boundary (or blended) and unbounded.

#### **a. Bounded professionals**

According to Whitchurch (2008), this group of professionals is located within the boundaries of an organisational location that have either been constructed for themselves or have been imposed upon them and governed by a set of “rules and resources”. The professional therefore “maintain boundaries and ensure continuity of processes and structures” of the institution (Giddens, 1991 cited in Whitchurch, 2008, p.378). Deem (1998) referred to this group as organisational professionals who have hierarchical structures and standardized work procedures. This group of professionals can be relied upon to meet the expectations enshrined in their contract of employment, and their expertise is essential to their institutions in ensuring that regulatory and legislative requirements are met to provide continuity of service. Furthermore, Deem (1998) explained that despite the fact that they operate within boundaries and structures, staff that have accountabilities in more than one space have the tendency to be pulled in different directions and create conflicting allegiances. Typically, Faculty and Departmental Officers are examples of such professionals that operate from the faculties and the departments, rather than from the central administration.

#### **b. Cross-boundary or blended professionals**

This group of professionals operates across multiple boundaries and work with different constituencies inside and outside the institution (Pekkola et al, 2017; Whitchurch, 2008). The group is conscious of the importance of structures and boundaries in an institution and depend on them for their identities for various reasons.

As they operate across multiple boundaries, they are able to hold together multiple identity components, seeing boundaries as opportunities rather than as constraints, and are pragmatic about relinquishing elements of these components if necessary, taking opportunities that arise to invest in alternative spaces, knowledge and relationships.

Furthermore, they used their understanding of different functional areas of the institution and the ‘rules and resources’ (Giddens, 1991 cited in Whitchurch, 2008, p.378) to enable them build the capacities of their institutions across regional and international markets. One critical characteristic they display in their interactions is that of negotiating and political skills.

According to Gough (2014 cited in Graham and Regan, 2016) this concept of cross-boundary professionals put forward by Whitchurch (2008) is not new in the sense that the work of

professional services is inherently linked with academia, and blurring distinctions between academic and professional staff resulting from changing technologies have been discussed by some scholars in the early nineties (Graham and Regan, 2016). Examples of such professionals are Heads of Departments or Pro-Vice Chancellors who operate in both spaces.

### **c. Unbounded Professionals**

Whitchurch (2008) posits that this group of professionals have disregard for organisational structures and boundaries. As a result, they are able to break new grounds, and explore sensitive spaces, without recourse to professional or organisational structures or precedents.

Similarly, they have a flexible and open-ended approach to their activity, and therefore there is the tendency for them “to enter messy or even dangerous spaces that others might avoid working with, rather than being challenged by ambiguous conditions” (Whitchurch, 2008, p. 381). Another characteristic of the group is that, because they focus on institutional development for the future, their network ties with external stakeholders is weaker than with internal stakeholders. Unbounded professionals are therefore more oriented to “coming to an understanding with others than exerting an influence upon others” (Habermas, 1984 cited in Whitchurch, 2008, p. 382).

Despite the advantages accrued to the group, it is also said that their modes of operation can be risky to the institution because they have disregard for organisational structures and boundaries. Therefore, an institution with many of these professionals could be a source of stress and a liability to the growth of the institution.

### **2.6.2 Summary**

With the introduction of the managerialism concept into higher education institutions (HEIs), professionalization (i.e professionalism) has become a key element in enhancing teaching and learning. Accordingly, non-academic middle managers (NAMMs), who are also professionals have increasingly become an integral component in the governance of HEIs. It is therefore expected of them to be assertive in the provision of quality service to both internal and external stakeholders in order to achieve the agenda of excellence, efficiency and effectiveness (Deem, 1998). In view of their significant role in the general governance of the university administration, they are not to be alienated by other stakeholders, such as other professionals like the academics, as has often been the case. This position confirmed Tight’s (2014) assertion that managerialism in recent times has freed academics thereby allowing them to concentrate on the core business of teaching and learning and in order to allow other professionals like NAMMs to enhance the quality of service to all stakeholders of HEIs professionally.

## 2.7 Middle Managers

It has been observed that the literature on middle managers is immense and diverse, especially on the roles they play in organizations. This has resulted in ambivalent views. One school of thought does not believe that the middle managers contribute immensely to the growth of the organization, in the sense that they ‘are not proactive’ (Sims, 2003, p.1196 cited in Marichal and Segers, 2012, p.2) and that they ‘block strategic changes’ (Accenture, 2007, cited in Marichal and Segers, 2012, p.2). On the other hand, there are those who argue that without the middle managers, the organization is doomed. They are seen as ‘agents for changing the organization’s ‘self-renewal process’ because they are able to eliminate the ‘noise fluctuation and chaos within an organization’ (Nonaka, 1988, cited in Harding et al., 2014, p.2) and are able to remove or seal the ‘structural holes’ created by ‘formal structure, specializations and occupational subcultures within an organization’ (Shi, et al., 2009, cited in Marichal and Segers, 2012, p.2).

### 2.7.1 *Who are the middle managers?*

Middle managers are a group of managers as well as leaders occupying the middle level position in organizational hierarchies ‘between the operating core and the apex’ (Mintzberg, 1989, p. 98 cited in Harding et al., 2014, p.2) with the mandate of directing a ‘particular business unit at [this] intermediate level of the corporate hierarchy’ (Uyterhoeven, 1972, p.136 cited in Harding et al., 2014). They consist of ‘all those managers below the top level strategic management and above first-level supervision’ (Dopson and Stewart, 1990, p.40 cited in Harding et al., 2014, p.2). Huy (2001), on the other hand, argued that the middle managers are two levels below top management and one level above line workers and professionals. However, Floyd and Wooldridge (1994) agreed with (Uyterhoeven, 1972 cited in Harding et al., 2014) when they explained that they are a group of people represented in various functional and operational capacities below top management, but above frontline staff, and act as a link between top management and the rest of the organization. They are seen as mediators (Floyd and Wooldridge, 1994). Again, they are a group of people who follow as well as lead (Caughron and Mumford, 2012). They follow in the sense that they implement strategies put forward by top management and they lead through the directives they give to their subordinates to ensure that activities handed down from the top were carried out. Examples of such groups of people are general managers, branch managers and department managers in business organizations (Rosser,

2004), and in the higher education institutions, they include directors, deans, heads of departments, coordinators and registrars (Rosser, 2004).

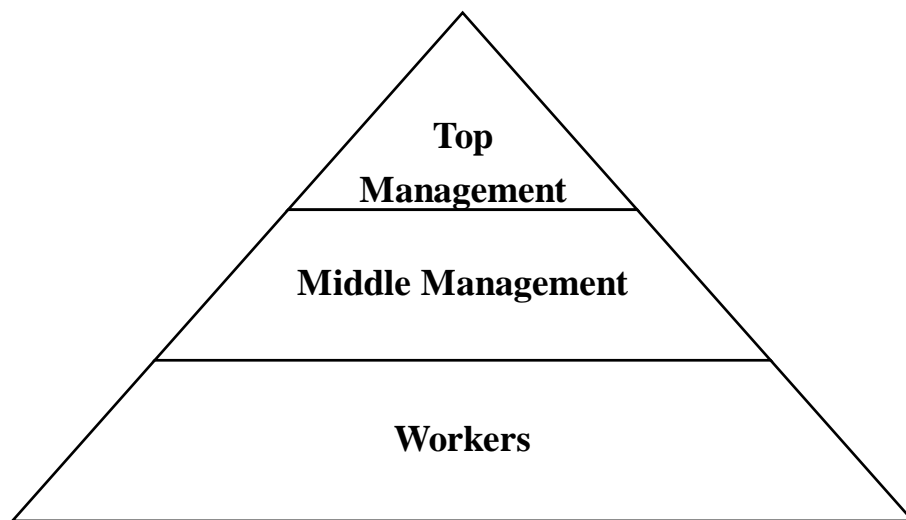


Figure 2-3: Pyramid of Management (Source: Martin (2005, p.342). Adapted from Stewart framework)

### 2.7.2 *What roles do middle managers play?*

Many scholars have outlined and discussed the many roles played by the middle managers in organizations which include higher education institutions (HEIs) (Floyd and Wooldridge, 1994; McInnis, 1998; Huy, 2001; Balogun and Johnson, 2004; Rosser, 2004; Whitchurch, 2006; Mantere, 2008; Marichal and Segers, 2012; Harding et al., 2014). However, Floyd and Wooldridge (1994) seem to capture and categorize at least, the key roles played by the middle managers within an organization. They identified four major strategic roles played by these middle managers: (1) championing alternatives, (2) synthesizing information, (3) facilitating adaptability and (4) implementing deliberate strategy. They observed that ‘the distinguishing feature of middle management is not where they sit in the organization chart. What makes them unique is their access to top management coupled with their knowledge of operations. This enables them to function as mediators between the organization’s strategy and day-to-day activities’ (Wooldridge et al., 2008, p.1192). While agreeing to the proposition that the access to top management allows middle managers to perform their roles, it is equally important to note that it is their ‘middleness’ (Rosser, 2004, p. 319), and therefore, their position that gives them the roles (Huczynski and Buchanan, 2013). Again, due to the fact that the middle managers act as ‘linking pins’ (Harding et al., 2014, p. 3) their operations do not cover only ‘downward implementing of the strategies but they also need to influence

upward to integrate horizontally and to engage in divergent initiatives' (Floyd and Wooldridge, 1994; Wooldridge et al., 2008). Floyd and Wooldridge demonstrated these different roles on two dimensions: integration versus diverging and upward versus downward. This leads to four major roles, as seen in (Figure 2-4).

### **Championing alternatives**

The middle managers are expected to come up with ideas which contribute to the growth of the organization. Once in the middle of strategic operations of an organization, it is expected of middle managers to 'champion activities and promote a bottom-up ideas that have the potential' (Mantere, 2008, p.308) of contributing to the growth of the organization. Apart from the wealth of knowledge they bring to bear on the organization, and their vast knowledge of operations they pick on for years of service, should top management allow them participate in the strategic planning activities or processes of the organization, then, it is expected that these group of people will have leverage over what they do and be able to influence their subordinates to collectively come up with new ideas or an innovation which will enhance the fortune of the organization. Again, the championing of ideas is sustained when they are credited with the new ideas or innovations rather than 'undermined' or ignored (Mantere, 2008, p. 308)

### **Synthesizing information**

Similarly, to support top management make effective decisions regarding threat or an opportunity confronting an organization, middle managers are supposed to bring to the attention of their superiors, relevant 'information on both internal and external events' (Floyd & Wooldridge, 1994, p.50). These facts are crafted by the middle managers in such a way that they will be appealing to their superiors and therefore encouraging them take a crucial decision to the advantage of the organization. This role, Floyd & Wooldridge (1994) described as information synthesizers. Not all information gets to the top management. Therefore, the ones middle managers presume will be to the advantage or be a threat to the organization's well- being are quickly brought to the attention of the management to avoid a decline in growth.

## **Facilitating Adaptability**

Furthermore, if middle managers are supposed to champion innovative activities within an organization, it goes without saying that they are supposed to also facilitate adaptation within these organizations. This will mean that top management must allow them to take control and ownership of their respective areas in the sense that they are allowed to ‘experiment and develop an autonomous’ strategy peculiar to their section (Mantere, 2008, p. 306), and yet in accordance with the entire organizational strategic objective. Floyd and Wooldridge (1994, p.51) capture it by comparing this role to what accordion does to a bus:

‘We compare this role with the flexible, accordion-like structure between the two sections of a reticulated passenger bus. The shape and composition of the accordion overcomes the rigidities of the vehicle, while at the same time assuring that the front and back head in the same direction’ (Floyd and Wooldridge, 1994, p.51).

But Mantere (2008) raised an interesting point when he suggested that without the element of trust, this role would not be achieved as most middle managers will tend ‘to stick to one’s habitual activities’ (p.306).

The element of trust plays a crucial role in the development and growth of an organization in general and, therefore, its strategic objectives in general. If top management hold the element of trust and expect middle managers to facilitate adaptability, the role will not be realized. However, if they are allowed to take charge, many innovative ideas are generated.

## **Implementing Strategy**

By their ‘middleness’, (Rosser, 2004, p.319) middle managers are supposed to implement the strategies handed down by top management to their subordinates; hence, a top-down approach. It is also assumed that to implement these strategies, they must and do understand the strategic processes within the organization. Put simply, they must have the training to do that. However, this is not always the case as most of the middle managers are ignored or side-lined as saboteurs (Huy, 2001). Therefore, for strategic implementation to be effective, top management must necessarily involve middle managers in the strategic process through training and granting them access to carry out their mandate. Mantere (2008) suggested four major elements which if followed would allow the middle managers to be in a position to implement the strategies put forward by top management. These are (1) narration (2)

contextualization (3) resources allocation and (4) respect. He arrived at this conclusion when he conducted a semi-structured interview study with 262 middle managers working in 12 service industries in northern Europe. Eight of the organizations were private and four were governmental in nature. He argues that without briefing the middle managers on the thought processes of top management, it will be a challenging process for the middle manager to engage with those strategies. The narration is to enable the middle manager to understand 'how the present objectives are linked to past ones' (Mantere, 2008, p. 301) so as to get the intention and the direction of the strategies and to help them fulfil what is expected of them. This could be done through a seminar or workshop with top management.

When the objectives are well-defined, thus, smart in nature (specific, measurable, achievable, reliable and time bound) middle managers are encouraged to remain focused on the activities they are carrying out. This Mantere defined as contextual.

The lack of, or inadequate resources allocations to support top-down strategic objectives is an exercise in futility in the sense that the needed growth will not be achieved. Mantere (2008) argues that, 'resource allocation in coherence with top-management objectives is a sign of top management commitment.' These resources could be logistics or human capital, and without the appropriate proportions, the activities will grind to a halt or drag on for a while, holding all other conditions constant.

Finally, a successful strategic implementation will include mutual respect for the implementers and vice versa. This is the situation where top management continues to demonstrate their respect and beliefs to the competences of middle managers and their teams (Mantere, 2008) in their daily interaction with them, with regard to the implementation of the strategy set before them, and the middle managers in turn return such respect through commitment in the work they carry out for them.



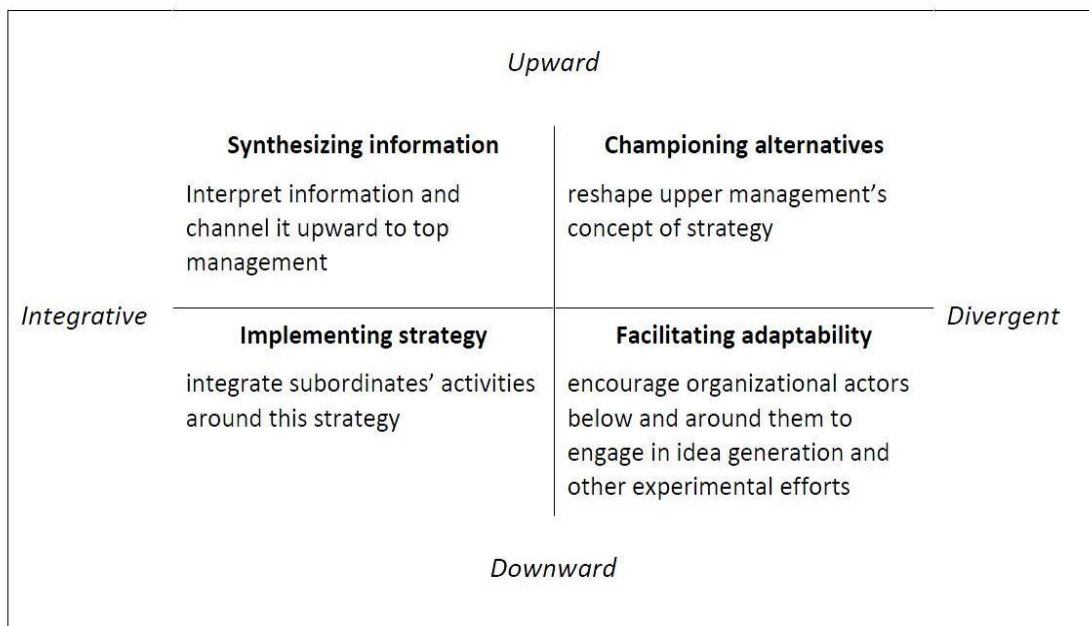


Figure 2-4: Strategic functions of middle managers in an organization

(Source: Floyd & Wooldridge, 1994; Wooldridge, et al., 2008)

Juggling and joggling with these four roles of implementing strategies, synthesizing information, championing alternatives, and facilitating adaptability demonstrate the complexities of the role of the middle managers within an organization. Floyd & Wooldridge (1994) argue that these roles combine upward and downward influence with integrative and divergent thinking, as seen in (Figure 2-4).

From the foregone discussion, it appears that middle managers apply different skills in ensuring that the organization's vision and missions are carried to the end. Therefore, in this 21st century where 'political, social, economic and demographic changes are introducing unparalleled opportunities, unexpected crises, and seemingly intractable problems into organizations, and making the roles of the leaders complex in nature (Petzko et al., 2002, p.10), it will be unreasonable to push aside middle managers who bring with them a wealth of knowledge for organizational growth and development.

## 2.8 The Middle Management Roles in HEIs in Ghana

At the forefront of the management of HEIs are two main managers: Those mandated to oversee administrative duties by ensuring that the policies and the regulations of the universities were carried out and also provide services to the students body, and those whose

mandate is to oversee teaching and research (Warner and Palfreyman, 1996), together these group of managers are to ensure that the system of governance and management are not at variance with the primary mandate of the institution. According to Moodie and Eustace (1974), the major work of the university administrator is to:

‘make it possible for decisions to be taken at the right time, by the right people, and on the basis of proper information [and] once decisions are taken, the officials are expected to ensure that they are carried out.[They are also] the guardians of established procedures [with results that] friction is unavoidable, it being the nature of bureaucracies to stress rules and of professional [academics..] to stress their own exceptional cases’ (Moodie and Eustace, 1974, pp.161-162 cited in Warner and Palfreyman, 1996, .p.7).

Simply put, the work of the administrator is to enforce the rules, regulations and procedures governing the management of an institution. Kuu-ire and Tanko (2012) reiterated the above point when they stressed that the university administrator represents all the non-teaching professional supporting services towards promoting the core business of teaching and research in universities. The difference between the two set of managers is that one is line and the other a staff.

The organizational structure of higher education institutions (HEI) in Ghana is not different from what has been presented in (Figure 2-3).

The role of the middle managers within the HEIs is not different from the general roles identified by Floyd and Woolridge (1994). However, the titles assigned them might differ. For example, Rosser (2004) observed that in formal businesses titles like ‘general managers’, ‘branch managers’ and ‘department managers’ were used whereas in higher education institutions, they include directors, deans, and heads of departments, coordinators and registrars. But in some cases, the titles could overlap. These managers, especially, the non-academic middle managers coordinate activities within and between departments, and exert influence on others within the organization, and, help align these activities with that of the organization’s aims and objectives (Caughron and Mumford, 2012). The middle level management staff in HEIs in Ghana are seen in both academic and non-academic positions. Those in academic positions are lecturers, who are also either deans or departments or unit heads within the university, whereas the non-academic staff are administrative staff whose role is to ensure that the policies and the regulations of the universities are carried out, and also provide services to the students’ body.

## **2.9 The Evolution of the Roles of the Non-academic Middle Manager in HEIs**

Warner and Palfreyman (1996) observed that, in the mid-fifties, the roles of the registrars in the universities, especially in Oxford and Cambridge in the UK were to record decision, to enter students' names on rolls, to maintain the list of graduates, but as the demand of university education increased, these registrars got deputies, and their deputies with time also obtained assistants. However, 'the registrar was a former lecturer of limited academic distinction, and the few assistants, even if graduates were usually of much lower calibre' (p.6). The story was not different from that of the Ghanaian universities since it was built on the colonial framework. However, over the years, the educational landscape has changed and thus calls for a minimum level entry requirement for both academic and non-academic middle managers to work in HEIs in Ghana. As a result, four categories of staff have been formed. These are (1) Senior Members (2) The Senior Staff (3) Junior staff and (4) Junior Members (Kuu-ire and Tanko, 2012). The senior members are from the top management to middle management, whereas the senior and junior staff could have a minimum of first degree and the junior members represent the students' body.

Moodie and Eustance (1974), cited in Warner and Palfreyman (1996), noted that the works of the non-academic middle managers are not at variance with that of the academics because the former's role was to enforce policies and regulations and the decisions taken at the various committee meetings (Rosser, 2004). Dobson (2000) supported this view when he stressed that 'most non-academic middle managers know their place' (p.209) and realise that their role is not the 'main game' but he wonders why some academics do not accept this fact and understand that the non-academic is here to support and to enhance the students' experience at university'(p.209.). This statement is an indication that conflict exists between the two groups. Champoux (2011) argues that wherever groups exist, a fair deal of conflict is necessary to enhance a productive atmosphere. However, where it goes to the extremes, the organization will suffer the consequences.

Despite the history associated with the inclusion of non-academic middle managers in HEIs, there is no doubt that they have been of tremendous support to the relevance, the growth and development of these institutions, not only in Ghana but also across the length and breadth of the world (Warner and Palfreyman, 1996; Dobson, 2000; Huy, 2001; Rosser, 2004).

## Chapter 3. Research Design and Methodology

This chapter describes in details the rationale and justification for the methods used in collecting, analysing and interpreting the data collected. It describes the research methodology of the study, explains the sample size of the study, describes the procedures used in designing the instruments and collection of the data, the challenges faced in the collection of the data and explains the procedures used in analysing the data. Again, issues of ethics and the validity and reliability of the study are discussed.

### 3.1 Research Paradigm

The term ‘paradigm’ has been defined by many scholars as a set of assumptions, beliefs and practices that guide a researcher in conducting a study (Creswell, 2003; Morgan, 2007).

Morgan refers to it as a ‘system of beliefs and practices that influence how researchers select both the questions they study and the methods they use to study them’ (Morgan, 2007, p. 49).

In this study, the research paradigm is pragmatism. It is a combination of both quantitative and qualitative methods which help in answering the research questions posed by the researcher.

Denscombe (2008) puts it this way: it is:

a philosophical partner for the mixed methods approach as it provides a set of assumptions about knowledge and inquiry that underpin the mixed methods approach and distinguish the approach from purely quantitative approaches that are based on a philosophy of (post)positivism and from purely qualitative approaches that are based on a philosophy of interpretivism or constructivism (Denscombe, 2008, p. 6).

Before the emergence of the pragmatism, two main research traditions have existed and ruled over the field of the social and behavioural sciences (Ritchie and Lewis, 2003; Denscombe, 2008; Teddlie and Tashakkori, 2009). Either one belongs to the quantitative or the qualitative alternative. Therefore, the emergence of the mixed methods paradigm in the 1990s has been greeted with several debates on its efficacy. Some have argued that combining the two paradigms into one component and giving it another name does not sit well since both approaches have different philosophical and methodological origins (Ritchie and Lewis, 2003) and, so the assumption is that the different traditions cannot be effectively blended. Others acknowledge the difference in the paradigms but are optimistic of what such advantages of combining two opposing paradigms will bring to the research world. One such scholar who supported the latter view is Creswell. He argues that, pragmatism opens the door to multiple methods, different worldviews, and different assumptions, as well as to different forms of data

collection and analysis in the mixed methods study (Creswell, 2013). This study leans towards pragmatism in the sense that, it draws on both qualitative and quantitative strategies to be able to answer the research questions posed which will help the researcher gain a deeper understanding of the phenomenon.

As seen in (Figure 3-1), the epistemological stance of the study allows for a selection of any methods which draws on both quantitative and qualitative side of the divide thereby allowing for the mixing of methods. The figure (Figure 3-1) below demonstrates the epistemological stance of the mixed method tradition.

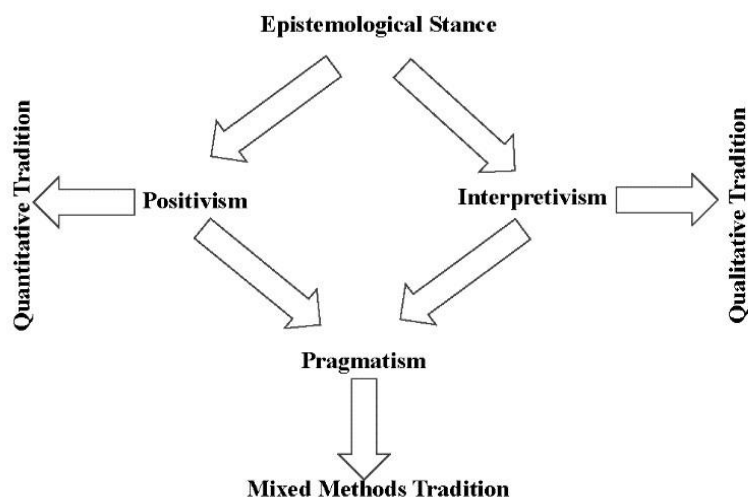


Figure 3-1: Epistemological stance of mixed methods (Daniel, 2015)

### 3.2 The rationale for mixed methods approach for this study

Many scholars who support the pragmatic approach have lent credence to the numerous benefits mixed methods approach brings to the body of research. They have reiterated that the use of a combination of methods to study a phenomenon other than a single methodology gives the researcher a higher level of accuracy, strengthens the evidence and the validity of the research findings, and tends to improve his/her judgment on the subject matter (Van Maanen, 1983; Cohen and Manion, 1994; Denscombe 2007; Creswell and Plano Clark, 2011b).

Similarly, Greene, et al (1989) cited by Johnson et al., (2007) discusses five reasons why the mixed methods approach is useful :(1) It allows for triangulation of results, in the sense that the researcher could seek convergence or corroboration of results from each method used. (2) it enhances elaboration or for clarification of the results (3) within the same study, the researcher is able to use the results from one of the methods to inform the discussions of the results with the other method (4) It allows for the discovery of contradictions which enables the researcher to reframe the research questions and (5) it also allows for the provision of richer data which helps to widen the scope of inquiry.

Again, the strength of the different methods help to defuse the weaknesses inherited in each and this allows for a high degree of accuracy in the results (Van Maanen, 1983; Cohen and Manion, 1994). Finally, Denzin (1978) cited by Johnson et al., (2007) contended that the triangulation of methods brings out three major results namely, ‘convergence, inconsistency, and contradiction’, and that whichever way the results go, ‘the researcher can construct superior explanations of the observed social phenomena’ (Denzin 1978, p.14 cited in Johnson et al, 2007, p.115).

### 3.2.1 *Challenges to mixed methods*

In spite of the merits associated with the use of mixed methods, some scholars still believe that the issues of replicability will be a challenge (Van Maanen, 1983). In as much as this could be true, the point is that no two researches are the same. Sometimes, the environmental conditions giving birth to the snapshot will not be available in the other research. Again, other constraints like time and cost will prevent its replicability. It is therefore important to choose a methodology depending on the purpose of the research. Similarly, the use of one method does not make inquiry accessible (Creswell and Plano Clark, 2011b) since the weaknesses of that particular method will blur the results.

The (Figure 3-2) represents the position of mixed method within the two tradition paradigms. It clearly shows that mixed method paradigm selects and combines any method on both divide to arrive at its appropriate tools necessary for the particular study. The considerations and submissions put forward by the various scholars on mixed methods above guided the researcher’s thoughts in agreeing that this ‘third force’ will be appropriate for this

piece of work involving non-academic middle managers in higher education institutions in Ghana.

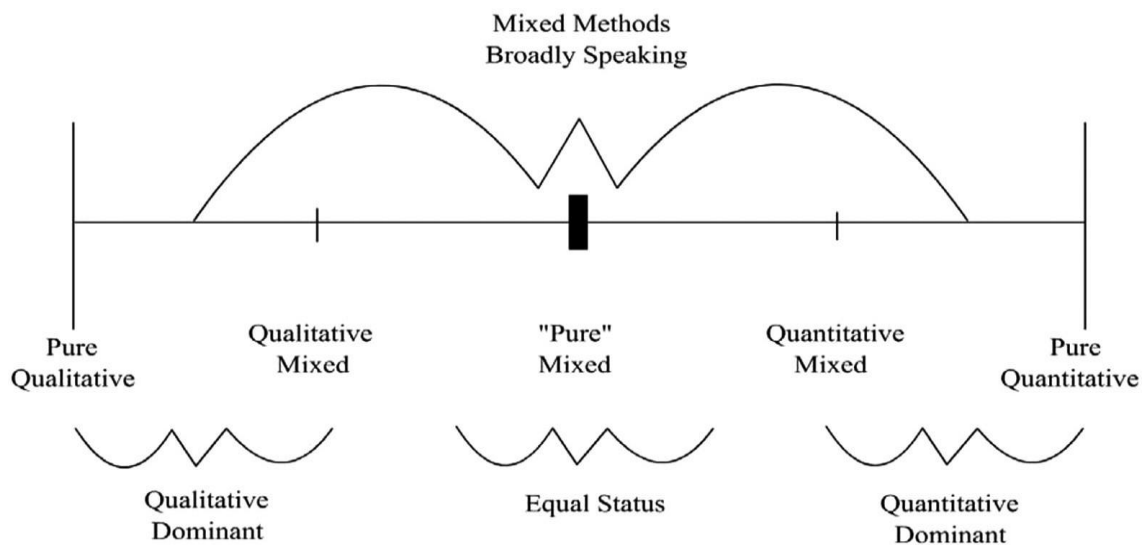


Figure 3-2: The Mixed Methods model- Source: (Johnson et al., 2007, p. 124)

### 3.3 Type of mixed method approach used for this Study

In this study, the convergent parallel design or the convergence model of mixed method approach was used to collect data and to answer the research questions. The convergence model is a type of mixed methods model which researchers use if they intend to collect both quantitative and qualitative data at the same period with one visit to the field. (Creswell and Plano Clark, 2011b). In this case, the methods used to collect the data are given equal advantages, the analysis are also done independently of each other. However, the results are mixed to give an overall interpretation effect as to whether they converge or diverge. This is used if the researcher wants to gain a deeper understanding of the problem researched, and to overcome the weaknesses inherent in each method. (Figure 3-3) shows how the convergent design strategy was carried out in this study.

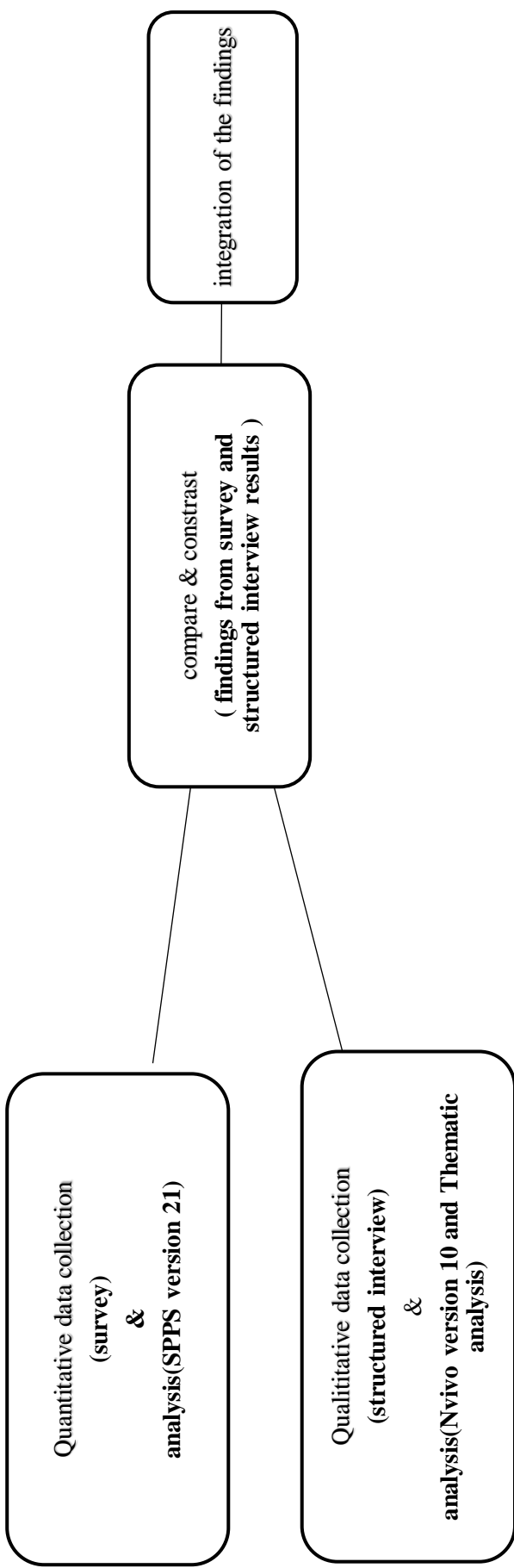


Figure 3-3: Convergent Model: adapted from Creswell and Plano Clark (2011)



The reason for this choice of method is the inadequacy of research employing both quantitative and qualitative methods to investigate the stakeholders' perceptions of the works of the non-academic middle managers in the universities. Secondly, it is the first of its kind in Ghana. Thirdly, combining both qualitative and quantitative methods will overcome the weaknesses inherited in the use of one method, and allow for a deeper understanding of the problem researched (Van Maanen, 1983; Cohen and Manion, 1994; Creswell and Plano Clark, 2011b; Teddlie and Tashakkori, 2009) and finally, to be able to collect data at the same time with one visit to the field.

### **3.3.1 Justification of the two methods used in collecting the data**

Apart from the advantages associated with the interview technique, its selection over other known methods was related to the convergent parallel design of the mixed method approach which uses interviews and questionnaires to collect data and seeks to triangulate or complement the results and in so doing, they strengthen each other (Teddlie and Tashakkori, 2009). Again, the use of the structured interview technique was to allow for the flexibility of questioning and to probe for an in-depth information relating to the topic under discussion (Denscombe, 2007). Furthermore, interviews allow researchers to gain rich data set for their study, and also provide the interviewee the opportunity to 'describe their worlds in their own terms' (Rubin and Rubin, 1995 cited in Minnett, 2015 p. 92). In this case, NAMMs who occupy different roles would be in position to describe their own work experiences. Similarly, because of the activities of middle managers in higher education institutions giving them questionnaires might not enhance the study as many may not have the time to complete and return them.

On the other hand, the questionnaires, the researcher believes, were appropriate for the students and lecturers as a result of the large numbers of respondents involved. Again, it was one of the quickest ways of collecting data from students and lecturers who had few months of entering into an examination period. Similarly, having worked with lecturers in this part of the world, I observed that making themselves available for an interview of this nature would be a daunting task to pursue. The results from the pilot study confirmed this attitude.

