CHRISTIAN SERVICE UNIVERSITY COLLEGE

ASSESSING STUDENTS' ACADEMIC PERFORMANCE IN PRIVATE HIGHER EDUCATIONAL INSTITUTIONS; THE CASE OF CHRISTIAN SERVICE UNIVERSITY COLLEGE BUSINESS SCHOOL

JOSEPH ADJEI

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DECLARATION

Candidate's Declaration

I hereby declare that this dissertation, with the exception of quotations and references contained in published works which have all been identified and duly acknowledged, is entirely my own original work, and it has not been submitted, either in part or whole, for another degree elsewhere.

Candidate's Signature: ……………………… Date: …………………
                        Joseph Adjei
                         (Student)

Supervisor's Declaration

I hereby declare that the preparation and presentation of this work was supervised in accordance with the guidelines for supervision of dissertation laid down by the Christian Service University College, Kumasi.

Supervisor's Signature: ……………………… Date: …………………
                        Mr. P. K. B. Asamoah
                          (Supervisor)

DEDICATION

I first and foremost dedicate this work to the Omnipotent God for His care, protection, provision and strength throughout the period of my study.

It is also dedicated to my lovely wife Victoria Adjei who urged me on and gave me morale support throughout my study.

ACKNOWLEDGEMENT

LIST OF ABBREVIATIONS

CSUC   -   Christian Service University College

HEIs   -   Higher Educational Institutions

UIS   -   Institute for Statistics

UNDP   -   United Nations Development Programme

AAU   -   Association of Private Universities

OECD   -   Organisation for Economic Cooperation and Development

DAF   -   Department of Accounting & Finance

DMLCS   -   Department of Marketing, Logistics & Corporate Strategy

DMGS   -   Department of Management & General Studies

ABSTRACT

Private higher institutions have rapidly expanded around the globe. Views have been expressed that private providers of education dilute the quality of education which reflects in lower academic standards of their students, hence, they contribute less to the academic economy. This study seeks to assess students' academic performance in private higher institutions in Ghana using Christian Service University College Business School as a case study. The following indicators were used in the assessment: Campus environmental conduciveness, institutional commitment, caliber of academic staff and quality of teaching, pass rate and class attendance. Both qualitative and quantitative data were explored. Case Study design was used for the study. A purposive sampling under the non-probability method was used to select students and staff of the appropriate department to be used as population units. The data collected through questionnaire, interview and books were analyzed using percentages. The findings of the study revealed overcrowding in class, inadequate indoor light level (illuminance) for optimal performance, dysfunctional aural aids at lecture halls, uncompromised quality of performance due to diligence of the Quality Assurance Unit; enhancement of knowledge and student learning resulting from mandatory Internship Policy in place and low level of research and publication among academic staff. Among others the following recommendations were made to improve academic performance: there should be re-allocation of classrooms to commensurate the strength of each class, student intake should be reduced to maintain a sizeable class, more florescent tubes to be fixed to top up the ones already in place while malfunctioning ones are replaced. Others include

resourcing Estate Department to ensure that all gadgets at lecture rooms are in good shape, while measures are put in place to ensure that academic staff undertake research and publication.

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CHAPTER ONE

GENERAL INTRODUCTION

1.1 Background to the Problem

All around the world, education has been accepted as an important contributor to development. In today's era of sustainable development and desire for inclusive societies in which all citizens have equitable opportunities to access effective and relevant learning throughout life, education plays a key role. This is through the transmission, acquisition, creation and adaptation of information, knowledge, skills and values (Simon, 2010). According to (UNESCO, 2015) education is a tool for the realization of economic, social and cultural rights, as well as a catalyst for positive societal change, social justice and peace. For this reason, the right to education has been enshrined in several international frameworks as well as national and local legislations (UNESCO, 2015).

Higher education has become increasingly important on national agendas and has undergone profound dynamics worldwide over the past decades. This has originated from the widespread recognition of skills and human capital as a backbone of economic prosperity and social well-being in recent years (Lalancette, Roseveare and Tremblay, 2012). Higher education plays the role of sustaining a skilled workforce, maintaining a globally competitive research base, and improving the dissemination of knowledge which are key for prosperity, development and the creation of a competitive edge (OECD 2008, Dill and Van Vught, 2010). It is glaring from the above that, higher education is a key factor in innovation and human capital development as well as plays a central role in the success and sustainability of the knowledge economy.

In more recent years, there has been a growing awareness of the pressures being placed on public financing of education (Lalancette, Roseveare and Tremblay, 2012). This has resulted in the emergence of different options towards supplementing public educational resources through new partnerships with non-public actors (private educational subsector). (UNESCO, 2015). According to Altbach (2005), since the 20th century, private higher institutions have become the fastest growing segment of higher education, expanding rapidly, around the globe. He indicates two main factors that have contributed to the rise in private educational institutions around the globe; massification and change in thinking about financing higher education. Massification refers to the shift in the practise where higher education was only considered as the preserve of the few elite class towards the mass educational system where everybody can have access to higher education. The other reason which relates to finances means a change in thinking that higher education was a public good and could only be financed by the government. Private higher institutions may be religious, research based, specialised or all encompassing.

Altbach (2005) indicates that private higher institutions play significant roles by providing study opportunities for many students who would have not gotten the chance to have higher education due to the limited vacancies in public institutions. This notwithstanding, private higher institutions are challenged in different spheres ranging from management, teaching and reach, finances, transparency, students' performance, among others. This study seeks to assess the challenge of students' academic performance in private higher institutions in Ghana using Christian Service University College Business School as a case study.

1.2 Problem Statement

Despite the growing prominence of private higher institutions around the world, they continue to face key issues in student academic performance. The maintenance of good standards in teaching is a big issue in private higher institutions. Mostly private higher educational institutions have relied on part time lecturers who have little commitments as well as lower qualifications. Also these institutions are not able to compete with public universities for the best of professors to set up the right curriculum as well as the finest of managers to steer affairs (Altbach, 2005). This has often resulted in managerial, teaching and learning issues. In addition, some experts are of the view that private higher educational institutions mostly employ the services of part-time lecturers, who mostly have little experience and less commitment for teaching and research since they consider their efforts as a waste of time as a result of the lack of reward systems in place for research (Shankar, 2016). Based on the above issues, some experts are of the view that private providers of education dilute the quality of education which reflects in poor students' academic performance. Based on the above, this study seeks to assess students' academic performance in private higher institutions in Ghana using Christian Service University College Business School as a case study point. The academic performance is assessed using campus environmental conduciveness, institutional commitment, calibre of academic staff, quality of teaching, pass rate and student class attendance as indicators.

1.3 Research Questions

Based on the problem, the study seeks to answer the following questions:

- How conducive is the physical environment of CSUC for student learning?

- To what extent is CSUC as an institution committed in ensuring high student performance?

- What calibre of teachers teach at CSUC and how quality is their teaching in promoting high student academic learning?

- What has been the pass rate performance of graduands over the period of study?

- Is there any relationship of student class attendance with performance?

1.4 Objectives of the Study

To answer the questions, the study seeks to achieve the following objectives:

- To assess the conduciveness of the physical environment of Christian Service University College (CSUC) for student learning.

- To assess the commitment level of CSUC as an institution in ensuring high student academic performance.

- To investigate into the calibre of academic staff of CSUC and assess the quality of teaching in promoting high student academic learning.

- To establish the pass rate of graduands performance over the period of study?

- To establish relationship between class attendance and academic performance

1.5 Scope of Work

Geographically, the work is limited to Christian Service University College in the Kumasi Metropolis. Contextually, the study seeks to assess students'

academic performance in the Business School of Christian Service University College as a case study point.

1.6 Justification of Study

The private sector has seen some high level of growth over the last two centuries and it is predicted to see more expansion in contemporary educational market place. The sector has contributed to the development of the academic economy by providing more tertiary educational opportunities for students and creating competition in the global educational system which was dominated by the public sector. Notwithstanding this key role, information on the quality of academic performance of students in private educational institutions are scarce. Information about the successes and effectiveness of their programmes, successes of their graduates in the job market, research outputs, managerial efficiencies and limitations, among others which are very important for potential students, stakeholders of private institutions and the national government are very limited.

This study will therefore expand the frontier of knowledge on the academic performance of students in private higher institutions in terms of how campus environmental conduciveness, institutional commitment, teacher and teaching quality, pass rate as well as class attendance contribute in determining academic performance. Also, the study unveils the role of the private sector in the educational economy and the need for it to be supported and developed. The results of the study will be relevant to policy makers and board of directors of private higher institutions as to the need to take measures to improve on the environmental conduciveness of their campuses; improve on institutional commitment levels and ensure that academic staff with requisite qualifications

are engaged in quality teaching to improve students' academic performance. The study will promote policy making in the educational sector by creating awareness for the need for the private higher educational sector to be considered in such policies. In all, promoting the private higher education in Ghana will help to expand access to tertiary education by the numerous of Ghanaians who are not able to find opportunities in public universities. This will contribute to national development by providing a pool of an educated and highly skilled workforce in the country.

1.7 Organisation of Study

The study has been organised into five chapters. The first chapter comprises of the background to the problem, problem statement as well as research questions, objectives, scope and justification of study.

The second chapter contains a review of available literature which gives an overview of major writings and other sources including scholarly journal articles, books, reports, web sites etc pertaining to the study.

