EDUCATIONAL PLANNING

Vol. 22 No. 3

EDUCATIONAL PLANNING
A JOURNAL DEDICATED TO PLANNING, CHANGE, REFORM, AND THE IMPROVEMENT OF EDUCATION

VOLUME 22 **NUMBER 3**
2015

From the Editors

This special issue of Educational Planning is focused on strategic planning as it is experienced in three countries in the world. In reading through the reports of the authors in this issue, readers can acknowledge first-hand information about real encounters as strategic planning is exercised in different countries and situations. While we learn from the challenges these countries are facing, we appreciate what respective educators have done to overcome their difficulties to achieve their goals.

The article by Gordon and Fischer highlighted strategic planning effort in eight public higher education institutes in the United States. They seriously question if strategic planning in their referenced higher education system is used as a management tool or simply a publicity platform. Results of their study shed light on how administrators, legislators and state regulatory agencies can improve strategic planning in public higher education.

In their article about Ethiopia, Karorsa and Polka examined the equity-quality dilemma issue of higher education expansion which the country is pursuing. Recommendations for a more efficient and effective approach such as goal-oriented planning approach are made for maintaining high quality standards to improve higher education in Ethiopia as well as in other countries.

Finally, in Ayaga's article on planning for church and state partnerships of educational leaders in Ghana, he examines the perceptions of educational leaders on their attitudes, skills, and behaviors in the partnership among themselves. Significant findings of his study form the basis of his recommendation to focus on the training of educational leaders in strategic planning to improve partnerships in order to improve education.

The selection of the three articles for this special strategic planning issue is to illustrate the point that different countries have their specific approach to handle strategic planning problems they are facing. In each of these situations, educational planners have tried their best to come up with the best solutions to suit the educational traditions of their respective countries. Special consideration has been made to offer the solutions that are least resistant to all parties involved in strategic planning. After all, educational planning is indeed a partnership business.

Editor: Tak Cheung Chan
Associate Editors: Walter Polka and Peter Litchka
Assistant Editor: Holly Catalfamo

About the Authors

Augustine Matthew Ayaga is a Catholic priest who was born, raised, and educated as well as ordained a Catholic diocesan priest in Ghana. He earned his Ph.D. in Leadership and Policy from Niagara University in 2015. Prior to his doctoral studies he served as the Executive Director for Social Development Programs in Ghana. He has worked in partnerships at the local, national, and international levels in areas of religion, social development, environmental justice, peace, and conflict resolution. He has researched and published about partnerships throughout the past decade. He is currently a Senior Lecturer in the Professional Studies Department of Niagara University teaching Ph.D. level courses in "Process, Politics, and Evaluation of Public and Social Policy" and "Leadership in a Global Society."

Mary Fischer, Ph.D., CGFM, is a full professor in Accounting in the College of Business and Technology at the University of Texas at Tyler. Dr. Fischer is the author of an advanced accounting textbook, several accounting professional-training publications, and over 50 peer reviewed research papers regarding cash flow recognition, financial accounting, accounting education, auditing, and management of governments and higher education organizations.

Gus Gordon, DBA, CPA, CIA, CLSSS holds the rank of Professor of Accounting at the University of Texas at Tyler. His primary research interests include Cost and Managerial Accounting, especially performance evaluation, in both for-profit and non-profit contexts, as well as leadership. Gordon has published two books, more than 40 journal articles and has about 30 international, national and regional academic presentations at conferences.

Demissie L. Karorsa is currently pursuing his Ph.D. studies in Leadership and Policy at Niagara University, New York. He worked at various capacities in the Ethiopian education planning and management system, ministry of agriculture food security and emergency coordination leadership, and policy related advisor-ship to government of Ethiopia and various international non-governmental organizations. Before his doctoral studies, he served as a senior project management advisor to the United States Agency for International Development (USAID) Ethiopia Mission for about 10 years. He has extensive field-based and international experiences in educational planning and management, higher education, workforce development, non-formal education, financing and economics of education, women education and inclusive development, food security management and humanitarian assistance.

Walter S. Polka is a Full Professor with tenure in the College of Education Professional Studies Department and the Coordinator of the Ph.D. Program at Niagara University. Previously he was an Associate Professor and Doctoral Program Coordinator at Georgia Southern University. In 2003 he retired from public education in New York after 37 years of service as a teacher, curriculum coordinator, assistant superintendent, and superintendent of schools. His educational leadership and planning research has been widely published. He has presented his research in 42 states of the U.S.A. and in 25 countries worldwide.

Strategic Planning In Public Higher Education:
Management Tool Or Publicity Platform?