### **3.4 Research Setting**

The research was conducted in Ghana, a developing country with a total land area of 238,533 square kilometres and an estimated population of 25.9 million people (UNDP, 2016), and it is located in the western part of Africa. It gained independence from the British in 1957. Accra, the capital city has a population of 5 million inhabitants. The development and establishment of higher education institution was first by the British in 1948. This premier university attained full status in 1962. Today, there are about 212 universities/university colleges (both public and private) spread across the length and breadth of the nation. Of these universities, twenty-nine (29) are located in the city of Accra, and only ten are government owned. Of these ten, four are located in the capital. Two universities were involved in this study. One is a public educational institution and the other a private set up. It appears these two universities are researcher-friendly as they openly opened their doors for the researcher to gain access. Both follow the system inherited from the colonial system with a bit of modification of that of the private university. The university administration system is structured on three-layer pyramidal hierarchy. At the apex is the top management, the middle part consists of both teaching and non-academic middle managers and the broad- base is made up of the workers.

### **3.5 Population and Sample**

The target population for this study were academic staff, NAMMs and students in the two universities, one private and one public located in Ghana. The sample framework was made up of 19 NAMMs, 80 academic staff and 160 students. The participants were identified using the snow-ball strategy. The breakdown was as follows: 10 NAMMs, 40 academic staff and 80 students were identified from each of the two universities to make up the total sample size for the study, as seen in (Figure 3-4).

### Criteria for the selection of sample population

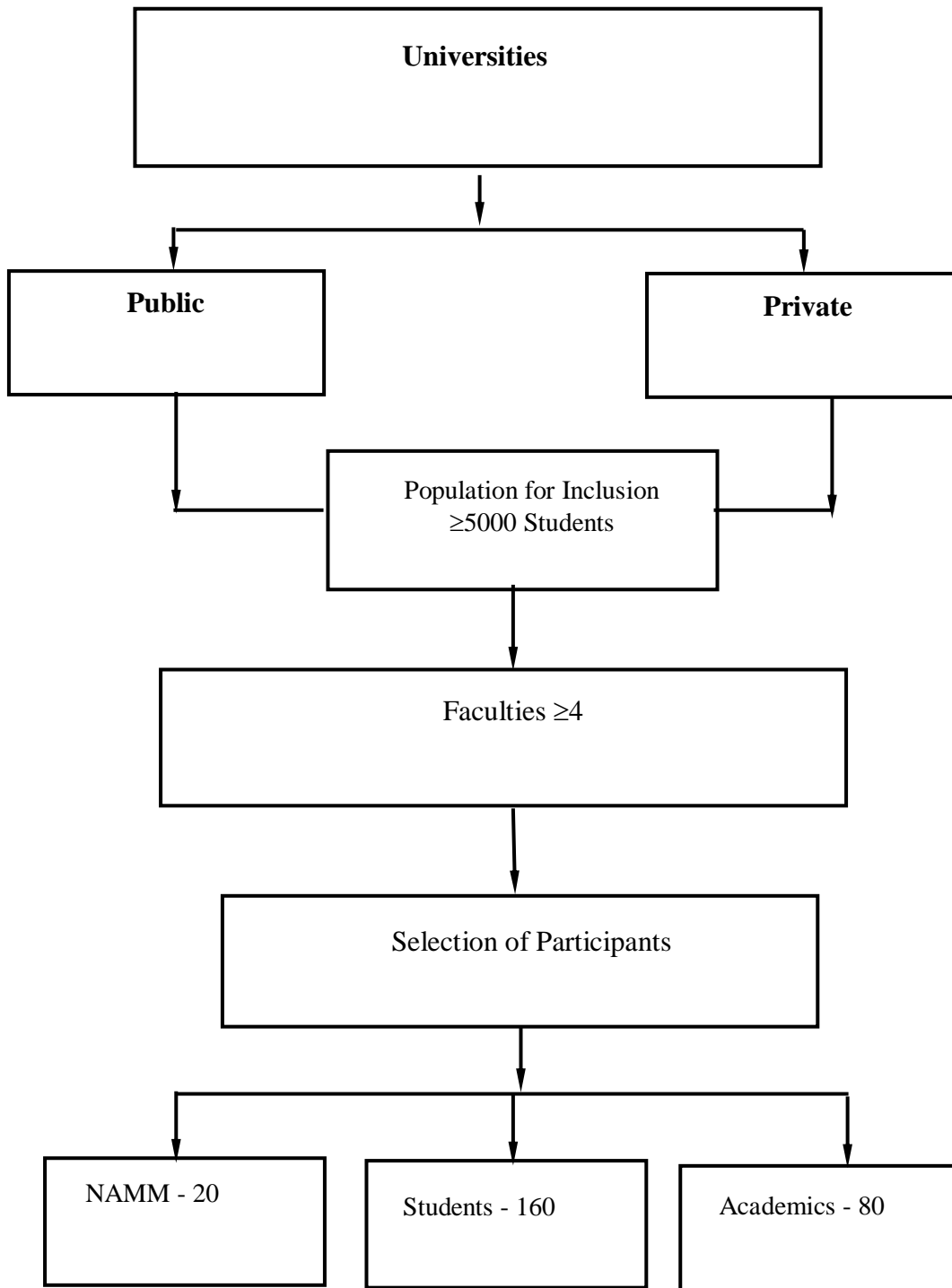


Figure 3-4: The Criteria for the Selection of the Universities and Participants

## **Universities**

For a university to be selected, the following criteria must be met: (a) have a student population of 5,000 and above (b) the university must be running a four-year undergraduate degree programmes (c) have at least, five faculties and (d) have five departments with non-academic middle managers as departmental officers and have at least one or more assistants under their supervision. To do this, all the websites of the 60 public and private universities/ and university colleges were searched to ascertain the criteria. In some cases, the students' handbooks were used to ascertain the fact.

### **a) Non-Academic Middle Managers (NAMMs).**

A total of 20 NAMMs were engaged. Of this number, ten each were identified in the two universities involved in the study (Uni A and Uni B as pseudonyms). All the twenty were interviewed on the respective roles they play in their respective universities to ascertain their contributions to school growth and development. However, it was later realised that one of the people interviewed was not a senior member. This became known when the respondent filled the bio-data of the questionnaire. Therefore, the total number for the analysis of the study stood at 19 (n=19) instead of 20.

### **b) Academic Staff**

In this study, the academic staff represented the lecturers of the various subjects. The total number of academic staff involved was 80. Out of this number, forty were identified from each of the two universities. This group of people were given the questionnaire in the form of a Likert scale relating to their perceptions on the non-academic middle managers, to complete.

### **c) Students.**

Eighty students each were selected by the purposive and snow-ball strategy from the two universities (universities A and B) to participate in this study. Of this number, 40 were third year students and the other 40 were in their fourth year. Having spent at least three years in the selected university, it was likely that the students at these levels might have accessed any of the services rendered by the non-academic middle –level management staff for their benefit, and therefore would be in the position to rate the work of a middle-level management staff. Further, 10 students each were selected at random from the four departments identified, and a quota sampling method employed to select five males and five females to make up the total of ten students from each department. These students were given the Likert-scale

questionnaire to answer the research question on perception of works of the non-academic middle managers on quality of service rendered (see appendix A).

### **3.6 Data Collection Methods**

The two data collection methods employed in this study were the closed ended questionnaire and a structured interview. The closed ended questionnaire was designed in the form of a Likert scale to answer questions relating to stakeholders' perceptions of the work of NAMMs by the academic staff and students, whereas the structured interview focus was on asking the NAMMs about their perceptions of the roles. To be able to collect the data from the two groups, two different sets of questionnaires were designed. One, to collect the data from the Lecturers, and the other from the students. These two groups of people constitute a subset of the population of the university set up, and it is therefore assumed that their perceptions will be different since the former group are co-workers and the latter are people who access the services of NAMMs, and therefore considered as customers or clients (Hill, 1995). Therefore, the questionnaire for students was designed to measure only the quality of service they receive from the non-academic middle managers. Aside the two questionnaires designed, a structured interview instrument was also designed to collect data from the NAMMs (see appendix C). As discussed earlier, the questionnaires were designed according to Likert scale. However, only four items were used instead of the usual five items used by many researchers. The reason was to avoid any respondent selecting a neutral value which could affect the outcome of the research analysis (Clason and Dormody, 1994).

### **3.7 Questionnaire**

A Likert type of questionnaire was used in the collection of data from both the academic staff and the students. The questionnaire is said to be 'a list of written questions designed to collect information relevant to a research topic, which could be facts or opinions from respondents' (Sarantakos, 2013, p. 250). There are three types of questionnaires, namely, the standardized, unstandardized and semi-standardized (Sarantakos, 2013). The use of each questionnaire depends on the purpose of the study as they represent one of the instruments tied to addressing research questions posed by researchers. Again, scholars stress the view that the quality of a well-constructed questionnaire should have the following indicators: a cover letter, the instructions on how to answer the questions and the main body of questions to be answered (Denscombe 2007; Boeije, 2010; Sarantakos, 2013).

The development of the Likert scale by Rensis Likert in 1932 enables researchers overcome the difficulties associated with the measuring of character and attitude and personality traits (Boone and Boone, 2012) of respondents. In this study, ideas were adapted from a range of theses, books, journal articles read and practical experiences of the researcher. A four-point scale was also adapted to avoid respondents giving answers which could affect the outcome of the study (Clason and Dormody cited in Boone and Boone, 2012).

Initially, about 100 multiple questions were created and later on arranged into themes and reduced as some of the questions were similar in nature. Then the questionnaire was structured into two parts. The first part had the basics to collect biodata of the respondents and second part the main body of questions to be answered as identified by scholars in the field

### **3.8 Questionnaire Design: Students**

#### **3.8.1 *The Questionnaire and its sections***

The student questionnaire, as seen in Appendix A, was divided into four major sections: Reliability (items 1-6), Responsibility (items 7-14), Assurance (items 15-22), and Empathy (items 19- 28): Reliability includes the consistency of performance, dependability and proper records management by the service provides; Responsiveness includes willingness, readiness of the service provider to provide the service, timeliness, promptness; Assurance includes courteousness, sincerity and ability to convey trust and confidence to the customers; Empathy includes caring for others, feeling for others and paying attention for others in the provision of service (going the extra mile for the client).

The questionnaire was divided into two sections. The first section which had open-ended questions was used to collect data on the demographics of the respondents. It included the following: the gender of the respondent, the age, and the number of years spent in the university, level of study, faculty, department and programme of study. The second section had 28 closed ended questions which are meant to help address the research question on the perception of students on the quality of service rendered by the non-academic middle managers within the university (See appendix A). The respondents (students) were asked to indicate the expression of the service quality by ticking one of the four responses provided: strongly disagree, disagree, agree and strongly agree.

### 3.8.2 *Academic staff (Lecturers') questionnaire*

The academic staff questionnaire which had 36 items in all did not follow strictly the same pattern as that of the students because the items were designed to solicit responses relating to the works of the non-academic middle managers. It explores the research question: what are the perceptions of the academic staff on the works of the non-academic middle managers? The questionnaire was in two parts. Part one was to collect data on demographics of the respondents (Academic staff). It includes the gender of the respondent, the age, the level of education attained, the rank/position of the respondent, the number of years spent in the university, length of service at the university, faculty, department and unit where appropriate. The second part had 36 items (See appendix B).

The respondents (academic staff) were asked to indicate the expression of the service quality by ticking one of the four responses provided: strongly disagree, disagree, agree and strongly agree.

Several questions were adapted from theses, books journals articles read and some practical experiences gained by the researcher working with academic staff. Initially, about 50 questions were created, this was later reduced to 36 questions, and after the use of the reliability test, the questions were reduced to 33 (See appendix B and appendix Q for the reliability test).

### 3.8.3 *Questionnaire: Pilot study*

Before the questionnaires and interview schedules were rolled out, some group of peers in various doctoral programmes at the Newcastle University, who had had experiences as lecturer, non-academic or a senior staff in Higher Education sector in their various countries were engaged to shape the two instruments, to test the reliability and validity of the instruments.

Afterwards, it was piloted to a sample of 20 lecturers and 20 students by a gatekeeper in a university other than the two universities used in the study. However, the response rates of the questionnaires were poor. Only 10 (50%) and 15 (75%) respectively were completed and returned. Nevertheless, the comments were well noted and the necessary changes were

effected. For instance, questions which were ambiguous were corrected before they were printed and distributed. The pilot took place in the researcher's university with help from a colleague. The return rate was poor. This, the researcher believed the gatekeepers did not

remind the respondents or follow up with the collection of the questionnaire data on time. Again, in the actual interview, the structure of questions was not followed as planned initially, however, after the third interviewee; the researcher developed the mastery skill of following the themes.

### 3.9 Distribution and Collection of Questionnaires

The students were selected through purposive sampling method and 160 questionnaires were distributed. Of this number, 148 were completed and returned. This number constitutes 92.5% of the total questionnaires distributed and returned (See Table 3-1). It appears that the friendly nature of the Lecturers and Administrators who acted as gatekeepers could account for the high return-rate of the questionnaires.

A time frame was agreed upon for the collection of the questionnaires. This was two weeks from the date of distribution in each case. However, the gatekeepers informed the researcher that some of the students returned their questionnaires within 3 days but that of the Lecturers came in batches till the two weeks elapsed. In some cases, the gatekeepers had to follow up for a while beyond the two weeks period to collect the rest. A total of 80 questionnaires were distributed but 64 were completed and returned. This constitutes 80% of the total questionnaires distributed and returned (see Table 3-1). This high return rate could be due to the fact that a senior and a well-respected Lecturer distributed and collected the questionnaires.

The high response rate could also be attributed to the culture of respect value uphold by the people of Ghana. Ghanaians find it difficult to turn down a request made by an elderly person, either of position or in age to a younger person, if it is not based on criminality.

Table 3-1: Distribution and return of Questionnaires for lecturers and students

Respondents	University A		University B		Total		Overall response (%)
	Actual	Returns	Actual	Returns	Actual	Returns	
Students	80	80	80	68	160	148	92.5
Lecturers	40	33	40	31	80	64	80

Source: Researcher's data (2017)



### **3.10 Interview**

The structured interview technique was used to collect the data from the non-academic middle managers (See appendix C), because it has the advantages of allowing the interviewee to freely speak on the subject matter and pursue their train of thought (Hughes, 2002; Denscombe 2007) giving rise to a deeper understanding of the roles of the non-academic middle managers and the challenges they face in the discharge of the roles. Series of questions relating to their roles were asked and they were allowed to speak as they wish. The researcher came in to ask for clarification or to request for further information from the interviewee.

### **3.11 Interviewing the Non-Academic Middle Managers (NAMMs)**

Two NAMMs were interviewed within a day for a time span of 30 minutes to one-hour duration (see Appendix M). Prior to the interview, the participant information sheets (PIS) were left with the participants for them to read and indicate their consent, but the consent form was kept until the day of the interview. In some cases, replacement was sought for a participant who agreed to do an interview but on the day of the scheduled appointment he was not available. Those ‘replacements’ were recommended by other participants. The replacement of participants was used to avoid missing the day’s activities and to ensure that the researcher stayed within the plan.

At the end of each interview, the researcher debriefed the participants on the issues raised in the interview by assuring him/her about the confidentiality of how the data collected would be used and kept. Again, a copy of the debriefing sheet was handed to them for keeps.

All the interviews followed the same structured interview set of questions (See appendix C). However, the pattern of questions differed in each case. The questions were posed and then I allowed the interviewee narrate their thoughts freely on the issue. The next question asked was mostly based on an issue raised by the interviewee. The interviews were tape recorded with the permission of the interviewees. In addition to the interview texts, contextual data in a form of documents relating to Higher Education Institutions (HEIs) in Ghana and that of the participating universities were collected.

### **3.12 Challenges**

Despite its merits, many scholars are of the view that the interview technique might lack anonymity since the interviewer gets to know the identity of the interviewee as a result of the collection of the demographics (Sarantakos, 2013) and therefore the tendency to breach ethical principles could be very high in the sense that if the interviewer could pass on the information to a third party who was not part of the research process, the respondents could be harmed if the information was used negatively. Another major worrying issue raised was that it did not lend itself to replicability. This is because two interview settings are not the same (Hughes, 2002; Denscombe 2007; Sarantakos, 2013). Therefore, the results obtained in the first interview could never be the same for the subsequent interview since certain conditions might not present themselves in both interview settings.

### **3.13 Ethical Considerations**

Ethical considerations are vital in the conduct of any form of research because it is a norm or a code of ethics which guides and prevents researchers from harming the object of inquiry, especially human beings, by informing them appropriately, and by not harming them before, during and after the study. It also involves the avoidance of false claims (Tracy, 2013; Wiles, 2013). Therefore, to ensure that this study received the full approval of conducting a research with humans, the researcher followed all ethical considerations laid down by the Faculty of Humanities and Social Sciences Ethics Committee (HaSS Ethics Committee) of the Newcastle University to the letter (see Appendix D for the ethical approval letter). To receive the approval for this study, the review committee requested that the researcher submitted the following documents: a protocol summary of the work, a copy of the participant informed consent form, interview protocol, as seen in Appendices I J K and L.

#### **3.13.1 *Participants' confidentiality and anonymity***

All the participants were assured through the participant information sheet (PIS) that their participation is voluntary and that they have the right to withdraw at any point in time. Again, in line with the code of ethics laid down by the British Education Research Association (BERA), they were informed of how the data will be kept and who will have access to them. In writing up this thesis, the names of the universities involved and the participants interviewed were given pseudo- names to prevent their real identity from the public, as seen in the presentation of the findings. Again, the permission letters which gave clues to who the participants are were blocked.

### 3.13.2 *Gaining access to the field*

To gain access to the field, letters were written to four universities (as seen in Appendix E) which met the criteria for the selection of the universities for inclusion. These were two public and two privates. Of this number, the two public universities and one private university gracefully responded early to enable the researcher to use their campuses as a field for data collection. However, the private university which responded on time had their students in an examination mood and did not seem be advisable to use them. The researcher had to follow-up to another private university whose students were still attending lectures to appeal to the university authorities to respond quickly to my request, in order to engage the students before they have their revision week

### 3.13.3 *Gatekeepers*

Four gatekeepers were involved in this study, two from the public and the other two from the private university. These gatekeepers who willingly offered to help were recruited using the snowball technique. A colleague in one of the universities where the research took place introduced the researcher to one who then recruited the others as well as spoke to another colleague in the second university. These gatekeepers were then briefed on the content of the study and what was expected of them before, during and after the data collection. The use of the snowball technique is mostly used by researchers to reach a targeted group of people who are difficult to reach (Kumar, 2005). In this case, it was the non-academic middle managers.

The students' questionnaires were handled by a gatekeeper who was not a senior member but had a good relationship with the lecturers and class representatives of most of the courses or programmes. This made it easier for the gatekeeper to distribute and collect the completed questionnaires within three working days. The lecturers' questionnaires were distributed by a non-academic senior member who had worked with lecturers in various capacities. However, the questionnaires took more than three weeks to retrieve, making the response rate at University B for lecturers lower than that of the University A.

On reflections, having been dealing with lecturers for a while, the researcher observed that the gatekeeper at university B was a non-academic middle manager and most of the lecturers were not comfortable dealing with him. These issues resonate with Warner and Palfreyman's (1996) observation that colleagues of the same profession prefer dealing with colleagues of

the same type rather than colleagues of a different kind. In university A, the gatekeepers were lecturers of a higher standing; (associate professor and a head of department) therefore, it was easier for their colleagues to accord them that respect and return the questionnaire to them. The same was with that of the students' questionnaire (a senior lecturer). In Ghana, there is a culture of respect for adults or heads of units, so it is difficult to refuse a request made by adults to their subordinate. Again, the interview schedules with the non-academic middle managers in both universities A and B did not go according to the researcher's plan and had to be rescheduled as most of the interviewees were busy attending meetings or putting some reports together for top management.

### **3.14 The Quality (precision and accuracy) of the Research Design**

In the discussions of the paradigms, (see Section 3.1) it was observed that each paradigm has its own model or framework for conducting research. Therefore, researchers ascribing to or aligning themselves to one of them must follow those principles laid down by the proponents (Cohen and Manion, 1994; Denscombe 2007; Creswell and Plano Clark, 2011b). In addition, these research paradigms (quantitative and qualitative traditions) also have their own set of criteria in assessing or measuring the 'goodness' of every instrument or tool used for any scholarly work. But quality is concerned with whether the instruments designed or adapted are measuring the variables or concepts that they were set up to measure or not, and how accurate are these instruments or tools in measuring the variables or the concepts the researcher intended to measure. In a situation where they do, they 'enhance the scientific quality of the research' (Virtual University of Pakistan, 2015 p.67) work produced. Where they fall short of the intention, they create trustworthy issue for the study, and the audience may turn to be skeptical about the entire work.

### **3.15 Validity and Reliability of the Study**

According to Babbie (2008), validity refers to the extent to which an empirical measure adequately reflects the real meaning of the concept under consideration. Similarly, Kumar (2010, p.178 cited Smith (1991, p.106) as noting that validity is 'the degree to which the researcher has measured what he has set out to measure'. Put in another way, it is the ability of the research instrument to be able to measure what the researcher intended to measure. Validity could therefore be identified at each stage of the study. This could be at the stage of the design used, the sampling strategy, the conclusion drawn, and the statistical procedure used (Kumar, 2010). On the other hand, reliability is concerned with the robustness of the

instrument in internal or external circumstances (Kumar, 2010; Sarantakos, 2013). In other words, it is the ability of an instrument to reproduce a similar result over time without bias or error independent and irrespective of the researcher or where it is applied (Kumar, 2010; Sarantakos, 2013).

However, scholars in the qualitative tradition have argued that, the terms described above are not appropriate to measure quality in qualitative research because they belong to the positivist tradition which mostly deals with large numbers and believe that researchers should be independent of the object of study. In so doing, the study will be objective, reliable and could then be generalized to other population. In the qualitative tradition, researchers deal with small numbers and do not isolate themselves from the study; rather, they immerse themselves in the study in order to offer a better understanding and a 'rich description' of the phenomenon (Tracy, 2013, p.189). This then proves the point that, it might be difficult to generalize in qualitative study as no two situations will be the same over a period of time (Tracy, 2013).

In this study, the quality of the research and the research instruments were enhanced by the involvement of peers and colleagues as well as supervisors to critique the effectiveness of the instruments (Shenton, 2004). First, the designed instruments were given to peers who hitherto were lecturers (and are now students in Newcastle University) to scrutinize. Thereafter, the instruments were sent to the researcher's supervisors for feedback, this was then followed with a pilot test to a university other than the one used in this study, before final implementation. These constructive comments helped the researcher to refine the instruments to give a better result. As mentioned earlier on, the use of the different methods for data collection and analysis strengthened the results, as the weaknesses inherent in one single method was compensated by the other (Denscombe 2007; Creswell and Plano Clark, 2011).

Again, the survey questionnaires were subjected to a reliability test with students and academic staff in another university other than the ones involved in the study. The sample was 10 each for academic staff and students. The first strategy involved was the use of the researcher's peers to comment on the items and the language. The second was the use of the Cronbach alpha reliability to determine if the questionnaires were robust enough to measure the concept under study. The students' questionnaire had a coefficient of .891 and that of the academic staff had .720. The scholars in the field argue that for an instrument to be accepted as a good measure, it should have a coefficient of between .60 and .70 (de Vaus, 2002; Tolmie

et al, 2011). Both instruments were over and above these suggested marks, making them effective tools for the study.

Finally, it is worthy to note that, every step and processes involved in this study, before, during and after the collection and analysis of the data were reported at the various stages of the study to enhance the quality of the study.

### **3.16 Data Collection Procedures**

Six universities were selected for meeting the criteria set for the study. Four were in the city and the other two were in the regional capitals. Two of the regional universities which were public in nature responded to the researcher's request to use their respective campuses. However, the researcher decided to choose the two closest universities in terms of distance and least cost to collect the data from. Similarly, another factor which guided the selection was the availability of a colleague who could be used as a gatekeeper. The researcher assumed without admitting that finding a volunteer to be a gatekeeper in an unknown environment will be a daunting task. The other two private universities did not respond to the researcher's request until the researcher's arrival in the country and did a lot of follow ups before one of them responded to the request. In this private university, two people agreed to be gatekeepers. One was a colleague who was in administration and had contacts with the student body. He agreed to give out the students' questionnaire. The other person who the researcher did not know much also agreed to work with the lecturers' questionnaire. At the end, the researcher observed that the response rate for the lecturers was lower than that of the students. Another observation was that the students' high response rate could be out of respect for the gatekeeper. The lecturers' rate was low. This could be due to the fact that it was a non-academic person who gave out the questionnaires. On hindsight, the researcher observed that the questionnaires to the lecturers should have been distributed by a lecturer and not a non-academic staff because lecturers feel comfortable dealing with their own colleagues (Warner and Palfreyman, 1996).

### **3.17 Data Analysis Methods**

Many scholars have stressed the point that without analysis, the research process will become meaningless and impossible (Pole and Lampard, 2002). Therefore, the collection of the data required that it be analysed to identify the key components underlying the phenomenon under investigation in order to obtain a clearer understanding of the phenomenon, which could then lead to a better explanation of the phenomenon (Denscombe 2007; Tracy, 2013). This

involved the interpretation of the data to identify relationships or difference between the variables and the drawing of conclusions based on the findings (Babbie, 2008). The purpose of this study is to explore the stakeholders' perception of the work of non-academic middle managers in HEIs in Ghana. In this section, both quantitative and qualitative data were described and explanation given to how each was analysed. The quantitative data collected with the aid of the questionnaire was analysed, using the Statistical Package for Social Sciences (SPSS) version 21 and the thematic analysis model adapted from Braun and Clarke's and NVivo version 19 was also used to analyse the qualitative data collected through the interview method. Each analysis was dealt with in separate sub-sections in this section. The researcher analysed the quantitative data first and followed it up with the qualitative data. The two data were then compared and contrasted for either convergence, inconsistency or divergence evidence, before the integration of the entire data (Johnson et al., 2007; Teddlie and Tashakkori, 2009).

### **3.18 Quantitative Analysis**

This aspect of chapter three presents the results of the quantitative data obtained from two questionnaires. The analysis involves how the data was processed, the demographics of the respondents, descriptive data of the respondents, the universities involved, cross-tabulation and the test performed to arrive at the results, the outcome of the results from the questionnaires and issues of reliability of the instruments used.

Two questionnaires were designed and used to collect data from two groups of respondents within the university setting in Ghana. One group represented the student body who benefited from the services of the non-academic middle managers and the other were the academic staff(lecturers) who were colleagues of the non-academic middle managers, and they benefited from the administrative services rendered by them.

The research questions guiding this part of the study were:

- (1). What are the perceptions of academic staff of the work of non-academic middle managers?
- (2). What are the perceptions of students of non-academic middle managers on quality of service received?

In all, 240 self-administered hard copy questionnaires were given out. This comprised 80 for academic staff and 160 for students. The students' questionnaire had 28 items which focused

on the quality of services received from the non-academic middle managers and were meant for students who were in the third and fourth years of their university education, whilst the lecturers' questionnaire had 36 items, meant for all categories of lecturers, (excluding Teaching Assistants) within the university.

The collection took place between April and June, 2015 in two regions in Ghana, namely Accra, the capital city and Cape-Coast, a regional city, which is about 174 kilometres from Accra.

The data from both the Lecturers and the students were analysed separately with the aid of the Statistical Software for Social Sciences (SPSS) version 21.

According to Babbie, (2009, p.117), cited in Tezeny (2013), a response rate of at least 70% and above is considered to be very good. Where it is, at least, 60%, it is said to be good and when it is, at least, 50% it is considered adequate for data analysis and reporting. The students' percentage response rate was 92.5% and that of the lecturers was 80%, as seen in Table 3.1. Therefore, taking Babbie's suggestion into consideration, it follows that these two response rates were very good for data analysis and reporting.

### **3.19 Coding and Treatment of Missing Data**

Before the data was coded, each questionnaire was thoroughly examined to see if the missing values within each would allow for inclusion or not. At the end of the examination exercise, five of the completed questionnaires were excluded because the level, age and gender were missing and again, the questionnaires had more than 10 missing values from the statement section (Pallant, 2007), leaving the researcher with a total of 212 out of the 260 expected.

The descriptive statistics (frequency and cross tabulation) and Mann-Whitney U test were the main statistical tests conducted. Why the non-parametric statistical test was conducted was that the data collected were mostly nominal and ordinal. Secondly, the distributions were not normal distributions and thirdly, there were no assumptions made; it was about classifying and rankings of the respondents of the non-academic middle managers.

### **3.20 Reliability of Quantitative Instruments**

To measure the reliability of the two quantitative instruments, the instruments were piloted with 20 (10 students and 10 academic staff) respondents from the researcher's university. This



university was not one of the two universities involved in the study. Based on the results of the pilot study, changes were made to the two instruments. Again, the internal consistency of the instruments were also measured by calculating the Cronbach's alpha coefficient reliability for the items. For the students instrument, it was .891 and for the academic staff, it was .720, which were above the generally acceptable threshold level of .70, suggested by many scholars for a good instrument (de Vaus, 2002; Tolmie et al, 2011).

The students 'instrument had 28 items which were used in the calculation. However, the academic staff instrument had 36 items, but in order to reach a Cronbach alpha of .70, three items were deleted to arrive at a coefficient of .720. (see Appendices O and P for the respective Cronbach alpha coefficient for the two instruments).

### **3.21 Qualitative data Analysis**

Qualitative data analysis refers to the processes and procedures used in the understanding, explanation and the interpretation of the data obtained from the field (Lewins et al., 2010).

It involves the immersion of oneself into a data 'in search for patterns, surprising phenomena and inconsistencies in a data to be able to generate new concepts and theory or uncover further instances of those already in existence' (Walliman, 2005, p. 308).

As stated earlier, the thematic analysis approach was used to analyse the qualitative data. This type of analysis, as explained by Boyatzis (1998) is a process of identifying, analysing, interpreting and reporting patterns (concepts or themes) that eventually answer the research questions (Boyatzis, 1998; cited in Braun and Clarke, 2006).

The purpose of this study is to explore stakeholders' perceptions of the work of non-academic middle managers in two universities in Ghana. Similarly, the purpose of this analysis is to help identify patterns or themes within the data set which are related to, and to address the research question: What roles do non-academic middle managers play in HEIs in Ghana?

To be able to do the analysis, a series of steps were taken. The first was to transcribe the interview data (recordings) obtained from the non-academic middle managers into written data. The transcription was done with the help of transcription software called Audacity. This computer software allows a researcher to transcribe data in a verbatim format. The entire transcription took about a month and a half to complete. Following the transcription, Braun

and Clarke's (2006) framework was chosen after considering several others. The framework consists of six stages to follow (p.87). These are:

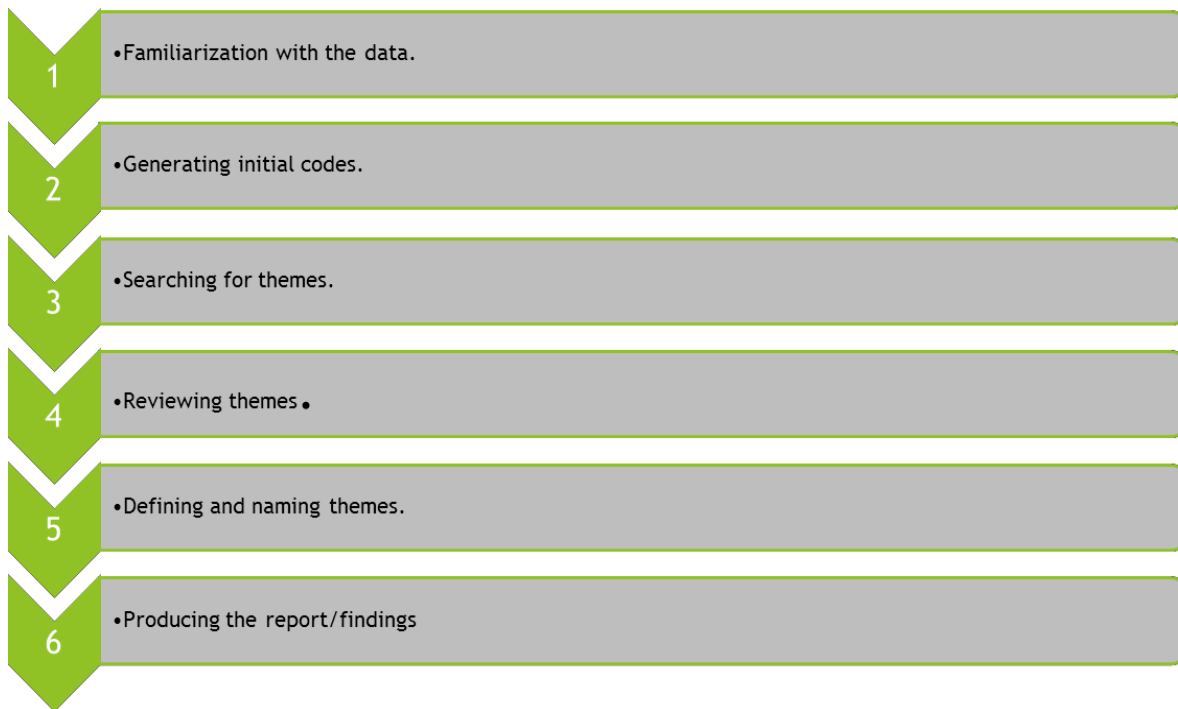


Figure 3-5: Framework for Thematic Analysis: Adapted from Braun and Clarke's Framework for Thematic Analysis

Before using the Braun and Clarke's framework, the data was organized, using the line numbering in word document for easy identification of labels, comments and for easy referencing and to begin the process of coding and data reduction (Tracy, 2013). The transcript was then printed, and a manual process of identifying the main ideas began. This process involved the reading and reviewing of each interview transcript over and over for some time. This initial process of identifying codes is termed 'open coding' (Glaser & Strauss, 1967), 'initial coding' (Charmaz, 2006, cited in Tracy, 2013, p.189), 'broad-brush' (Bryman and Bell cited in Tracy, 2013, p.189) and first cycle coding (Saldaña, 2011, cited in Tracy, 2013, p.189). Tracy (2013) referred to the initial coding as 'primary-cycle coding' because it all begins with the examination of the data and assigning words or phrases that capture their essence. At this stage the data is likely to be read, reread and coded many times. The code development process is therefore an iterative process where the researcher returns to the raw data overtime 'based on theoretical findings and research literature' (DeCuir-Gunby et al., 2011).

Following the interview data collection and transcription of the audio recordings, the researcher read and coded the transcripts with some ‘initial thoughts’ (Braun and Clarke, 2006, p.87). In searching for codes, the entire transcript was read to the end and some of the words of the participants were borrowed, instead of using the researcher’s own words. This was done due to want of a better word to appropriately fit in (see appendix T for sample). This strategy Glaser and Strauss (1967) termed “in vivo”. The generation of codes will be a combination of theory and data driven processes.

Following the advice of Braun and Clarke’s (2006), some of the initial codes were modified, others were replaced with better words, and new ones were created. This strategy was repeated over and over again. Sometimes the words from the literature review which were thought to be more appropriate were used to replace former codes. Charmaz (2006) described this strategy as a constant comparative method (Charmaz, 2006; cited in Tracy, 2013). In the review session for replacement or modification of codes, sometimes the entire paragraph was read before a code could be identified. At other times a line easily brings out the code (DeCuir-Gunby et al., 2011).