Chapter three consists of methodology of the study. This chapter discusses the population, research design, research approach, sample and sampling procedures, data source and collection as well as data processing and analysis.

The fourth chapter looks at data presentation and analysis of research findings whiles the final chapter gives a summary of key findings, conclusion and recommendations.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

The study seeks to assess the academic performance of students in the Business School of Christian Service University College as private higher educational institution in terms of campus environmental conduciveness, institutional commitment, calibre of academic staff and quality of teaching, pass rate as well as student attendance.

This chapter reviews relevant literature which gives an overview of major writings and other sources including scholarly journal articles, books, reports, web sites etc as well as theoretical framework pertaining to academic performance in higher educational institutions. It also details the profile of Christian Service University College (CSUC) from its inception till date.

2.2 Global trends in higher education

There is widespread recognition that skills and human capital have become the backbone of economic prosperity and social well-being in the 21st century. In contemporary knowledge intensive economies and societies, individual and societal progress is increasingly driven by technological advances. Prosperity requires nations to retain their competitive edge by developing and sustaining a skilled workforce, maintaining a globally competitive research base, and improving the dissemination of knowledge for the benefit of society at large. In this context, higher education represents a critical factor in innovation and human capital development and plays a central role in the success and sustainability of the knowledge economy (Dill and Van Vught, 2010). Hence, higher education has become increasingly important on national agendas and has

undergone profound mutations and reforms worldwide over the past decades, as portrayed in a recent OECD review of tertiary education policies (OECD, 2008). As stated by Altbach et al., "an academic revolution has taken place in higher education in the past half century marked by transformations unprecedented in scope and diversity" (Altbach et al., 2009). As recent as 40 to 50 years ago, higher education essentially referred to the traditional research universities. This picture is entirely different today. Several trends have contributed to reshaping the model of the collegial and "ivory tower" university attended by the elite. Today Higher Educational Institutions (HEIs) are more diversified and are closer to a patchwork model attended by larger segments of the population. Thus, higher education today is characterised by massive expansion and wider participation; the emergence of new players; more diverse profiles of HEIs, programmes and their students; broader adoption and more integrated use of communications and educational technologies; greater internationalisation, competition and signalling mechanisms; growing pressures on costs and new forms of financing; as well as new modes and roles of governance, including increasing emphasis on performance, quality and accountability. (Altbach et al., 2009).

2.3 Expansion of Higher Education Systems

In the last half century, the most salient of these trends is undoubtedly the dramatic expansion of higher education worldwide, as depicted in Figure 1.1. In 1970, the UNESCO Institute for Statistics (UIS) estimated that there were roughly 32.5 million students enrolled in higher education worldwide. In the year 2000, this estimation increased to nearly 100 million and in 2010 to 178 million. This translates into 4.3% average annual growth in tertiary enrolment, a very

rapid growth when compared to the 1.6% average annual growth in the world population over the same period (UNDP, 2012). Figure 1.1 also reveals an accelerating expansion starting in the mid-1990s, with a 5.9% average annual growth of higher education enrolments in the first decade of the 21st century. The number of higher education students is forecast to further expand to reach 263 million by 2025 (British Council and IDP Australia)

Figure 1.1 ‑ Trends in higher education enrolments worldwide, 1970-2025
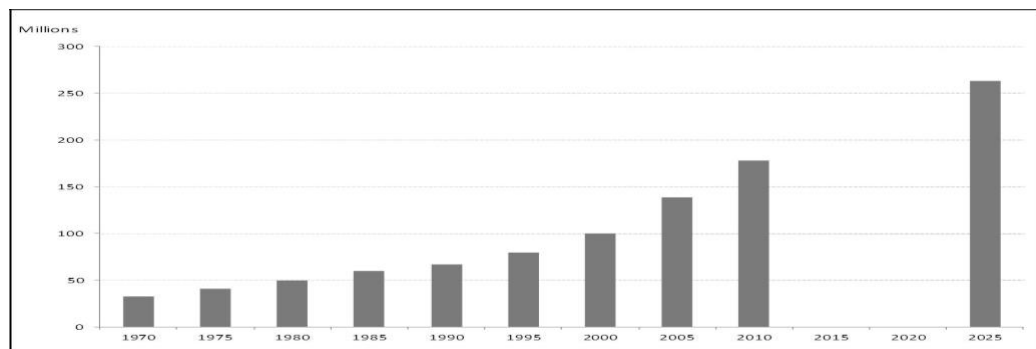
Source: UNESCO Institute for Statistics Data Centre for 1970-2010 and Daniel (2009) for 2025 forecast

Growth has prevailed on all continents and constitutes a defining feature of global trends of the late 20th and early 21st centuries (Guri-Rosenblit et al., 2007).

2.4 Underlying Factors of Growth in Higher Education System

There are many underlying factors responsible for growth in higher education. First and foremost the public demand for higher education has soared, fuelled by growing upper-secondary completion rates. Additional factors include social mobility expectations, growing female participation, as well as democratisation and urbanisation processes and independence movements in the developing world. The shift towards post-industrial economies has also affirmed that an educated workforce is essential for economic development and has heightened the demand for white-collar workers in the public sector and service industries. Finally, the accelerated pace of technological change has further

stimulated access to and participation in higher education (Gibbons, 1998; Schofer and Meyer, 2005 and Altbach et al., 2009).

Higher education participation has expanded in stages across countries and world regions. Altbach et al. (2009) noted that the United States and Canada were first to achieve mass higher education in the 1960s, followed by Western Europe and Japan in the 1980s. This trend then spread towards emerging regions. The growth in tertiary enrolments over the past four decades was more obvious in emerging regions, notably Sub-Saharan Africa (8.4% average annual growth), the Arab states (7.4%), East Asia and the Pacific (7%), Latin America and the Caribbean (6.4%) and South and West Asia (6%). More recent trends suggest that the greatest growth is now taking place in South and East Asia. China and India alone will account for over half of the global increase in student numbers in the years to come (Kapur and Crowley, 2008). Moreover, by 2020, they will account for 40% of young adults (aged 25-34) with a tertiary degree (OECD, 2012a).

According to Jegede (2011), the number of private universities in Africa is likely to outstrip public institutions within five years. He described Africa as having around one billion people, the world's poorest countries and highest illiteracy rates, low participation rates in and massive demand for higher education, more than 20 million people seeking employment annually and young people constituting 60% of the jobless.

The fact cannot be overemphasised that many governments had cut public spending on higher education, which paved the way for the proliferation of private institutions as a result of the numerous socio-economic

challenges that had beset Africa from the 1980s as well as reforms in economic structural adjustment.

It is interesting to note that the collapse of the monopoly of African governments over tertiary education brought its own challenges: students are now seeking admission to institutions with varying and often questionable quality profiles.

Professor Olugbemiro Jegede said that there needed to be a rethink of what higher education means to the continent in the 21st century, to put African universities on the level of becoming remarkable players on the global stage. Efforts should be made to address imbalances between enrolment and quality, and curriculum reform.   Also, the need to reassess the role of private universities by   tackling   tensions   between   the   existing model of fixed campus environments and emerging developments around open and distance learning is very crucial.

In 1960 there were seven private universities on the continent. The number rose to 27 by 1990 and by 2006 the private higher education sector accounted for 22% of student enrolment, a figure close to that in Europe. In terms of numbers, the student population was said to have trebled to 9.3 million in 2006. Jegede (2011). According to a 2010 World Bank report a projection of recent trends suggests that Africa could have up to 20 million students by 2015.

Jegede revealed that today Africa has around 800 universities and more than 1,500 tertiary institutions, and the proportion of private universities is rising sharply. This is an indication that in five years Africa could have more for-profit private universities than   those   established   by   governments.   Jegede

indicated that the contributions of private higher education institutions to the internationalisation of higher education in Africa can be seen in the changing landscape of provision.

In Uganda there are currently seven (7) public and 27 private universities, while all of the 40 universities in Somalia are privately owned. Ethiopia has 22 public universities and more than 30 private institutions, while South Africa has 23 public universities and 87 private institutions. Ghana has six public and 42 private universities, while in Nigeria there are 36 federal, 37 state and 45 private universities. Jegede (2011)

The statistics clearly showed that to some extent private providers contributed very significantly to higher education in Africa, strengthened research and knowledge production and enhanced the diversification of faculty and staff.

However, there were also downsides. These included shortages of resources, infrastructure and funds and over-reliance on part-time academics from public institutions with implications both for quality at private universities and effective performance at state universities.

Further, the concentration of private institutions on directly marketable courses was out-competing public institutions in respect of high-earning programmes that could augment the income of public universities.

As a result of the differences in infrastructure and development of African countries, hope for the continent lay in adopting a common framework and effective implementation of the 2006 action plan for the Second Decade of Education for Africa endorsed by the African Union. Part of the action plan demands:

- Establish an African Higher Education and Research Space that pays serious attention to institutional and national quality assurance systems and promotes high-level relevant research and postgraduate training tailored towards solving African problems.

- Adopt and adapt open distance learning as an instructional delivery mechanism in Sub-Saharan Africa, to help raise the tertiary enrolment ratio from the current 6% to 50%.

- Use information and communication technologies effectively for instructional delivery and professional communication to develop, acquire and distribute knowledge and skills.

- Create centres of excellence in each region to develop robust postgraduate studies and develop a strong research base with global competitive advantages.

- Seek opportunities for collaboration and partnership on equal and mutually beneficial platforms with the world including universities on other continents, development partners, organisations and agencies genuinely interested in African higher education.