Gus Gordon
Mary Fischer

ABSTRACT

This study extends previous research through analysis of strategic plans of eight universities in a state system to determine if the strategic planning process and the plans meet basic strategic planning precepts. Additionally, one of the universities' plans is more deeply investigated for further insight into the quality of the process and the plan. Our conclusions are consistent with those of previous research that strategic planning is not utilized in higher education to its fullest benefit in accordance with strategic planning concepts or in a manner designed to aid continuous improvement. The weakest link in the plans studied involves a consistent lack of review and analysis that could be used to improve future performance. In fact, we conclude that strategic planning in higher education appears to be serving a purpose other than a management technique designed to guide administrators in directing their organizations to become more effective and efficient. We further conclude that the strategic planning document is considered the end and not the means of an improvement strategy. Our research points to management motivations grounded more in external influence and/or to simply comply with accreditation checklists. Results of our study shed light on how administrators, legislators and state regulatory agencies can improve strategic planning in public higher education.

INTRODUCTION

It is undisputed that strategic planning is critical to setting organizational goals and objectives to provide management with the necessary guidance to operate the institution effectively and efficiently. Strategic planning is also vital to the organization's continuous improvement and sustainability.

The benefits of strategic planning accrue not only to for-profits, but also to government and non-profit organizations. Industry has been in a globally competitive environment for several decades. For-profit companies have been able to remain viable and competitive through effective strategic planning and implementation of continuous improvement strategies such as lean thinking and total quality management (TQM) techniques.

For several decades, public universities have suffered from criticism of rising costs and declining quality (Immerwahr, 2004; Symonds, 2003). Tuition and fees are rising at about double the rate of healthcare (Callan, 2008). In the last decade alone, tuition and fees of public universities have risen 72% compared to only 29% for private institutions (Tseng, 2012). In the process, public higher education has essentially become big business. Even small regional public universities have revenues of $100 million or more (NCES, 2007).

The techniques used in private industry to become more effective and efficient could be used in higher education, but are often not understood (Comm & Mathaisel, 2005). While higher education often eschews business techniques, Rowley, Lujan and Dolence (1997) argue universities are no longer immune from the outside world and strategic planning is an effective tool for setting a direction that enables success. Furthermore, strategic planning is the first phase of strategic management, a business technique that is emerging as a tool recognized in higher education (Chance & Williams 2009).

Universities develop strategic plans to address issues of rising costs and quality, but there has not been improvement as the above data indicate. Given the importance of strategic planning to all organizations, why is strategic planning in higher education not producing the desired results? Are the plans not well developed? Are the plans not properly implemented? Are the strategies inappropriate? Are improvement techniques not understood?

This study extends the planning idea of Chance and Williams (2009) through analysis of strategic plans of universities in a state system to determine if the strategic planning process and the plans meet basic strategic planning precepts. Secondly, the study reviews in depth the strategic plan of one of the universities in the sample to develop further conclusions concerning university strategic planning. The purpose of the study is to shed light on university strategic planning as a means to assist universities to improve their management and results.

TRADITIONAL ELEMENTS OF STRATEGIC PLANNING

Strategic planning is the initial step in the assessment process. Without assessment, improvement in operational processes and results is problematic. Through assessment, organizations of all types develop the potential to become learning organizations. Obviously, strategic planning is more than a plan developed by senior management for others to implement. Rather the process is a collaborate 'action road map' structured to guide the institution's ongoing process that questions the status of current initiatives, changes in the environment, initiates new learning criteria and adjusts the guidance as new information becomes available (Chance & Williams, 2009). The basic elements of strategic plans are captured in three major steps: strategy formulation, implementation and evaluation. Each step is generally recognized to include important considerations and must be aligned with the institution's practice and outcomes measurement (Chance & Williams, 2009).

Formulation

Essential elements as the foundation of strategic planning are the vision and mission (Morrill, 2010; Pidcock, 2001; West, 2008). However, strategy formulation cannot occur in a vacuum. Strategies must be realistic given the context of the internal and external environment.

The first part of the strategic planning phase is to review the entity's mission and vision for appropriateness. The organizational vision should reflect a consensus of what the entity desires to become in the long term. The vision statement should be short, preferably one sentence (David, 2013). The vision provides the foundation for the mission statement.

The mission statement should explain the organization's reason for being. A mission is necessary in order to properly establish the organization's priorities, objectives, and goals as well as strategies. It should be broad, yet provide direction, and preferably less than 250 words (David, 2013).

Strategies normally are formulated on the basis of input from the management team based on the mission/vision in the context of the current environment. The formulation usually encompasses a resource allocation based on the identified strategic priorities.

Implementation

Implementation is the heart of strategic planning. Evidence indicates higher education organizations can benefit from the integration of the vision/mission-based strategy with practice and assessment (Middaugh, 2010).