At the end of the review and modifications, the researcher came up with the following themes and sub- themes, (as shown in table 4.59). Some of the themes and the codes emerged as data-driven codes whilst others were a priori codes.

### **3.22 The Use of the NVivo Software**

To further facilitate the coding process by way of reducing the number of codes, grouping the themes identified in the data set, and linking the various narratives to the respective codes and themes, the NVivo software was employed. It is computer-assisted qualitative data analysis software (CAQDAS) which aids with data analysis and the writing of various qualitative data reports.

Having been introduced to the software during this doctoral journey, the researcher found it useful and user- friendly in many ways. For instance, it was useful in designing the codebook, do the modelling, which is the ‘visual exploration and explanation of relationships between the various codes and themes (Wong, 2008). Again, it was also useful as a storage tool for entry and retrieval of the interview data set. The use of this software, in addition to the manual process of coding, enhanced the process of rigour and transparency in the data

analysis processes, as the combination of both methods helped to strengthen the data interpretation (Welsh, 2002).

A structured interview schedule was used as a guide to conduct the interviews. On average, each interview lasted for 30 minutes. However, there were some which went beyond this to an hour because they wanted to talk and did not bother about the scheduled time. Each occurred in their various offices with little interferences from their subordinates or their colleagues who wanted information from them at that particular time. The interviews were recorded with the permission of the interviewees. Some notes were also taken during the interviews. The recordings were later transcribed. (See appendix T for sample of the transcription and coding).

## **Chapter 4. Presentation of findings**

### **4.1 Introduction**

In this chapter, the findings of the qualitative and quantitative data are presented. The chapter is divided into four parts. The first part gives a brief descriptive information of participants involved in this study. The second part presents the quantitative findings, the third section presents the qualitative findings and the final part of the chapter deals with the comparison and integration of the results.

A total of 231 participants were involved in the study. They were made up of 19 non-academic middle managers, 64 academic staff and 148 students from two universities in Ghana: one public and the other one, private. The 19 interviewees consisted of eight males and 11 females who were of various ranks and had spent between 1-15 years working in the Higher Education Institution in Ghana. The 64 academics consisted of 51 males and 13 females with between 1-26 years of working experiences in HEIs, whereas the students were made up of 64 males and 84 females both in levels 300 and 400s, as seen in Table 4.1 below.

Table 4-1: Demographic profile of participants

Groups	University	No. of Participants	Gender				Percentage %
			Male	(%)	Female	(%)	
<b>1. Non-Academic</b>	UNI-A (NAMM)	10	6	(32)	4	(21)	<b>53</b>
	UNI-B (NAMM)	9	3	(16)	6	(32)	<b>47</b>
	<b>Total</b>	<b>19</b>	<b>9</b>	<b>(47)</b>	<b>10</b>	<b>(53)</b>	<b>100</b>
<b>(a) Rank</b>	Junior Asst Registrar	8	1	(5)	7	(37)	<b>42</b>
	Asst Registrar	7	4	(21)	3	(16)	<b>37</b>
	Senior Asst Registrar	3	2	(11)	1	(5)	<b>16</b>
	Finance Director	1	1	(5)	0	(0)	<b>5</b>
	<b>Total</b>	<b>19</b>	<b>8</b>	<b>(42)</b>	<b>11</b>	<b>(58)</b>	<b>100</b>
<b>(b)No. of Years in current position</b>	Less than a year	4	0	(0)	4	(21)	<b>21</b>
	1-5 years	12	6	(32)	6	(32)	<b>63</b>
	6-10 years	2	1	(5)	1	(5)	<b>11</b>
	11-15 years	1	1	(5)	0	(0)	<b>5</b>
	<b>Total</b>	<b>19</b>	<b>8</b>	<b>(42)</b>	<b>11</b>	<b>(58)</b>	<b>100</b>
<b>2. Academics</b>	UNI-AL	33	29	(45)	4	(6)	<b>52</b>
	UNI-BL	31	22	(34)	9	(14)	<b>48</b>
	<b>Total</b>	<b>64</b>	<b>51</b>	<b>(80)</b>	<b>13</b>	<b>(20)</b>	<b>100</b>
<b>(a) Rank</b>	Assoc Prof	3	3	(5)	0	(0)	<b>5</b>
	Senior Lecturer	11	11	(17)	0	(0)	<b>17</b>
	Lecturer	37	28	(44)	9	(14)	<b>59</b>
	Asst Lecturer	10	6	(10)	4	(6)	<b>16</b>
	HoD	2	2	(3)	0	(0)	<b>3</b>
	<b>Total</b>	<b>63</b>	<b>50</b>	<b>(79)</b>	<b>13</b>	<b>(21)</b>	<b>100</b>
	<b>(b) No. of Years working in HEIS</b>	Less than 1 year	1				
1-5 years		25					<b>40</b>
6-10 years		18					<b>29</b>
11-15 years		9					<b>14</b>
16-20 years		4					<b>6</b>
21-25 years		2					<b>3</b>
26 years and above		4					<b>6</b>
<b>Total</b>		<b>63</b>					<b>100</b>
<b>3. Students</b>	UNI-SA	80	40	(27)	40	(27)	<b>54</b>
	UNI-SB	68	24	(16)	44	(30)	<b>46</b>
	<b>Total</b>	<b>148</b>	<b>64</b>	<b>(43)</b>	<b>84</b>	<b>(57)</b>	<b>100</b>
<b>Level</b>	300	71	30	(20)	41	(28)	<b>48</b>
	400	77	34	(23)	43	(29)	<b>52</b>
	<b>Total</b>	<b>148</b>	<b>64</b>	<b>(43)</b>	<b>84</b>	<b>(57)</b>	<b>100</b>

## 4.2 Profile of Respondents

### 4.2.1 Students' Profile in Universities A & B (Combined)

The demographic data collected from the students included gender, age, level, department and the programme of study. A total number of 148 students completed and returned their questionnaires. Of this number, 56.8% (n=84) of the respondents were females and 43.2% (n=64) were males (as seen in Figure 4-1).

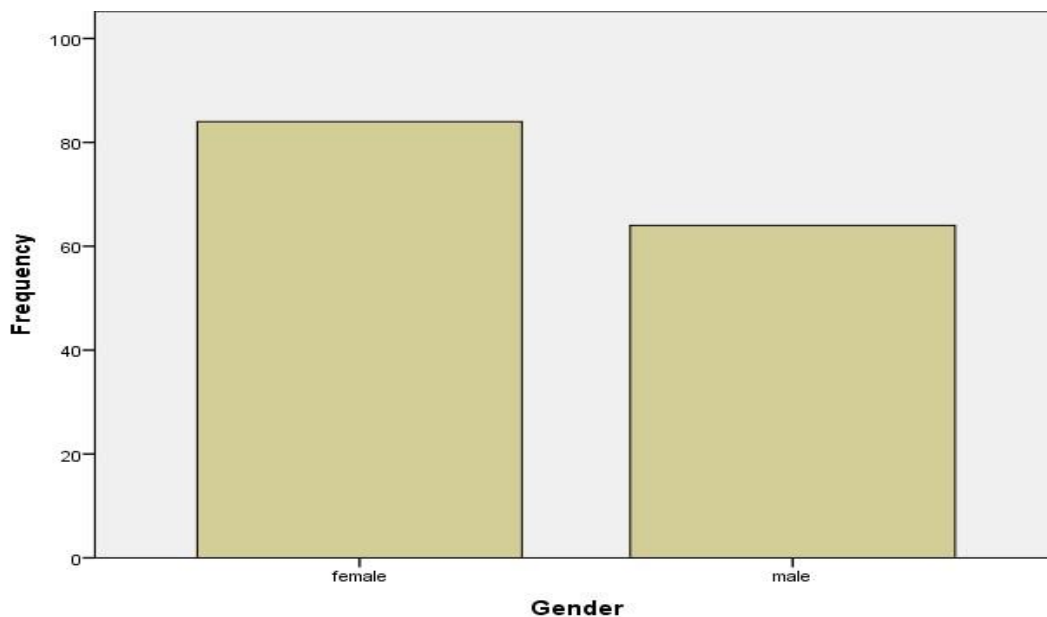


Figure 4-1: Graphical representation of the gender distribution of the respondents

Similarly, 51.4 % (n=76) were in level 400, which is the final year, and 48.6% (n=72) were in level 300 pursuing various programmes. Furthermore, 50.7% indicated that they had spent four years in the university whilst 49.3% had spent three years in the various universities. Additionally, the age of the students was from 18-34 years. The lowest frequency of the distribution was in the 30-34 years category and the mode (highest frequency) was those in the 22 -25 years category (as seen in Figure 4-2).

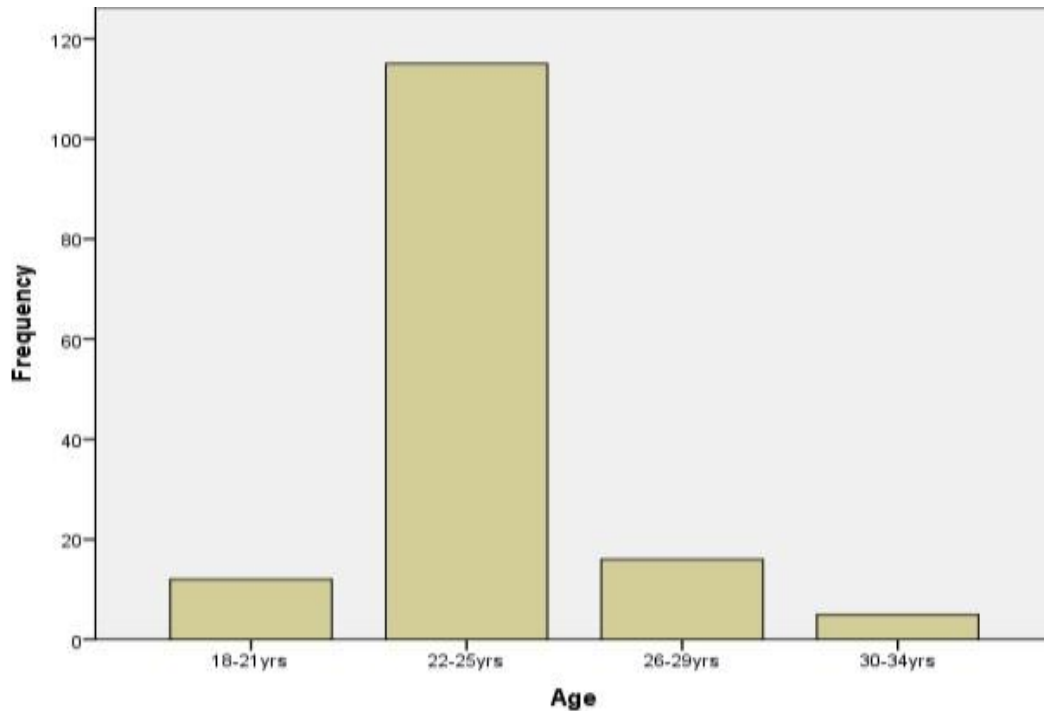


Figure 4-2: Frequency distribution of the age-groupings of respondents

#### 4.2.2 *Summary of Statistical Findings on Statements/Items for UNI-AB*

This section highlights aspects of the results based on the four-point Likert items (see Table of Statement for Students in UNI-A and UNI-B in Appendix R) The discussions will be guided by the detailed frequencies, cross-tabulation, mean score and non-parametric results. To address the research question on the students' perception of the quality of services received from the non-academic middle managers, the respondents (undergraduate students) were asked to indicate the level of agreement or disagreement with the 28 statements on the four-point Likert scale, where 1 represents 'strongly disagree' and 4 represents 'strongly disagree'. To calculate the results, the four-point Likert scale was collapsed into two. The 'strongly agree' and 'agree' were added up and that of 'strongly disagree' and 'disagree' were also added together. The results, as seen in Table 4-2, revealed that 50.3% of the respondents disagreed that the services received were of quality, whereas 49.7% demonstrated that they were happy with the quality of service.



Table 4-2: Summary of perceptions of students in UNI-AB on the quality of service received (Level of agreement and disagreement for UNI-AB)

No. of Respondents	Agreement (%)	Disagreement (%)	Total (%)
148	49.7	50.3	100

\*(The total statements amounted to 4144 out of which 4096 were answered. Therefore, the missing values were 48 statements.)

As shown in Statement for Students in UNI-A and UNI-B in Appendix R (item 1), it was clear that majority of respondents (54.4%) indicated that the non-academic middle managers (NAMMs) failed to meet their needs. Similarly, more than two-thirds (72.1%) of the respondents also reported that the NAMMs did not respond to their request through emails they sent (item 3). Only 27.9% agreed on this. However, as many as 71.4% of the respondents agreed that, the NAMMs were available to consult during working hours (item 10), as against 28.5%. On almost equal footing, seventy-four as against seventy-three respondents agreed that it was not difficult to have access to them (item 11). Additionally, eighty-seven respondents as against sixty (40.8%) agreed that the NAMMs were courteous towards them (item 26). Again, seventy-seven of the students were of the view that the NAMMs dealt with the request in a sincere and open manner whereas sixty-two of the students disagreed with this decision (item 28).

Furthermore, nearly two-thirds of the respondents agreed that the NAMMs provided supportive administrative services to them. Only fifty-seven of the respondents disagreed.

The statistics also show that 65.1% of the respondents reported that they did not know which of the NAMM members to contact in times of crises since the university website does not indicate so (item 20). Again, as many as 104 respondents reported that the NAMMs do not correct them when they register for the wrong courses (item 25).

From the afore-gone discussions, it can be deduced that the students were not satisfied with the quality of services rendered by the NAMMs.

### 4.3 Profile of Students in University–A

University A (UNI-A) had a total of 80 respondents, with a gender distribution of 40 males and 40 females. It was also observed that twenty-one of the females were in level 300 whereas 19 were in level 400. The reverse was the case for their male counterparts: nineteen were in 400 and twenty-one in level 400. Similarly, the statistics show that 76.3% of the respondents were between the ages of 22 and 25years, which happens to be the mode (highest frequency) of the distribution and the lowest in the distribution was the 30-34 years group category which recorded only 5.0% (see Figure 4-3). Furthermore, 50% of the respondents were in their final year and the rest in the third year pursuing different degree programmes within three faculties.

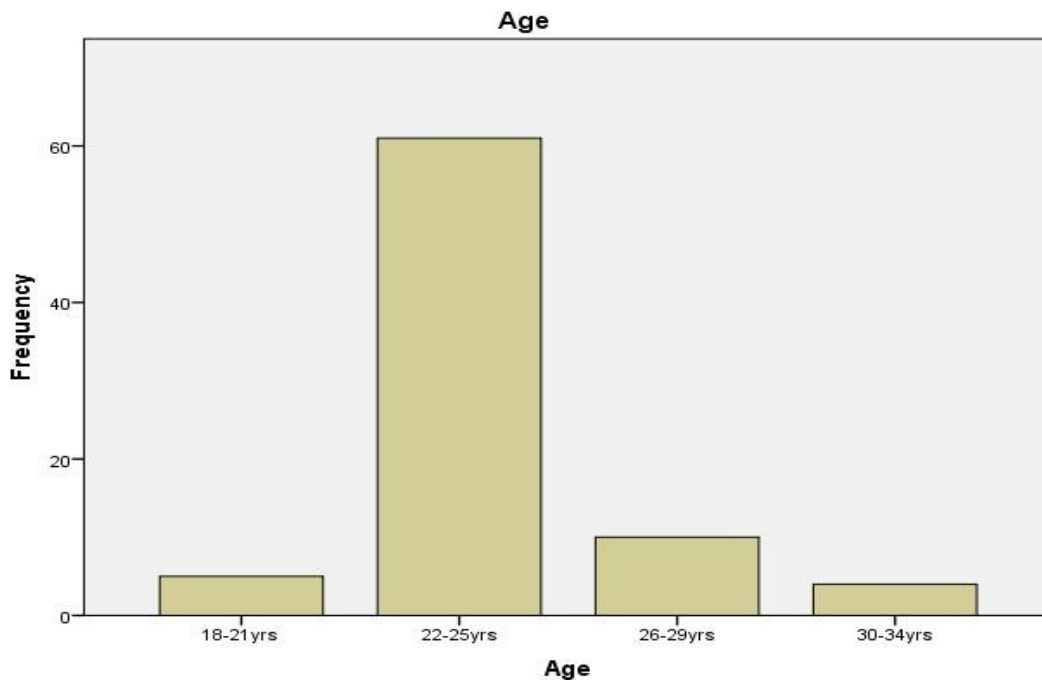


Figure 4-3: Graphic Representation of Age Distribution

In this university, the respondents were drawn from four faculties namely, Agriculture, Education Studies, Physical Sciences and Social Sciences. Twenty students were selected from each faculty, 10 from level 400 and the other 10 from level 300, representing 25% of students from each of the four faculties.

It was also observed that 50% (n=40) of the students were in the third year whereas the other 50% were in the final year (one student who had spent two years in the

university is in the final year. The student might have joined at level 300 as a matured student or as a transferred student from another university).

#### 4.3.1 *Ranking of Degree Programmes*

It could be seen from Table 4-3 that, apart from the level 300 BSc. Lab Tech students who ranked the quality of the service rendered by the non-academic middle managers as lower (68.7%), the rest of the students in the various programmes in level 300 ranked the services received higher than that of the level 400 students. Again, the BSc. Lab Tech students in level 400 ranked the services received with a rate of 73.3% which was the highest. This was followed by level 300 BSc. Tourism and Hospitality Management students with a rate of 72.5%.

Table 4-3: Ranking of the degree programmes by levels

Degree Programme	Level	
	400	300
BSc Educ., Studies	70.6%	71.5%
BSc Tourism & Hospitality Mgt	70.8%	72.5%
BSc Agric.,	65.6%	67.0%
BSc Lab Tech	73.3%	68.7%

In all, the students in University A agreed that the services rendered by the non-academic middle managers were of quality with a rate of 53.0%, as seen in Table 4-5.

Table 4-4: Summary of perceptions of UNI-A students on quality of service received (level of agreement and disagreement)

No of Respondents	Agreement (%)	Disagreement (%)	Total (%)
80	53.0	47.0	100

#### 4.4 University B-Students

University B (UNI-B) had 68 respondents, with a gender distribution of 44 females and 24 males. It was observed that twenty-one of the females were in level 300 whereas 23 were in level 400. Eleven of the male respondents were in 300 and thirteen were in level 400. Similarly, the statistics show that 79.4% of the respondents were between the ages of 22 and 25 years, which happens to be the highest frequency of the distribution and the lowest in the distribution, was the 30-34 years group category, which recorded only 1.5% (as seen in figures 4.4 and 4.5 respectively).

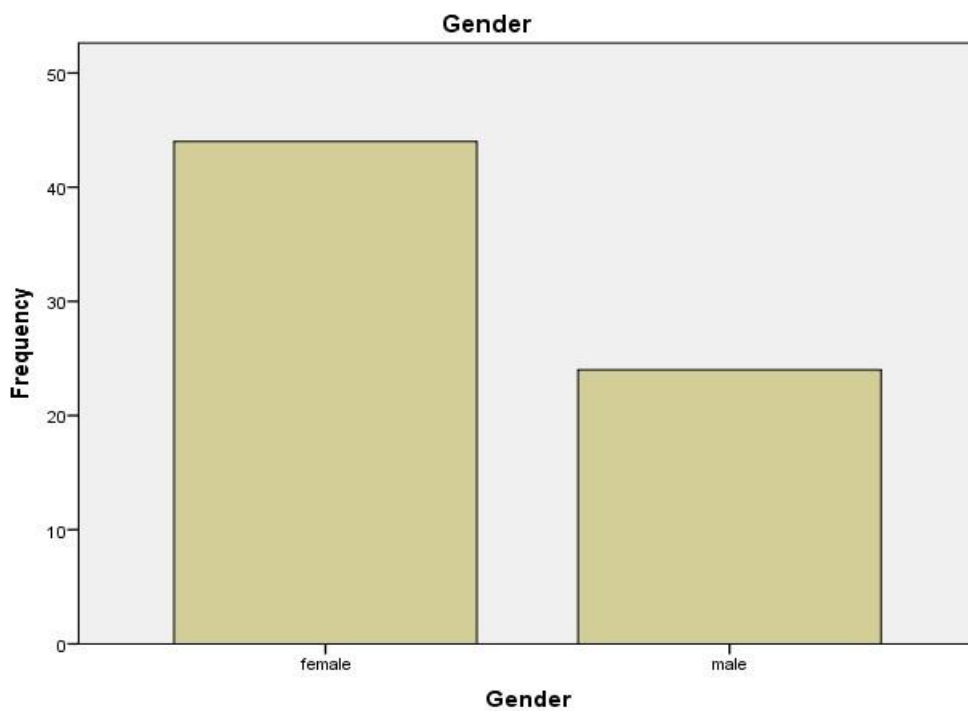


Figure 4-4: Graphic representation of Gender in University-B

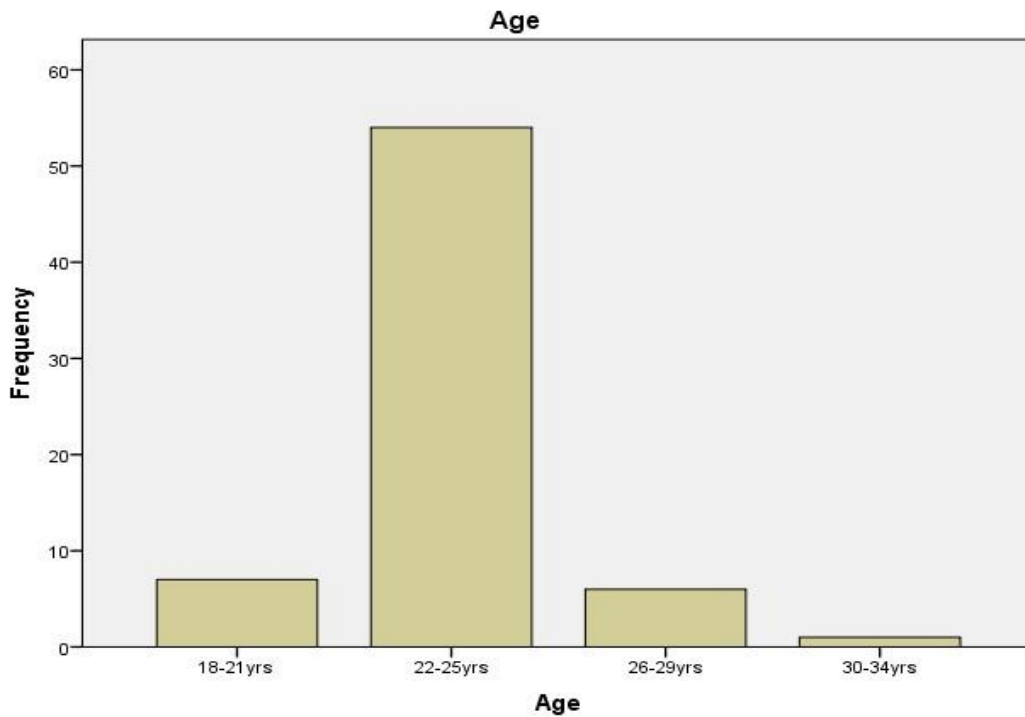


Figure 4-5: Graphic representation of the Age-groups in University–B

Table 4-5: Distribution of respondents within the Business School

<b>Degree Programmes</b>	<b>Frequency</b>	<b>Percentage (%)</b>
BSc Mgt Studies	20	29.4
BSc. Mktg	28	41.1
Human Res Mgt	20	29.4
<b>Total</b>	<b>68</b>	<b>100</b>

As observed from Table 4-5, sixty-eight students from three-degree programmes associated with the Business School constituted the total number of respondents involved in this study. Of this number, 28 were from the Marketing department, whereas 20 students each were from the Human Resource and Management department respectively.

In a nutshell, majority of the students in University B disagree with the proposition that the services they received from the non- academic middle managers were of quality, as seen in Table 4-6.

Table 4-6: Summary of Perceptions of respondents in University B on the level of agreement and disagreement

No. of Respondents	Agreement (%)	Disagreement (%)	Total
68	45.9	54.1	100

#### 4.5 Statistical Comparison between Universities A and B Students

A total of one hundred and forty-eight students took part in this study. The results indicated that more than half of the population (54.1%) were students from University A and the rest, 45.9% constitute the population from University B, as seen in Table 4-7.

Table 4-7: Distribution of respondents between the two universities

University	Frequency	Percentage
Uni-A	80	54.1
Uni-B	68	45.9
<b>Total</b>	<b>148</b>	<b>100.0</b>

Table 4-8: Cross Tabulation of the distribution of Levels and Gender within the Two Universities

Level			Groups		Total
			Uni -A	Uni-B	
300	Gender	Female	21	21	42
		Male	19	11	30
	Total		40	32	72
400	Gender	Female	19	23	42
		Male	21	13	34
	Total		40	36	76
Total	Gender	Female	40	44	84
		Male	40	24	64
<b>Total</b>			<b>80</b>	<b>68</b>	<b>148</b>

As observed from Table 4-8, the statistics indicate that the number of females in University- B were more than that of University- A. University-B had a total of 44 females, whereas University-A had a female population of 40. On the other hand, the male respondents in University-A were 40, which was nearly half that of the male respondents in University –B. Furthermore, the findings reveal that both levels 300 and 400 students of University-A were more than that of University-B. Interestingly, the Table 4-9 indicates that the female population of the respondents at level 300 in both universities were the same, but that of the level 400s had University-B respondents being more than that of University-A. On the other hand, the male figures in University B were lower for levels 300 and 400 respectively as compared to that of University-A, as seen in Table 4-8.

However, the summation scores of the two groups revealed different scores. The total disagreement on the issues of the quality of service rendered by the non-academic middle managers in the two universities differs. The students in University-A agreed that the non- academic middle managers were not providing them with the quality service they perceived whereas the students in university-B disagreed that the quality of services they receive from the non-academic middle managers was of quality, as seen in Table 4-9.

Table 4-9: Summary of Perceptions between respondents of the two universities (Levels of agreements and disagreements)

University	No. of Respondents	Agreement (%)	Disagreement (%)	Total (%)
Uni-A	80	53	47	100
Uni-B	68	45.9	54.1	100

#### 4.5.1 *Ranking of Services by Respondents' Programme in UNI-A & UNI-B*

The respondents involved in this study were picked from 7-degree programmes (as seen in Table 4-11). Of this number, 51.4% (n=76) were in their final year, 48.6% (n=72) were in level 300 and one respondent who had spent only two years in the university but was in the final year. The average population per programme was 10.

The analysis revealed that the Level 300 BSc. Marketing programme students ranked the non- academic middle managers very high. This was followed by level 400 BSc. Lab Tech. The lowest on the ranking was the level 400 students offering the BSc HRM. Apart from the level 300 of BSc. Lab Tech and Level 300 BSc. Mgt who ranked the non-academic managers lower than their counterparts in Level 400, the rest of the Level 300 students in the various programmes ranked the services rendered by the non-academic middle managers higher than those in level 400, as seen in Table 4-10.

Table 4-10: Ranking of the degree programmes by respondents in the two universities (Levels)

University	Degree Programme	Level in Percentages	
		400	300
University -A	BSc Edu., Studies	70.6	71.5
	BSc., Tourism &	70.8	72.5
	BSc. Agric.,	65.6	67.0
	BSc Lab Tech	73.3	68.7
University -B	HRM	59.7	65.7
	BSc Mgt	63.3	60.9
	BSc Marketing	60.2	80.0

#### 4.6 Mann-Whitney U test

To find out if there were differences in the two groups, the Mann-Whitney U test was used because the data collected were more of non-parametric than parametric in form and content (De Vaus, 2002). The Mann-Whitney U test is used to compare two independent groups. To conduct the Mann-Whitney test, an assumption was made to the point that, because the two groups rely on the services of the non-academic middle managers, their respective mean scores were equal. Three tests were conducted, namely the mean score statistics of respondents, the levels scores, and the statement/items scores of UNI-SA and UNI-SB to find out if they differed. The total score was not used because there were some missing values associated with some of the respondents and, therefore, did not allow for the computation of scores for all the respondents. The mean score was therefore used.



#### 4.6.1 Mean score of respondents

As observed from Table 4-11 and Table 4-12 respectively, the mean ranks of the two student groups differ. UNI-SA recorded 80.52 and UNI-SB recorded 67.42 leading to the assumption that there is a difference between the two groups. However, the U test statistics recorded a Mann-Whitney of 2238.500, a Z score of -1.853 and a p-value score, represented by (Asymp. Sig) of .064. In this test, the  $p > .05$  (was greater than the normal alpha value) of  $p=.05$  to be statistically significant. It therefore implies that there is no statistically significant difference among the two groups even though their mean ranks values differ numerically.

Table 4-11: Mean Ranks of Participants

	Groupings	N	Means Rank	Sum of Ranks
<b>Mean scores of participants</b>	Univ-A	80	80.52	6441.50
	Univ-B	68	67.42	4584.80

Table 4-12: Test Statistics for Participants

	Mean score for participants
Mann-Whitney U	2238.500
Wilcoxon	4584.500
W Z	-1.853
Asymp. Sig. (2-tailed)	.064

Grouping Variable: Groupings

#### 4.6.2 Group levels

Similarly, the results were also not different when the researcher compared the group levels, as seen in Table 4-13 and Table 4-14 respectively. The Mann-Whitney recorded an output of 2640.000, a z-score of -.356 and a p-value score, represented by (Asymp.Sig) of  $p=.722 > p.05$  (which was greater than the normal alpha value of .05).

Table 4-13: Mean Ranks of Uni A& B

	Groupings	N	Means Rank	Sum of Ranks
level	Uni-A	80	73.50	5880.00
	Uni-B	68	75.68	5146.00
	<b>Total</b>	<b>148</b>	<b>75.68</b>	

Table 4-14: Test Statistics of the Groups

	level
Mann-Whitney U	2640.000
Wilcoxon	5880.000
W Z	-.356
Asymp. Sig. (2-tailed)	.722

a. Grouping Variable: Groupings

#### 4.6.3 *Items scores*

Furthermore, the statement/items scores for the two groups were compared. Out of the 28 statements only four of them had their p-values,  $p < .05$  (less than .05 or equal to .05) as seen in Table 4-15 and Table 4-16 were statistically significant. The difference was also evident in their respective mean ranks as well.

The Mann-Whitney scores of students in University A were statistically higher than that of students in University B.

The first item, ‘The non-academic middle managers always meet my needs’ recorded a Mann-Whitney U-value  $U (n_A=79, n_B=68) = 1888.500$ ,  $z\text{-value} = -3.537$ , two-tailed  $p = .00$  which is statistically significant. The second item, ‘The academic calendar is promptly posted on the university notice boards and websites.’ recorded a Mann-Whitney U-value  $U (n_A=77, n_B=67) = 1204.000$ ,  $z\text{-value} = -5.869$ , two-tailed  $p = .00$

which is statistically significant. The third item, ‘The academic time table is promptly posted on the university notice boards and websites’ recorded a Mann-Whitney U-value  $U (nA=80, nB=68) = 1204.000$ ,  $z\text{-value} = 4.875$  two-tailed  $p=.000$  which is statistically significant. The fourth item, ‘The non-academic middle manager does not correct me when I register for the wrong courses’ recorded a Mann-Whitney U-value  $U (nA=80, nB=66) = 2070.500$ ,  $z\text{-value} = -2.828$ , two-tailed  $p=.05$  which is statistically significant.

Table 4-15: Mean Rank

<b>Groupings</b>	<b>N</b>	<b>Mean Rank</b>	<b>Sum of Ranks</b>	
The non-academic middle managers always meet my needs	Uni -A	79	84.09	6643.50
	Uni-B	68	62.27	4234.50
	Total	147		
The academic calendar is promptly posted on the university notice boards and websites	Uni -A	77	90.36	6958.00
	Uni-B	67	51.97	3482.00
	Total	144		
The academic time table is promptly posted on the university notice boards and websites	Uni -A	80	89.15	7132.00
	Uni-B	68	57.26	3894.00
	Total	148		
The non-academic middle manager does not correct me when I register for the wrong courses.	Uni -A	80	80.62	6449.50
	Uni-B	66	64.87	4281.50
	Total	146		

Grouping Variable: Grouping

Table 4-16: Test Statistics

	The non-academic middle managers always meet my needs	The academic calendar is promptly posted on the university notice boards and websites.	The academic time table is promptly posted on the university notice boards and websites.	The non-academic middle manager does not correct me when I register for the wrong
Mann-Whitney U	1888.500	1204.000	1548.000	2070.500
Wilcoxon	4234.500	3482.000	3894.000	4281.500
W Z	-3.537	-5.869	-4.875	-2.828
Asymp. Sig. (2-tailed)	.000	.000	.000	.005

#### 4.7 Academic Staff (Lecturers’) Profile of Universities A & B

The demographic data collected from the Lecturers of the two universities included age, gender, rank, and years spent in the higher education institution. A total of 80 self-administered questionnaires were distributed but 64 were filled and returned. Of this number, 79.7 % (n=51) were males and the rest 20.3% (n=13) constituted the female population, as seen in Table 4-18.

These Lecturers were between the age ranges of 31 and 60 and above, with those in 36-40 years category having the highest frequency. This was followed by the 41-45- and 46-50-years category respectively. The lowest was the 25-30 years category (see Figure 4-6).

Table 4-17: Gender Distribution of Lecturers in Universities A & B

Gender	Frequency	Percentage
Valid Male	51	79.7
Female	13	20.3
<b>Total</b>	<b>64</b>	<b>100.0</b>

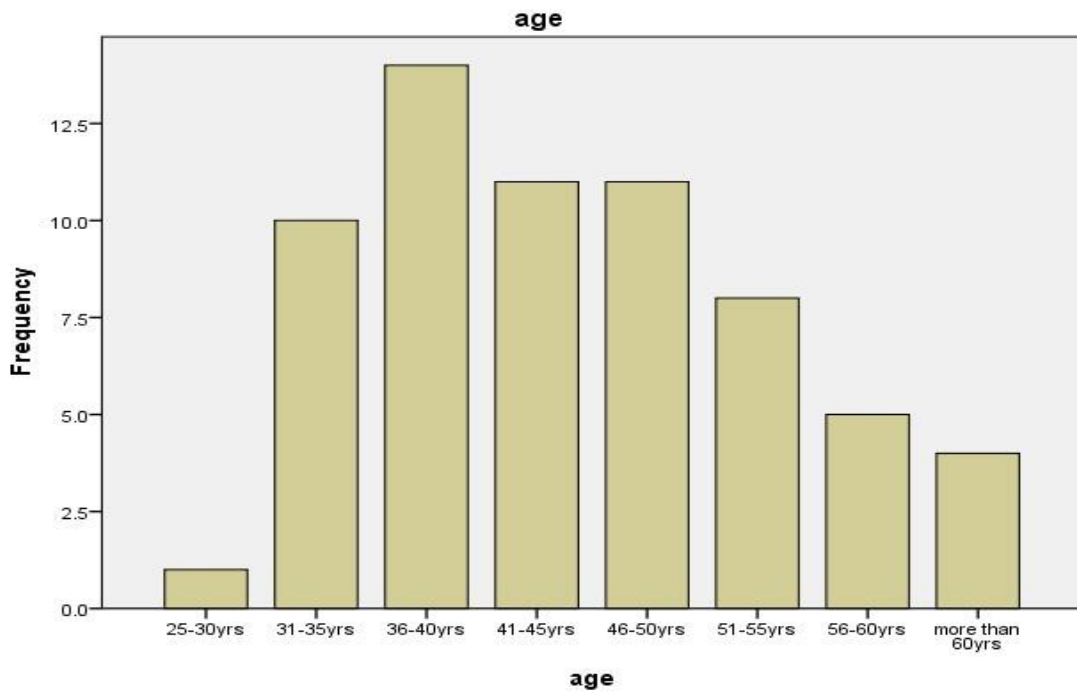


Figure 4-6: Graphical representation of Lecturers Age-Groups in Universities A & B

Similarly, 3 (4.8%) were of the rank of Associate Professor, 11 (17.5%) Senior Lecturers, 37 (58.7%) were Lecturers, 10 (15.9%) were Assistant Lecturers and 2 (3.2%) were Heads of Departments, as seen in Figure 4-7.