- Encourage greater mobility of academics, researchers, staff and students, and recognition of qualifications from and by regions of Africa through the harmonisation of degree structures.

Jegede said donors had helped African universities get off the ground after a "terrible" downtrend. Now higher education in Africa needed to be consolidated and to strive for excellence.

2.5 Growth of Private Universities in Ghana

Private universities have sprung up like mushrooms in Ghana. In 1999, there were just two but since then 11 new private universities and 19 private polytechnics or colleges have opened their doors.

In 2006, private universities enrolled 9,500 students or about 8% of all tertiary students, while the polytechnics had 24,660 students or 20% of total enrolments.

The growth of private tertiary institutions in Ghana is not unique. Similar developments have taken place in other West African countries such as Nigeria, Benin and Senegal, as well as in the East African countries of Tanzania and Uganda.

There are several reasons for this rapid growth in private higher education: first, Ghana's education sector has been deregulated following a general trend of deregulation in Africa in the wake of a wave of democratisation.

The process started in Ghana in 1993 when a structure for accrediting private universities was formed. The same year, polytechnics were upgraded to tertiary status. In the 2007 Ghana Education Reform, a goal was set to increase private sector participation in education services and aligned policies such as tax exemptions on imported books were created.

The massive growth in private institutions is a result of the increased demand for higher education. Enrolments have multiplied more than 10 times over the past two decades in response to social and political pressures for access to higher education.

Between 1999 and 2006, student numbers doubled to more than 118,000. But universities have still not been able to meet the growing demand and many more students knock on the doors of higher education than there are places.

At the public University of Ghana, 22,865 students applied for admissions in 2008 but just over a third, or 8,774 students, were finally enrolled. Some youngsters who do not achieve a place in institutions seek admission in private universities.

Finally, the decreased capability of public universities has encouraged growth in private higher education. Funding of public higher education has declined substantially since the optimistic post-independence years when Ghana's first universities were founded - the University of Ghana in 1948 and Kwame Nkrumah University of Science and Technology in 1952.

Consequently, tuition fees for tertiary education were introduced in 1988-89. Over the years, Ghanaian and African academies have been adversely affected by domestic occurrences such as economic turmoil and disruptions of democratic governments. The shift towards a global knowledge economy is also putting enormous pressures on African universities, just as on higher education institutions all over the world.

In many African countries a policy environment that pitted basic education against secondary and tertiary education reinforced the pressure. It was suggested that the economic returns on investment in higher education were lower than for primary education. Such findings - most often based on the spending and income tax of individuals, thus not taking other valuables into consideration - influenced international development policy to a large extent.

Luckily, opinion has shifted away from scenarios of zero-sum games, to a more balanced view that both are indispensable. Unfortunately, the change in perception has not changed actual financial support.

A study carried out in 2001 found that government support per student, in real terms, had decreased by almost 75% during the 1990s. Now government provides 70% of costs and public universities raise the remaining 30% from fees and donations. A survey in 2002 suggested that more than 70% of students were willing to pay higher fees for quality instruction.

What does the private higher education sector look like? Most private institutions are Ghanaian-owned and run but a few are offshore campuses of foreign universities. Few attract international students or lecturers, not even from neighbouring countries. It seems graduates of private universities also are less likely to emigrate.

Private universities are rarely a driving force in the internationalisation of higher education; rather they are locally anchored institutions with their own agendas. Many private institutions teach religion, business administration and information and communication technology - sectors that are booming in West Africa.

The private institutions fund their operation mainly through student fees. In March, the Conference of Heads of Private Universities, at their third annual conference *Private University Education - Complementing government's effort in education*, called on the government to grant tax relief to their institutions.

There are consequences of the expansion of private tertiary education. One major effect, which adds value to Ghanaian society, is the fact that private institutions are increasing access to higher education for many more

students. But with rapid expansion there are also fears the quality of instruction will be compromised.

Private universities, however, have come to stay in Ghana and other African countries, and for thousands of youths dreaming of a better life, this is a positive development. At best, private universities will educate entrepreneurs and employees for the African market, and in competing with the public universities they will raise the bar and lower the public costs of tertiary education.

2.6 Definition of Performance

The status of every educational institution is determined by the level of its students' academic performance. Students are the most essential asset of any university. A country's social and economic development is contingent on students' performances and their attitude towards university which predicts the performance. The Business Dictionary defines performance as the accomplishment of a given task measured against preset known standards of accuracy, completeness, cost, and speed. In a contract, performance is deemed to be the fulfilment of an obligation, in a manner that releases the performer from all liabilities under the contract. This implies that performance is an achievement. People often consider grades first when defining academic performance. This includes schools, who rank students by their GPA, awarding special designations such as valedictorian and salutatorian for those who graduate first and second in their class. Scholarship organizations and universities also start by looking at grades, as do some employers, especially when hiring recent graduates. Grades carry more weight in some industries, especially technical professions such as law, medicine and finance. Other industries place less importance on GPA, particularly creative professions such

as writing or art and occupations such as sales where people skills are more crucial than technical knowledge. Mbugua et al. (2012) in explaining academic achievement of students in Baringo County in Kenya said that other factors apart from grade (GPA) including school, family, and socio-economic factors can equally be essential in explaining academic achievement. Melack 2014 made similar findings and in addition indicated that academic performance of students can be negatively affected by inadequate teaching and learning materials and low staffing levels. Other findings by Melack was that long walking distances by students and absence of library and laboratory facilities in schools impact negatively on the performance of students. It is interesting to note that apart from the above factors which writers and scholars have emphasized, there are other areas of environmental and institutional factors which also contribute and help in determining the level of academic performance. James Earl Davis 1994 indicated in his article entitled "College in Black and white: Campus Environment and Academic Achievement of African American Males" that 'the view that campus environments influence the educational experiences of college students is a consistent thread throughout research on African Americans in higher education". This implies that the place of the environment either internal or external plays a significant role in shaping the academic performance of students.

In the light of the above discussions, this study seeks to use environmental conduciveness, institutional commitment, academic staff calibre and quality of teaching, pass rate of graduands as well as student class attendance as indicators to assess the academic performance of students of the Business School of Christian Service University College.

2.7 Profile of Christian Service University College

The College began as a merger of two visions in January 1974, a group of Ghanaian Christians had a vision of an interdenominational, evangelical institution of high academic standard, which would train men and women for all types of Christian Ministry.

The second group comprised expatriate missionaries who had a vision of an institution to train workers from the well-established churches in southern Ghana for a thrust into northern Ghana and neighboring countries where the church was relatively very small. Evangelical Christianity in Ghana in the late 1960's and 1970's was characterized, among other things, by intimate interaction and collaboration and blurring of denominational, mission and group distinctions.

The Worldwide Evangelization for Christ (WEC), which was one of the missionary groups in the second group of missionaries, had acquired property in Kumasi on which they had built four houses and a radio studio with plans to construct a large building to serve as the beginning of a training college. Soon the two visions merged and started running as a Bible College.

In October 1974, the first residential classes started with four students and the College grew from strength to strength and has now become an Evangelical Christian University College.

After forty five years of existence, the institution has expanded into four-year liberal arts and science Christian University College, the first of its kind in Ashanti and the northern sector of Ghana. The University College now has three faculties which run postgraduate and undergraduate programmes. The faculties include School of Business which comprises MSc. Accounting and Finance,

BBA with specialties in Accounting, Marketing, Banking and Finance as well as Human Resource; faculty of health and applied sciences comprising BSc. Computer Science, BSc. Nursing, BSc. Information Technology and BSc. Physician Assistantship. The third is faculty of humanities comprising MA Christian Ministry with Management, MSc. Monitoring and Evaluation, MSc. Corporate Planning, BA Communication, BA Theology and BA Planning and Development.

CSUC has produced over 2000 graduates who are serving in the public and private sectors, as well as in Christian ministry. Currently, with over 1,700 students enrolled, CSUC is the leading private Christian University College in Ashanti and the northern sector of Ghana.

The School of Business (CSB) was the first faculty to run secular Business Administration programmes. Before then it was Theology which used to be the only programme run by the Bible College since its inception. The School of Business started as Department of Business Studies in March 2004 to offer Bachelor of Business Administration (BBA). The BBA Programme offered general studies at both Levels 100 and 200; and specialisation in four areas: Accounting, Banking and Finance, Human Resource Management, and Marketing at Levels 300 and 400. Ten years later, the Department of Business Studies was restructured into CSUC School of Business with three new Departments namely:

- Department of Accounting & Finance (DAF).

- Department of Marketing, Logistics & Corporate Strategy (DMLCS)

- Department of Management & General Studies (DMGS)

Since then, the CSUC School of Business continues to offer the BBA Programme in the four specialisations under the three departments. (CSUC Under Graduate Students' Handbook, 2014/2015).

2.8 CSUC Campus Environmental Conduciveness

According to Basque & Dare (1998), the learning environment refers to the whole range of components and activities within which learning happens. For the purpose of exigency of time, the study was concentrated on the internal physical environmental factors that enhance conduciveness of learning environment such as the land area, design and cleanliness of the campus; available space per student; level of classroom illuminance; availability of logistics; impact of clinic, cafeteria and campus car parking lot on students performance etc.