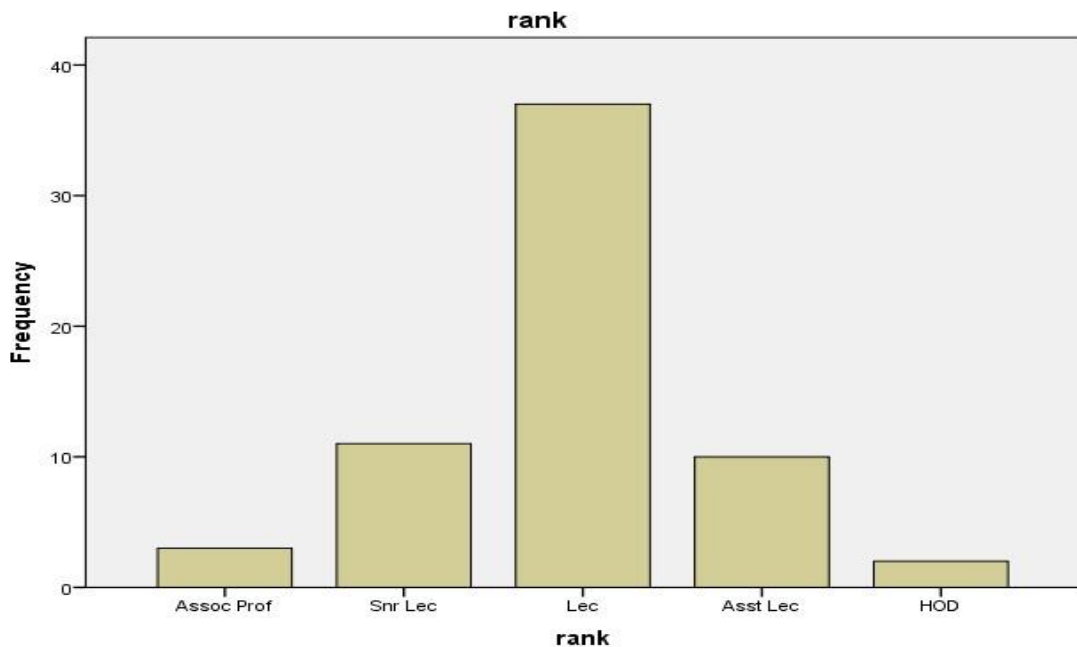


Figure 4-7: Graphical representation of rank distribution of Academic staff in Universities A & B

#### 4.7.1 *Distribution on the length of service within the university*

It was observed from the data that, one person did not state how many years he/she had worked in the university, leaving us with a total of 63 lecturers. However, as many as 25 lecturers indicated that they had spent between 1 and 5 years working in the university, and 18 lecturers indicated that they had remained in the university for between 6 and 10 years. Only one person had worked in this university in less than a year and 4 people responded that they have been working for over 26 years and above, as seen in Figure 4-7.

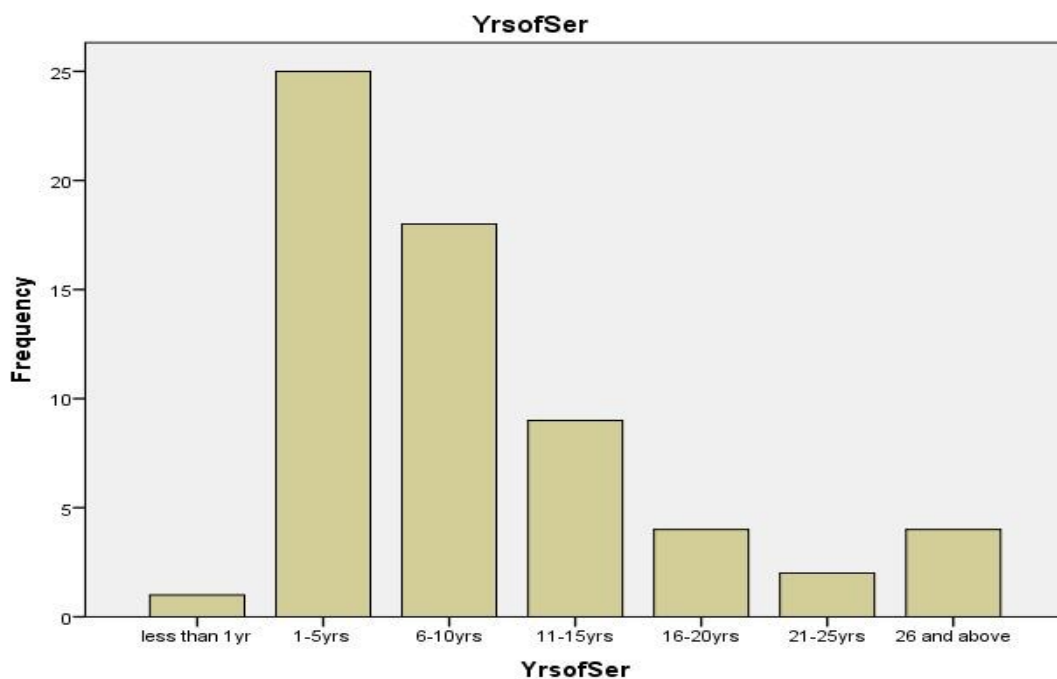


Figure 4-8: Graphic representation of the number of Years of service of Academic staff in University A & B.

#### 4.7.2 **Summation of Perceptions Statement for Academic Staff in Universities A&B: (*Agreement and Disagreement*).**

A total of 64 lecturers responded to the research question on the perception of lecturers of the non-academic middle managers. It was observed that almost two-thirds of the respondents (60.95%) had a negative perception of the performance of the services rendered by the non-academic middle managers (see Table 4-18).

Table 4-18: Summary of perceptions of Academic staff in universities A and B on the level of agreement and disagreement.

No. of Respondents	Agreement (%)	Disagreement (%)	Total (%)
<b>64</b>	<b>39.05%</b>	<b>60.95%</b>	<b>100</b>

#### 4.7.3 Academic Staff (Lecturers) in UNI-A

The demographic data collected from the Lecturers in University A consists of age, gender, rank, years spent in the higher education institution. A total of 40 self-administered questionnaires were distributed but 33 were filled and returned. Of this number, 17 (51.5%) were PhD holders and 16 (48.5%) were masters holders. Additionally, 2 (6.1%) of the respondents were of the rank of Associate Professor, 10 (30.3%) Senior Lecturers, 15 (45.5%) were Lecturers and 6 (18.2 %) were Assistant Lecturers, as seen in (Figure 4-9) below.

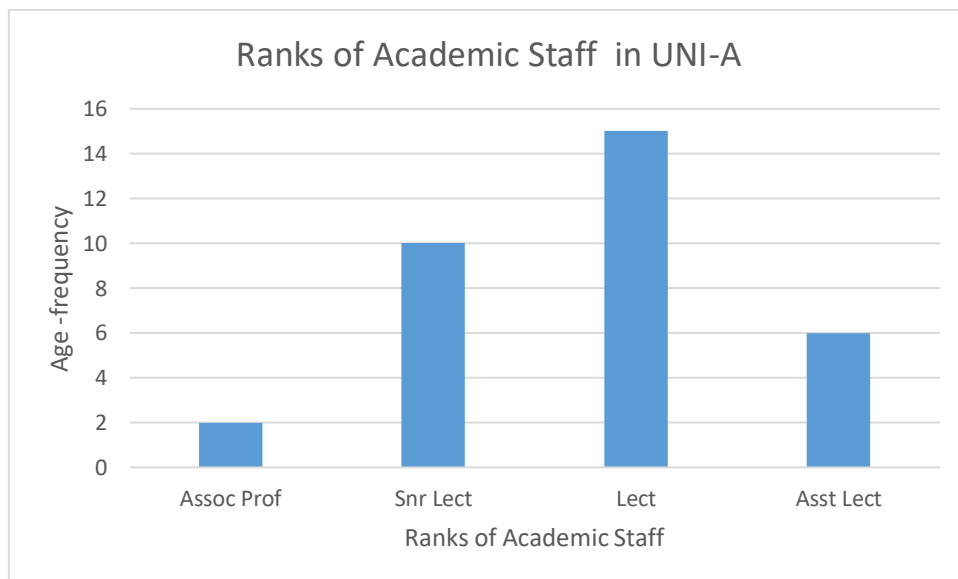


Figure 4-9: Graphic representation of Lecturers' Rank in University –A

Similarly, the age distribution of the Lecturers ranged between 31 and 60 and above, with those in 36-40 years category having the highest frequency. This was followed by the 31-35 years and that of 41-45 years category. Again, the 46-50 years and 51-55 years category were represented by 4 respondents each. The lowest was the 60 and above group, which had only one respondent, as seen in Figure 4-10

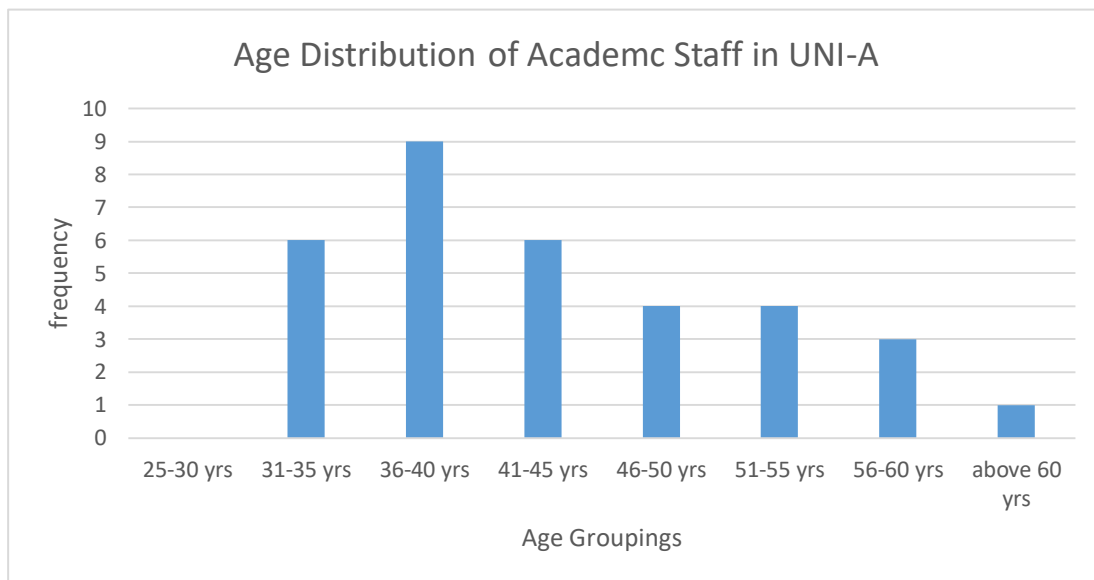


Figure 4-10: Showing the graphic representation of Lecturers’ age-groups in University –A

#### 4.7.4 *Years of Service in University-A*

The Lecturers drawn from the various departments within the university had spent between one and 26 years and above in their respective departments. As seen from Figure 4-11, two of the lecturers had worked in the university from between 21 and 25 years and 26 years and above respectively, representing the lowest frequency. However, eleven of them had spent between 1 and 5 years working at the university, and this represented the highest number of years spent in the university, as seen in Figure 4-11 below:



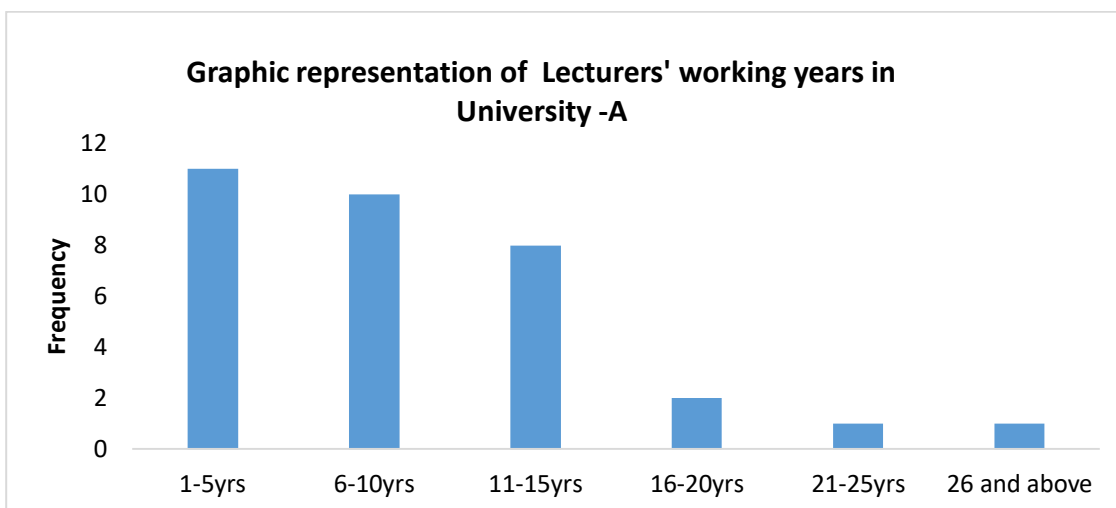


Figure 4-11:Lecturers’ Years of Service in University –A

**4.7.5 Summary of Perceptions of Lecturers in University A**  
*(on the level of agreement and disagreement)*

It was observed from the summation of the items in Table 4-19 that majority of the lecturers had a negative perception of the quality of services rendered by the non-academic middle managers in this university.

Table 4-19: Summary of perceptions of Lecturers in University A (the level of agreement and disagreement)

No. of Respondents	Agreement %	Disagreement %	Total
33	41.80	58.20	100

**4.7.6 Profile of University B-Lecturers**

The demographic data collected from the Lecturers in University B consists of age, gender, rank and years spent in the Higher Education Institution. A total of 40 self-administered questionnaires were distributed but 31 were filled and returned. Of this number, 3 (9.7%) were PhD holders and 28 (90.3%) were Masters holders. Additionally, 2 (6.1%) of the respondents were of the rank of Associate Professor and Senior Lecturers respectively. This represents 3.3% of the population of the respondents. However, 22 (73.0 %) of the respondents were of the rank of Lecturer,

4(13.3%) were Assistant Lecturers, and 2 were Heads of Departments, as seen in Table 4-20.

Table 4-20: Rank distribution of Lecturers in University-B

Ranks	Frequency	Percentage
Assoc. Prof	1	3.3
Snr Lecturer.	1	3.3
Lecturer.	22	73.3
Asst. Lecturer.	4	13.3
HOD	2	6.7
Total	30	100.0
Missing 999	1	
<b>Total</b>	<b>31</b>	

The gender distribution had a male population of 22 (71.0%) and a female-population of 9 (29.0%). Similarly, as seen in (Figure 4-12), the age distribution of the Lecturers ranged between 25 and 60 and above, with those in 46-50 years category having the highest frequency and the lowest being the 25- and 30-years category. It was also observed that the 60 and above group had only 3 respondents.

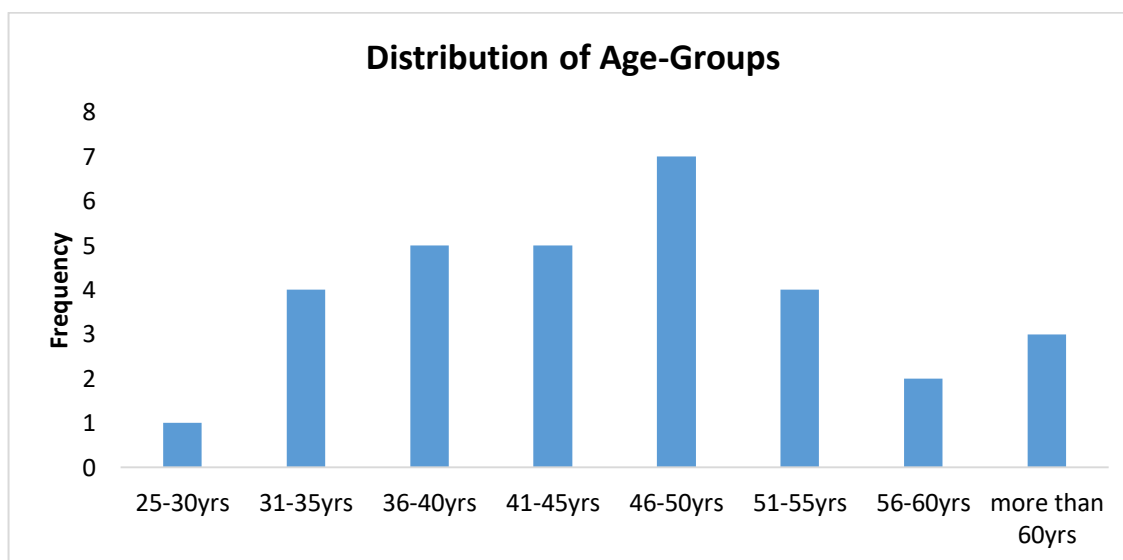


Figure 4-12: Distribution of Age-Groups of Academic staff (Lecturers) in University B

#### 4.7.7 *Years in University*

The statistics in (Figure 4-13) show that 14 respondents have spent between 1-5 years working in this university and 12 lecturers had also spent between 6-10 years of their working life in the university, 3 lecturers had spent between 11-15 years working in the university whereas one had spent between 16-20 years in the university and another one had spent less than a year in this university.

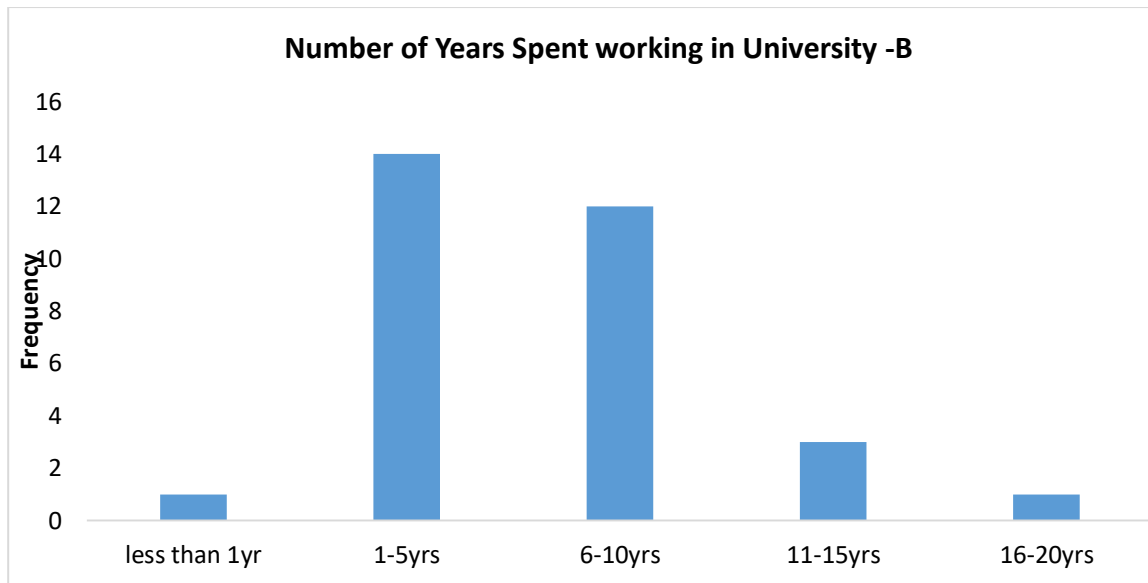


Figure 4-13: Lecturers' working years in University –B

#### 4.7.8 *Summary of Perceptions for Academic Staff in Uni B*

Of the 31 respondents who completed the questionnaire, 54.80% were of the view that the services rendered by the non-academic middle managers were not of quality (see Table 4-21 below).

Table 4-21: Summary of perceptions of Lecturers in University B on the level of agreement and disagreement

No. of Respondents	Agreement %	Disagreement %	Total
31	45.20%	54.80%	100

(\*Missing value of 16)

#### 4.8 Statistical Comparison between Lecturers of Universities A and B

Two universities were involved in this study: one public and the other a private institution. Uni-AL represents the public university lecturers and Uni-BL represents the private university. Uni-AL constituted 52 % (n=33) of the total sample population whereas Uni-BL population was 48 % (n=31). The gender population was not evenly distributed. Although Uni-A had more male respondents, Uni-BL female population was more than two-thirds of the total population, as seen in Table 4-22 below.

Table 4-22: Gender and Lecturers' Groupings of the Respondents

			Lecturers groupings		Total
			UNI-AL	UNI-BL	
Gender	Male	Count	29	22	51
		% within Gender	56.9%	43.1%	100.0%
	Female	Count	4	9	13
		% within Gender	30.8%	69.2%	100.0%
<b>Total</b>		Count	33	31	64
		% within Gender	51.6%	48.4%	100.0%

Additionally, the Lecturers' ranks were compared. The findings revealed that UNI-A outnumbered UNI-B in three of the rank categories; Assoc., Prof, Snr Lect., and Asst. Lecturer. UNI-B had more of the respondents in the Lecturer's category and that of the HoDs, as seen in (Figure 4-14)

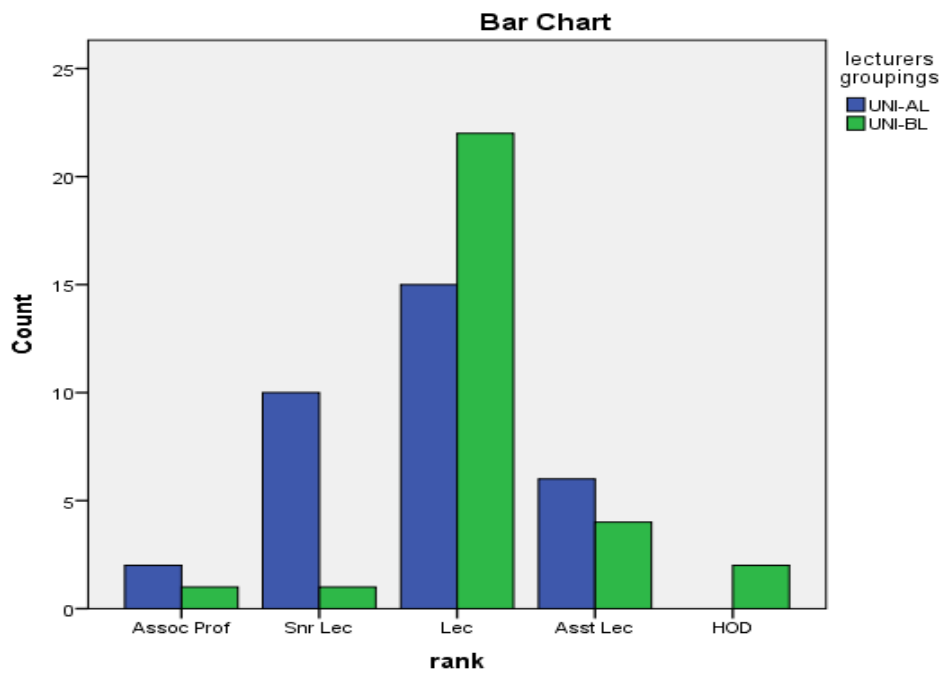


Figure 4-14: Graphic representation of the Lecturers' ranks in Universities A&B

#### 4.8.1 *Summary of perceptions of Lecturers in University A& B (on the level of agreement and disagreement.)*

According to Table 4-23 the Lecturers in both universities disagreed with the proposition on perceptions of the quality of performance by the non-academic middle managers. They demonstrated this perception with 58.2% for Uni-AL and 54.4% for Uni-BL

Table 4-23: Two groups of Lecturers :(Levels of agreement and disagreement)

Respondents (Lecturers)	Disagreement %	Agreement %	Total (%)
Uni-AL(n=33)	58.2	41.8	100
Uni-BL(n=31)	54.8	45.2	100

#### 4.8.2 Mann-Whitney U test

To find out whether the Lecturers differed in perceptions on the performance of the non-academic middle manager, the Mann-Whitney U test was conducted. To conduct the Mann-Whitney test, it was assumed that the two groups of Lecturers' perceptions of the non-academic middle managers were the same. Three tests were conducted: ranking, years of service of respondents and the statement/items scores.

Table 4-24 below shows the descriptive statistics of the two groups; their mean rank and the sum of ranks and Table 4-25 shows the value of the test statistics. In Table 4-25, the Mann-Whitney U is 367, the p-value (represented by Asymp.Sig) = .047. The p-value in this case  $p > .05$  (is greater than the normal value of .05). Therefore, this is an indication that the ranks show no statistically significant difference between the two groups.

Table 4-24: Mean Ranks of the Academic Staff

	lecturers' groupings	N	Mean Rank	Sum of Ranks
Rank	UNI-AL	33	28.12	928.00
	UNI-BL	30	36.27	1088.00
	Total	63		

Table 4-25: Test Statistics

Test Item	Rank
Mann-Whitney U	367.000
Wilcoxon	928.000
W Z	-1.984
Asymp. Sig. (2-tailed)	.047

a. Grouping Variable: Lecturers groupings

#### 4.8.3 *Years of Service*

Similarly, a U test was conducted to find out if the lecturers differed in the years of service and as a result influenced their scores. Table 4-26 shows the mean ranks and the sum of the ranks. As seen from Table 4-27, the test recorded a Mann-Whitney of 419.000, a z –score of -1.096 and a p-value of (represented by Asymp.Sig (2 tailed) of .273. In this instance, the p- value= $p > .05$ (was greater than the normal p-value of .05), an indication that the years of service show no statistically significant difference between the two groups.

Table 4-26: Ranks of the two groups (Lecturers)

	Lecturers groupings	N	Mean Rank	Sum of Ranks
YrsofSer	UNI-AL	33	34.30	1132.00
	UNI-BL	30	29.47	884.00
	<b>Total</b>	<b>63</b>		

Table 4-27: Test statistics of years of service

Test Item	Yrs of Service
Mann-Whitney U	419.000
Wilcoxon	884.000
W Z	-1.096
Asymp. Sig. (2-tailed)	.273

a. Grouping Variable: lecturers' groupings

#### 4.8.4 *Statement/Items scores*

The 36 items were tested to find out if the two groups were different in the selection of their answers. The assumption was that the two groups, UNI-AL and UNI-BL will make equal statements. The results are shown in Table 4-28 and Table 4-29. Table 4-28 shows the descriptive statistics of the two groups including their respective mean ranks whereas Table 4-29 shows the value of the test. It was observed that four items had their respective p-values to be less than the normal p-value of .05, indicating that these items were statistically significant.

Table 4-28: Ranks of four items

Statements		N	Mean Rank	Sum of Ranks
It is unwarranted for the academic staff to have the same negotiations on issues of welfare with their non-academic counterparts in this university	UNI-AL	32	38.44	1230.00
	UNI-BL	30	24.10	723.00
	Total	62		
There is a strong sense of effective teamwork between the academic staff and non-academic middle managers within this university.	UNI-AL	33	25.45	840.00
	UNI-BL	31	40.00	1240.00
	Total	64		
The non-academic middle managers are highly recognized as partners by the academic staff in the development of this university.	UNI-AL	33	26.70	881.00
	UNI-BL	31	38.68	1199.00
	Total	64		
The academics can run this university alone without the support of the non-academic middle managers.	UNI-AL	33	41.17	1358.50
	UNI-BL	31	23.27	721.50
	Total	64		

The first item, ‘It is unwarranted for the academic staff to have the same negotiations on issues of welfare with their non-academic counterparts in this university’ recorded a Mann-Whitney U-value  $U (n_{AL}=32, n_{BL}=30) = 258.000$ ,  $z\text{-value} = -3.293$ , two-tailed  $p = .01$  which is statistically significant. The second item, ‘There is a strong sense of effective teamwork between the academic staff and non-academic middle managers within this university’ recorded a Mann-Whitney U-value  $U (n_{AL}=33, n_{BL}=31) = 279.000$ ,  $z\text{-value} = -3.426$ , two-tailed  $p = .01$  which is statistically significant. The third item ‘The non-academic middle managers are highly recognized as partners by the academic staff in the development of this university’ recorded a Mann-Whitney U-value  $U (n_{AL}=33, n_{BL}=31) = 320.000$ ,  $z\text{-value} = -2.943$ , two-tailed  $p = .03$  which is statistically significant. The fourth item ‘The academics can run this university alone without the support of the non-academic middle managers’ recorded a Mann-Whitney U-value  $U (n_{AL}=33, n_{BL}=31) = 225.500$ ,  $z\text{-value} = -4.319$ , two-tailed  $p = .00$  which is statistically significant.



Table 4-29: Test statistics of four items with statistical significance

	It is unwarranted for the academic staff to have the same negotiations on issues of welfare with their non-academic counterparts in this university	There is a strong sense of effective teamwork between the academic staff and non-academic middle managers within this university.	The non-academic middle managers are highly recognized as partners by the academic staff in the development of this university.	The academics can run this university alone without the support of the non-academic middle managers.
Mann-Whitney U	258.000	279.000	320.000	225.500
Wilcoxon	723.000	840.000	881.000	721.500
W Z	-3.293	-3.426	-2.943	-4.319
Asymp. Sig. (2-tailed)	.001	.001	.003	.000

## 4.9 Qualitative Findings

### 4.9.1 *Profile of Interview Participants*

A total of 19 non-academic middle managers who were heads of units and departments were interviewed between 30 minutes and one-hour period. Of this number, 6 of them were of the rank of Junior Assistant Registrar, another 6 were Assistant Registrars and 4 were of the rank of Senior Assistant Registrar and only one was a Finance Director (see Table 4-34). Similarly, 79 % (n=15) of the participants were females and 21% (n=4) constituted the male population. Again, seven of the non-academic middle managers had worked in the Higher education sector between 11 and 15 years. This represents the highest frequency of the length of years worked in the higher education sector. Four had worked in the university between 6 and 10 years. Two of the respondents had worked in the university between 16 and 20 years and 21 and 25 years respectively and two had been in the sector between 1 and 5 years.

Table 4-30: Profile of Interviewees (Participants)

Rank Years	Junior Assistant Registrar		Assistant Registrar		Senior Assistant Registrar		Finance Director		TOTAL GENDER	
	M	F	M	F	M	F	M	F	M	F
1-5 years		1	1	1	1				2	2
6-10 years		2	1	1		1	1		2	4
11-15 years	1	2		2	1	1			2	5
16-20 years		1								1
21-25 years		1								1
<b>Total</b>	<b>1</b>	<b>7</b>	<b>2</b>	<b>4</b>	<b>2</b>	<b>2</b>	<b>1</b>		<b>6</b>	<b>13</b>

Similarly, seven females had spent between 11 and 15 years working in the university, four had spent between 6 and 10 years in the university, two between 1 and 5 years and only one had spent 16 and 20 years and 21 and 25 years respectively providing services in the university. With the males, two had spent between 1 and 5 years in the institution and another two have spent between 6 and 10 years working in the university. However, the analysis revealed that 12 of the non-academic staff had remained in their respective positions between 1 and 5 years, and four had been at their current positions for less than a year, whilst two have been in their positions between 6 and 10 years and only one had been at his or her position for between 11 and 15 years (see Table 4-30).

Table 4-31: Years in Current Position at HEI

RANK	Junior Assistant Registrar		Assistant Registrar		Senior Assistant Registrar		Finance Director		GRAND TOTAL
Years in Position	M	F	M	F	M	F	M	F	
Less than 1-year		4							4
1-5 years	1	2	2	3	2	1	1		12
6-10 years		1	1						2
11-15 years			1						1
16-20 years									
21-25 years									
<b>Total</b>	<b>1</b>	<b>7</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>1</b>		<b>19</b>

To ensure participant confidentiality, alpha/numeric codes were adopted. The first part of the code identifies the institution and the second the interviewee, as shown in Appendix N

#### **4.10 The Composition of the Participants**

In this study, few males were involved because only few of them made themselves available during the period. In fact, in as much as the researcher tried to attract more males, other equally pressing schedules did not permit them to participate and the researcher could not continue rescheduling the interview. Another reason why there were more females in this study than males probably was due to the fact that the females availed themselves for the interview. Again, they were careful not to disappoint the researcher and so made time for the researcher. The males on the other hand were not bothered; some even displayed an attitude of arrogance. Comments like, 'I'm yet to clear my table, so come another time' without even giving the researcher the time for the re- schedule. Again, there were more assistant junior registrars involved as against assistant registrars and senior assistant registrars. Largely, assistant registrars do not have many years of service experiences to their portfolio, meaning their perceptions within the university system are not deeply entrenched as compared to more senior colleagues who have spent many years in their various positions.

#### **4.11 The Emergence of Themes**

This section presents the major themes and its sub-themes obtained from the data analysis, and an interpretation of the qualitative findings. The themes identified include: (a) employee workload issues (b) allocation of resource and distribution issues (c) demonstration of Leadership (d) structure of recognition (e) intergroup relationship issues (f) employee training and development issues (see Table 4-34 for details of themes and sub-themes). These themes were obtained from the data by adapting Braun and Clarke's (2006) thematic framework of data analysis. This strategy was helpful to the study because it was easier to follow as compared to the other frameworks. Under this section, extracts from the data were used to discuss the afore-mentioned themes.

As mentioned earlier on, in page 67, the Braun and Clarke's thematic analysis was useful in the development of the themes for this study. Six major themes were

developed. To arrive, for example, the theme '*employee workload issues*' the participants were asked how they view their workload as non-academic middle managers? (See appendix T).

The interviews were recorded with the consent of the participants and transcribed with the aid of a computer software called Audacity and later printed using the line-by-line strategy to help with the generation of the codes which were refined into themes.

To begin with, the entire transcripts of the 19 participants were read and re-read and various codes were developed as each one was read. However, this was read with an initial thoughts as the researcher used a structured interview guide to solicit answers for the participants.

Some of the initial codes were modified, others were replaced with better words, and new ones were created. This strategy was repeated over and over again to arrive at the theme.

Initially, the theme 'overload' with sub-themes as stressful and seasonal, burdensome and flightful were identified, as seen in Table 4-32. This was later refined to read employee workload issues to capture all the sub-themes identified (see page 67). Also see appendix T for sample of the transcription) Also see pages 104 and 105 on workload issues).

Table 4-32: Major themes and Sub-themes

<i>Major themes</i>	<i>Sub-themes</i>
<i>Employee Workload</i>	
	Perennial
	Seasonal
	Manageable
	Burdensome
	Stressful
	Fatigue
	Intensive
Frightful	
<i>Resource allocation and distribution</i>	
	Human
	Logistics
	Inadequate
	Adequate
	Lacking
<i>Demonstration of Leadership</i>	
	Taking initiative
	Limited to job description
	Limited to policy of the University
	Building relationship with peers
<i>Structure of recognition</i>	
	Weak
	Passive
	Negative
	Positive
<i>Intergroup relationship issues</i>	Cordial
	Poor
	Mistrust
	Ignorance of roles
	Lack of respect
	Qualification versus Professionalism
<i>Employee Training and development</i>	
	Institutional type
	Self-development type
	Internal training of other staff

#### 4.11.1 *Employee Workload Issues*

The workload issues of the non-academic middle managers generated a lot of comments from the participants, creating two distinctive parts. While some were of the view that it was seasonal, other participants saw it as perennial:

It is seasonal. Sometimes it is manageable, other times it is unbearable, especially when you we are getting closer to graduation  
[NAMM-B2]

It fluctuates. There is a season for pressurized work and a season for a bit of relaxation  
[NAMM-B8].

Too much, we deal with staff, unlike the academic staff and the students who go on holidays. We do not go on holidays, except you are on leave  
[NAMM-A1].

Sometimes you just don't know. But I should also say that there are times too when you have some freedom time, you also have some breathing space. When for instance, ...we do not have scheduled meetings, then sometimes you have some breathing space but, in fact, it is hectic., you just do not have the time. ...Weekdays, holidays, night....  
[NAMM-A3].

For the fact that it is seasonal, it is manageable in a sense. However, one participant indicated that one needs to tread cautiously to avoid making grievous mistakes:

Work here is not so busy and not so Lousy, but you must know how to work on a tight rope. If you are not careful you might have difficulties.  
[NAMM-A4]

Another participant supported the assertion that the workload was manageable, but was quick to add that it could be so at the time due to the fact that he/she was new to that particular office:

For now, it is within my capacity. I can manage it. Not too much for now. Maybe because I am new to this place.  
[NAMM-B9].

Despite these different views raised by participants, majority of them agreed that the workload was enormous and burdensome, creating stressful situation for them:

Well, I think it's more than what I can do, but I try as much as possible to meet the deadline but at times I'm not able to do that because some other things might crop up whilst doing other duties. [NAMM-B1]

Another indicated that:

It is enormous. I work in the Registrar's Office, particularly looking at staff development and records. So invariably, all the staff welfare and other issues in terms of progression, study leave, appointment and promotion, and then the supervisory role you have to play. I assist my Boss, and others assist me. And, if you take for example, we work from Monday to Sunday. It is quite enormous. From Monday to Friday is the Office work. Even Fridays we have to come and finish our minutes. Seven days a week, you are cut off from social activities, family activities, and your own rest period. Just last year, we started implementing a day's off. [NAMM-A6].

Enormous. In this department, we are actually understaffed. I even need an assistant. I feel tired, but I cannot go on leave because I do not have an assistant, but HR is yet to give me one..... [NAMM-B3]

#### 4.11.2 *Resource allocation and distribution issues*

The resources to work with were classified into two categories. One was the human resource and the other was on logistics. These two resources together aid the managers to achieve what is required of them by their superiors. However, the participants were divided on this issue. There were those who indicated adequacy in both resources and others had higher percentage of one of the resources as compared to the other. Further, there were those who reported a delay in the supply of the resources. Some attributed the inadequacy to spacing in their respective offices.

For instance, three of the participants indicated that they had the full complement of both staff and logistics to carry out their respective assignments, as noted in the following extracts:

I had the needed resources, both physical and human'  
[NAMM-B5].

For one to be satisfied with his/her work, the resources should be available. Resources, equipment, materials and other things. For now it is okay in this department. We all have computers, we also have photocopier etcetera'  
[NAMM- A10]

Let me divide the resources into two. The resource for Office one is very good. Where I came from, I had to buy my own A4, and use my own laptop, but here I'm provided, logistics wise, vehicles we have, personnel we have. I will say on the average it is good.  
[NAMM-A6]

Again, there were those who commented that they have most of the logistics to work with, but do not have the complementary staff to make their work highly productive or enjoyable:

The logistics for this department I should say is above average. However, with the human resource, we are only two here. The secretary and myself  
[NAMM-B8]

Inadequate staff but the materials are there to work with. Payment system, every two weeks, we needed to prepare new payment order. Some are happy about it and others are not.  
[NAMM-A2].

Others, on the other hand commented that staffing was no problem, but it is the issue of logistics to work with. For example:

.....The human Resource I must say I am very satisfied. They are very competent. I met most of them here. But the only problem is that for this section, we will need more in terms of numbers but we don't have space. It is obvious that we will need more hands but because of just physical space, we cannot even add that is a major problem. But for this office, the staff, I think they are supportive and are doing well. At least compared to other offices I know. But when it comes to the physical resources (material) in fact, it is very sad. I should admit. Some are very basic. Something like a photocopier for the whole division as we talk now is a major problem. And the nature of the material, and the volume we have to run, you will not believe me we do not even have a scanner. I have to go to other divisions just to scan materials. The physical materials are not enough. There are a lot of basic things we need. Something like shredder (shredding machine) like this. The Unit has not got some. Meanwhile we deal with delicate materials which we need to be



properly disposed of. And it's not that Management is not aware. Management is aware..... but basically, we have to be very prudent in the management of our resources.

[NAMM-A3].

Similarly, others reported that though they get the logistics to work with, these materials do not come on time for them to complete their work as scheduled:

Well, I just received a brand-new photocopier, but I am not done yet. I still need a lot of things..... The materials do not come on time but they may eventually come. For instance, I requested for the photocopier before the first semester exams, so I had to go borrow a copier from a different dept., to run the questions, and I have just received it. We manage under the circumstance.

[NAMM-B3].

The resources are sometimes not forthcoming. We also do not have space so that new staff could be appointed

[NAMM-A5].

Furthermore, some of the participants reported that the supply of both human and logistics were inadequate. For instance, one participant indicated that:

It is 70% / 30%. 30% being what is available to us and the 70 % being what we need. We need more logistics to help us run. We need more computers and extra hands. Currently, we have only one national service person and myself..... It is challenging.

[NAMM-B7].

In fact, I wish it could have been better. If you look at the corner here, the photocopier was there. Five years now, it broke down and up till now we have now had a replacement. The Computer is broken down and no replacement. I come to sit here with my own laptop to do my work.

Oh, well, well, well. I would have wished that we have more reporters working here. The university is moving, development wise, it is moving at a top speed, and we need to catch up. One reporter is not the best. They do not even understand the concept, if they do, then whatever we ask, it should not be difficult for them to provide. I'm very careful in demanding for anything, knowing that the university is cash trapped.

[NAMM-A4].

However, there were others who said both the staffing and the logistics situation were inadequate:

I think we are under staffed... If we get more staff it will help. Currently, we have a population of 500 with human resource

personnel of only 5 which is inadequate. [NAMM-B1].

Well, that would not be a different story. It is inadequate, and it is not peculiar to our department only. I wish that we have better equipment and servicing of equipment. Even if they are few and maintained properly, I am sure that can still help with the operations of the department. Because, for now we do not even have a photocopier, I understand it broke down years ago, no replacement. The machines you see here have their own peculiar problems. It makes work difficult looking at the kind of work we have to do  
[NAMM-A7]

If the materials to work with are not in equal proportion, it will be difficult for the managers to achieve what is expected of them.

#### 4.11.3 *Employee training and development issues*

Another theme that emerged from the analysis of the interview data was employee training and development issues. It was observed that there were three parts to this theme, namely: Institutional type, self-development type and internal training of other staff.

The institutional training related to trainings offered and facilitated by the university staff, especially, to its senior members (both academic and non-academic middle managers), the self-development type, was a kind of incentive training facility given to senior members who have served the institution for at least four years to develop themselves in areas related to their respective jobs. The internal training of staff was a training type mostly done by the non-academic middle managers to the staff they supervise, to enable them perform effectively on task assigned to them:

For the training we have two or I should say three forms. One, we have the Training and development Section which organizes periodic programmes for them based on the survey they do to determine their needs. Two, we also have staff who make their personal request for training, where they identify training, and where there is funding they are sponsored to attend. Third, the formal education development programme, like the study leave that takes longer period, spanning over a year. In the case of study leave which takes a longer period, you have to serve for some number of years to qualify, and the relevance of the course, the cost of the programme. These factors are considered before one is sponsored.

And depending on the availability of funds, some are given study leave with pay, some study leave without pay, others too have full sponsorship depending on the level...For my staff here, we have informal one. I also take delight in informal training of my staff. I go to them, sit with them and in the course of informal discussions point out those mistakes to them and give them the relevant information on how to go' [NAMM-A4]

Majority of the participants indicated that the universities had an institutional training mechanism which trains their respective senior members occasionally:

It is available and from time to time we do invite resource persons outside the university to come and organize some training. Every year, it is not less than 4 [NAMM-A10]

Occasionally the T & D department organizes training workshops for administrators [NAMM-A9]

From time to time we are trained. I think last year we trained on how to use the school software and conflict of interest. [NAMM-B6]

.....There is a training workshop for all senior members in administration, and then, they will bring facilitators, and you are supposed to go through the process. It may not directly relate to what you are doing but it means that until HR brings up something in your area, you can only wait. Apart from that, I do not see that regular flow that we have workshop weekly or monthly or quarterly. [NAMM-B2].

Majority of the participants also acknowledged that there was an opportunity for non-academic middle managers to personally develop themselves. However, this was subjected to the availability of funding for one to embark on this self-development training:

As senior members, we are allowed to report to Management if there is something that we believe, a special conference we believe will benefit our work, so there is a research and conferences grant that you can apply for. There is also a Professional allowance that we are given, assuming you belong to a professional association, and if there is any training or conference that you believe will add to your work here is also made available. But periodically, the university takes us through some training sessions. [NAMM-B7]

However, few of the participants were of the view that despite the opportunity for the

non-academic to do self-development, the programme is masked with a discriminatory agenda which prevents equal opportunity for all senior members to access, both academic and non-academic alike:

‘I really desire to get some training. I also think that the university has to support these training. But currently, the support is with faculty members, because it is as if that is the core job of the university. As for the non- academic, they really hardly support anything. Even with short courses, when you bring the receipt for reimbursement, it takes a long time or sometimes they do not reimburse at all. But personally, I think whether they reimburse or not, so far as you have taken a kind of occupation that you do, you need to sacrifice. So, I have done a course in human resource management. I opted for the weekend courses.

[NAMM-B1]

Unfortunately, there is some small politics, I do not know. Because ...it is becoming like.....that is not formal, it is not an official stand, but it is becoming like, you are non-academic, so you do not need PhD. It is coming from an unofficial quarter that no one can confirm even the source, but it is more or less a reason to siphon or limit the chances of non-academic going for PhD. That does not mean that they do not go. In fact, this year alone, a lot of non-academic staff have gone for PhD. I do appreciate that.

[NAMM-A3]

Contrary, a participant refuted that assertion that there was a training programme for non-academic staff:

This area lacks a bit. I would have wished to attach myself to the affiliation institutions or similar departments to grasp the best practices but this is not forthcoming. So, I have to learn from my own mistakes. Therefore, equipping and training are not up to where I expect it to be.

[NAMM B3]

However, to perform their assigned tasks appreciably, their immediate and respective heads (the NAMMs) train these staff to perform their respective tasks effectively:

I was overseeing two people. One office assistant and a national service person. For the national service person, I developed a plan for her to follow, such that by the time she completes her national service she would have acquired the basic administrative ways of doing things. She wasn't good at typing, so we installed the beacon typing software on her computer, and by the time I was moving out she could type. Again, she could do simple memos etc.

[NAMM-B5]

#### 4.11.4 *Demonstrating leadership*

Demonstrating Leadership is related to taking charge of the tasked assigned to and performing to achieve results which will benefit the university and all the stakeholders involved. In these findings, all the participants agreed that they take part in decision making and report to their respective superiors for final acceptance. These decisions were guided or limited by the job descriptions and that of the university policy.

I do a lot. I take a lot of initiatives but I leave the final decision to my Boss, the Registrar. Otherwise, the day to day activities I do them. I know my schedules, so the earlier I start doing things, so that nothing is left to last minute. The whole school depends on.  
[NAMM-B3]

However, some of the participants were of the view that they could still take initiatives within their limited space and this makes them take control of the work:

If you are an administrator and you maintain the status quo then you are not an effective one. An effective administrator must be able to bring new dimensions to change the status quo. If you come and continue with the old things over and over, then, you have not added knowledge to the work. Your impact must be felt.  
[NAMM-A4].

You have to motivate yourself and also understand the system. For instance, if you need a car urgently, because of your human relations with other units you will be able to get it. Else, you have to apply by going through the procedure and by the time it is approved the need is no longer there. So that is what helps us in making up. You have to rely on your human relations and personal contact.

Finally, a participant was of the view that one of the ways to demonstrate leadership was to:

Seek professional development. [NAMMA6]

Developing oneself to take control of your department or unit is a laudable idea.

#### 4.11.5 *Structure of recognition*

Many of the participants reported that they do not get a sense of recognition on whatever task they performed. Some commented that the structure of recognition in the universities were weak and needed to be improved. Others were of the view that it is all about workplace politics that was why the sense of recognition was not an issue to management:

The university sometimes, for some political reasons, we do things, and they do not appreciate. But they must transform the appreciation into something motivational. I filed my application many years ago but nothing has happened. If the lord wants me to be promoted He will do that. I'm not bothered. Not that I think it's a hopeless situation. To me, I have done a lot in this department. People who came here did not do much. I have changed the face of the publication in this university. I have done so well that, last year I was sitting here when the Chief of the town said I should be an editor in Chief of their 50th anniversary magazine. If I were not doing well, will the Chief come to see me? It means my work has somehow been recognized by an outsider. .... But it is on political grounds that they are refusing to recognize my work. I'm not bothered.

[NAMM-A4]

Some participants observed that there was some form of recognition but that was at its weakest level:

Once a while we are, but we do not really have a recognition system where people are recognized for what they have initiated. I will say no. This is because for a big institution with the number of staff that we have, Last year, for example, we did appreciation of staff, only three were recognized. I felt it did not match up. The recognition is a bit low. If I get the opportunity I will advise management that recognition motivates people to work so management should come up with other ways of recognising staff. They can even recognize three people in a year within each category of staff. Even if they do not have money for a monetary gift they can prepare a plaque to show the recognition.

[NAMM-B1]

Structure wise also does not help. If our seniors do not acknowledge that you contributed where is that sense of recognition? The system should acknowledge the recognition of the staff.

[NAMM A6]

Others also commented that the recognition was departmental:

For my directorate it is a unique department because I heard people say when you break your back nobody cares but when you make one mistake the whole management comes on you. However, in my Directorate, once a while you get thumbs up for a job well done.  
[NAMM-B2]

Others did not see anything wrong with the system of recognition:

For me, it is okay because I was promoted from one level to the other due to hard work. So, I believe it is okay.  
[NAMM-B8]

I have to say that having gone through the ranks as a senior staff before getting to this point has allowed me to have the opportunity of applying for this post. We were many but few were chosen. I see it as an internal recognition to be part of decision making in university management.  
[NAMM-A7]

#### 4.11.6 *Intergroup Relationships*

The two main senior members' groupings working in the universities were academic and non-academic staff. The comments from the non-academic on the academic on interpersonal relationship bordered on cordiality, poor, tension and mistrust. On the other hand, it was also observed that within the academic staff, the interpersonal relationship was also weak.

Majority of the participants commented that the relationship with the academic was cordial as seen in the following comments:

...we are quite close.... without the administrators, their jobs will not be completed. We do have a cordial relationship as far as my Unit is concerned.  
[NAMM B7]

From where I sit, the relationship is cordial. I do not have any problem with them. We work together very well. I can call any Lecturer at any time to query on issues relating to student issues because they depend on them and we also depend on them.  
[NAMM-B4]

A participant was of the opinion that the relationship between the two groups was not

good and created tension, as seen in the following comments:

It is not so excellent. They think they should rule because they have PhDs. The academics have the opportunity to have 1000s of them becoming Professors within the shortest possible time because their promotion is usually tied to the number of articles they publish. And their position is not fixed or has a limited slot as compared to that of the Non-academic middle managers. The non-academics have to mark time for their senior colleagues to go on retirement or move to another university before vacancy will be created. Again, we have different roles and speciality. Therefore, the academic or non-academic cannot easily fit into each other's role.

[NAMM-A2]

Some of the participants said the relationship though cordial, it was also filled with tension as seen in following comments:

I don't know. There should be cordial relationship. When they meet outside, people are very nice. I think they think they are better. I do not know why

[NAMM-A8]

It is cordial but sometimes, some of them think they are better than us. Most of them have Masters, so I do not see why they behave like that.

[NAMM-B8]

..If you ask between University Teachers' Association of Ghana (UTAG) and me, it is cordial. The current crop of executives think that there used to be that perception. Especially, it got to its hill during our negotiations for our single spine placement. We were damaged badly and lowered to such an extent that as if we used first degree to come in as administrators, but that is not true. The funny thing was that they managed to 1.2 but we got it higher, but the arbitrators said for the sake of industrial harmony we have to lower ours and bring it to par to that of the UTAG.

[NAMM-A6].

Others saw the relationship as being entirely tension-filled, as seen in the following comments:

We have a cordial relationship with newly recruited Lecturers but there is somewhat tension with the old lecturers. And later, the new ones join in. I do not know what they tell them. However, I believe we play complementary roles in this university. Therefore, the need to respect each other is very important. Tension exists but Top management do not want to talk about it.

[NAMM-A5]



I think it is unique to here..., there is an unspoken rivalry. Faculty thinks that they are the one on the ground doing the work, and the administrators seem to be controlling them. They say they have the qualifications because they have the PhDs and the non-academics also think that we are the people doing the work. We feel that it is not really a competition. It is a hand-to-hand thing. The relationship can be better than what we see now. But sometimes too, it is a person to person thing, you the administrator, how you relate to the faculty members. Some are easy going whilst others are difficult to deal with. So it is difficult to say generally. I think it is not unique to us.

[NAMM-B2]

Some of the participants identified the root cause of the tension between the two groups as lack of respect, ignorance of the roles of the non-academic middle managers, and mistrust:

From my experience, they do not respect us. As for me because of my technical skills, they fear me. But, generally speaking, I do not think it is our fault. They think that because they are lecturers, they are better off. Your own class mate, who you are better off, when he/she becomes a Lecturer, he is better off than you are in terms of remuneration, extension of contract. All these things they are better off than us.

[NAMM-A4]

Officially, it should have been cordial. But sentiments, informal sentiments, you see that it is really not the best. That one you cannot describe it as the formal stand. Usually, it is individual stance. Sometimes, they pass comments like 'why do you need this one?'. 'Or why do you think they should be paid equally? Those comments are there but they are on the individual stance which is not official, so one cannot take anybody on. But it is not a healthy practice as well. Definitely, we are humans, so if you hear statements like this, you turn to build some resistance. And sometimes the statements they make .....You turn to question the basis. Some paint some pictures and make it to look like some were born to and can never become.... 'Because ...I always say that we were mates, in the same class. They were people we underwent the same programme with. And then.... At worst, the grades and the class are there. So, we cannot finish and you say that I cannot become this. Some of us, it is either by mistake or design that we find ourselves in this area, so that one is really not the best. But on official grounds, there are no rules but obviously, individually people paint some pictures to make it look like you could have become, which is really not the case. And it is not true.

If you were my mate and then we took these courses and these were the grades, how do you convince me that .....? And apart from that some of us do some teaching part-time and the students' exams scripts are there. On a personal note, I was a teacher before coming into this role. I do not think that you can convince me that this group of people cannot do what you are doing. But I believe that we should see it as a profession. This is what his interest is or where he finds himself. He should be regarded and allowed to progress in this area.

[NAMM-A3]

Another said that the lack of respect stems from the comparison the older academic staff do as seen in the following comments:

Actually, there is a personal observation I have made that is causing this kind of comparison or looking down, If I should put it. It is because in most cases, if you come in as a non-academic you will be working with a more experienced academic. For instance, you have been made a faculty officer and you are working with a most experienced academic who is mostly a Dean or a Professor who is an experienced administrator already. So they tend to compare, human beings tend to make mistakes, but they tend to compare themselves at that level with the less experienced person. How can a professor compare himself with his student? By the time I will rise to the Deputy Registrar which is an analogy rank to that of a Professor role, you will find minimal or no mistakes at that level. But a newly appointed Assistant Registrar does not have those years of experience. And at this level as an Assistant Registrar, I don't expect a lecturer which is the analogy rank to have that skills or direction. That is the major problem. Because they always have that comparison as a Dean, Pro-Vost, Professor, dealing with an administrative officer who is just new to the system, a faculty officer who has just been appointed, because, they direct you, control you, or even correct you, they feel that or think that all non- academics are the same. That is not the case.

[NAMM-A1]

A participant believed that the issue of lack of respect also stems from the ignorance of roles performed by the non-academic middle managers:

I don't know, may be, it was because of the way the university started. Some are of the view that because they can do administrative works, they do not see the need for administrators. ...We are supposed to know the policies and guidelines underlying the running of the universities and guide (notch) them towards the right direction. And this sometimes produces a lot of friction. They think they are academics and the university belongs to them. You the administrator was just robed in

[NAMM-A7]

One of the issues, which is creating the tension, was ignorance of the roles the non-academic-middle managers perform in the university:

...The Academicians think the administrators are not doing anything and therefore are not needed. [NAMM-A9]

And another said:

.....when it came to the book and research allowance, some were of the opinion that we do not qualify. However, we argued that we also do self - development etc. That was a bit personal. [NAMM-B1]

Mistrust was another cause of the tension between the two groups. One participant was of the view that:

There is mistrust among the two groups..... But it is not as bad as three years ago. We only need a crop of leaders who will kill that enmity between the two groups. [NAMM-B6].

Another participant suggested one way to address the tension among the two groups was:

..... to conscientize our minds that these categories will always be there. For me, we need to educate each other for them to understand. We are all here for a common goal. That common goal is to achieve the goals of the university. We are one people with different roles, and therefore we need to put the issue of who is superior and who is not aside. [NAMM-A10]

#### **4.12 Summary of Data Analysis and Findings**

In this chapter both the qualitative and quantitative data collected have been analysed and presented. Three research questions guided this process of analysis in this study. These were: (1) what roles do non-academic middle managers play in HEIs in Ghana? (2) what are the perceptions of academic staff of the work of non-academic middle managers provided to the university community and (3) what are the perceptions of the students of the non-academic middle managers on the quality of service received? The quantitative data had 64 lecturers and 148 students respondents. Each group had a separate questionnaire to address the second and third research questions

respectively. The analysis was done, using the descriptive frequencies, cross-tabulation, rankings and Mann-Whitney statistical tests. It was observed from the statistical findings that the Lecturers in both universities (UNI-AL and UNI-BL) agreed that the performance of the non-academic middle managers was not of a higher quality. Similarly, four items out of the 36 items were found to be of statistical significance because their alpha values were less than the accepted p-value of .05.

On the other hand, the students respondents in the two universities (UNI-SA and UNI-SB) were divided on their perceptions of the quality of services they received or rendered by the non-academic middle managers. Students in University-A agreed to the proposition that the quality of service was good whereas the students from university-B were not satisfied with the quality of services they received from the non-academic middle managers. Out of the 28 items tested on the Mann-Whitney U test four items proved to be statistically significant because their respective p-values were less than or equal to the p-value of .05. The next chapter will discuss the implications of the findings of the qualitative and quantitative analyses in relation to the theory.

The qualitative data had nineteen non-academic middle managers from two universities (UNI-NAMM-A and UNI-NAMM-B) participating in this study. These participants were interviewed with a structured interview guide. Again, the data analysis was guided by the thematic analysis model by Braun and Clarke (2006), this discovered 6 major themes: (a) Employee Workload issues, (b) Resource allocation and Distribution issues, (c) Demonstration of Leadership, (d) Structure of recognition, (e) Intergroup relationship issues and (f) Employee Training and Development issues

Of the 19 non-academic middle managers, 13 were females and 6 were males. The interview lasted between 30 minutes and one hour. The research question guiding this section was: What roles do middle managers play in HEIs? The findings identified in this chapter will be discussed in Chapter 5 of the study.

## **Chapter 5. Discussion of Empirical findings**

### **5.1 Introduction**

This chapter discusses the implications of the findings of the qualitative and quantitative analyses in the context of the research questions set up for this study and in relation to the conceptual and theoretical frameworks underpinning this study (see Chapter 1). It must also be noted that this study does not rely on any known studies in Ghana, but largely on studies from the developed countries. As far as is known, it is the first time a research of this nature is being conducted on non-academic middle managers in Ghana. It therefore, makes the findings of this study unique. However, most of the findings were consistent with those of developed countries researches. Thus, the findings help in gaining a deeper understanding of what the non-academic middle managers in HEIs do.

Six thematic areas with sub-themes, which relate to the work of the middle managers, were identified, namely, (a) Employee Workload issues, (b) Resource Distribution issues, (c) Demonstration of Leadership, (d) Structure of recognition, (e) Intergroup relationship issues (f) Employee Training and Development issues.

Observations from the statistical findings show that the academic staff in both universities (UNI-AL and UNI-BL) had a negative perception of the performance of the non-academic middle managers. Four items out of the 36 items were found to be of statistical significance because their alpha values were less than the accepted p-value of (.05).

On the other hand, the student respondents in the two universities (UNI-SA and UNI- SB) were divided on their perceptions of the quality of services rendered by the non-academic middle managers. Students in University–A agreed to the proposition that the quality of service was good whereas the students from University-B were not satisfied with the quality of services they received from the non-academic middle managers. Out of the 28 items tested on the Mann-Whitney U test, four items proved to be statistically significant because their respective p-values were less than or equal to the p-value of .05 ( $p > .05$ ).

Three research questions guided this study. These are: (1) what roles do non-academic middle managers play in HEIs in Ghana? (2) what are the perceptions of academic staff on the work of non-academic middle managers provided to the university community and (3) what are the perceptions of the students of the non-academic middle managers on the quality of service received?

## **5.2 Definition of Role**

Within an organization are individuals placed in various positions to ensure that the objectives of the organization are achieved. These positions are assigned with specific activities to be performed by those occupying the positions. The activities the individuals performed constitute the roles they play within the organization. However, these roles are not performed in isolation, but they involve the interactions of individuals, groups and teams within and without the organization to enable the organization to achieve its goals (Davenport, 2009; Champoux, 2011; Huczynski and Buchanan, 2013). Roles, according to Robbins and Coulter (2009), could be defined as ‘the behaviour patterns expected of someone occupying a given position in a social unit’ (p.252), in the sense that the roles place on these individuals certain expected behaviour. Thus, stressing the need to link the norms of society and individual behaviours by elucidating the basic theory underpinning such interactions.

The theory of symbolic interactionism stresses that individuals within a society are bound by the norms of the society, and that interactions within the society and meaning making were as a result of interactions between and among individuals. The NAMMs occupy various positions in the organization structure and within these positions they perform various roles. In the performance of these roles, they are expected to interact with others within and without the organization to sustain and maintain the mission and vision of the universities. Some of the role titles include directors, heads of departments, heads of unit, coordinators and registrars (Rosser, 2004).

### 5.3 Employee workload issues

Maslach (2012) have defined over workload as ‘having too much to do, not enough time to perform required tasks, and not enough resources to do the work well.’(p.107). The research findings confirmed the above view. The non-academic middle managers were given heavy loads and yet the requisite materials to help them function productively were lacking. This, according to Colligan and Higgins (2006), creates a stressful situation and health-related issues for the employee which invariably tend to ‘lower productivity, increase absenteeism and create pervasive patterns of dysfunction (Anderson and Puluch, 2001; Levin- Epstein, 2002 cited in Colligan and Higgins, 2006, p. 93). The findings reveal that NAMMs complained of heavy workload which was causing stress for them. For instance, one participant stressed that the workload is:

Enormous. In this department, we are actually understaffed. I even need an assistant. I feel tired, but I cannot go on leave because I do not have an assistant, but HR is yet to give me one.....

[NAMM-B3]

Another factor which accounted for the heavy work load for the NAMMs could be as a result of the introduction of the managerialism model which seeks, among other things to enhance efficiency, effectiveness and excellence in the governance and administration of higher education institutions (Deem, 1998). In essence, it is a way of allowing governments to use the scarce public resources to develop other sectors of the economy. This paradigm shift through the application of the managerialism model has helped to free academics and enabled them to do what they do best: teaching and researching and allowing NAMMs to take charge of ‘institutional processes’ (Graham, 2012). In Ghana, the formation and the recommendation of the University Rationalization Committee (URC) in 1987 placed a lot of responsibilities on the NAMMs to ensure high quality assurance within the HEIs (Kuu-ire and Tanko, 2012; Atuahene, 2008).

The issue of workload would not easily go away as long as the demand for university education keeps increasing. Consequently, universities now have Overseas Campuses, Evening and Weekend schools for workers and matured students who for one reason or the other cannot attend regular sessions. For instance, currently in Ghana, most universities, especially the public ones have established Weekend and Evening schools. Similarly, there is competition among public universities to establish regional campuses. In this light, it is obvious that the work of the non-academic middle managers would

continue to increase (Bassnett, 2005). This resonates with the findings of the study. For example, a participant felt that there is too much work to be done:

Sometimes you just don't know. .... what to do ..... When for instance... ..we do not have scheduled meetings, ... it is hectic., you just do not have the time. ...Weekdays, holidays, night....  
[NAMM-A3].

To avoid employees from being overburdened with task, Hull (2006) observed that, in the United Kingdom (UK), the government has institutionalized a Health and Safety Work Act (Act 1974) where health and safety executives do review the workload and the stress levels placed on workers. These privileges enjoyed by the UK workforce, especially, the academic staff, is not yet present in Ghanaian universities, especially for non-academic staff (if it is, then probably it is now being emphasized or could be less pronounced). Therefore, one could imagine the level of stress on the majority of these non-academic professionals.

However, when the academics were asked whether they agreed with the sentiments shared by the NAMMs on workload, they responded in the negative. Eighty-four percent (n=54) of the total number disagreed that the work load of the NAMMs were heavy (see appendix A). This could not be an issue of stereotype because when the question was posed 72% of participants said no. Thus, could it be that the academics are not interested in the roles the NAMMS perform or do not know the magnitude of the workload? The answer to the question could be found in the works of Lewis and Altbach (1996) and Bassnett (2005). Lewis and Altbach (1996) revealed that academics are less concerned with the work of administration, and Bassnett (2005) indicated that most academics do not understand the role of the non-academics in the university. This became evident at the end of a seminar Bassnett (2005) had with her departmental staff. The discussion was on 'how the university of Warwick works'. She noted that a number of academic staff said "they would have complained less if they had understood earlier" (p.102). Hence, a heavy workload is likely to affect the productivity of the NAMMs. Closely linked to the workload issues are the issues of allocation of resources to the NAMMs.



#### 5.4 Allocation of Resources and Distribution Issues

It was noted that the resources to work with could be categorized into the human resource and logistics. The inadequacy or the lack of these two resources affects productivity (Anderson and Puluch, 2001; Levin-Epstein, 2002 cited in Colligan and Higgins, 2006, p.93). It does not only lower productivity but also creates stressful and health-related situations for the NAMMs (Colligan and Higgins, 2006). If the NAMMs are supposed to be the ‘linking pins’ of the organization (Harding et al., 2014, p.3), or are in charge of ‘institutional processes’ (Graham, 2012), then, it presupposes that they should have the required resources to work with. However, the findings indicated that, in some cases, the NAMM lack the required resources to work with and as such they were not able to deliver what was expected of them.

Two participants expressed their sentiments on the inadequacy of the resources to work with as follows:

In fact, I wish it could have been better. If you look at the corner here, the photocopier was there. Five years now, it broke down and up till now we have not had a replacement. The Computer is broken down and no replacement. I come to sit here with my own laptop to do my work. [ NAMM-A4]

..... It is inadequate, and it is not peculiar to our department only. I wish that we have better equipment and servicing of equipment. Even if they are few and maintained properly, I am sure that can still help with the operations of the department. For now, we do not even have a photocopier; I understand it broke down years ago, no replacement. The machines you see here have their own peculiar problems. It makes work difficult looking at the kind of work we have to do’. [NAMM-A7]

Is this lack of resources a deliberate attempt by top management to cripple NAMMs?

According to Graham and Regan (2016), the NAMMs are of the view that senior management lacks the understanding of their work, and so providing them with the necessary tools is not a top priority. This point sits with the sentiments raised by the participants cited above. Moreover, in Ghana, most top management are selected from the academic groups, which reverberates with Dobson’s work on ‘Them and Us-General and Non-General Staff in higher Education in Australia’ (Dobson, 2000). Therefore, if those

selected still carry stereotyped sentiments of the old order (see section 2.9), it is probable, if not possible, for them to behave in a way which could prevent the NAMMs from providing quality service to the university community. It is also suggested that, senior management fear that when NAMMs have the full complement of the resources made available to them, they could become a very strong force to reckon with and could prevent change (Mantere, 2008). In comparing the two institutions, (the public and private), the findings show that most of the NAMMs in the private university had the basic resources to work with. This could probably be because the private universities are in competition to attract and retain students as compared to public universities whose clientele base is a given, therefore subscription of applicants appears to be over patronized, sometimes due to the relatively moderate fees regimes that pertain in the public universities.

Two participants (one private and one public staff) expressed their views of the resource allocation to their departments:

Well, I just received a brand-new photocopier, but I am not done yet. I still need a lot of things..... The materials do not come on time but they may eventually come. For instance, I requested for the photocopier before the first semester exams, so I had to go borrow a copier from a different dept., to run the questions, and I have just received it. We manage under the circumstance.

[NAMM-B3].

The resources are sometimes not forthcoming. We also do not have space so that new staff could be appointed.

[NAMM-A5].

It was noted that the inadequacy or the lack of requisite resources to work with inhibited the work of NAMMs and resulted in poor delivery services to the academics and students alike. Evidently, this calls for a healthy intergroup relationship among the various stakeholders.

### **5.5 Intergroup relationship issues**

Several variables were identified as relating to the issues of intergroup relationship. These include, cordiality and tension (which embraces issues of mistrust, ignorance of the roles of NAMMs, and lack of respect for the NAMMs). The discussions will be done in the light of the adapted framework and the literature. As noted in Section 1.8, groups within an institution tend to interact at various levels with the view to produce meaningful

outcomes. The findings show that both academic and non-academics expressed the view that there was some level of cordiality between them, an indication that there was interaction to a large extent, allowing them to make decisions regarding the institution's mandate.