2.9 Physical Environment of CSUC

The total land area of Christian Service University College is about 3.94 acres equivalent to 15,944.6m^2. It is located at Odeneho Kwadaso off Santasi Agric Junction road, about 200 metres from the Allied Fuel Station. The campus has storey buildings carefully and strategically arranged and situated in a compact manner which facilitate movement from one place to the other. The floor of the entire compound is covered with block tiles with accessible roads to and from all parts of the campus. The buildings range from Hostel, Cafeteria, Clinic, Administration, Lecture Halls and ICT/Library block. Some of the buildings are actually interconnected which further enhance movement within faculties. The compact nature of the campus doesn't require transport in moving from one place to the other. Every movement within the campus is just a short walking distance. In terms of cleanliness as a virtue of living environment, the

campus is always kept clean and tidy, looking at the lecture halls, administrative offices, library, clinic as well as the immediate environs of the entire compound of the campus. However, a personal observation and interview of some students confirmed untidiness of the washrooms attached to the lecture halls due to insufficient water flow and improper cleaning. This leaves a very bad odour and pollutes the atmosphere even in the classroom which negatively impacts on student learning and performance. Fraser, (2007, 2012) in explaining the term learning environment referred to the social, physical, psychological and pedagogical context in which learning occurs and which affects student achievement and attitudes. Also "research findings suggest that the physical environment can have such an impact on students that it could affect a student's academic progress by as much as 25%. Color, classroom organization, cleanliness, sufficient supplies, and bright lights can enhance learning experience and boost student achievement".

Research suggests that students need 2-4 feet (approximately $1.2192m^2$) of personal space in order to feel satisfactorily uncrowded and get the most out of their learning environment. Crowded rooms and a high-density of students often results in lower student achievement and a poorer student disposition.

2.10 Importance of Education

Education is fundamental to development and growth. The human mind makes possible all development achievements, from health advances and agricultural innovations to efficient public administration and private sector growth. For countries to reap these benefits fully, they need to unleash the potential of the human mind and there is no better tool for doing so than education. Education enables individuals and society to make an all round

participation in development process by acquiring knowledge, ability, skills and attitudes.

Twenty years ago, government officials and development partners met to affirm the importance of education in development - on economic development and broadly on improving people's lives and together declared Education for All as a goal.

<h1 style="text-align:center">CHAPTER THREE</h1>
<h1 style="text-align:center">RESEARCH METHODOLOGY</h1>

3.1 Introduction

This chapter looks at how the study was carried out in achieving its objectives. The methodology includes the choice of appropriate research design out of the different research paradigms and design alternatives. It deals with the choice and location of the study area as well as providing information on the background characteristics and estimated size of the population. It states the sampling procedure and size, clarifying the basis for sample size determination and justifying the sampling method used. It details the research approach used in terms of plans and procedures spanning the steps from broad assumptions to detailed methods of data collection, analysis and interpretation. It discusses the sources of data used as well as data collection methods employed in gathering data for the study. Procedure for processing and analysing the data collected is also explained.

3.2 Research Design

According to Burns and Grove (2003), research design is defined as blueprint for conducting a study with maximum control over factors that may interfere with the validity of the findings. In other words the choice of a particular research design provides a framework for collection and analysis of data in a manner that aims to combine relevance to the research purpose.

There are different types of research paradigms and design alternatives. The five major types of research design consist of case study design, cross-sectional design, longitudinal design, comparative design and experimental design.

This study adopted case study design. Gillham (2000) defines a case study as "an intensive investigation to answer specific research questions which seek a range of different evidences from the case settings within its real-life context". The case study design is used to do a detailed study of a single unit; CSUC, with regards to its student academic performance.

The use of case study has the strengths of providing understanding of a complex issue through detailed contextual analysis of a limited number of events; and also making possible the use of variety of methodologies and sources to investigate a research problem. Notwithstanding, case study offers little basis for generalising findings since the outcome of analysis are specific to the case study unit.

3.3 Study Area

Christian Service University College (CSUC) was used as the study area because the researcher is a staff of CSUC and has easy access to information. Also CSUC happens to be one of the oldest private Universities in Ghana which has produced many graduates from the Business School since its inception in 1974. (CSUC Annual Report 2016/2017 academic year).

3.4 Target Population

The target population for the study is mainly CSUC students of the Business School, the academic staff consisting of full-time and part-time lecturers of the Business School. Other members include the President, CSUC, Senior Assistant Registrar in charge of Human Resource and General Administration, Senior Assistant Estate Officer as well as Senior Assistant Electrician. The estimated staff population size of CSUC including part-time staff is about two hundred and fifty five (255).

3.5 Sampling Procedure and Sampling Size

The study applied non-probability method of sampling. The purposive sampling under the non-probability method was used to select key staff of the appropriate departments to be interviewed. This included the President of CSUC, Dean and Heads of Department of the Business School as well as the Senior Assistant Estate Officer and Senior Assistant Electrician of the University College. Both academic staff and students of the Business School were selected by convenience sampling to respond to questionnaire. The total population (sample frame) of the CSUC Business School number up to seven hundred and ninety five (795) students. A sample size of eighty nine (89) students was determined basing on the formula $n=N/1+N(\alpha)^2$ (Brewer and Miller 2003) at 0.1 margin of error at 90% confidence level. (Refer to Appendix 1 for determination of sample size). In all seven (7) key staff were interviewed, ten (10) academic staff and eighty nine (89) students responded to questionnaire.

Table 3.1 Sample Distribution of student respondents

Department	No. of Respondents	Total Number of Students per Department
Department of Accounting & Finance (DAF).	29	253
Department of Marketing, Logistics & Corporate Strategy (DMLCS)	22	240
Department of Management & General Studies (DMGS)	38	302
Total	**89**	**795**

3.6 Research Approach

The study applied both qualitative and quantitative approaches. The quantitative approach was adopted to collect and analyse numerical data and

coded responses while the qualitative approach was used to throw more light on some patterns in the quantitative data analysis. The use of both the qualitative and quantitative approaches made the research more detailed since the qualitative approach made it easier evaluating the level of understanding.

3.7 Data Source and Collection

Data sources were mainly in two forms; primary and secondary data. The primary data was collected using personal interview as well as open and close ended questionnaires which were self-administered. Secondary data was organised through review of literature as well as organised available data in CSUC. The respondents of the questionnaire were mainly students and academic staff of the Business School. Other key staff including the President of CSUC, Dean and Heads of department of the Business School, Senior Assistant Estate Officer as well as Senior Assistant Electrician of the University College were interviewed.

3.8 Data processing and analysis

The data collected from the field was first cleaned to check for missing items and the gaps filled and later edited to ensure consistency. The close-ended questions in the questionnaire were coded while open-ended questions were pre-coded. Table of frequencies and cross tabulations was then developed with the descriptive statistics tool of SPSS in the analysis of quantitative data. For the analysis of the qualitative data, the study employed the inductive reduction approach to develop consistent themes.

CHAPTER FOUR

ANALYSIS AND DISCUSSION

4.1 Introduction

This chapter discusses the criteria for assessing students' academic performance and analysis of various indicator factors that contribute in determining the level of academic performance of students in the CSUC Business School.

4.2 Criteria for assessing academic performance

The assessment of the academic performance of students in the Business School is based on the following indicators:

i.   Conduciveness of campus environment

ii.   Institutional commitment

iii.   Calibre of academic staff and quality of teaching

iv.   Pass Rate

v.   Student class attendance

4.3 Conduciveness of campus environment

The comparison of CSUC Business School lecture theatre floor area per student with National Accreditation Board's (NAB) recommended standards for physical facilities is shown in Table 4.1

Table 4.1: Floor Space – Lecture Theatre

CSUC Lecture Theatre Floor Area Per Student	NAB Recommended Lecture Theatre Floor Area Per Student
$1.1331m^2$	$1.35 \ m^2$

Field data: 7th February, 2019 and NAB standards for physical facilities

According to Table 4.1, the CSUC Business School lecture theatre floor area per student is smaller than the NAB's recommended lecture theatre floor area per student which is an indication of crowdedness in class. The implications of this

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are enormous such as poor interaction, poor class control, poor participation, difficulties in class assessment and many others. It was found out in a study conducted by Khan and Iqbal (2012) that majority of teachers faced instructional, discipline, physical and evaluation problems in over-crowded classes hence effective teaching was not possible. Also Shah and Inamullah (2012) found from their studies that over-crowded classes could have a direct impact on students' learning. It is therefore established that inadequate CSUC lecture theatre floor area per student has impacted negatively on student academic performance.

The level of light (Illuminance) in a room also impact on academic performance. Lumen is amount of light (brightness) it gives and watts is what a light source consumes. Pulay (2010) indicated that the positive effect of lighting on students' learning performance occurs if it is designed correctly. He explained that "a well-lit classroom includes glare control, balanced brightness, higher reflectance ratings, and accent on the focal wall." (p.6). The recommended indoor light level for classroom is 300 lumen/m^2 (https://www.engineeringtoolbox.com/light-level-rooms-d_708.html). An interview of the University College Electrician established that florescent tubes of 28W 4ft with 2750 lumen specifications are installed in all the lecture halls. Guided by this information, a head count of lights (florescent tubes) in all Business School lecture halls was done relative to the cumulative area of the lecture halls using the recommended indoor light level of 300 lumen/m^2 to determine the level of illuminance. The result is illustrated in table 4.2

Table 4.2: Level of Illuminance in Business School Lecture Halls

Cumulative space of Business School lecture halls	$900.9m^2$
Effective lights in Business School lecture halls (cumulative)	72 florescent tubes
Ineffective lights (cumulative)	7 florescent tubes
Recommended indoor light level for classroom	$300 \text{ lumens}/m^2$
Expected total indoor light level for Business School lecture halls	$900.9m^2$ x $300 \text{ lumens}/m^2$ = 270270 lumens Equivalent to 98 tubes
Actual total indoor light level of Business School lecture halls	72 tubes x 2750 lumens = 198000 lumens

Field data: 7th February, 2019.