For example, it was found out that academics agreed that the non-academics were professional and qualified to occupy their respective positions (see Appendix A). This confirms the view that, in Ghana, the basic qualification to be a senior member is masters for both academic and non-academics senior members. Similarly, when academics were asked whether they could run the universities alone, they responded in the negative, suggesting that the non-academics were vital in the running of the universities in Ghana. This view expressed by the academics buttresses the concept of the new public management model empowering the NAMMs to be at the centre of institutional processes (Graham and Regan, 2016). This was evidenced in the work of Pitman (2000), when he cited the work of Banata and Kuh, (1998) as:

A faculty cannot by itself accomplish the university's objectives for a student's intellectual and personal development; it needs the cooperation of others who work with students where students spend the majority of their time, (p.116).

Therefore, the involvement of the non-academics middle managers is crucial to the running of the universities. However, most groups within an institution have established sub-cultures, and so they might hold certain perceptions of the institutional performances and the individuals playing the various roles within these organizations (Brooks, 2009; Champoux, 2011 and Huczynski and Buchanan, 2013). According to Champoux (2011), as these groups interact, it is likely that there will be conflict and tensions.

### 5.5.1 *Tension*

Following from the discussions under sub-section 5.5, it was observed that some form of conflict is generated during the group interactions. One of the findings indicated that there was a strained relationship between the two groups in HEIs as a result of lack of respect for the NAMMs, ignorance of role dynamics, mistrust, and lack of acknowledgment

from the academics for the efforts the NAMMs put in to sustain knowledge creation in the institutions as noted by some participants:

It is not so excellent. They think they should rule because they have PhDs. The academics have the opportunity to have 1000s of them becoming Professors within the shortest possible time because their promotion is usually tied to the number of articles they publish. And their position is not fixed or has a limited slot as compared to that of the non-academic middle managers. The non-academics have to mark time for their senior colleagues to go on retirement or move to another university before vacancy will be created. Again, we have different roles and specialties. Therefore, the academic or non-academic cannot easily fit into each other's role.

[NAMM-A2]

.....we need to interact to let them know how urgent we need the work. However, the general relationship between us is bad. Even when the single spine came they wanted to side-line the NAMMs. On the surface we are good. But I think that there is more to it than we see. .... they claim they are the Bosses of the university. In fact, without us their promotion cannot also be processed. We should live in harmony.

[NAMM-A10]

Many studies have supported this view (Lewis and Altbach, 1996; McInnis, 1998; Dobson, 2000; Mantere, 2008), but with different reasons.

For example, Lewis and Altbach (1996) found out that (in a survey conducted by Carnegie International Survey on Academic Profession between 1991 and 1993), of the 14 countries in which the survey was conducted, only one country's respondents indicated that there was, at least, some element of respect between the academics and the non-academics. The rest showed a total disregard for administrators. According to them, the academics perceived that the administrators misapplied and misappropriated the institution's resources meant for research. This view held by the academics could be misleading, in the sense that most universities are run on committee systems, which requires members to express their views and arrive at a consensus. However, Bassnett (2005) observed that in situations where you have powerful vice chancellors (VCs) who are also considered as bullies, it is likely they could provide a conduit for the misapplication and misappropriation of funds, devoid of systemic checks and balances for transparency.

In Ghana, bullying VCs can be equated to the traditional chieftaincy system operating in the Ghanaian culture, where the chief has the final authority on all issues (Bottah, 2006)

This view is in sync with the ‘conformance theme’ observed by Davis et al (2016) and supported by Hoel and Salin (2003) who argued that ‘a culture that breeds bullying are characterized by authoritarian leadership’ (Hoel and Salin, 2003 cited in Davis et al, 2016, p.1487) where people must conform to the authority of the ruler.

In addition, McInnis (1998) reported two outstanding results from his study on “Academics and Professional Administrators in Australian Universities: Dissolving boundaries and new tensions”. These were lack of respect and the lack of acknowledgement for the efforts NAMMs put into the work of the university. These findings were also evident in the study in Ghana. Most of the NAMMs were displeased by the fact that academics do not respect them. This was evident in one of the participant’s view:

From my experience, they do not respect us. As for me because of my technical skills, they fear me. But, generally speaking, I do not think it is our fault. They think that because they are lecturers they are better off. Your own class mate, who you are better off, when he/she becomes a Lecturer, he is better off than you are in terms of remuneration and extension of contract. [NAMM-A4]

In Ghana, the total lack of respect for the NAMMs could be traced to the evolution of non-academics into the university system. Some academics still carry this stereotype (see Chapter 2, under subsection 2.9). This was also evidenced during the negotiation for the single spine salary scheme in Ghana (discussed in Chapter 1). Furthermore, Items 31 and 32 on the questionnaire for the academics (see Appendix B) revealed that there was tension between the two groups of managers in the universities. For instance, item 31 indicated that 54.7% (n=35) of the respondents denied the fact that there was a strong teamwork between the two groups whereas 67.2% (n=43) were not in favour of the universities opening their doors for many more non-academic professionals to come in, as against 32.8% (n=21). This could be related to what McInnis (1998) observed as the ‘dissolving functional boundaries’ (p.170) between the two groups. Hitherto, the NAMMs were considered for certain positions (Warner and Palfreyman, 1996). However, with the institution of the University Rationalization Committee (URC), introduction of the new public management model, and the increasing demand for university education, the

NAMMs have now taken up appointments in areas which hitherto were meant for the academics. These interventions allow the NAMMs to take the centre stage for managing institutional processes (Graham, 2012) and permitting the academics to concentrate on their mandate of teaching and researching. This system enables the NAMMs to have extensive control and responsibility, which the academics believe is tantamount to 'colonization' (McInnis, 1998, p.171) of the university and denying them the autonomy they enjoyed in the past (Lewis and Altbach, 1996). Scholars (Warner and Palfreyman, 1996; Lewis and Altbach, 1996) have argued that in the past, the traditional system of collegialism was favourable because universities were small in terms of staff and student population. However, with the changing trends or the marketization of the universities, governments can no longer support universities as such interventions create monopoly and inhibit their growth. On the other hand, managerialism enhances efficiency, effectiveness and excellence (Deem, 1998), so it is probably a better way of managing HEIs, since resources will be freed to support other sectors of the economy.

Similarly, Dobson (2000) observed that another source of tension between the two groups is the lack of acknowledgement administrators feel they do not get from the academics, despite their specialist skills and their contributions to the university. Why do they not receive the acknowledgement from their peers? Bassnett (2005) suggested that it is a perceptual issue that the NAMMs are to serve academics. For instance, she reiterated a statement made by some of the academics in a conversation they had:

Make sure, that you tell 'em that administrators are there to serve academics, not the other way around. ....you tell 'em we've had enough of all this paperwork they generate, we've had enough of training sessions on this and that, where some little brat reads *aloud* to us what he's showing on a power-point screen, we've had enough of all these dictators strutting around' (p.102)'.

The above statement is an indication that the academics do not respect their counterparts. However, as Bassnett (2005) pointed out, the NAMMs are in the university to release the academics from the pressure of doing administrative work and to allow them to concentrate on teaching and research, and to enhance quality in the provision of services to the university community. These, notwithstanding, the NAMMs are faced with the issue of mistrust in their line of duty.

### 5.5.2 *Mistrust*

Kuo (2009) in his study found out that the element of trust is paramount in establishing and maintaining positive relationship. Thus, mistrust has the tendency of creating a communication barrier which affects the interaction between groups (McKenna and Beech, 2008). The NAMMs indicated that during the negotiations for the single spine salary, the University Teachers' Association of Ghana (UTAG) which represents the academics front collected conditions of service documents from the NAMMs and informed them that they were negotiating on behalf of all senior members (see Chapter One). However, at the end of proceedings, UTAG disassociated themselves from the statement that they were negotiating on behalf of all senior members resulting in only them receiving the pay rise (Kokutse, 2012). This created tension and mistrust between the two senior members in the universities. For example, a participant was of the view that:

There is mistrust between the two groups..... But it is not as bad as three years ago. We only need a crop of leaders who will kill this enmity between the two groups'. [NAMM-A6].

This mistrust led to series of strikes by the NAMMs, until the Fair Wages and Salary Commission (FWSC) gave them the same scale as their counterparts. Similarly, a participant said:

Some top management members (as discussed in Chapter 1) went behind closed doors to influence the negotiations against the non-academics receiving the same scale with the academics.

This confirms the view that most academics do not recognize the contributions of the NAMMs to the university (Rosser, 2004).

## **5.6 Structure of Recognition**

Another challenge affecting the quality of the role of the NAMMs is the issue of recognition from top management or their respective supervisors. Harrison (2013) affirms that, 'appreciation is a fundamental human need' as such, 'people want to be respected and valued for their contributions' towards the success of any organization they work in. As a result, employees are mostly attracted towards models of recognition at their work places, but the lack of it weakens their morale. In fact, it has been noted that appreciation of employees has a positive relationship with productivity (Marchington

and Wilkinson, 2012). In other words, it is assumed that the more value organizations place on their employees, the more they tend to increase their productivity. However, it has been observed that not many organizations do this right, in the sense that either the leadership style does not allow for effective recognition (Harrison, 2013) or it could be the case that there is no structure of recognition entrenched in the culture of the organization (Marchington and Wilkinson, 2012).

In this study, the findings did not indicate that recognition was totally absent from the universities, but it showed the participants' expression of their deep-seated sentiments of the inadequacies and the poor nature of how it was done. For instance, a participant was of the view that:

...structure-wise, it does not help. If our seniors do not acknowledge that we contributed where is that sense of recognition? The system should acknowledge the recognition of the staff.

[NAMM A6]

It is therefore obvious that there were some elements of recognition but how and when it is done becomes a problem. Harrison (nd) observed that for recognition to be effective, it must be timely as well as formal and informal, which was corroborated by some of the participants. In consequence, from two studies conducted by McInnis (1998), Lewis, and Altbach (1996), it was reported that there was lack of appreciation or acknowledgment from either management or the academics. This was a source of worry for the non-academic middle managers who thought that with their professional skills and contributions to the universities, some level of recognition should be accorded them.

The findings of this study show that the academics demonstrated this assertion when they were asked about the workload of the NAMMs: 84.4% (n=43) responded in the negative (see Appendix A, item 32). Rosser (2004) found out in a study involving 4,000 middle level leaders, picked at random from a population of 11,300 staff in both public and private institutions in America that, 'Though this group have become 'a significant force' to reckon with, they are not highly recognized for their efforts or contributions (Rosser, 2004, p.331).



Furthermore, it is worthy to note that, during the negotiations for the single spine salary (as discussed in chapter 1), the attitude of some top management members towards the NAMMs was a source of concern. Some went behind closed doors to make it difficult for a peaceful and constructive negotiation, confirming that management or academics do not recognize the contributions of the NAMMs. Probably, it is because they lack understanding of the work of NAMMs and their attitude inhibits the work of the professional staff (Graham and Regan, 2016).

Moreover, it could be deduced from the aforementioned discussion that recognition tends to empower employees to enhance the quality of their performance. However, the attitude of top management could affect any recognition model put forward. One way to solve this problem could be to encourage senior management to crystalize its organizational culture policies and practices that enhance recognition (Marchington and Wilkinson, 2012). Thus, if the non-academics were recognized for their various contributions to the institution, the level of tension within the universities would be minimized leading to enhanced productivity and harmony within the system. Consequently, enhanced productivity would call for staff training and development.

### **5.7 Employee Training and Development issues**

Majority of the participants acknowledged that there was an opportunity for non-academic middle managers to personally develop themselves. However, this was subject to the availability of funding. It was observed that despite the opportunities for the non-academics to do self-development training, the programme is masked with a discriminatory agenda which prevents equal opportunities for all senior members, both academics and non-academics to access the fund. For instance, two agreed to this proposition as follows:

...I really desire to get some training. I also think that the university has to support these trainings. But currently, the support is with faculty members ..... As for the non-academic staff, they are rarely supported. Even with short courses, when you bring the receipt for reimbursement, it takes a long time or sometimes they do not reimburse at all. But personally, I think whether they reimburse or not, so far as you have taken a kind of occupation that you do, you need to sacrifice to educate yourself. So, I have done a course in

human resource management. I opted for the weekend courses'.  
[NAMM-B1]

Unfortunately, there is some small politics.... that is not formal. It is becoming like, if you are a non-academic ....you do not need a PhD.....  
[NAMM-A3]

Many scholars have emphasized that the roles of the NAMMs in HEIs in playing a staff function, and the academic playing a line function cannot be overemphasized (Dobson, 2000; Wallace and Marchant, 2009; Huczynski and Buchanan, 2013). However, the 'middleness' (Rosser, 2004, p.319) of the NAMMs implies that they represent a vital part of the operations of the institution and, therefore, cannot be alienated. Similarly, the introduction of new public management model placed the NAMMs at the centre of institutional processes (Graham and Regan, 2016). This establishes the fact that the middle managers need to be taken care of, and not to be relegated to the background by the idiosyncrasies of top management.

Elnaga and Imran (2013) were of the view that the training of employees on the job has a close relationship with increased productivity. This is because training tends to enhance the skills, knowledge and attitudes of the employee, and thereby prepares the employees to do better in their respective roles. To this end, when organizations train their staff, they are not only investing in the employees, but also, ensuring better organizational performance, which trickles down to serve the clients better. It also has the potential of enhancing job satisfaction and employee retention (Torrington et al, 2009; Jehanzeb and Bashir, 2013). Accordingly, the establishment of training and development programmes for employees in the HEIs is welcome, and the NAMMs, as discussed above, must be made to benefit from these institutionalized training programmes.

It has been observed that many changes have taken place in HEIs in Ghana since the 1940's, and today, Ghana can boast of more than 100 tertiary institutions (see Table 2.2), but the commitment to practice (Jehanzeb and Bashir, 2013) this laudable idea is weak. This implies that the NAMMs which occupy a vital position within the institutions as a result of their institutional memory, then their training and development are tantamount to organizational effectiveness, especially, with the spade of increasing university colleges in Ghana.

However, it is not established that the springing up of the numerous university colleges in Ghana corresponds with the training of the NAMMs, thus risking losing a few that exist in such universities. When these NAMMs are poached by these new universities, they carry with them the wealth of the institutional memory, depriving the old institutions of valuable wealth. But when they are trained, they are motivated to perform well, and this perception encourages them to be committed as well. According to Becker and Gerhart, (1996) cited in Tansky and Cohen (2001) training improves the quality of performance and invariably boosts productivity.

But the point has been made earlier that NAMMs are not recognized, as supported by Dobson (2000) and McInnis (1998) in their various studies. Once NAMMs are not recognized, it is difficult for top management to fully train and trust them with full responsibilities for fear that they might sabotage change or leave as and when they are not satisfied (Mantere, 2008). This situation could explain why some may not be up to the task assigned them. However, Schmidt (2007) cited in Tansky and Cohen (2001), raised the point that an effective training means giving the NAMMs empowerment, granting them the autonomy, thereby providing them with the necessary inputs to make quality decision and to enhance performance. In addition, Ferris et al., 1989, p.285, cited in Tansky and Cohen (2001), was of the view that the continuous development of NAMMs could be ‘a source of sustainable competitive advantage’ over other competitors, and allows them to develop competencies which might lead to quality of performance in the institutions. Furthermore, the training and development of NAMMs give them the perception that they are acknowledged and, therefore, motivated to give out their best thereby demonstrating leadership in their respective roles.

### **5.8 Demonstration of Leadership**

As noted in the literature review section, middle level managers occupy the middle level of an organization, performing two key functions of implementing strategic plans and decisions of top management and exhibiting control over the front-line workers of an organization (Caughron and Mumford, 2012; Harding et al. 2014). They are considered to be the ‘pulse’ of the organization (Dutton et al., 1997, p.407). They therefore play various roles to ensure this balance (see figure 2.4 for detail functions). Floyd and Wooldridge (1994) observed that these group of people juggle and joggle with four major functions.

These are implementing strategies, synthesizing information, championing alternatives, and facilitating adaptability. By their position and functions, it is required of them to demonstrate leadership skills in every situation to ensure that the goals of the organization were achieved. The afore-mentioned functions are akin to what the middle managers or university administrators occupying these positions perform.

According to Al-Shuaiby (2009), ‘The most significant function of institution of higher learning relies on its management or leadership effectiveness in creating a pleasant teaching environment for faculty and in providing students with quality of education they deserve ( Al-Shuaiby, 2009 cited in Shahmandi et al., 2011, p. 45). The question is, who creates these ‘pleasant teaching environment’? Thus, it is the duty of non-academic middle managers to ensure that the policies, regulations and procedures are in place to ensure the pleasant teaching environments. The point that it is the role of the NAMMs to ensure ‘pleasant teaching environment’ (Shahmandi et al., 2011, p. 45) was supported by Dobson (2011), when he drew an analogy of the work of the NAMMs with that of a musical group (eg. Rolling Stone) who had to perform a concert. Invariable, before coming on stage, the setting of the stage, such as the lightening and other arrangements that the audience were not privy to may have been done earlier by some group of people. These groups of people he identified as the NAMMs.

Graham and Regan (2016) suggested that one way of demonstrating leadership requires an update of knowledge on university policies and processes. It presupposes that, people in charge of institutional processes must constantly update their knowledge on these processes to enhance the success of their work. This can be in a form of series of continuous professional development (CPD) such as seminars and workshops organized by external organisations or organized by the parent body of which the NAMMs belong. In Ghana, it is the Ghana Association of University Administrators (GAUA) that should constantly whip members to update their knowledge, nevertheless, members can also do so on their own with their annual leaves. Top management can also strengthen such training schedules to motivate the NAMMs to do well.

Similarly, demonstrating leadership also requires a change of attitude. It was found out that some of the NAMMs attitude toward students’ satisfaction is a source of worry. Largely, the findings indicated that students’ were not corrected when they make wrong course

registration for the semester. The Mann-Whitney U-test shows statistically significance on these assertions (see section 4.6.3). These findings is consistent with the findings of Clemes et al, 2001).

Furthermore, most NAMMs interviewed said they were not the final authority in making decisions. Their roles were limited by their respective job description. But others were of the opinion that to earn respect and be in control of a unit, one must be on top of one's role. That is, linking up with others in different departments and units, and using the available resources not provided for by leadership in one's department (top management), and requesting for help from other colleagues when needed to ensure that the goals of the department/units as well as that of the university were achieved. As noted by Kuo (2009), the administrative system within the HEIs is an interdependent one, therefore, there is the need for departments and units to collaborate to ensure that the work done cannot be overstated. The academics' negative attitude view could be as a result of the work to rule attitude adopted by some NAMMs.

The perception carried by the stakeholders that the NAMMs do not work could be as a result of some NAMMs not taking initiatives when resources were not available within their department or units. Moreover, it was observed that some NAMMs whose units are well-endowed prevent their colleagues who do not have certain resources to use theirs and as such they are not able to produce results as required of them. This attitude put up by some NAMMs is believed to let others know that they are the best within the university and they therefore deserve to be recognized to the detriment of the group, instead of building a strong collaborative force which would strengthen their front. In view of this, it becomes imperative to determine the extent to which students' perception affect quality of service rendered by the NAMMs.

### **5.9 The Students' Perception of Quality of Service Received**

Generally, service provision occurs within the space of mutual interaction between the customers and the provider (Parasuraman et al., 1985). In this study, it is the interaction between the NAMMs and the students in HEIs. Parasuraman et al. (1985) explained that service quality is an opinion that the client forms in relation to the delivery

of the service, thus, this is constituted by a series of successful or unsuccessful experiences (Parasuraman et al., 1985 cited in De Oliveira and Ferreira, 2009).

Higher Education Institutions (HEIs) by their mandate tend to provide services to their students as well as the community. As such, it is expected that the services provided will be satisfying to the consumers (i.e. students) because it has been suggested that they represent one of the primary recipients of HEIs services in determining what counts as service quality (Hill et al., 2003). Accordingly, in their study, Hill et al., (2003) found out that the quality of lecturers and the support systems in place for students were the most influential in determining the provision of quality of service.

It is against this background that the discussions were carried out. The discussions highlight some of the results in relation to the perception the students identified concerning the services provided by the NAMMs. From the findings, the students agreed to the proposition that the NAMMs were always available to deal with their request. This was supported with an overall response rate of 71.4% from the students, an indication that majority of NAMMs were present and available at all times to handle issues. In addition, the students acknowledged with a response rate of 52.4% that NAMMs were also courteous in dealing with them, supporting the claim made by some scholars that NAMMs are professionals and know how to handle their clients (McInnis, 1998; Deem 1998; Graham, 2012; Graham and Regan, 2016).

However, students were not satisfied with the promptness with which NAMMs responded to the request. On average, 60.3% of the students said they were not satisfied with the promptness of services received from the NAMMs. For instance, in UNI-A, a response rate of 58.8% was recorded while in UNI-B, a response rate of 62.1% was affirmed.

This notwithstanding, the perspective of students, from an emic point of view, do not always hold true, as students, sometimes come up with pranks, which could mislead the NAMMs if they do not do due diligence to the subject brought up by the students. This requires some amount of validation from the students' records which could take some time. There is therefore the need for the NAMMs to be proactive by following up on such issues with their superiors in order to put a closure to the request and avoid controversies leading to legal suites against the university.

Similarly, as many as 106 students (72.1%) said the NAMMs do not respond to their requests through emails. This issue could not be attributed to the unavailability of internet facility. One possible explanation could be that, some NAMMs might not find time to respond to students' mails online due to work overload (Bassnett, 2005; Colligan and Higgins, 2006; Hull, 2006). It could also be that they were rather interested in paper trail issues other than soft copies.

From the study, it was observed that the NAMMs were not proactive in directing the students to resources that could enhance their learning and help them enjoy campus life. Furthermore, it was observed that about half (51%) of the students responded that the NAMMs were not sincere in dealing with their problems.

This assertion by the students was supported by Hill et al., (2003) in their studies of students' perception of quality in higher education. They cited the works of Rickinson (1998) that involved 15 first year students who were offered counselling for poor performance in a bid to relieve them of their psychological stress. In addition, Rickinson (1998) attributed the ability of the students to graduate at the end of their third year to the support or counselling the students received in their first year as it helped them to overcome their initial failures.

Thus, in this particular study, the students who were involved were in levels 300 and 400s, an indication that they might have had, at least, some interactions with the NAMMs on issues regarding campus life, as explained by Hill et al., (2003).

Nonetheless, one of the NAMMs who responded explained their ineffectiveness to assist students as follows:

The physical materials are not enough. There are a lot of basic things we need. For instance,..... shredder (shredding machine) ..... The Unit has not got some. Meanwhile we deal with delicate materials which we need to properly dispose of. .... Management is aware, ... Now because of government policy, and other things, it is not easy, the University has to manage its IGF to take care of basic things which should have been taken by the government.

[NAMM-A3].

In spite of the aforementioned challenges faced by the NAMMs, they appear ready to help address students' request, but the students held the opinion that the NAMMs were not sincere in dealing with their request. In any case, if the NAMMs do not have the materials to work with, it would be difficult to produce results as posited earlier in their lamentations.

### **5.10 Summary**

From the above discussion, it was observed that the academic staff had a negative view of the performance of the NAMMs, whereas the students, though agreeing on some issues, were highly divided on many other issues, which could be as a result of the distinct culture of the two universities. As discussed in Section 2.3, all organizations and institutions have distinct cultures, and probably this explains why the students were divided on their perceptions of the service quality received. However, the NAMMs were of the view that the negative views from the academics and some of students were as a result of challenges associated with the work they do. These challenges affect the quality of their performance.



## **Chapter 6. Conclusions and Implications**

This chapter presents a summary of the entire study. It highlights the key findings, significance as well as the implications of the study and acknowledges the limitations of the study. Finally, it makes some suggestions for future research.

### **6.1 Summary of the findings and conclusions**

The study was conducted in an attempt to gain further understanding of the roles of NAMMs in HEIs in Ghana with the view to improving workplace practices. Using a mixed method approach, data was collected from 19 NAMMs, 63 academic staff and 148 students using two closed-ended questionnaires and a structured interview guide to provide a summary of the roles and operations of NAMMs in Ghana.

Previous studies have shown that NAMMs constitute about 50 percent or more of the working staff in the universities (HEFCE, 2012 cited by Regan et al, 2012; Szekeres, 2011), and strategically occupy a central stage in the governance and administration of the university. Floyd and Wooldridge (1994) summed up the key functions performed by the NAMMs as: championing alternatives; synthesizing information, facilitating adaptability and implementing strategy. Despite these claims, scholars have argued that little is still known or has been written about their works (Graham, 2010; Pitman, 2000; McInnis, 1998). This has led to the conclusion that most academics including senior management lack understanding of the works of non-academic middle managers (Graham and Regan, 2016).

A lack of understanding of the works of NAMMs would imply that stakeholders, especially senior management would undervalue their work (Graham and Regan, 2016). Consequently, senior management may have challenges in providing the necessary resources for the NAMMs to achieve their work objectives. According to Colligan and Higgins (2006), inadequate resources to work with tend to stress workers, besides creating health related issues and having the propensity to decrease productivity. Furthermore, where one group of people's work is undervalued and the other is valued, there is the tendency that the work of the unvalued staff would be inhibited (Graham and Regan, 2016). Therefore, it is observed that, where respect and recognition are absent, most people would fail to give of their best

and this could invariably affects productivity (Direction, 2015; Marchington and Wilkinson, 2012). These findings by the aforementioned scholars resonate with the findings of the study that the academics had negative perceptions of the NAMMs performance in the midst of the varied challenges the NAMMs face.

In another development, the findings supported the growing evidence that the introduction of managerialism in HEIs strains the intergroup relationship among the academics and non-academics (McNay, 2005; Tight, 2014; Davis et al, 2016; Graham and Regan, 2016). Managerialism therefore highlights the gradual diminishing of the culture of collegialism, giving NAMMs the exposure within the space of HEIs management, amidst occasional tension that mounts in their line of duty. Though tension is good, an extreme form is unhealthy for the growth of an institution, such as HEIs, where knowledge is co-created by the stakeholders (Davenport, 2009; Champoux, 2011). This suggests that top management must minimize tension and ensure that there is a healthy competition between the groups. This could be done through collaborative initiatives to promote consensus culminating into organizational success.

However, the findings of the study reveal that there was no consensus among the students on their perceptions of quality of services provided by the NAMMs, resulting in the students' dissatisfaction in relation to the work of the NAMMs. This lack of consensus could be due to the different institutional culture or the attitude of NAMMs towards students' services, as observed by Clemes et al (2001). Students are considered as customers and so, their satisfaction is paramount to university ranking and students' retention.

## **6.2 Contribution to Knowledge**

This study having examined other works regarding perceptions in relation to the roles of NAMMs has come to the conclusion that the study is unique in diverse ways. For example, despite the fact that some scholars have contributed to some related issues regarding the topic under study, this research has brought to the fore the roles of the NAMMs in relation to the disparaging perceptions of students and academics in Ghana.

For instance, while research on students and faculty are well represented, there appears to be very little study on NAMMs, students and academics relationship, as well as NAMMs interactions that induce the creation of knowledge in HEIs. Therefore, this study contributes to the literature in respect of the interactions among the three core internal stakeholders: students, faculty and NAMMs relationship. In essence, the study revealed that the perceptions of the academics as well as the students were largely negative.

Graham and Regan (2016) in their article *'Exploring the Contribution of Professional Staff to Students' Outcomes: a Comparative Study of Australian and UK Case Studies'* recounted that there is little literature on student satisfaction, retention and resilience. This study is therefore highlighting the professional staff roles to these outcomes (student satisfaction), which have been mostly disregarded in previous studies.

In addition, this study attempts to develop a conceptual model to help the understanding of the interactions that exist between the three stakeholders and how these interactions lead to the resultant results. The model therefore, deepens the understanding of the challenges faced by the NAMMs in the performance of their duties, and demonstrates how attitudinal change from top management can influence the work of NAMMs positively or negatively because they were considered as enablers (Graham and Regan, 2016).

Though these NAMMs have been considered as enablers within the space of HEIs, their plight has basically been ignored, but this study has attempted to highlight what challenges they face in their line of duty.

### **6.3 Implications of the study**

The results of this study have implications for the practitioners and policymakers based on the findings.

First, it has been observed that the centrality of the non-academic middle managers in the institutional processes of the universities cannot be overemphasized. It is

therefore imperative for them to involve in continuous professional development to enhance their delivery. As noted by Graham (2012) professional development enhances the delivery of outstanding service. To enhance their knowledge base, it will be appropriate if the NAMMs would demonstrate leadership by taking charge of their respective units through the attendance of relevant workshops and seminars for their personal growth. In doing so, the perceptions of the stakeholders would gradually decrease. In addition, it would be appropriate if the NAMMs share collaborative initiatives which would help them identify weaknesses in their operations, so as to solve them.

Second, the decision of alienating the NAMMs from the salary negotiations processes has the tendency to demotivate them and affect the quality of service to the university community. It also deepens the already strenuous relationship between the academics and non-academics. Policymakers must understand that negotiations should rather be done collaboratively since both groups share the same conditions of service for the benefit of the institution.

Third, the provision of a system of recognition is paramount to the success of an institution. It is said to be a 'fundamental human needs' (Harrison, nd) and when properly instituted has the tendency to increase the productivity of employees (Marchington and Wilkinson, 2012; Mckenna and Beech, 2008). One of the findings of the study indicated that the academics cannot run the university alone, so is the case for senior management. Thus, they would need the non-academics to help them manage the institutions. This was supported by Petzko et al., (2002) when he argued that with the increasing complexities facing institutions as a result of the introduction of marketization into university administration and governance, it would be a challenging task to ignore the NAMMs. In view of this, attitudinal change on the part of senior management would enhance effectiveness in the governance system of the university. For instance, staff recognition structure has the proclivity to help the university to achieve its objective.

#### **6.4 Limitations and recommendations for future research**

In as much as the findings reflect the views of the participants, there were some limitations identified in the study.

First, it has been observed that there is little literature on middle management (DeChurch et al., 2010 cited in Caughron and Mumford, 2012; Graham, 2012; Graham and Regan, 2016) and that of non-academic middle managers is also limited (Pitman, 2000; McInnis, 1998). Thus, in a developing country, particularly in Ghana, where the study was conducted there is very little literature to benchmark (Davis et al, 2001). The study therefore relied mostly on materials from the developed world to draw conclusions. This situation could be challenging considering the contextual and socio-cultural differences that exist between the developed and the developing countries. This short fall could be attributed to the fact that academics largely specialize in their areas of expertise and therefore not interested in diverting from these areas (Lewis and Altbach, 1996). To minimize the shortage of research in this area, the NAMMs should be encouraged by their various associations to begin publishing articles in their areas of interests.

Second, the use of the snow balling technique to identify interviewees, instead of random sampling techniques, skewed the selection of participants towards one group of people within the universities. This situation prevented inclusion of all groups of middle managers within the universities, which would have provided a wider viewpoint or picture of the phenomenon under study.

Third, the gender distribution was poor. More evenly distributed participants could probably have given a wider understanding of the viewpoints from different groups of gender. As it stands now, the skewness of gender could influence the results. Further studies could therefore look at the viewpoints of each gender in relation to the roles.

Four, two survey questionnaires were designed to assist in the collection of the data from the field. However, one of the questionnaires (the academic staff questionnaire) which began with 36 items ended up with 33 items. Three items had to be dropped in order to reach a good Cronbach alpha of .720, an indication that the instrument had some weaknesses and needed to be improved upon by ensuring a good internal consistency of the instruments used.

The conclusion and implications drawn were not only as a result of the empirical evidence but was also informed by the experiences of the researcher who has been a higher education practitioner and a non-academic middle manager. The introduction of managerialism has placed the NAMMs at the centre stage of the institutional processes of the universities. This means that the universities cannot run without the NAMMs, hence, the views of the academics and students that the NAMMs are non-performers and insincere maybe as a result of the challenges faced by the NAMMs.

This study has deepened the understanding of the roles of the non-academic middle managers in higher education institutions (HEIs) in Ghana, which may help government agencies, policymakers as well as other stakeholders to reflect on how NAMMs were undervalued and not recognized.

#### 6.4.1 *Recommendations*

Based on the findings of the study, the following recommendations can be made:

- ***Publication Ownership***

To minimize the shortage of research in this area, the NAMMs should be encouraged by their various associations to begin publishing articles in their areas of interests.

- ***Recognition policy***

Some scholars have contended that recognition of any sort in an organization has the potential of increasing productivity of the staff (McKenna and Beech, 2008; Huczynski and Buchanan, 2013). Management of the HEIs in Ghana can either review the policies and practices governing the recognition of staff, and where they are weak, they can be strengthened through the establishment of committees at all levels. These committees would then design the respective scales and establish appropriate criteria to ensure fair processes for all, instead of being influenced by the whims and caprices of top management idiosyncrasies.

- ***GAUA's intervention***

The Ghana Association of University Administrators (GAUA) can have either regional or country-wide continuous professional development (CPD) programmes or workshops for

capacity building in order to enhance the leadership skills of their members. In doing so, members would share ideas with other members from sister universities.

Furthermore, issues which could create problems can be brought to the attention of all, and strategies adopted to nip them in the bud. This will enhance and strengthen the front of the NAMMs in the delivery of their respective services. Moreover, these workshops will help other members who find it very difficult in demonstrating leadership with regard to their work to also learn new ways of dealing with issues effectively.

- ***Empowerment of NAMMs***

Some researchers have alluded to the fact that some leaders do not empower their staff, especially middle managers, in the sense that they fear these ones have the potential of resisting change within the organization thus, it affects organizational strategic implementations (Mantere, 2008). However, others have contended that, when middle managers are taken care of, operational and managerial issues will be aligned to the vision and mission of the organization in question (Direction 2015; McKenna and Beech, 2008). Senior management can learn that middle managers are more of an asset rather than a liability to an organization (Nonaka, 1988, cited in Harding et al., 2014). Therefore, when they are resourced, it is all good for the organization. Resourcing NAMMs with the basic tools to work with would go a long way to improve effectiveness of service quality.

#### ***6.4.2 Further research***

In view of the suggestions made, the following could be grounds for future research

- A further research could be conducted to find out how external stakeholders' perceive the works of non-academic middle managers in Ghana.
- Similarly, A study could be conducted to find out the influence of organizational culture of the roles of NAMMs in Ghana.
- Finally, a research on the study of students' perceptions of the roles of academic middle manager in Ghana could also be conducted.





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## Appendices

**Appendix A. :Students' Questionnaire**

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**QUESTIONNAIRE:  
STUDENTS**

**SECTION A: GENERAL INFORMATION**

The following information is for statistical purposes only and will be treated strictly confidential  
Please tick (✓) in the space or fill in the blanks provided to indicate your responses.