With lumen level of 2750 per florescent tube fixed at the Business School lecture hall, the expected total lumens of 270270 translates into approximately 98 florescent tubes (i.e. 270270/2750 lumens) which is supposed to be the appropriate amount of florescent tubes to provide the required classroom illumination in the Business School. With only 72 effective florescent tubes presently being used instead of 98, it is reliably established that the level of illumination in the Business school lecture halls doesn't meet the recommended illumination standard for student learning, hence it impacts negatively on academic performance.

In terms of logistics, table 4.3 gives a summary of available teaching aids and their working conditions in each Business School lecture hall.

Table 4.3: Available Teaching Aids (Gadget) in Business School lecture halls

Name of Class	Size of Class	Available Gadget	Condition of Gadget
BS 01	$99.5m^2$	Projector and Screen	Working but blur
BS 02	$82.7m^2$	Projector and Screen	Working but blur
GF 01	$99.5m^2$	Projector and Screen	Working but blur
TF 31	$165.3m^2$	Projector and Screen	Working but blur
		Amplifier, microphone and speakers	Functioning
TF 32	$85.1m^2$	Projector and Screen	Working but blur
TF 33	$59.12m^2$	Projector and Screen	Working but blur
ADM 112	$88.26m^2$	Projector and Screen	Working but blur
ADM 211	$221.47m^2$	Projector and Screen	Working well
		Amplifier, microphone and speakers	Not Functioning

Field data: 7th February, 2019.

It is worthy to note that other logistics like dusters, markers white boards and pointers are all available. It is evident from table 4.3 that almost all projector bulbs need to be replaced since their lumen levels have drastically reduced, accounting for blur reflection and difficulty in reading. This is confirmed by 85% of student respondents who expressed difficulty in reading notes projected in class especially when sitting from the back. Audio system (amplifiers & microphones) serves as aural aid which enhances teaching and learning. An interview of class captains of the Business School revealed that most times there were no batteries to power the microphones to function. Students sometimes had to voluntarily cater for new batteries to enable lecturers use the microphones when teaching. The situation was worse with students who had their lectures in ADM 211 where the aural gadget installed had not been functioning for almost the whole semester creating communication barrier between lecturers and students. This does not augur well for student learning and hence impacts negatively on performance.

The NAB requirements among others for provision of physical facilities for tertiary institutions include Infirmary/sick bay. CSUC has a Clinic where students and staff access medical care in times of sickness. The clinic has one full time professional senior nurse and a part time nurse who attend to students and staff. It doesn't have a Physician Assistant to render professional medical consultation service to patients. The clinic only gives first aid and refers patients to practicing medical doctors for consultation and diagnosis. It is reasonable to state that the human mind and body are not separate, what affects one also affects the other. Students can have sound minds to study only when they are healthy. The fact cannot be overemphasized that the availability of clinic

rendering first aid services to students to stay healthy and to have sound minds to be able to attend to academic duties to some extent indirectly positively impacts on student academic performance. Notwithstanding, access to holistic health would greatly improve student heath if there is an upgrade of the clinic by establishing a laboratory and hiring the services of a Physician Assistant to render professional medical consultation to patients.

As a requirement by the NAB for tertiary institutions to provide for cafeteria services, CSUC has $173.78m^2$ area cafeteria with seating capacity of 68 persons at a time. An interview with the caterer at the cafeteria revealed that the weekends (Saturdays) are the peak times when students mostly patronize the cafeteria. On the average about 250 students patronize the services of the cafeteria at different times, majority of who come during lunch break i.e. 12 noon to 1:00 p.m. It takes a minimum of 30 minutes for customers to be served and finish eating. By implication the cafeteria can serve approximately 100 students in an hour all things being equal. It is worthy to note that students have only one hour lunch break hence there is high probability of most students getting back to class late when more than hundred (100) students patronize the services of the cafeteria during break. Lateness to class has a negative impact on student performance.

As part of NAB's minimum standards among others for Tertiary Institutions to provide for adequate parking space for staff and students, CSUC has made available demarcation for car parking lot on campus where students and staff conveniently park their vehicles under security and safety. The possibility of occurrence of burglary into cars parked on campus is drastically minimal because they are under security watch. Hence students who park their

vehicles on campus do not have to experience any anxieties of burglary into their cars which would have negatively affected their concentration in class and reflect negatively in their academic performance.

4.4 Institutional Commitment

This section of the work looks into two main areas consisting of

1. The role of the Quality Assurance Unit in ensuring that good standards of development and improvement are maintained in teaching and learning, research and the general service delivery of the University College and

2. Internship and job placement for students of the Business School.

It must be put on record that Christian Service University College as an institution is committed to sustain its programmes, intellectual and cultural elements and have provided policies that set safety goals and supported by required budget.

The Quality Assurance Unit was established in the 2010/2011 academic year to spearhead the process of ensuring that high standards of educational resources and services, and outcomes are maintained to meet the guidelines or requirements of the national supervisory bodies (the National Accreditation Board and the National Council for Tertiary Education). The main activities of the Unit include:

1. Assisting the Examinations Coordinator in the preparation of Teaching and Examination Timetables, and formatting of Examination Question Papers.

2. Monitoring of teaching activities which include the review of Course Outlines and their implementation, and the preparation of Course Handouts and their distribution to students.

3. Monitoring the attendance of the teaching staff at lectures through the Lecturers' Attendance Records Form that they are required to complete. The attendance of students at lectures is also monitored at the beginning of semesters.

4. Auditing the results of the End of Semester Examinations for both the August Admission and the January Admission students, and the Special Supplementary Examination for students who trailed only Level 400 courses.

5. Conducting teaching staff performance evaluation by students at the end of the first and the second semesters of the academic year, and the assessment of the non-teaching staff by peers at the end of the academic year. An online mode of data collection has been adopted for the assessment and this replaces the manual administration and completion of the questionnaires.

6. Evaluation of the facilities and equipment in lecture rooms and services of the institution as input into policies to enhance the teaching and learning environment of the University College.(http://www.csuc.edu.gh/2016/07/20/quality-assurance/)

Various reports covering the above activities are regularly produced by the Unit which include

- Assessment of Teaching Staff by students at the end of each semester.
- Annual assessment of Non-Teaching Staff by peers.
- Audit report on examination results at the end of each end of semester examination and ACCESS examination (for the admission of mature candidates).
- Assessment of teaching facilities and equipment.

It must be said that had it not been the work of the Quality Assurance Unit, quality of performance on the side of students and staff would have been compromised.

Christian Service University College aims at promoting knowledge for academic and professional excellence for the transformation of society. It has in place Internship Policy which makes it mandatory for all students to do internship for not less than three months during their period of study. In pursuance of this mission, it has constituted Internship Team that involves representatives from all departments in the University College whose task it is to seek for internship placement for students in collaboration with industries. The Internship Programme is a unique opportunity for students to complement their academic studies with a feel of the culture and atmosphere of the working environment whiles gaining the necessary experience for job placement after graduation. It also seeks to provide students with job experience before graduation; job opportunities when they graduate; entrepreneurial skills for self-employment and required link with persons that matter for job prospects. Table 4.4 presents the statistics of 2017 and 2018 internship reports of students of the Business School in CSUC.

Table 4.4: Statistics of 2017 and 2018 internship report

Year	Business School students for internship	% of eligible students already in employment	% of eligible unemployed Students who did internship	% of Students who didn't do internship
2017	352	49%	33%	18%
2018	348	41%	52%	7%

Source: Extract from CSUC 2017 and 2018 Internship Report

The 2017 Internship report indicates that by the efforts of the Internship Team, more than half of the eligible unemployed students were secured

placements for internship in various industries and organisations as indicated in Table 4.4. In 2018, it took the combined effort of the Internship Team and the President of the University College to secure internship placement for almost all the eligible unemployed students of the Business School. This is an improvement over 2017 and it tells the level of commitment of CSUC in ensuring that students were not only paying fees for certificate but being trained to gain practical knowledge and skills to fit into the job market. The gain of practical knowledge and skills has helped students to better understand academic work and contributed to improved performance.

4.5 Calibre of academic staff and quality of teaching

The calibre of academic staff is referring to the qualifications held by a teacher or lecturer which also determines his or her quality. Leslie S. Kaplan et al defined teacher quality in two broad areas. "Teacher preparation/qualifications and teaching practices. Teacher quality concerns the inputs that teachers bring to the school, including their demographics, aptitude, professional preparation, college majors, SAT and teacher examination scores, teacher licensure and certification, and prior professional work experiences...". It connotes that teachers' actions or performances depend on many kinds of knowledge and on dispositions to use that knowledge and to work with others to support the learning and success of all students. In order to lecture in Ghanaian universities per the new standards of the National Accreditation Board (NAB), it is required that one should have a terminal degree i.e. a PhD. However, a person can lecture with a researched Masters degree. There's a bit more preference for MPhil holders i.e Master of Philosophy, due to it's better research-orientation. The National Accreditation Board does this to increase the standards for teaching in

Ghanaian universities which contributes in determining student academic performance. From the above, it reasons to say that qualification is an important aspect of determining teacher quality. It connotes the idea of having mastery of knowledge in a specific area of learning which can be imparted to affect student performance. It is worthy to note that apart from the qualifications held by a teacher, the amount of research and number of publications done also further determines lectureship category (Assistant Lecturer, Lecturer, Senior Lecturer). Table 4.5 gives the academic staff qualifications and categories of the Business School in comparison with NAB standards.

Table 4.5: Academic Staff Qualifications and Category

Qualification		Category			Total	NAB Minimum Qualification to Teach First Degree Courses
		Assistant Lecturer	Lecturer	Snr. Lecturer		
Masters	MSc.	3%	10%	-	89%	• A researched Masters' degree (Mphil) • PhD
	Mphil	1%	75%	-		
PhD		-	7%	2%	9%	
P.Doc		-	-	1%	1%	
Others*		-	1%	-	1%	
Grand Total		**4%**	**93%**	**3%**	**100%**	

Source: CSUC Human Resource and General Administration Office
       NAB 97th Board Meeting Decision
Others* Associate Professor

It is evident from table 4.5 that in terms of qualification, all teaching staff have the required minimum qualification (Researched Masters Degree) in their various areas of specialisation. An analysis of questionnaire completed by the academic staff indicated that before getting appointment at CSUC, every staff went through rigorous interview process and satisfied the requirements to teach in a University which conforms to the National Accreditation Board's 97th Board Meeting Decision on minimum qualifications to teach in tertiary education institution, gazetted on 23rd April, 2014. It must however be said that qualification alone does not add up to knowledge. A lecturer who researches and

publishes is better placed in terms of adding to knowledge which students can tap into to upgrade and broaden the level of their understanding resulting in improved performance. As shown in table 4.5, 93% of lecturers constituting the lecturer category are not researching and publishing, an indication of low capacity building which affects the quality of knowledge being imparted to students to improve on their academic performance. Also 9% of the teachers having PhD out of which only 2% constitute Senior Lecturers also buttress the fact of low level of research. This is an indication of creation of knowledge deficit to the knowledge economy and has negative impact on student performance.

In explaining the quality of teaching, Leslie S. Kaplan et al refers to it as what teachers do to promote student learning inside the classroom which includes creating a positive learning climate, selecting appropriate instructional goals and assessments, using the curriculum effectively, and employing varied instructional behaviours that help all students learn at higher levels. In CSUC, the Quality Assurance Unit spearheads assessment of teachers' performance by letting students evaluate their teachers on a wide range of factors including the quality of teaching at the end of every semester. Some areas of the evaluation include class attendance in terms of regularity and punctuality, methods and skills employed in teaching, quality of teaching, teacher availability for student accessibility, level of knowledge of course being taught, approachability and student lecturer relationship etc. Table 4.6 gives the evaluation report of teachers by their students in the Business School for the second semester of 2016/2017 academic year.

Table 4.6: School of Business Teaching Staff Evaluation Report for 2016/17 Academic Year

Total Number of teachers in Business School	Grade		
	Good	Very Good	Excellent
22	5%	59%	36%

Source: CSUC Evaluation Report of Teaching Staff by Students, July 2017.

The results of teaching staff evaluation according to table 4.6 depict the satisfaction students express in the quality of teaching of lecturers teaching at the Business School hence the least grading being "good". Linking this evaluation report to the performance of the 2017 graduating class of students as depicted in table 4.8, it connotes higher student learning which resulted in the excellent performance of the 2017 graduands. It can therefore be said that the teaching staff of the Business School of CSUC adopt quality teaching methods in teaching, confirmed by their students and evidenced by evaluation report.

4.6 Passing Rate

The Cambridge English Dictionary defines pass rate as "the number of people, shown as a percent, who were successful in a particular exam". It is determined by the use of Grade Point Average (GPA) which is a number that represents the average value of an accumulated final grades earned in courses over time. CSUC classifies its undergraduate degree based on the value of the Final Grade Point Average (FGPA). This is shown in table 4.7

Table 4.7: Classification by Final Grade Point Average

Class of Degree	Range of FGPA
First Class	3.60 – 4.00
Second Class Upper Division	3.25 – 3.59
Second Class Lower Division	2.50 – 3.24
Third Class	2.00 – 2.49
Pass	1.50 – 1.99
Fail (No Degree Awarded)	0 – 1.49

Source: CSUC 2016 Undergraduate Students' Handbook, Page 180.

The passing rates and the corresponding graduating classes of students in the Business School for five years period (2013 – 2017) is indicated in table 4.8.

Table 4.8: Passing rate and corresponding graduating class

Year	Class of Passing Rate					Total Number of students
	1st Class	2nd Class Upper	2nd Class Lower	Third Class	Pass	
2013	4%	20%	66%	9%	1%	422
2014	14%	24%	53%	7%	2%	296
2015	13%	31%	52%	3%	1%	255
2016	14%	30%	44%	11%	1%	236
2017	14%	24%	51%	11%	0	292
Average Passing Rate	**12%**	**26%**	**53%**	**8%**	**1%**	**300**
Range of FGPA	3.60–4.00	3.25–3.59	2.50–3.24	2.0 – 2.49	1.50–1.99	

Source: Extract from CSUC 2013-2017 Graduation Reports

It is evident from table 8 that for the five years period, an accumulated average passing rate of about 91% (12%+26%+53%) obtained graduating class range of first to second class lower division representing FGPA range of 2.50 – 4.00 while an accumulated average passing rate of only about 9% (8%+1%) obtained third class and pass representing FGPA range of 1.50–2.49. This is an indication of good student academic performance.

4.7 Student Class Attendance

Class attendance is an important part of an academic process and students are supposed to consider it both a privilege and a responsibility. Missing class regularly interferes with learning and has a negative effect on performance and grade. A prerequisite to success in any endeavour is "showing up" and attendance to class is no exception. Class attendance enhances critical thinking skills through discussions and also supplements reading assignments which in effect improves on performance. The CSUC Undergraduate Students' Handbook

specifies that "A student is required to attend all lectures, workshops, seminars, etc. and must be there at least 80% of the semester and undertake continuous assessment exercises, in order to qualify to write end of semester examinations and receive required credit for the course"(CSUC Undergraduate Students' Handbook, 2016). Table 4.9 presents the graduating class of 2017 graduands relative to their class attendance.

Table 4.9: Average mark for class attendance relative to graduating class

Graduating Class	Average Mark for Class Attendance			Total No. of Graduands
	5 marks (A)	4 marks (B)	3 marks (C)	
1st Class	10%	4%	-	
2nd Class Upper	13%	7%	4%	
2nd Class Lower	25%	14%	12%	292
3rd Class	3%	4%	4%	
Total %	51%	29%	20%	100%

Source: Field Data, August 2018
Key: (A) 5 marks = 10 – 12 weeks (B) 4 marks = 7 – 9 weeks (C) 3 marks = 5 – 6 weeks

Reference to table 4.9; the academic performance of graduands who obtained full average mark (5 marks {A}) for attending lectures for 10 – 12 weeks is better than those who attended lectures for 7-9 weeks with 4 marks (B) and 5-6 weeks with 3 marks (C) respectively. This trend recurs in showing better performance of graduands in group (B) with 4 marks for attendance than graduands in group (C). In terms of quantity the number of graduands in group (A) with graduating class ranging from 1st class to 2nd class lower totalling 48% (10%+13%+25%) is higher than those in the same class range in group (B) 25% and (C) 16% respectively. Furthermore, group (A) recording of only 3% of graduands with 3rd class as against 8% and 12% in group (B) and (C) in the same class respectively

goes to buttress the fact that regular attendance to class reflects in better academic performance compared with irregular attendance all things being equal.

CHAPTER FIVE

SUMMARY OF FINDINGS, RECOMMENDATIONS AND CONCLUSION

5.1 Introduction

From the analysis in chapter four, a number of findings can be drawn and recommendations made to give rise to improvement in student academic performance in the Business School of Christian Service University College.

5.2 Summary of Findings

With regards to determination of the conduciveness of the environment of CSUC for student learning, the following findings were made from the analysis:

1. The condition of the washrooms attached to the lecture halls poses a nuisance to student health and academic learning.

2. The actual space per student in the Business School ($1.1331m^2$) is below the standard personal space of $1.2192m^2$. This is an indication that there is crowdedness during lectures which doesn't augur well for effective teaching and student learning.

3. The cumulative area of the lecture halls ($900.9m^2$) is supposed to have at least 98 florescent tubes to ensure a well lit classroom environment conducive for learning, however, it was found that there was only 72 effective florescent tubes which are not enough to give the required and standard amount of indoor light (300 lumen/m^2) needed for optimal performance.

4. All projectors fixed in the lecture halls are not effectively and efficiently working since their lumen levels have drastically reduced, making students have difficulty in reading because of their blur reflection. Also the aural gadget (amplifier and microphone) fixed at ADM 211 is not functioning

which poses communication challenge for lecturers and students.

5. Access to holistic medical care on campus is not available since the University College Clinic doesn't have a laboratory and a Physician Assistant who students and staff can consult for remedies to their health issues. This indirectly impacts negatively on student learning and affects academic performance.