1. **Gender** : ( ) Male ( ) Female

2. **Age**

- |                     |                     |
|---------------------|---------------------|
| ( ) 18-21 years old | ( ) 35-39 years old |
| ( ) 22-25 years old | ( ) 40-44 years old |
| ( ) 26-29 years old | ( ) 45-49 years old |
| ( ) 30-34 years old | ( ) 50+ years old   |

**3. Please, state the number of years spent in this university**

Number of years.....

**4. Which year/level are you?**

- ( ) 100
- ( ) 200
- ( ) 300
- ( ) 400

**5. Please, state your faculty**

Faculty of.....

**6. Please, state your Department**

Department of:.....

**7. Please, state your programme**

.....

**SECTION B: QUALITY OF SERVICE**

In the following section, you will be asked to think about your experiences in dealing with the non-academic middle managers. Please indicate by circling the answer which best represents your response to each question.

<b>Strongly disagree</b>	<b>Disagree,</b>	<b>Agree</b>	<b>Strongly Agree</b>
<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>

No	Statement	Strongly Disagree	Disagree	Agree	Strongly Agree
1.	The non-academic middle managers always meet my needs.	1	2	3	4
2.	The non-academic middle managers always meet my needs when I request for a service in person.	1	2	3	4
3.	The non-academic middle managers always meet my needs when I send them an email requesting for a service.	1	2	3	4
4.	The non-academic middle managers always meet my needs when I need my transcript to be posted to an organization.	1	2	3	4
5.	The non-academic middle managers always meet my needs when I complain of wrong grading.	1	2	3	4
6.	The non-academic middle managers in charge of finance always meet my needs when I complain of wrong billing.	1	2	3	4
7.	The non-academic middle managers always keep my records properly.	1	2	3	4
8.	The non-academic middle manager provides me with services promptly.	1	2	3	4
9.	The non-academic middle manager provides error free information relating to the request made.				
10	The non-academic middle manager is not available during working/office hours to consult on student related issues.	1	2	3	4
11	It is not difficult having access to non-academic middle managers.	1	2	3	4
12	The non-academic middle managers provide dependable and supportive administrative advice.				

No	Statement	Strongly Disagree	Disagree	Agree	Strongly Agree
13	The non-academic middle managers provide advanced notice of changes in administrative procedures affecting the student body.				
14	The non-academic middle managers readily respond to the demands of the students' request				
15	The non-academic middle manager provides information in a timely manner.	1	2	3	4
16	The non-academic middle manager provides information which meets the demands of the request.				
17	The non-academic middle manager provides information accurately.	1	2	3	4
18	The academic calendar is promptly posted on the university notice boards and websites	1	2	3	4
19	The academic time table is promptly posted on the university notice boards and websites.	1	2	3	4
20	The non-academic middle manager is courteous towards students.	1	2	3	4
21	The non-academic middle managers are sincere in dealing with the problems or the request made.	1	2	3	4
22	The university website informs students where to seek help in times of crises.	1	2	3	4
23	The university website has information on all middle managers to contact in times of crises.	1	2	3	4
24	The non-academic middle manager provides information that is relevant to my university life	1	2	3	4
25	The non-academic middle manager provides information that helps me to study.	1	2	3	4
26	The non-academic middle manager provides me with new information that helps me negotiate other learning facilities in and out of the university	1	2	3	4
27	The non-academic middle manager does not correct me when I register for the wrong courses	1	2	3	4

No	Statement	Strongly Disagree	Disagree	Agree	Strongly Agree
28	The non-academic middle manager's attitude to work is nothing to write home about most of the time	1	2	3	4

(Adopted from SERVQUAL/SERVPERF: Parasuraman et al., (1988) and Clemes, Gan and Kao (2008))

**THANK YOU VERY MUCH FOR YOUR PARTICIPATION**

**Appendix B. :Academic Staff Questionnaire:**

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**QUESTIONNAIRE:  
ACADEMICS**

## **SECTION A: GENERAL INFORMATION**

The following information is for statistical purposes only and will be treated strictly confidential  
Please tick (✓) in the space provided to indicate your responses.

1. **Gender** : ( ) Male ( ) Female
  
2. **Age**  
( ) 25-30 years old ( ) 46-50 years old  
( ) 31-35 years old ( ) 51-55 years old  
( ) 36-40 years old ( ) 56-60 years old  
( ) 41-45 years old ( ) 60+ years old
  
3. **Level of Education:** ( ) PhD  
( ) Masters  
( ) Others
  
4. **Rank/Position** :  
( ) Professor ( ) Dean  
( ) Associate Professor ( ) Head of Department  
( ) Senior Lecturer ( ) Head of Unit  
( ) Lecturer ( ) Director  
( ) Assistant Lecturer ( ) Deputy Director  
( ) None
  
5. **No. of years of service** :  
( ) < 1 year (less than a year) ( ) 16-20 years  
( ) 1 – 5 years ( ) 21 -25 years  
( ) 6 – 10 years ( ) 11 – 15 years  
( ) 26 years and above
  
6. **Length of service at current university**  
( ) < 1 year (less than a year) ( ) 16-20 years  
( ) 1 – 5 years ( ) 21 -25 years  
( ) 6 – 10 years ( ) 11 – 15 years  
( ) 26 years and above



**7. Faculty**

**Please, state your current faculty**

Faculty of.....

No. of years at Faculty:

- |  |  |
|--|--|
| <input type="checkbox"/> < 1 year (less than a year) | <input type="checkbox"/> 16-20 years   |
| <input type="checkbox"/> 1 – 5 years                 | <input type="checkbox"/> 21 -25 years  |
| <input type="checkbox"/> 6 – 10 years                | <input type="checkbox"/> 11 – 15 years |
| <input type="checkbox"/> 26 years and above          |  |

**8. Department**

**Please, state your current Department**

Department of.....

No. of years at Department:

- |  |   |
|--|---|
| <input type="checkbox"/> < 1 year (less than a year) | <input type="checkbox"/> 16-20 years        |
| <input type="checkbox"/> 1 – 5 years                 | <input type="checkbox"/> 21 -25 years       |
| <input type="checkbox"/> 6 – 10 years                | <input type="checkbox"/> 26 years and above |
| <input type="checkbox"/> 11 – 15 years               |   |

**9. Unit**

**Please, state your current Unit:**

.....

No. of years at current Unit:

- |  |  |
|--|--|
| <input type="checkbox"/> < 1 year (less than a year) | <input type="checkbox"/> 16-20 years   |
| <input type="checkbox"/> 1 – 5 years                 | <input type="checkbox"/> 21 -25 years  |
| <input type="checkbox"/> 6 – 10 years                | <input type="checkbox"/> 11 – 15 years |
| <input type="checkbox"/> 26 years and above          |  |

**SECTION B-PERCEPTIONS**

Below are several statements regarding perceptions of academic staff on non-academic middle managers in the university system Please, read each one carefully and indicate to what extent you agree or disagree with each statement(♾) by circling the appropriate rating scale of one (1) to four (4) as follows:

<b>Strongly disagree</b>	<b>Disagree,</b>	<b>Agree</b>	<b>Strongly Agree</b>
<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>

<b>No</b>	<b>Statement</b>	<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Agree</b>	<b>Strongly Agree</b>
<b>1.</b>	The non-academic middle managers in this university are qualified to be at their post.	1	2	3	4
<b>2.</b>	The non-academic middle managers are professionals in the provision of services to other members of the university community.	1	2	3	4
<b>3.</b>	The non-academic middle managers always meet the needs of the academic staff when they request for a service.	1	2	3	4
<b>4.</b>	The non-academic middle managers always provide the academic staff with services promptly.	1	2	3	4
<b>5.</b>	The non-academic middle managers always deliver the requested services in a timely manner.	1	2	3	4
<b>6.</b>	The non-academic middle managers readily respond to the demands of the academic staff.	1	2	3	4
<b>7.</b>	The non-academic middle managers always provide information accurately.	1	2	3	4
<b>8.</b>	The non-academic middle managers always provide information which meet the demands of the request.	1	2	3	4
<b>9.</b>	The website of the university has your name, picture and position.	1	2	3	4

No	Statement	Strongly Disagree	Disagree	Agree	Strongly Agree
10.	The website of the university has information on all non-academic middle managers to contact in times of needs.	1	2	3	4
11.	The non-academic middle managers provide information that is helpful to the academic staff to enable them do their work.	1	2	3	4
12.	The non-academic middle managers provide the academic staff with new information that helps them negotiate other learning facilities in and out of the university community.	1	2	3	4
13.	The non-academic middle managers are courteous in the delivery of their work.	1	2	3	4
14.	The non-academic middle managers have a positive attitude toward their work.	1	2	3	4
15.	The non-academic middle managers do not come to work on time, most of the time	1	2	3	4
16.	The non-academic middle managers are always available during working/office hours for administrative queries and enquiries.	1	2	3	4
17.	The non-academic middle managers work are always about routine perusal of files	1	2	3	4
18.	The non-academic middle managers work are always about routine distributing irrelevant and time-consuming circulars and memoranda.	1	2	3	4
19.	The non-academic middle managers are just appendage to the university community.	1	2	3	4
20.	The academic staff perceptions of the non-academic middle managers are based on a group stereotype.	1	2	3	4
21.	It is unwarranted for the academic staff to have the same negotiations on issues of welfare with their non-academic counterparts in this university.	1	2	3	4
22.	Lectureship is always better than Administrative work.	1	2	3	4

No	Statement	Strongly Disagree	Disagree	Agree	Strongly Agree
23.	The duties and responsibilities of the non- academic middle managers commensurate with the compensations they receive.	1	2	3	4
24.	The duties and responsibilities of the academic staff commensurate with the compensations they receive.	1	2	3	4
25.	There is equity in the level of salary received by academic staff and non-academic middle managers.	1	2	3	4
26.	The non-academic middle managers deserve the salaries they receive.	1	2	3	4
27.	The non-academic middle managers promotion should be based on articles they produce and not based on the number of years served.	1	2	3	4
28.	The academic staff are highly supported by the non-academic middle managers in the delivery of their work.	1	2	3	4
29.	There is always collaboration between academic staff and non-academic middle managers in this university.	1	2	3	4
30.	There is teamwork between the academic staff and non-academic middle managers in this university.	1	2	3	4
31.	There is a strong sense of effective teamwork between the academic staff and non- academic middle managers within this university.	1	2	3	4
32.	The work load of the non-academic middle managers is enormous.	1	2	3	4
33.	The universities should open its doors to attract more non-academic professional middle managers.	1	2	3	4
34.	The non-academic middle managers are highly recognized as partners by the academic staff in the development of this university.	1	2	3	4
35.	The non-academic middle managers contribute immensely to the improvement of this university.	1	2	3	4
36.	The academics can run this university alone without the support of the non-academic middle managers.	1	2	3	4

**THANK YOU VERY MUCH FOR YOUR PARTICIPATION**

**Appendix C. : Structured Interview Guide for Non-Academic Middle Managers**

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**QUESTIONNAIRE:  
NON-ACADEMIC MIDDLE MANAGERS**

**SECTION A: GENERAL INFORMATION**

The following information is for statistical purposes only and will be treated strictly confidential

Please tick (✓) in the space provided to indicate your responses.

1. **Gender:** ( ) Male ( ) Female

2. **Age:**

- |                     |                     |
|---------------------|---------------------|
| ( ) 25-30 years old | ( ) 46-50 years old |
| ( ) 31-35 years old | ( ) 51-55 years old |
| ( ) 36-40 years old | ( ) 56-60 years old |
| ( ) 41-45 years old | ( ) 60+ years old   |

3. **Level of Education:** ( ) PhD  
( ) Masters  
(...) Others (please, specify).....

4. **Rank/Position:**

- |                                |                          |
|--------------------------------|--------------------------|
| ( ) Registrar                  | ( ) Director             |
| ( ) Deputy Registrar           | ( ..) Assistant Director |
| ( ) Senior Assistant Registrar | ( ) Head of Department   |
| ( ) Assistant Registrar        | ( ) Head of Unit         |
| ( ) Junior Assistant Registrar |                          |

5. **No. of years of service:**

- |                                 |                   |
|---------------------------------|-------------------|
| ( ) < 1 year (less than a year) | ( ) 16-20 years   |
| ( ) 1 – 5 years                 | ( ) 21 -25 years  |
| ( ) 6 – 10 years                | ( ) 11 – 15 years |
| ( ) 26 years and above          |                   |

**6. Length of service at current university:**

- |  |   |
|--|---|
| <input type="checkbox"/> < 1 year (less than a year) | <input type="checkbox"/> 16-20 years        |
| <input type="checkbox"/> 1 – 5 years                 | <input type="checkbox"/> 21 -25 years       |
| <input type="checkbox"/> 6 – 10 years                | <input type="checkbox"/> 26 years and above |
| <input type="checkbox"/> 11 – 15 years               |   |

**7. Faculty**

**Please, state your current faculty**

Faculty of.....

No. of years at Faculty:

- |  |   |
|--|---|
| <input type="checkbox"/> < 1 year (less than a year) | <input type="checkbox"/> 16-20 years        |
| <input type="checkbox"/> 1 – 5 years                 | <input type="checkbox"/> 21 -25 years       |
| <input type="checkbox"/> 6 – 10 years                | <input type="checkbox"/> 26 years and above |
| <input type="checkbox"/> 11 – 15 years               |   |

**8. Department:**

**Please, state your current Department**

Department of.....

No. of years at Department:

- |  |  |
|--|--|
| <input type="checkbox"/> < 1 year (less than a year) | <input type="checkbox"/> 16-20 years   |
| <input type="checkbox"/> 1 – 5 years                 | <input type="checkbox"/> 21 -25 years  |
| <input type="checkbox"/> 6 – 10 years                | <input type="checkbox"/> 11 – 15 years |
| <input type="checkbox"/> 26 years and above          |  |

**9. Unit:**

**Please, state your current Unit**

.....

No. of years at current Unit:

- |  |   |
|--|---|
| <input type="checkbox"/> < 1 year (less than a year) | <input type="checkbox"/> 16-20 years        |
| <input type="checkbox"/> 1 – 5 years                 | <input type="checkbox"/> 21 -25 years       |
| <input type="checkbox"/> 6 – 10 years                | <input type="checkbox"/> 26 years and above |
| <input type="checkbox"/> 11 – 15 years               |   |

**SECTION B: Structured Interview guide**

- **Organizational structure of the department** (for instance, ‘How are the main activities organized in this university’? and ‘How are the different functions/depts. linked’?)
- **Task structure** (‘how much freedom do you have in deciding how you execute your job?’ ‘How much of your work is structured’? (by rules, procedures, and guidelines)’)
- **Workload** (‘how do you perceive your workload at the university?’ Are you overwhelmed?)
- **Training and development needs for Non-Academic Middle Managers** (‘How would you describe the training and development programmes for non –academic middle managers of this university? -(access to training, outside exposure, internal mentorship etc.) or (‘what are the opportunities for career development for non-academic middle managers?’)
- **Staff training & development** (‘how would you describe the training and development programmes for your staff members?’) or (how do you train and develop your staff?’)
- **Recognition/sense of achievement** (‘what is your opinion on sense of recognition in this university?’ (‘How are you assessed in terms of your performance?’)
- **Logistics/resources (provision of resources)** - (‘what are your thoughts on the availability of resources to perform your duties at the university?’)
- **Relationship between academic and non-academic staff** (‘how would you describe the relationship between academic and non-academic staff?’)
- **Salary policy** (‘what is your comment on the salary policy of the university?’)
- **Participant identification Code**
- .....
- **Site**.....
- **Date of the Collection**
- .....
- **Gender**.....



**Appendix D. : Ethical Approval Letter from Graduate School**

Dear Edward

Thank you for your application for ethical approval of your project ‘Stakeholders’ Perception of the work of Non-Academic Middle Managers in Two Universities in Ghana’: I confirm that Prof Daniel Zizzo has approved it on behalf of the Faculty of Humanities and Social Sciences Ethics Committee.

Please note that this approval applies to the project protocol as stated in your application - if any amendments are made to this during the course of the project, please submit the revisions to the Ethics Committee in order for them to be reviewed and approved.

Kind regards,  
Wendy  
Wendy Davison

PA to Daniel Zizzo (Dean of Research and Innovation) Lorna Taylor (Faculty Research Manager) and Sue Mitchell (Research Funding Development Manager) Faculty of Humanities and Social Sciences Daysh Building Newcastle University Newcastle upon Tyne, NE1 7RU

Telephone: 0191 208 6349

Fax: 0191 208 7001

## **Appendix E. : Copy of Permission Letter to Gain Access to the Field**

Newcastle University  
Department of Education  
Newcastle upon Tyne  
United Kingdom  
March 10, 2015

The Vice President-Academic  
Central University College  
Accra-Ghana.

Dear Sir/Madam,

### **PERMISSION TO CONDUCT A RESEARCH IN YOUR UNIVERSITY**

I write to request permission to use your university as a field for data collection between April 7 and April 17, 2015.

I am a Senior Assistant Registrar at the University of Professional Studies, currently studying at the Newcastle University in the UK.

My research topic is on ' **Stakeholders Perceptions of the work of Non-Academic Middle Managers in Two Universities in Ghana.**' This project is a requirement of the Doctorate of Education programme, and it is designed to help improve work practices.

I intend to collect quantitative data from 80 students (40 in level 300 and 40 in level 400) and 40 lecturers. I also intend to interview 10 non-academic middle managers.

All the data collection exercise will be held outside of class and working hours, but during school hours; this will be the free periods for the students and academic staff and the break times for the non-academic Middle managers.

The questionnaire will take about 25 minutes to complete whilst the interview will take about 1 hour per person.

Similarly, all data collected will be confidential, and neither the university's name nor that of any student will be used in any of the research reports.

I believe that I have taken the necessary steps to ensure that my research meets all ethical standards. Please, find attached samples of the consent letters to be given to the students and the staff.

I would be very grateful if I am granted access to your reputable university.

Thank you for your consideration.

Yours faithfully,

Edward Bannerman-Wood.  
(Ed.D Candidate)  
Email: [e.bannermanwood@ncl.ac.uk](mailto:e.bannermanwood@ncl.ac.uk)  
GH:0208162798  
UK:+447742689426

**Appendix F. : Letter from Supervisor to Gain Access to the Field**



School of Education,  
Communication and  
Language Sciences

King George VI Building  
Queen Victoria Road  
Newcastle upon Tyne  
NE1 7RU  
United Kingdom

24 March, 2015

**TO WHOM IT MAY CONCERN**

**RE: FIELDWORK IN GHANA**

For your information, I am the academic supervisor of Mr Edward Bannerman-Wood (Student ID No.: 11470254), who is a registered full time Ed.D (Research) student with the School of Education, Communication and Language Sciences (ECLS) at Newcastle University, United Kingdom since January 2013.

As part of the requirement for his study, Mr Edward Bannerman-Wood is planning to conduct fieldwork research in Cape-Coast and Accra, Ghana. He will be carrying out his fieldwork from 28<sup>th</sup> of March, 2015 to 28<sup>th</sup> of May, 2015 approximately. Therefore, I would be grateful if your esteemed establishment would provide him with all the necessary assistance to facilitate his research.

Your kind cooperation in this matter is highly appreciated.

Yours sincerely,

A handwritten signature in black ink, appearing to read "Susan Pattison".

Dr. Susan Pattison  
Degree Programme Director  
Integrated PhD Education and Communication  
School of Education, Communication and Language Sciences,  
University Of Newcastle upon Tyne,  
Room 1.34  
First Floor  
King George VI Building  
Victoria Road  
Newcastle upon Tyne,  
NE1 7RU  
Tel: 0191 222 7368  
email: susan.pattison@ncl.ac.uk



THE QUEEN'S  
ANNIVERSARY PRIZES  
FOR HONOR AND FURTHER EDUCATION  
2013

tel: +44 (0) 191 208 6000  
The University of Newcastle upon Tyne trading as Newcastle University

**Appendix G. : Acceptance Letter from Public University**

Our Ref  
Your Ref

2<sup>nd</sup> April, 2015

TO WHOM IT MAY CONCERN

INTRODUCTORY LETTER

MR EDWARD BANNERMAN-WOOD

This is to introduce Mr. Edward Bannerman-Wood, a D.Ed. candidate of Newcastle University in the United Kingdom. He is conducting a research on the topic "*Stakeholders' perceptions of the work of non-academic middle manager in two universities in Ghana.*"

Mr. Bannerman-Wood has been granted permission to contact students and senior members in the University to collect data relating to his research topic.

I shall be grateful if you would assist him with the information he needs.

For: REGISTRAR

## **Appendix H. : Acceptance Letter from the Private University**

**Mr. Edward Bannerman-Wood**

Newcastle University Department of Education, U K  
13th May, 2015

**Dear Mr. Bannerman-Wood,**

**LETTER OF INTRODUCTION**

We are pleased to inform you that approval has been given you to undertake your research in Central University College on the topic: *Stakeholders' perceptions of the work of non-academic middle manager in two universities in Ghana''*.

Following this approval, we humbly urge staff and students to offer Mr. Bannerman-Wood all the necessary support he needs in the administration of his questionnaires.

We wish you well in your academic endeavour.

Kind regards.

Director (HR)

Cc:

Vice President (Academic) Vice  
President (F&A)  
Ag. Dean of Students  
President (S.R.C.)

## **Appendix I. : Participant Information Sheet for Students**



### **PARTICIPANT INFORMATION SHEET: FOR STUDENTS**

#### **Research: "Stakeholders' Perceptions of the work of Non-Academic Middle Managers in Two Universities in Ghana"**

##### **Introduction**

Thank you for considering participating in this study. My name is Edward Bannerman-Wood, a third-year student of the Department of Education of the Newcastle University in the United Kingdom. This project forms part of a research thesis project to fulfil the requirement of completion for the course of Doctorate of Education programme under the School of Education, Communication and Language Science, Newcastle University, United Kingdom.

##### **Background**

The purpose of this study is to gain further understanding of the roles of non-academic middle-managers and their impact in Higher Education Institutions in Ghana with the view of using this information to improve working practices.

Data will therefore be collected from students, academic and non-academic middle managers within the universities. This will be done through the filling out questionnaires which is supposed to last not more than 25 minutes.

All data collected will be treated with the utmost protection and stored under a protected password. It is only the researcher who will have access to these data.

The data collected will be kept for a minimum period of five (5) years in accordance with the British Educational Research Association (BERA) guidelines for storing electronic and physical data. Afterwards, it will be destroyed.

Participation in this research is voluntary. You are therefore free to decide to participate in this study or not.

To the best of my knowledge there will be no known physical risk to you. The questionnaires will be administered to you by a staff of this university, who is either a lecturer or a non-academic manager.

There are no direct benefits to the participants; however, it is hoped that the information collected will provide an insight that will help improve the quality of service as well as boost productivity of the universities in Ghana.

If you want to know more about the project, or have any queries, please contact:

Edward Bannerman-Wood (Researcher)

Email: [e.bannerman-wood@newcastle.ac.uk](mailto:e.bannerman-wood@newcastle.ac.uk)

School of Education, Communication & Language Science,

Newcastle University,

Newcastle upon Tyne,

NE1 7RU United Kingdom

Dr. Susan Pattison (Research Supervisor)

Email: [sue.pattison@newcastle.ac.uk](mailto:sue.pattison@newcastle.ac.uk).

Director of Integrated PhD in Education and Communication

School of Education, Communication & Language Science,

Newcastle University,

Newcastle upon Tyne,

NE1 7RU United Kingdom

Dr. James Stanfield (Research Supervisor)

Email: [james.stanfield@newcastle.ac.uk](mailto:james.stanfield@newcastle.ac.uk).

School of Education, Communication & Language Science,

Newcastle University,

Newcastle upon Tyne,

NE1 7RU United Kingdom

## Appendix J. : Participant Information Sheet for Academic Staff



### PARTICIPANT INFORMATION SHEET FOR ACADEMIC STAFF

#### Research: "Stakeholders' Perceptions of the work of Non-Academic Middle Managers in Two Universities in Ghana"

##### Introduction

Thank you for considering participating in this study. My name is Edward Bannerman-Wood, a third-year student of the Department of Education of the Newcastle University in the United Kingdom. This project forms part of a research thesis project to fulfil the requirement of completion for the course of Doctorate of Education programme under the School of Education, Communication and Language Science, Newcastle University, United Kingdom. The purpose of this study is to gain further understanding of the roles of non-academic middle-managers and their impact in Higher Education Institutions in Ghana with the view of using this information to improve working practices.

Data will therefore be collected from students, academic and non-academic middle managers within the universities. This will be done through the filling out questionnaires which is supposed to last not more than 25 minutes.

All data collected will be treated with the utmost protection and stored under a protected password. It is only the researcher who will have access to these data.

The data collected will be kept for a minimum period of five (5) years in accordance with the British Educational Research Association (BERA) guidelines for storing electronic and physical data. Afterwards, it will be destroyed.

Participation in this research is voluntary. You are therefore free to decide to participate in this study or not.

To the best of my knowledge there will be no known physical risk to you. The questionnaires will be administered to you by a staff of this university, who is either a lecturer or a non-academic manager.

There are no direct benefits to the participants; however, it is hoped that the information collected will provide an insight that will help improve the quality of service as well as boost productivity of the universities in Ghana.

If you want to know more about the project, or have any queries, please contact:



Edward Bannerman-Wood (Researcher)  
Email: e.bannerman-wood@newcastle.ac.uk  
School of Education, Communication & Language Science,  
Newcastle University,  
Newcastle upon Tyne,  
NE1 7RU United Kingdom

Dr. Susan Pattison (Research Supervisor)  
Email: sue.pattison@newcastle.ac.uk.  
Director of Integrated PhD in Education and Communication  
School of Education, Communication & Language Science,  
Newcastle University,  
Newcastle upon Tyne,  
NE1 7RU United Kingdom

Dr. James Stanfield (Research Supervisor)  
Email: james.stanfield@newcastle.ac.uk.  
School of Education, Communication & Language Science,  
Newcastle University,  
Newcastle upon Tyne,  
NE1 7RU United Kingdom

**Appendix K. : Participant Consent Form for Non-Academic Middle Managers**

**PARTICIPANT CONSENT FORM (NON-ACADEMIC MIDDLE MANAGERS)**

**Research: "Stakeholders' Perceptions of the work of Non-Academic Middle Managers in two Universities in Ghana"**

I, the undersigned, confirm that (please tick box as appropriate):

1.	I have read and understood the information about the project, as provided in the Information Sheet	<input type="checkbox"/>
2.	I have been given the opportunity to ask questions about the project and my participation.	<input type="checkbox"/>
3.	I understand that interviews may be recorded.	<input type="checkbox"/>
4.	I voluntarily agree to participate in the project.	<input type="checkbox"/>
5.	I understand I can withdraw at any time without giving reasons and that I will not be penalised for withdrawing nor will I be questioned on why I have withdrawn.	<input type="checkbox"/>
6.	The procedures regarding confidentiality have been clearly explained (e.g. use of names, pseudonyms, anonymization of data, etc.) to me.	<input type="checkbox"/>
7.	The use of the data in research, publications, sharing and archiving has been explained to me.	<input type="checkbox"/>

Name : .....

Signature : .....

Date : .....

**Appendix L. : Debriefing sheet for Non-Academic Staff**



**DEBRIEFING SHEET FOR NON-ACADEMIC STAFF**

**Research: "Stakeholders' Perceptions of the work of Non-Academic Middle Managers in Two Universities in Ghana"**

Thank you very much for your participation in this study. The goal of this study is to gain further understanding of the roles of non-academic middle-managers and their impact on Higher Education Institutions in Ghana with the view of using this information to improve working practices.

Both academic and non-academic senior members enjoy the same condition of service stipulated by the Act establishing the university in Ghana. However, in recent times, there has been grievous tension between the two groups. This was evidenced in the recent salary discrepancies which occurred during the introduction of the single spine salary scheme. This created the impression that the non-academic middle managers were not important to the total improvement of the university.

The information provided by participants will first be transcribed and sent back to the participants to carefully validate or refute the interpretation made by the researcher. This will be done through emails to all participants after 6 weeks of the data collection. A telephone or Skype conversation will then be generated to find out from the participants if the transcripts represent a true representation of the interview given.

In case you have any comments or queries about this study, please contact the supervisor, Dr Sue Pattison at [sue.pattison@ncl.ac.uk](mailto:sue.pattison@ncl.ac.uk) <mailto:sue.pattison@ncl.ac.uk> or the researcher, Edward Bannerman-Wood at [e.bannerman-wood@newcastle.ac.uk](mailto:e.bannerman-wood@newcastle.ac.uk).

Finally, if you are interested in reading more or learning more about this topic, please, read the following:

1. Blumer, Herbert. (1969) *Symbolic Interactionism: Perspective and Method*. Englewood Cliffs, NJ: Prentice-Hall.
2. Gomm, R. (2004) *Social Research Methodology-A Critical Introduction*. New York: Palgrave Macmillan.
3. Goffman, Erving. (1958) *The Presentation of Self in Everyday Life*. Edinburgh: University of Edinburgh, Social Sciences Research Centre.
4. Hogg, M.A and Vaughan, M. G. (2011) *Social Psychology* 6th edn England: Pearson Education Limited.
5. Kokutse, F. (2012) 'University Administrators join nationwide strike', University World News, 8 July [Online]. Available at <http://www.universityworldnews.com> (Accessed 8 August 2014)

**THANK YOU ONCE AGAIN FOR YOUR PARTICIPATION AND CO-OPERATION!**

**Appendix M. : Interviewees participants' profile**

<b>Participants</b>	<b>Gender</b>	<b>Age-Group</b>	<b>Rank</b>	<b>Department</b>	<b>Years in HEI</b>	<b>Years in Position</b>	<b>Date interviewed</b>
Nodes\\UNI A1	female	31-35yrs	Assistant Registrar	Training & Development	1-5yrs	1-5yrs	4.05.15
Nodes\\UNI A2	male	31-35yrs	Finance Director	Finance Department-Education	6-10yrs	less than 1 yr.	4.05.15
Nodes\\UNI A3	male	46-50yrs	Senior Assistant Registrar	Training & Development	11-15yrs	1-5yrs	5.05.15
Nodes\\UNI A4	male	56-60yrs	Assistant Registrar	Documentation & Information	11-15yrs	11-15yrs	5.05.15
Nodes\\UNI A5	male	41-45yrs	Assistant Registrar	Training & Development	6-10yrs	6-10yrs	6.05.15
Nodes\\UNI A6	male	46-50yrs	Assistant Registrar	Staff Development & Records	1-5yrs	1-5yrs	6.05.15
Nodes\\UNI A7	female	36-40yrs	Junior Assistant Registrar	Documentation & Information	11-15yrs	less than 1 yr.	7.05.15
Nodes\\UNI A8	female	41-45yrs	Junior Assistant Registrar	Gender & Advocacy	6-10yrs	less than 1 yr.	7.05.15
Nodes\\UNI A9	female	46-50yrs	Junior Assistant Registrar	School of Biological Sciences	16-20yrs	1-5yrs	8.05.15
Nodes\\UNI A10	male	41-45yrs	Assistant Registrar	Graduate School	11-15yrs	1-5yrs	8.05.15
Nodes\\UNI B1	female	36-40yrs	Junior Assistant Registrar	Human Resource	11-15yrs	1-5yrs	13.05.15
Nodes\\UNI B2	male	36-40yrs	Junior Assistant Registrar	Academic-Management Information	11-15yrs	1-5yrs	13.05.15
Nodes\\UNI B3	male	46-50yrs	Senior Assistant Registrar	Academic-Examinations	1-5yrs	1-5yrs	13.05.15
Nodes\\UNI B4	female	46-50yrs	Senior Assistant Registrar	Academic-Examinations	11-15yrs	1-5yrs	14.05.15
Nodes\\UNI B5	female	41-45yrs	Assistant Registrar	Faculty of Applied Sciences	21-25yrs	1-5yrs	18.05.15
Nodes\\UNI B6	female	31-35yrs	Assistant Registrar	Arts & Soc. Sciences	6-10yrs	1-5yrs	15.05.15
Nodes\\UNI B7	female	36-40yrs	Senior Assistant Registrar	Arts & Soc. Sciences	6-10yrs	less than 1 yr.	15.05.15
Nodes\\UNI B8	female	41-45yrs	Junior Assistant Registrar	Student Services	6-10yrs	6-10yrs	18.05.15
Nodes\\UNI B9	female	36-40yrs	Junior Assistant Registrar	Faculty of Law	1-5yrs	less than 1 yr.	19.05.15

**Appendix N. : Alpha/numeric codes adapted for confidentiality**

**University A is represented by the following alpha/numeric code:**

- UNI-A (L1) = University A, Lecturer 1
- UNI-A (NAMM-A1) =Non-Academic Middle Manager 1
- UNI-A (SA1)=Students 1 in University A1

**University B is represented by the following alpha/numeric code:**

- UNI-B (L1) = University B, Lecturer 1
- UNI-B (NAMM-B1) =Non-Academic Middle Manager 1
- UNI-B (SB1)=Students1 in University B

**Appendix O. : Reliability test for –Students’ Questionnaire**

		<b>Reliability Statistics</b>									
		Cronbach's Alpha	N of Items								
		.891	28								
<b>Item-Total Statistics</b>											
	<b>ITEM</b>	<b>Scale Mean if Item Deleted</b>	<b>Scale Variance if Item Deleted</b>	<b>Corrected Item-Total Correlation</b>	<b>Cronbach's Alpha if Item Deleted</b>	<b>Mean</b>	<b>Std. Deviation</b>	<b>N</b>			
1	The non-academic middle managers always meet my needs	69.05	68.464	.482	.887	2.45	.563	121			
2	The non-academic middle managers always meet my needs when I request for a service in person	68.95	67.648	.528	.885	2.55	.605	121			
3	The non-academic middle managers always meet my needs when I send them an email requesting for a service.	69.20	68.677	.475	.887	2.31	.545	121			
4	The non-academic middle managers always meet my needs when I need a transcript to be posted to an organization.	68.82	67.167	.525	.885	2.69	.659	121			
5	The non-academic middle managers always meet my needs when I complain of wrong grading.	68.97	68.332	.468	.887	2.54	.592	121			
6	The non-academic middle managers in charge of finance always meet my needs when I complain of wrong billing.	68.89	68.297	.468	.887	2.61	.597	121			

	<b>ITEM</b>	<b>Scale Mean if Item Deleted</b>	<b>Scale Variance if Item Deleted</b>	<b>Corrected Item-Total Correlation</b>	<b>Cronbach's Alpha if Item Deleted</b>	<b>Mean</b>	<b>Std. Deviation</b>	<b>N</b>
7	The non-academic middle managers always keep my records properly.	68.59	66.878	.571	.884	2.92	.640	121
8	The non-academic middle managers provides me with services promptly.	69.10	66.290	.696	.882	2.40	.586	121
9	The non-academic middle manager provides error- free information relating to the request made.	68.93	68.762	.438	.887	2.57	.575	121
10	The non-academic middle manager is not available during working/office hours to consult on student related issues.	69.17	75.422	-.246	.901	2.34	.585	121
11	it is not difficult having access to non-academic middle managers.	68.93	69.153	.347	.889	2.58	.642	121
12	The non-academic middle managers provide dependable and supportive administrative advice.	68.85	67.878	.552	.885	2.65	.558	121
13	The non-academic middle managers always provide advanced notice of changes in administrative procedures affecting the students' body.	69.04	68.090	.494	.886	2.46	.592	121
14	The non-academic middle managers readily respond to the demands of the students' request.	69.03	67.366	.603	.884	2.47	.564	121
15	The non-academic middle manager provides information in a timely manner.	68.95	66.614	.654	.883	2.55	.591	121



	<b>ITEM</b>	<b>Scale Mean if Item Deleted</b>	<b>Scale Variance if Item Deleted</b>	<b>Corrected Item-Total Correlation</b>	<b>Cronbach's Alpha if Item Deleted</b>	<b>Mean</b>	<b>Std. Deviation</b>	<b>N</b>
16	The non-academic middle manager provides information which meets the demands of the request.	68.84	66.283	.679	.882	2.66	.599	121
17	The non-academic middle manager provides information accurately.	68.85	67.778	.532	.885	2.65	.588	121
18	The academic calendar is promptly posted on the university notice boards and websites.	68.53	66.618	.475	.887	2.98	.780	121
19	The academic time table is promptly posted on the university notice boards and websites.	68.61	66.906	.481	.887	2.89	.739	121
20	The non-academic middle manager is courteous towards students.	68.92	68.626	.455	.887	2.59	.573	121
21	The non-academic middle managers are sincere in dealing with the problems or the request made.	68.95	67.431	.598	.884	2.55	.562	121
22	The university website informs students where to seek help in times of crises.	68.88	66.670	.583	.884	2.62	.649	121
23	The university website has information on all middle managers to contact in times of crises.	69.19	69.072	.474	.887	2.31	.501	121
24	The non-academic middle manager provides information that is relevant to my university life.	68.88	66.087	.614	.883	2.62	.674	121
25	The non-academic middle manager provides information that helps me to study.	69.10	67.240	.576	.884	2.40	.600	121
26	The non-academic middle manager provides me with new information that helps me negotiate other learning facilities in and out of the university.	69.14	68.705	.455	.887	2.36	.563	121

	<b>ITEM</b>	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted	Mean	Std. Deviation	N
27	The non-academic middle manager does not correct me when I register for the wrong courses.	69.14	74.255	-.128	.899	2.36	.619	121
28	The non-academic middle manager's attitude to work is nothing to write home about most of the time.	69.11	74.613	-.165	.900	2.40	.598	121
<b>Scale Statistics</b>								
	<b>Mean</b>	<b>Variance</b>	<b>Std. Deviation</b>	<b>N of Items</b>				
	71.50	73.269	8.560	28				

**Appendix P. : Reliability Test for Academic Staff**

For Academic Staff in Uni-AB									
Reliability Statistics									
	Cronbach's Alpha	N of Items							
	.720	33							
Item-Total Statistics									
	ITEM	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted	Mean	Std. Deviation	N	
1	The non-academic middle managers in this university are qualified to be at their post.	74.58	46.983	.189	.716	3.12	.480	50	
2	The non-academic middle managers are professionals in the provision of services to other members of the university community	74.88	46.149	.242	.713	2.82	.596	50	
3	The non-academic middle managers always meet the needs of the academic staff when they request for a service.	75.44	43.558	.539	.695	2.26	.633	50	
4	The non-academic middle managers always provide the academic staff with services promptly.	75.62	44.934	.458	.703	2.08	.528	50	
5	The non-academic middle managers always deliver the requested services in a timely manner.	75.68	44.467	.500	.700	2.02	.553	50	
6	The non-academic middle managers readily respond to the demands of the academic staff.	75.36	45.092	.408	.705	2.34	.557	50	

	<b>ITEM</b>	<b>Scale Mean if Item Deleted</b>	<b>Scale Variance if Item Deleted</b>	<b>Corrected Item-Total Correlation</b>	<b>Cronbach's Alpha if Item Deleted</b>	<b>Mean</b>	<b>Std. Deviation</b>	<b>N</b>
7	The non-academic middle managers always provide information accurately.	75.24	47.533	.097	.720	2.46	.503	50
8	The non-academic middle managers always provide information which meet the demands of the request	75.34	48.066	.024	.723	2.36	.485	50
9	The website of the university has your name, picture and position.	75.48	47.765	.011	.729	2.22	.764	50
10	The website of the university has information on all non-academic middle managers to contact in times of needs.	75.78	45.930	.266	.712	1.92	.601	50
11	The non-academic middle managers provide information that is helpful to the academic staff to enable them do their work.	75.16	44.504	.469	.701	2.54	.579	50
12	The non-academic middle managers provide the academic staff with new information that help them negotiate other learning facilities in and out of the university community	75.46	44.825	.415	.704	2.24	.591	50
13	The non-academic middle managers are courteous in the delivery of their work.	75.00	44.449	.475	.701	2.70	.580	50
14	The non-academic middle managers have a positive attitude toward their work.	75.28	45.838	.320	.710	2.42	.538	50
15	The non-academic middle managers are always available during working/office hours for administrative queries and enquiries.	75.26	44.849	.395	.704	2.44	.611	50
16	The non-academic middle managers work are always about routine perusal of files	75.22	48.828	-.087	.730	2.48	.580	50

	<b>ITEM</b>	<b>Scale Mean if Item Deleted</b>	<b>Scale Variance if Item Deleted</b>	<b>Corrected Item-Total Correlation</b>	<b>Cronbach's Alpha if Item Deleted</b>	<b>Mean</b>	<b>Std. Deviation</b>	<b>N</b>
17	The non-academic middle managers work are always about routine distributing irrelevant and time-consuming circulars and memoranda.	75.64	48.521	-.050	.729	2.06	.586	50
18	The academic staff perceptions of the non-academic middle managers are based on a group stereotype	75.58	45.963	.231	.714	2.12	.659	50
19	It is unwarranted for the academic staff to have the same negotiations on issues of welfare with their non-academic counterparts in this university	75.22	49.359	-.135	.748	2.48	1.015	50
20	Lectureship is always better than Administrative work.	75.44	47.313	.027	.731	2.26	.899	50
21	The duties and responsibilities of the non-academic middle managers commensurate with the compensations they receive	75.20	46.000	.192	.716	2.50	.735	50
22	The duties and responsibilities of the academic staff commensurate with the compensations they receive	75.36	44.847	.292	.710	2.34	.772	50
23	There is equity in the level of salary received by academic staff and non-academic middle managers.	75.54	42.907	.518	.694	2.16	.738	50
24	The non-academic middle managers deserve the salaries they receive.	75.10	48.745	-.080	.734	2.60	.728	50
25	The academic staff are highly supported by the non-academic middle managers in the delivery of their work.	75.32	44.304	.396	.703	2.38	.697	50
26	There is always collaboration between academic staff and non-academic middle managers in this university	75.28	45.634	.246	.713	2.42	.702	50



**Appendix Q. Academic Staff Responses (University A&B)**

	<b>STATEMENT</b>	<b>SD</b>	<b>DA</b>	<b>A</b>	<b>SA</b>	<b>MEAN</b>	<b>MEDIAN</b>	<b>SD</b>
Q1	The non-academic middle managers in this university are qualified to be at their post.		3(4.7%)	51(79.7%)	10(15.6%)	3.11	3	0.441
Q2	The non-academic middle managers are professionals in the provision of services to other members of the university community		17(26.6%)	41(64.1%)	6(9.4%)	2.83	3	0.579
Q3	The non-academic middle managers always meet the needs of the academic staff when they request for a service.	5(7.9%)	35(55.6%)	22(34.9%)	1(1.6%)	2.3	2	0.638
Q4	The non-academic middle managers always provide the academic staff with services promptly.	6(9.4%)	44(68.8%)	13(20.3%)	1(1.6%)	2.14	2	0.587
Q5	The non-academic middle managers always deliver the requested services in a timely manner.	9(14.1%)	40(62.5%)	15(23.4%)		2.09	2	0.610
Q6	The non-academic middle managers readily respond to the demands of the academic staff.	5(7.8%)	31(48.4%)	28(43.8%)		2.36	2	0.627
Q7	The non-academic middle managers always provide information accurately.		32(50.0%)	32(50.0%)		2.50	2.50	.504

	STATEMENT	SD	DA	A	SA	MEAN	MEDIAN	SD
Q8	The non-academic middle managers always provide information which meet the demands of the request		36(56.3%)	27(42.2%)	1(1.6%)	2.45	2	0.532
Q9	The website of the university has your name, picture and position.	7(11.5%)	34(55.7%)	14(23.0%)	6(9.8%)	2.31	2	0.807
Q10	The website of the university has information on all non-academic middle managers to contact in times of needs.	12(19.0%)	38(60.3%)	13(20.3%)		2.02	2	0.635
Q11	The non-academic middle managers provide information that is helpful to the academic staff to enable them do their work.	1(1.6%)	26(40.6%)	36(56.3%)	1(1.6%)	2.58	3.00	.558
Q12	The non-academic middle managers provide the academic staff with new information that help them negotiate other learning facilities in and out of the university community	5(7.8%)	39(60.9%)	18(28.1%)	2(3.1%)	2.27	2	0.648
Q13	The non-academic middle managers are courteous in the delivery of their work.	2(3.1%)	20(31.3%)	40(62.5%)	2(3.1%)	2.66	3.00	.597
Q14	The non-academic middle managers have a positive attitude toward their work.	2(3.2%)	30(48.4%)	30(48.4%)		2.45	2	0.563
Q15	The non-academic middle managers do not come to work on time, most of the time	6(9.5%)	38(60.3%)	18(28.6%)	1(1.6%)	2.22	2.00	.634



	STATEMENT	SD	DA	A	SA	MEAN	MEDIAN	SD
Q16	The non-academic middle managers are always available during working/office hours for administrative queries and enquiries.	3(4.7%)	29(45.3%)	32(50.0%)		2.45	2.5	0.589
Q17	The non-academic middle managers work are always about routine perusal of files	1(1.6%)	32(50.0%)	30(46.9%)	1(1.6%)	2.48	2.00	.563
Q18	The non-academic middle managers work are always about routine distributing irrelevant and time-consuming circulars and memoranda.	7(10.9%)	44(68.8%)	13(20.3%)		2.09	2	0.555
Q19	The non-academic middle managers are just an appendage to the university community.	12(19.0%)	39(61.9%)	10(15.9%)	2(3.2%)	2.03	2.00	.695
Q20	The academic staff perceptions of the non-academic middle managers is based on a group stereotype	9(14.5%)	37(59.7%)	15(24.2%)	1(1.6%)	2.13	2	0.665
Q21	It is unwarranted for the academic staff to have the same negotiations on issues of welfare with their non-academic counterparts in this university	9(14.5%)	26(41.9%)	15(24.2%)	12(19.4%)	2.48	2	0.971
Q22	Lectureship is always better than Administrative work.	9(14.5%)	37(59.7%)	9(14.5%)	7(11.3%)	2.23	2.00	.838
Q23	The duties and responsibilities of the non-academic middle managers commensurate with the compensations they receive	5(8.2%)	28(45.9%)	24(39.3%)	4(6.6%)	2.44	2	0.742
Q24	The duties and responsibilities of the academic staff commensurate with the compensations they receive	8(12.5%)	26(40.6%)	27(42.2%)	3(4.7%)	2.39	2	0.769

	<b>STATEMENT</b>	<b>SD</b>	<b>DA</b>	<b>A</b>	<b>SA</b>	<b>MEAN</b>	<b>MEDIAN</b>	<b>SD</b>
Q25	There is equity in the level of salary received by academic staff and non-academic middle managers.	12(19.0%)	27(42.9%)	24(38.1%)		2.19	2	0.737
Q26	The non-academic middle managers deserve the salaries they receive.	5(8.2%)	19(31.1%)	34(55.7%)	3(4.9%)	2.57	3.00	.718
Q27	The non-academic middle managers promotion should be based on articles they produce and not based on the number of years served.	4(6.5%)	32(51.6%)	13(21.0%)	13(21.0%)	2.56	2.00	.898
Q28	The academic staff are highly supported by the non-academic middle managers in the delivery of their work.	5(7.8%)	26(40.6%)	31(48.4%)	2(3.1%)	2.47	3	0.689
Q29	There is always collaboration between academic staff and non-academic middle managers in this university	4(6.3%)	25(39.7%)	32(50.8%)	2(3.2%)	2.51	3	0.669
Q30	There is teamwork between the academic staff and non-academic middle managers in this university.	5(7.8%)	20(31.3%)	37(57.8%)	2(3.1%)	2.56	3	0.687
Q31	There is a strong sense of effective teamwork between the academic staff and non-academic middle managers within this university.	6(9.4%)	29(45.3%)	27(42.2%)	2(3.1%)	2.39	2	0.704
Q32	The work load of the non-academic middle managers is enormous.	11(17.2%)	43(67.2%)	8(12.5%)	2(3.1%)	2.02	2	0.654

	<b>STATEMENT</b>	<b>SD</b>	<b>DA</b>	<b>A</b>	<b>SA</b>	<b>MEAN</b>	<b>MEDIAN</b>	<b>SD</b>
Q33	The universities should open its doors to attract more non-academic professional middle managers.	11(17.2%)	32(50.0%)	18(28.1%)	3(4.7%)	2.20	2.00	.780
Q34	The non-academic middle managers are highly recognized as partners by the academic staff in the development of this university.	2(3.1%)	19(29.7%)	38(59.4%)	5(7.8%)	2.72	3.00	.654
Q35	The non-academic middle managers contribute immensely to the improvement of this university.	1(1.6%)	15(23.4%)	42(65.6%)	6(9.4%)	2.83	3.00	.606
Q36	The academics can run this university alone without the support of the non-academic middle managers.	32(50.0%)	28(43.8%)	2(3.1%)	2(3.1%)	1.59	1.5	0.706

**Appendix R. : Students' Responses (University A&B)**

	Statements/Items	Responses frequency and Percentages			
		SD	DA	A	SA
<b>Q1</b>	The non-academic middle managers always meet my needs		80(54.4)	61(41.5%)	6(4.1%)
<b>Q2</b>	The non-academic middle managers always meet my needs when I request for a service in person		71(48%)	65(43.9)	12(8.1%)
<b>Q3</b>	The non-academic middle managers always meet my needs when I send them an email requesting for a service.		106(72.1%)	35(23.8%)	6(4.1%)
<b>Q4</b>	The non-academic middle managers always meet my needs when I need a transcript to be posted to an organization.		61(42.4%)	66(45.8%)	17(11.8%)
<b>Q5</b>	The non-academic middle managers always meet my needs when I complain of wrong grading.		79(53.4%)	61(41.2%)	8(5.4%)
<b>Q6</b>	The non-academic middle managers in charge of finance always meet my needs when I complain of wrong billing.		68(46.6%)	68(46.6%)	10(6.8%)
<b>Q7</b>	The non-academic middle managers always keep my records properly.		38(25.9%)	81(55.1%)	28(19%)
<b>Q8</b>	The non-academic middle managers provides me with services promptly.		88(60.3)	46(31.5%)	12(8.2%)
<b>Q9</b>	The non-academic middle manager provides error free information relating to the request made.		62(42.2%)	74(50.3%)	11(7.5%)
<b>Q10</b>	The non-academic middle manager is not available during working/office hours to consult on student related issues.		105(71.4%)	33(22.4%)	9(6.1%)
<b>Q11</b>	It is not difficult having access to non-academic middle managers.		73(49.7%)	58(39.5%)	16(10.9%)
<b>Q12</b>	The non-academic middle managers provide dependable and supportive administrative advice.		57(38.8%)	81(55.1%)	9(6.1)

	Statement	Responses frequency and Percentages			
		SD	DA	A	SA
<b>Q13</b>	The non-academic middle managers always provide advanced notice of changes in administrative procedures affecting the students' body.		83(54.1%)	55(37.2%)	10(6.8%)
<b>Q14</b>	The non-academic middle managers readily respond to the demands of the students' request.		80(54.1%)	60(40.5%)	8(5.4%)
<b>Q15</b>	The non-academic middle manager provides information in a timely manner.		66(45.5%)	70(48.3%)	9(6.2%)
<b>Q16</b>	The non-academic middle manager provides information which meets the demands of the request.		60(40.8%)	75(51.0%)	12(8.2%)
<b>Q17</b>	The non-academic middle manager provides information accurately.		60(40.8%)	76(51.7%)	11(7.5%)
<b>Q18</b>	The academic calendar is promptly posted on the university notice boards and websites.		45(31.3%)	58(40.3%)	41(28.5%)
<b>Q19</b>	The academic time table is promptly posted on the university notice boards and websites.		44(29.7%)	70(47.3%)	34(23.0%)
<b>Q20</b>	The university website informs students where to seek help in times of crises.		66(45.5%)	65(44.8%)	14(9.7%)
<b>Q21</b>	The university website has information on all middle managers to contact in times of crises.		95(65.1%)	46(31.5%)	5(3.4%)

	Statement	Responses frequency and Percentages			
		SD	DA	A	SA
<b>Q22</b>	The non-academic middle manager provides information that is relevant to my university life.		68(46.3%)	65(44.2%)	14(9.5%)
<b>Q23</b>	The non-academic middle manager provides information that helps me to study.		89(60.5%)	47(32.0%)	11(7.5%)
<b>Q24</b>	The non-academic middle manager provides me with new information that helps me negotiate other learning facilities in and out of the university.		95(65.1%)	44(30.1%)	7(4.8%)
<b>Q25</b>	The non-academic middle manager does not correct me when I register for the wrong courses.		104(71.2%)	33(22.6%)	9(6.2%)
<b>Q26</b>	The non-academic middle manager is courteous towards students.		60(40.8%)	77(52.4%)	10(6.8%)
<b>Q27</b>	The non-academic middle manager's attitude to work is nothing to write home about most of the time.		95(65.5%)	41(28.3%)	9(6.2%)
<b>Q28</b>	The non-academic middle managers are sincere in dealing with the problems or the request made.		62(44.6%)	71(51.1%)	6(4.3%)

**Appendix S. : Book of Abstracts-2016**



SCHOOL OF EDUCATION, COMMUNICATION  
& LANGUAGE SCIENCES

POSTGRADUATE RESEARCH STUDENT  
CONFERENCE 2016

BOOK OF ABSTRACTS

**Stakeholders' perception of the work of non-academic middle managers in two universities  
in Ghana.**

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**Edd Programme (Full time EdD year 4)**

Two main management types exist in higher education institutions (HEIs), namely, academic and non-academic. However, little research has been done to examine stakeholders' perception of the role of non-academic middle managers (NAMMs) in Ghana. This study employed the convergent parallel approach constituting of a questionnaire and a structured interview to collect data from participants in a public and a private HEIs. Three research questions guided this study: 1. What role do non-academic middle managers play in HEIs? 2. What is the perception of academics on the role of NAMMs? 3. What is the perception of students on the quality of service received? The findings reveal that the academics have a negative view of the performance of the NAMMs, the students were divided on the quality of service and the NAMMs complain about hindrances to their roles.

The study is currently at the discussion stage.



## Appendix T. : Excerpts of the Interview

5

6 Interviewee A3

7 Q: how long have you been in this position?

8 A: for this office, this is my second year

9 Q: What is your role here?

0 A: As an assistant registrar in charge of senior member

1 Q: What do you do in this regard?

2 A: We conduct all human resource needs of Senior Members. This has to do with their appointments, their confirmation, their renewal of contracts and also their promotion.

3 In addition to this, we also look at senior members who are coming as visiting Lecturers, we also have adjunct appointment. 4 Then we also look at their disciplinary issues .Discipline of Senior Members. Actually, there is a committee, and as Assistant Registrar in charge of Senior Members, you are the secretary to the committee

8

9 Q: Apart from that, what else do you do?

0 If it comes to for instance the appointments, depending on the forms, sometimes we get unsolicited applications and in that case you just process the forms. We have standard procedures to follow. But there are cases where we have vacancies and you have to advertise. In that case,...We have a Deputy in charge of Human Resources, so may have to give drafts, or may be the requirements, the job descriptions, may be mode of applications, etc but they are all approved by the Deputy Registrar. All that you give are drafts.

5 In addition to that you also have a lot of committees you service. You as a secretary to .....One, we have the main board, university board , in that case you are the recorder because officially the Deputy Registrar is the Secretary, so you go there as a recorder to assist with the secretarial functions of the committees.

8 But we also have what is called the Central Administration Appointment and promotion Committee. In that case you are the secretary

0 We also have the Departmental or the Registrar's Office-Appointment and Promotions Committee, which you are also the secretary.

2 Then, we also have other committees. For instance, at the moment, err we have what we call the Basic School Governing Committee. I act as a secretary. We also have the Basic school Project implementation Committee.

4 Q: You mention a lot of activities. How much freedom do you have on deciding on these activities?

5 A: We have a Deputy Registrar as I said is in Charge of Human Resource. So most of the things you do as I said, everything you do must officially be sanctioned by the Deputy Registrar in Charge of Human Resource. So when it comes to freedom, I will say it is relatively limited. And the university you see, When it comes to appointments, it is rather a board. Even the Deputy Registrar I'm talking of is a secretary to that board. So the decisions basically will be made by the board instead of the Human Resource Division. When it comes to University Administration, it is run by boards and Committees.

0 And the Registrar's Office basically serves as committees and only give professional advice on performance staff functions instead of line functions.

2 The Deputy Registrar is a secretary and not a member. It is rather the Registrar who is a member

3 And if Registrar is not going he or she can deputize the Deputy to go and here he/she will get a voting right.

Commented [EB(20):

Gender: M

For this office- 2years

Assistant Registrar in charge of Senior Members

Apart from being a secretary and a recorder to various committees and boards, I am also in charge of all Human Resource needs of all Senior Members in relation to their Appointments, Confirmation, Promotion and Renewal of contract.

Again, I deal with issues on visiting Lecturers, Adjunct Lecturers appointments and Disciplinary issues of Senior members

Commented [EB(21): Freedom to operate is subject to the approval of my superior.

Commented [EB(22):

Administrators serve on boards and committees. They are either secretaries or recorders depending on which board or committee they serve.

4 Q: How do you perceive your work load?

5 Sometimes you just don't know. But I should also say that there are times too when you have some freedom time, you  
6 also have some breathing space. When for instance,...we do not have scheduled meetings, then sometimes you have  
7 some breathing space but, in fact, it is hectic, you just do not have the time. ...Weekdays, holidays, night etc.  
8 Especially ...we have the formal functions. As I said. If you look here, the main function which is on Senior Members but  
9 we have other committees

0 For instance, the last three weeks there are two serious committee issues that is making us meet virtually every day not  
1 less than three times in a week, added to scheduled meetings. So as we speak now we are even lucky, we should have  
2 started meeting today. That is for the Board. Wednesday, Thursday, Friday. Yesterday, we were at a disciplinary  
3 Committee. Monday, Tuesday there are schedule meetings disciplinary Committee .Not to talk of school Board

4 And you prepare for these meetings and after that you are expected to produce minutes  
5

Commented [EB(23):

The workload though enormous is subject to time fluctuations or time dynamics

Sometimes it is too much, other times you have some breathing space

6 Q: What is your opinion on the available of resources?

7 A: when we talk of Resources, I look at two; the human resources, thus the support services and physical resources. The  
8 human Resource I must say I am very satisfied. They are very competent. I met most of them here. But the only  
9 problem is that for this section, we will need more in terms of numbers but we don't have space.

0 It is obvious that we will need more hands but because of just physical space, we cannot even add that is a major  
1 problem. But for this office, the staff, I think they are supportive and are doing well. At least compared to other offices I  
2 know.

3 But when it comes to the physical resources (material) in fact, it is very sad. I should admit. Some are very basic.  
4 Something like a photocopier for the whole division as we talk now is a major problem. And the nature of the material,  
5 and the volume we have to run, you will not believe me we do not even have a scanner. I have to go to other divisions  
6 just to scan materials.

7 Here in this office you have to contact a lot of assessors who are external, and there is no phone. This phone is only internal.

8 You need to use your personal phone with your own credit to make contact with the assessors, which is highly reimbursed.  
9 Sometimes you need to go to the University Telephone exchange and make calls. And I cannot go out there to make phone  
0 calls to the international body/ assessors. How many times do I have to do that?

1 The physical materials are not enough. There are a lot of basic things we need. Some like shredder (shredding machine) like this.  
2 The Unit has not got some. Meanwhile we deal with delicate materials which we need to proper dispose of. And it's not that  
3 Management is not aware. Management is aware, it is the Finance Department. Now because of government policy, and other  
4 things it is not easy, the University has to manage its IGF to take care of basic things which should have been taken by the  
5 government. If you look at the Unit, the whole Human Resource section.

6 We just got a car, this car cannot go to Takoradi, even Elmina. It is basically for internal rounds. It is not that Management is not  
7 are or not willing to help but basically, we have to be very prudent in the management of our resources.

8 I remember the last time, I made a request for a photocopier, then just coincidentally I was with the Director of Finance, and He  
9 was trying to re-schedule the purchases of a photocopier to the third quarter but looking at the urgency of that thing, I had to  
0 negotiate to bring it to the first quarter and other things. The other things were just computers.

1 So it is not that Management is not aware but it is basically Finance for the University. This time, Salaries, sometimes,  
2 Management has to raise private funds to pay salaries for later reimbursement. Unfortunately, when you raise private fund to  
3 pay salaries, the interest, government does not pay that. It becomes a cost to the university. You can blame management there.  
4 It is not helping work.

5 Q: How do you manage within this kind of situation?

6 A: First, I should say one, motivation. You have to motivate yourself and also understand the system. Most often, if it is scanning  
7 of the materials, you fall on other units, and other sections. And this one much depends on your human relationship with the  
8 other staff of other units

Commented [EB(24):

Availability of Resources

The resources are of two kinds:  
Logistics and human

The supply of logistics does not meet our requirements.(even the basic items are not available)  
Whereas the human is highly competent but limited due to lack of space to recruit

Physical resources:

Very poor-some basic items like photocopier is not available for this unit-We do a lot of photocopies

Some of which are confidential in nature  
'Can you believe that we do not have a shredder and a scanner?'

No Phone facility for external purposes in this office. We have to trek to the university exchange to make calls to external assessors. Sometimes you are compelled to use your personal phone for the emergency calls

No Vehicle to run errands  
Human Resource

Commented [EB(25): Reimbursement of personal monie used to perform official functions are sometimes difficult to recover

Commented [EB(26):

Building a good human relations with other Unit Heads helps with the progress of work, else one needs to follow the administrative procedure which has the tendency to halt work for days.

9 For instance, we are currently making photocopies at other departments but your personal contact with those in charge  
0 facilitate those things

1 For instance, if you need a car urgently, because of your human relations with other units you will be able to get it. Else, you  
2 have to apply by going through the procedure and by the time it is approved the need is no longer there. So that is what helps us  
3 in making up. You have to rely on your human relations and personal contact.

4 **Q: How are the activities of this department linked with the other department? For instance, if there is another person here?**

5 A: You need to build a relationship with the other departments to get your work done, unless the person is new. Else, you have  
6 to report formally to your Boss who will use his/her contact to or follow the administrative procedures. So it's a combination of  
7 the two but I prefer the personal contact one to beat the system. One has to be very cautious following the guidelines.

Commented [EB(27)]: Building relationship

8 **Q: How do you train your staff?**

9 A: for the training we have two or I should say three forms. One, we have the Training and development Section which  
0 organizes periodic programmes for them based on the survey they do to determine their needs. Two, we also have staff who  
1 make their personal request for training, where they identify training, and where there is funding they are sponsored to attend.  
2 Third, the formal education development programme, like the study leave that takes longer period, spanning over a year.

Commented [EB(28)]:  
Training is in three folds: formal and informal  
The formal is organized by  
1.The training and Development Section  
(Organization's training)  
  
2.Staff Development through study leaves-with pay,  
without pay or full sponsorship  
3. informal training organized by myself, senior colleges  
or superior

3 In the case of study leave which takes a longer period, you have to serve for some number of years to qualify, and the relevant  
4 of the course, the cost of the programme. These factors are considered before one is sponsored. And depending on the  
5 availability of funds, some are given study leave with pay, some study leave without pay, others too have full sponsorship  
6 depending on the level. Senior members of Senior Staff and junior staff.

7 For my staff here, we have informal one. I also take delight in informal training of my staff. I go to them, sit with them, and in  
8 the course of informal discussions point out those mistakes to them and give them the relevant information on how to go

9 **Q: What about your training as a non-academic?**

0 A: The non-academic, officially should have been like the academic because you were appointed at least with a second degree  
1 minimum. Then as I said we have on-going workshops available, sometimes you will identify and request. Other times,  
2 management will see and recommend. We also the development one which is PhD

Commented [EB(29)]: The non-academics are trained  
through series of Workshops organized by the university  
  
Personal identification and request to Authority

3 But unfortunately, some small politics, I do not know. Because ...it is becoming like.....that is not formal, it is not an official stand,  
4 but it is becoming like you are non-academic, so you do not need PhD. It is coming from an unofficial quarters that no one can  
5 confirm even the source, but it is more or less a reason to siphon or limit the chances of non-academic going for PhD. That  
6 does not mean that they do not go. In fact, this year alone, a lot of non-academic staff have gone for PhD. I do appreciate that. I  
7 do not know whether because of the numbers this year that is already creating that picture. Something some of us have our  
8 reservations on

Commented [EB(30)]: PhDs requested by non-academics  
are met with internal politics strategy, because Academics  
believe the NAMMs do not need PhDs to operate. However  
equal opportunities boost staff morale and leads to  
improvement in work inputs.

9 **Q: if you get the opportunity, how will you address this issue?**

0 A: I believe that a non-academic who is interested in PhD should be given the opportunity to do. Because PhD has a lot of  
1 benefits, apart from teaching.

Commented [EB(31)]: With PhD you get a lot of benefits  
Helps you improve your work  
Gives you some advantages at some appointments  
There should be no denial, rather there should be a quota

2 Sometimes the personal benefits are also there. It will even indirectly help you improve your work. Honestly, I believe it will help  
3 improve your performance.

4 Apart from that, because of what I said....standard problems and possible problems I believe it is necessary we have it. Because  
5 tomorrow it will become the same medium or yardstick to deny you of some supposed benefits or when it comes to placement  
6 issues. It is very possible

7 There should never be official decision or rule to deny non-academic. At worst, there should a quota. This quota for academic  
8 and non-academic. After all, the members are not equal

9

0 Q: What is the relationship between academic and non-academic?

1 A: Officially, it should have been cordial. But sentiments, informal sentiments, you see that it is really not the best. That one  
2 you cannot describe it as the formal stand. Usually, it is individual stands. Sometimes, they pass comments like 'why do you  
3 need this one?'. 'Or why do you think they should be paid equally? Those comments are there but they are on the individual  
4 stance which are not official, so one cannot take anybody on. But it is not a healthy practice as well.

5 Definitely we are humans, so if you hear statements like this, you turn to build some resistance.

6 And sometimes the statements they make .... You turn to question the basis.

7 Some paint some pictures and make it to look like some were born and can never become....

8 Because ...I always say that we were mates, in the same class. There were people we underwent the same programme with.  
9 And then....At worst, the grades and the class are there. So we cannot finish and you say that I cannot become this. Some of us,  
0 it is either by mistake or design that we find ourselves in this area, so that one is really not the best. But on official grounds,  
1 there are no rules but obviously, individually people paint some pictures to make it look like you could have become, which is  
2 really not the case. And it is not true.

3 If you were my mate and then we took these courses and these were the grades, how do you convince me that ..... And apart  
4 from that some of us do some teaching part-time and the students' exams scripts are there. On a personal note, I was a teacher  
5 before coming into this role. I do not think that you can convince me that this group of people cannot do what you are doing.  
6 But I believe that we should see it as a profession. This is what his interest is or where he finds himself. He should be regarded  
7 and allowed to progress in this area.

8 Actually, there is a personal observation I have made that is causing this kind of comparison or looking down, if I should put it. It  
9 is because in most cases, if you come in as a non-academic you will be working with a more experienced academic. For instance,  
0 you have been made a faculty officer and you are working with a most experienced academic who is mostly a Dean or a  
1 Professor who is an experienced administrator already. So they tend to compare, human beings we tend to make mistakes, but  
2 they tend to compare themselves at that level with the less experienced person. How can a professor compare himself with his  
3 student? By that time, I will rise to the Deputy Registrar which is an analogy rank to that of a Professor role, you will find minimal  
4 or no mistakes at that level. But a newly appointed Assistant Registrar does not have that years of experience. And at this level  
5 as an Assistant Registrar, I don't expect a lecturer which is the analogy rank to have that skills or direction.

6 That is the major problem. Because, they always have that comparison as a Dean, Pro-Vost, Professor, dealing with an  
7 administrative officer who is just new to the system, a faculty officer who has just been appointed, because, they direct you,  
8 control you, or even correct you, they feel that or think that all non-academics are the same. That is not the case.

9

0 Q: What do you think the non-academic should do in terms of this?

1 A: One is, the individual should be prepared to learn, learn on the job, make yourself versatile, try and understand your work  
2 and be forthcoming as and when it demands. If you are a non-academic and go to a meeting and you cannot produce a good  
3 minute or do not come up with the minutes. As I said nobody knows everything, so if you cannot come up with the answer, your  
4 colleagues are there, just contact them. But always know the right things to do. And if you do that, definitely the respect will be  
5 there.

6

7 Q: What is your opinion on the sense of recognition? (Appreciation of your performance)

8 A: Unless you work with the person for some time before appreciation. For instance, because I had just taken over, the impress  
9 was being handled by a junior officer. After four months,

0 the head ordered that the impress be given to me, and also to be increased. It was an issue of trust.

Commented [EB(32): Officially, it is cordial. However, the undercurrents show sentimentalities. This attitude creates resistance and unhealthy competition among the two groups.

The non-academic think that the roles are complementary in nature.

This makes one build a resistance against the academics.

Commented [EB(33): Some of them do part-time teaching in this university

Commented [EB(34): Personal Observation

The system allows a novice Faculty Officer to work with a Dean who has had a lot of years in administration already. This Dean or Professor tends to correct or guide the novice administrator for a while. Therefore, they compare themselves with the novice and then generalize

'How can a Professor compare himself with his student?'

'Because, they direct you, control you, or even correct you, they feel that or think that all non-academics are the same. That is not the case.'

Both academic and non-academics were classmates at the masters level, some were appointed the same day to their respective positions in the university. Therefore where lies the superiority being claimed by the academics?

WEAK COMPARISON

This stems from the fact that mostly experienced Professors or Deans are made to work with novice non-academics therefore, under his/her tutelage the novice gets to his/her feet.

Based on this, generalization is drawn that all non-academics are not good.

Commented [EB(35): Non-academics should be prepared to take leadership as quickly as possible by learning and learning from other colleagues

Commented [EB(36):

This could be earned as one shows leadership on the roles assigned