6. The inability of the cafeteria to accommodate and serve all customers (students) at break time especially in peak times, makes students return back to lectures late by which time they would have missed some amount of lectures. Recurrence of this development over a long time ultimately has negative impact on performance.

In terms of looking into the extent of commitment CSUC as an institution has made in ensuring high standards in student performance, the following finding were made:

1. Establishment of the Quality Assurance Unit and the performance of its functions in monitoring and evaluating the academic activities of students and staff has helped to ensure adherence to standards and uncompromised performance.

2. The commitment of the University College in securing placements from industries for students Internship experience, practical knowledge and skills has helped to boost students' academic performance and become fit for the job market.

3. The place of research and publication on the part of lecturers is drastically low considering the fact that only 3% are at the Senior lecturer category

while 4% and 93% are at the Assistant Lecturer and Lecturer categories respectively. This means lecturers are not building their capacities to add to the knowledge economy and to be on top of issues.

In establishing the calibre of teaching staff of CSUC, and the quality of their teaching in promoting high student academic learning, the following findings were made:

1. Per the National Accreditation Board's (NAB) required standards of qualification to lecture in Ghanaian Universities, all teachers of the Business School of CSUC meet the standards with the least qualification being Researched Masters Degree.

2. Students through evaluation of their teachers testify of quality teaching methods adopted by teachers of the Business School which promotes high student learning and good academic performance.

3. Pass Rate of 91% in the class range of (1st class to 2nd class lower) and 9% in the class range of (3rd class to pass) is a good indication of high academic performance.

4. Regular attendance to class reflects in better academic performance compared with irregular attendance all things being equal.

5.3 Recommendations

Based on the findings of the assessment, the following recommendations are suggested:

i) Reallocation of Classrooms

Due to crowdedness during lectures resulting from inadequate space per student, it is suggested that in the short term there should be reallocation of classroom taking into consideration the strength of each class. It was

observed that there was some imbalances in terms of classroom allocations because some specific blocks of the buildings had been allocated to specific departments even though they don't have much students compared to the Business School which has the greater number of students. Reallocation of the classrooms would help to curb the challenge of crowdedness and ensure effective teaching and student learning to achieve high academic performance. Also some of the smaller classrooms should be merged with convertible partitioning to cater for joint lectures. However, in the long term it is suggested that management should consider reducing student intake and maintain sizeable class which lecturers can comfortably handle to ensure more effective and quality teaching and student learning. Quality is expensive but parents are prepared to pay for it because it pays.

ii) **Increase of the number of florescent tubes to at least 98**

The total Business School lecture area of $900.9m^2$ requires not less than 98 florescent tubes with lumen of 2,750 per tube to achieve the standard indoor classroom light level of 300 $lumen/m^2$ which is conducive for student learning. Hence more florescent tubes should be fixed to top up the ones already in place while malfunctioning ones are replaced.

iii) **Provision of temporal sheds around the Cafeteria and allocating a place at the Executive Hostel as Cafeteria Annex**

As short term measures to curb lateness to class due to students overspending more time at the cafeteria beyond the one hour break period, it is recommended that temporal sheds are erected around the cafeteria to accommodate the overflow due to the small size of the dining hall of the cafeteria. Furthermore, the management of CSUC should explore the possibility of allocating a place at the Executive Hostel as an Annex of the

Cafeteria to accommodate more customers who patronize the cafeteria. By this means the services of more workers would be needed to meet the demand of customers. In the long term the University College should make expansion of the cafeteria to accommodate more customers.

iv) Replacement of Projector Bulbs

Due to the reduced lumen levels of the Projector Bulbs in the lecture halls accounting for blur reflection, it is recommended that all the bulbs should be replaced with new ones for effective and efficient functioning of the Projectors. Conversely, depending on the availability of finance, the complete projectors should be replaced with modern and sharper ones since some have outlived its usefulness.

v) Resourcing the Estate Department

The Estate Department which is in charge of ensuring the effective functioning of aural gadgets at the lecture halls should be well resourced to ensure that all gadgets are in good shape for efficient functioning. They should also be held to task when they overlook their duties.

vi) Establishing laboratory and hiring Physician Assistant at the Clinic

For students to have access to holistic health care on campus, there is need to upgrade the clinic by establishing a laboratory and hiring the services of a Physician Assistant to render professional medical consultation to patients. He would be assisted by the professional Senior Nurse manning the clinic.

vii) Strengthening of the Quality Assurance Unit

Due to the numerous important roles being played by the Quality Assurance Unit to ensure uncompromised academic performance, the Unit should be

strengthened by building the capacity of staff of the Unit and make available all needed resources and support for quality improvement.

viii) **Collaborating with institutions and industries to secure standing placement for students.**

With regards to student internship, it is suggested that in the short term, all efforts must be made to ensure that places are secured for all eligible students and punitive measures meted out to those who default. In the long term the academic curricula should be reviewed such that students would have to spend one academic year doing internship which would be graded and factored into their examination results. The University College should collaborate with institutions and industries to secure standing placement for students.

ix) **Establishment of Research and Publication Policy and ensuring strict adherence by academic staff.**

With only 3% of academic staff being Senior Lecturers, there is need to put in place measures that will force lecturers to research and publish to enhance their level of knowledge with which they teach the students. The quality of every academic institution is measured by the number of publications made by its academic staff. It is also one of the requirements for recommendation by National Accreditation Board (NAB) for academic institutions vying for charter to have majority of its academic staff being Senior lecturers.

x) **Instituting Award Systems for students who excel as well as students who attend lectures regularly.**

Award systems should be put in place for students who excel at the end of every academic year as well as students who were regular in class for the academic year. Lecturers should encourage students to put in the maximum effort to study to ensure they get a good FGPA.

5.4 Conclusion

Private higher institutions have become the fastest growing segment of higher education and has rapidly expanded around the globe. This evaluation paper seeks to assess students' academic performance in private higher institutions in Ghana using Christian Service University College Business School as a case study point. It has the following specific objectives to be achieved: To assess the conduciveness of the physical environment of Christian Service University College (CSUC) for student learning, to assess the commitment level of CSUC as an institution in ensuring high student academic performance, to investigate into the calibre of academic staff of CSUC and assess the quality of teaching in promoting high student academic learning, to establish the pass rate of graduands performance over the period of study and to establish relationship between class attendance and academic performance. Both qualitative and quantitative data were used for the report whiles purposive sampling of the non-probability method was used to select students and staff of the appropriate department to be used as population units. Data instruments used were questionnaire, interview and secondary data.

The data were analyzed and the following findings were made: There was overcrowding in class due to inadequate space per student; inadequate indoor light level (illuminance) for optimal performance; ineffective and inefficient projectors as well as dysfunctional aural aids at lecture halls; quality of performance not compromised due to diligent supervision work of the Quality Assurance Unit; enhancement of knowledge and student learning resulting from Internship Policy that mandates all eligible students to do internship; pass rate of 91% indicating high academic performance and correlation between regular

attendance to class and better academic performance and vice versa. Other findings established that all academic staff members met the NAB's required standards for lecturing and also adopt quality methods in teaching. However, there is low level of research and publications among lecturers.

Suggestion for future research

Since the study concentrated on the academic performance of students of the Business School, the findings and recommendations are more applicable to the Business School even though some generalisations could apply to students and staff of other faculties. Future research could be made into assessing academic performance of students of other faculties of the University College; (faculty of humanities and faculty of health and applied sciences).

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APPENDIX 1

DETERMINATION OF SAMPLE SIZE

Formula

$$n = \frac{N}{1+N(\alpha)^2}$$

Where n = Sample size

N = Sample frame   (795)

α = Margin of error   (10% = 0.1)

Workings

$$n = \frac{795}{1+795(0.1)^2}$$

$$n = \frac{795}{1+795(0.01)}$$

$$n = \frac{795}{1+7.95}$$

$$n = \frac{795}{8.95}$$

$$n = \underline{89}$$

APPENDIX 2

QUESTIONNAIRE FOR CSUC BUSINESS SCHOOL STUDENTS

This study is centred on "Assessing students' academic performance in private higher educational institutions; the case of Christian Service University College Business School". By this survey, the study seeks to achieve the following objectives:

- To assess the conduciveness of the physical environment of Christian Service University College (CSUC) for student learning.
- To assess the commitment level of CSUC as an institution in ensuring high student academic performance.
- To investigate into the calibre of academic staff of CSUC and assess the quality of teaching in promoting high student academic learning.
- To establish the pass rate of graduands performance over the period of study?
- To establish relationship between class attendance and academic performance

The information provided in this questionnaire is strictly for an academic work and your confidentiality is assured. Please, kindly answer these questions with your most objective opinion. Do not write your name on any part of the paper.

Please tick [√] where applicable.
1. Gender: [   ] Male   [   ] Female

2. Indicate your Department:

    [   ] Accounting & Finance
    [   ] Marketing, Logistics and Corporate Strategy
    [   ] Management and General Studies

3. Would you say there is congestion in class considering the strength of your class vis-a-vis the capacity of the lecture room?
    [   ] Yes   [   ] No

4. How would you describe the functionality of the projectors used in class?
    [   ] Clear   [   ] Blur   [   ] Does not function

5. Are your lecturers regular in term of class attendance?
    [   ] Yes   [   ] No

6. Does the quality of teaching of your lecturers promote student learning?
    [   ] Yes   [   ] No

7. Do you get access to your lecturers on campus outside the lecture room for consultation?   [ ] Always   [ ] Sometimes   [   ] Not at all

8. How would you grade your lecturers in terms of level of knowledge in their respective areas of specialization?
   [   ] Good   [   ] Very Good   [   ] Excellent   [   ] Poor

9. Have you ever undertaken student internship since you enrolled as a student at CSUC?
   [   ] Yes   [   ] No

10. How has internship impacted on your performance?
    [   ] Positive impact   [   ] Negative impact   [   ] No impact

APPENDIX 3

QUESTIONNAIRE FOR CSUC BUSINESS SCHOOL ACADEMIC STAFF

This study is centred on "Assessing students' academic performance in private higher educational institutions; the case of Christian Service University College Business School". By this survey, the study seeks to achieve the following objectives:

- To assess the conduciveness of the physical environment of Christian Service University College (CSUC) for student learning.
- To assess the commitment level of CSUC as an institution in ensuring high student academic performance.
- To investigate into the calibre of academic staff of CSUC and assess the quality of teaching in promoting high student academic learning.
- To establish the pass rate of graduands performance over the period of study?
- To establish relationship between class attendance and academic performance

The information provided in this questionnaire is strictly for an academic work and your confidentiality is assured. Please, kindly answer these questions with your most objective opinion. Do not write your name on any part of the paper.

1. Gender [ ] Male   [ ] Female

2. How did you get to know of an employment opportunity at CSUC?
   [ ] Media advertisement [ ] CSUC Website   [ ] Past Student   [ ] Staff
   [ ] Other means (please specify)

   ……………………………………………………………….........................

   ………………………………………………………………………………

3. Were you interviewed before giving employment at CSUC?
   [ ] Yes   [ ] No

4. With what qualification were you given lectureship appointment at CSUC?
   [ ] First degree   [ ] Masters degree [ ] PhD   [ ] Professional certificate

5. Is the course you teach relevant to your area of specialisation?
   [ ] Yes   [ ] No

6. If No to question 5, how well are you able to handle the course to the understanding of your students? Please specify: ....
   .....……………………………………………………………………….

7. Would you say that your method of teaching encourages students to take an active role in creating learning process? [   ] Yes   [   ] No

8. If yes to question 7, how would you describe the performance of your students   relative   to   your   method   of   teaching?

    ……………………………………………………………………..............

    …………………………………………………………………………......

9. Who assesses your performance as a lecturer? Please tick as many as applicable.
    [   ] Students   [   ] Head of Department   [   ] Dean of Faculty   [   ] Colleague faculty members
    [   ] Others, please specify
    …………………………………………………………………………

10. What are the teaching bottleneck(s) in your work? Please, specify.

    …………………………………………………………………………....

    …………………………………………………………………………………

APPENDIX 4

INTERVIEW GUIDE - CSUC PRESIDENT

Topic:
Assessing students' academic performance in private higher educational institutions; the case of Christian Service University College Business School.

Objectives:

- To assess the conduciveness of the physical environment of Christian Service University College (CSUC) for student learning.
- To assess the commitment level of CSUC as an institution in ensuring high student academic performance.
- To investigate into the calibre of academic staff of CSUC and assess the quality of teaching in promoting high student academic learning.
- To establish the pass rate of graduands performance over the period of study?
- To establish relationship between class attendance and academic performance

The information provided in this interview guide is strictly for an academic work and interviewee's confidentiality is assured.

Interview Questions

1. What is your job schedule as president of CSUC?

2. What is the role of your office in ensuring adherence to NAB standards as far as institutional and programme accreditation is concerned?

3. Does the performance of your role directly or indirectly impact on student academic performance?

4. Are you involved in the recruitment process of academic staff?

5. How does your office influence student internship?

APPENDIX 5

INTERVIEW GUIDE – CSUC SENIOR ASSISTANT ELECTRICIAN

Topic:
Assessing students' academic performance in private higher educational institutions; the case of Christian Service University College Business School.

Objectives:

- To assess the conduciveness of the physical environment of Christian Service University College (CSUC) for student learning.
- To assess the commitment level of CSUC as an institution in ensuring high student academic performance.
- To investigate into the calibre of academic staff of CSUC and assess the quality of teaching in promoting high student academic learning.
- To establish the pass rate of graduands performance over the period of study?
- To establish relationship between class attendance and academic performance

The information provided in this interview guide is strictly for an academic work and interviewee's confidentiality is assured.

Interview Questions

1. What is your job schedule as University College Electrician?

2. How does your duties directly or indirectly affect academic activities?

3. What specification of light (florescent tube) do you use most at the lecture rooms?

4. What informs the choice of the light specification mentioned?

5. From technical point of view, do the number of florescent tubes fixed per lecture room give adequate brightness conducive for indoor reading?

6. Are there challenges that hinder the performance of your duties?

7. Can you suggest some solutions to the challenges mentioned?

INTERVIEW GUIDE – CSUC SENIOR ASSISTANT ESTATE OFFICER

Topic:
Assessing students' academic performance in private higher educational institutions; the case of Christian Service University College Business School.

Objectives:

- To assess the conduciveness of the physical environment of Christian Service University College (CSUC) for student learning.
- To assess the commitment level of CSUC as an institution in ensuring high student academic performance.
- To investigate into the calibre of academic staff of CSUC and assess the quality of teaching in promoting high student academic learning.
- To establish the pass rate of graduands performance over the period of study?
- To establish relationship between class attendance and academic performance

The information provided in this interview guide is strictly for an academic work and interviewee's confidentiality is assured.

Interview Questions

1. What does your job as Senior Assistant Estate Officer entail?

2. How do your duties directly or indirectly affect academic activities?

3. What are some of the challenges you encounter which when remedy delays negatively impact on academic activities?

4. Can you suggest possible solutions to the challenges mentioned

APPENDIX 7

INTERVIEW GUIDE - DEAN OF CSUC BUSINESS SCHOOL

Topic:
Assessing students' academic performance in private higher educational institutions; the case of Christian Service University College Business School.

Objectives:

- To assess the conduciveness of the physical environment of Christian Service University College (CSUC) for student learning.
- To assess the commitment level of CSUC as an institution in ensuring high student academic performance.
- To investigate into the calibre of academic staff of CSUC and assess the quality of teaching in promoting high student academic learning.
- To establish the pass rate of graduands performance over the period of study?
- To establish relationship between class attendance and academic performance

The information provided in this interview guide is strictly for an academic work and interviewee's confidentiality is assured.

Interview Questions

1. What is your job schedule as Dean of the Business School?

2. How do your duties directly or indirectly affect student academic performance?

3. Considering the calibre of academic staff under your jurisdiction, would you say they have the required qualifications that promote high student learning?

4. What would you say about the quality of teaching of academic staff under your jurisdiction vis-a-vis the academic performance of their students?

APPENDIX 8

INTERVIEW GUIDE - CSUC BUSINESS SCHOOL HEADS OF DEPARTMENT

Topic:
Assessing students' academic performance in private higher educational institutions; the case of Christian Service University College Business School.

Objectives:

- To assess the conduciveness of the physical environment of Christian Service University College (CSUC) for student learning.
- To assess the commitment level of CSUC as an institution in ensuring high student academic performance.
- To investigate into the calibre of academic staff of CSUC and assess the quality of teaching in promoting high student academic learning.
- To establish the pass rate of graduands performance over the period of study?
- To establish relationship between class attendance and academic performance

The information provided in this interview guide is strictly for an academic work and interviewee's confidentiality is assured.

Interview Questions

1. What is your job schedule as Head of your Department in the Business School?

2. How do your duties directly or indirectly affect student academic performance?

3. Considering the calibre of academic staff in your department, would you say they have the required qualifications that promote high student learning?

4. What would you say about the quality of teaching of academic staff in your department vis-a-vis the academic performance of their students?

5. How accessible is your office to students in your departments for academic enquiries?

APPENDIX 9

STUDENT QUESTIONNAIRE RESPONSE ANALYSIS DATA

SEX OF RESPONDENT		
	Frequency	Percent
Male	58	65
Female	31	35
Total	89	100

DEPARTMENT OF RESPONDENT		
	Frequency	Percent
DAF	29	32
DMLCS	22	25
DMGS	38	43
Total	89	100

FUNCTIONALITY OF PROJECTORS		
	Frequency	Percent
Clear	7	8
Blur	82	92
Does not Function	0	0
Total	89	100

CONGESTION IN CLASS		
	Frequency	Percent
Yes	64	72
No	25	28
Total	89	100

LECTURER QUALITY OF TEACHING		
	Frequency	Percent
Yes	82	92
No	7	8
Total	89	100

LECTURER REGULARITY IN CLASS ATTENDANCE		
	Frequency	Percent
Yes	77	87
No	12	13
Total	89	100

ACCESS TO LECTURERS OUTSIDE LECTURE ROOM		
	Frequency	Percent
Always	56	63
Sometimes	30	34
Not at all	3	3
Total	89	100

GRADING OF LECTURER KNOWLEDGE		
	Frequency	Percent
Good	4	5
Very Good	53	59
Excellent	32	36
Total	89	100

STUDENTS UNDERTAKEN INTERNSHIP BEFORE		
	Frequency	Percent
Yes	75	84
No	14	16
Total	89	100

IMPACT OF INTERNSHIP ON PERFORMANCE		
	Frequency	Percent
Positive Impact	75	84
No impact	14	16
Total	89	100