The most immaculate strategy without proper implementation is useless. The implementation of strategy requires action, or deployment plans, with identified responsibilities as well as resource allocations related to strategic priorities (Jasinski, 2004; Ruben, 2007). The implementation also includes ongoing environmental scanning and scenario planning, strategic outcomes aligned with individual and team performance outcomes, the creation of continuing assessment, dialogue, reflection and the acceptance for change (Aloi, 2005; Hollowell et al., 2006; Morrill, 2010). Measurable objectives derive from the strategies, and should be related to the mission. Without objectives, organizations can drift without direction. It is critical that the objectives be measureable, realistic, and challenging, but also attainable (David, 2013).

Evaluation

Without measurable and time-limited objectives, the organization's probability of achieving desired results and continuously improving is vastly diminished because it is very difficult to meaningfully evaluate the strategies, their efficacy, and the entity's performance.

A weak link or disconnect between the strategic plan and the outcome assessment of the model results in confusion or inactivity (Middaugh, 2010). Middaugh argues the assessment of administrative effectiveness is much more difficult and time consuming than the assessment of academic units because it is a challenge to create a culture of assessment within the administrative units. Rowley, Lujan and Dolence (1997) note that a proper strategic plan should focus on a continuous process of self-analysis. Obviously, without assessment of results, there is little empirical data to analyze in the context of goals and objectives. Without assessment, there is a reduced probability of learning and continuous improvement.

Individuals within the institution tend to accept their role in the implementation and evaluation of the strategic plan through their commitment and performance. Evaluation of individual performance provides the institutional leaders with the data to determine whether the plan's goals and objectives have been met or exceeded in addition to whether there are shortfalls and rationale for strategic goals not being achieved (Morrill, 2010).

Measureable objectives provide the ability to evaluate results of strategies in an unbiased fashion. Adequate and timely review is critical (David, 2013). The strategic plan should include a framework for monitoring and evaluating progress that represents a closed-loop system allowing for corrective action (Jasinski, 2004; Ruben, 2007).
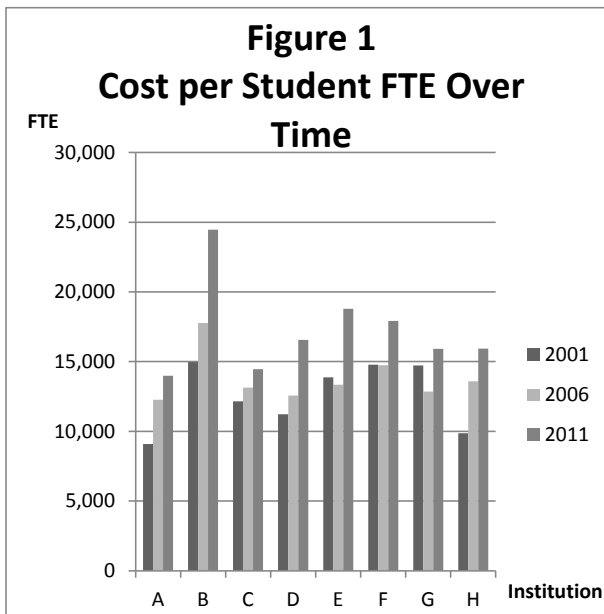
THE SCOPE OF THIS STUDY

Given the benefit of strategic planning, this study gathers data from a set of system institutions to ascertain elements included in their plans to examine whether the plans are utilized for budget allocations and review. Strategic plans for eight four-year institutions within a university system were retrieved from the institutions' web page for analysis. In addition, financial and enrollment data for the academic years 2001 through 2011 were retrieved from the Integrated Postsecondary Education Data System (IPEDS) maintained by the U. S. Department of Education National Center for Educational Statistics (NCES).

Table 1
Institutional Costs and FTE Changes
Fiscal years 2001 to 2011

Institution	Student FTE	Institutional Costs		
		Total	Instructional	Noninstructional
	ACR Change	Annual compound rate (ACR) of change		
A	4.048%	9.158%	11.893%	8.199%
B	4.530%	9.308%	9.323%	9.301%
C	4.847%	7.126%	8.635%	6.523%
D	4.695%	8.610%	9.050%	8.451%
E	4.894%	8.886%	12.002%	7.821%
F	3.399%	5.711%	7.224%	5.228%
G	6.155%	7.530%	8.968%	6.899%
H	3.921%	8.281%	7.552%	8.555%

Note: Average Inflation ACR changed 2.14% over period

The eight institutions ranged in enrollment from a FTE minimum of 1,784 to a maximum of 27,808 with an average FTE enrollment over the study period of 12,644 students which compares to the average student FTE of all the public four-year institutions (Washington Higher Education Coordinating Board, 2012). Thus the institutions analyzed are a mix of small and large complex organizations. The average annual rate of FTE enrollment change is only 4.5% as compared to the annual financial operating cost change of 8.1% (See Table 1). As displayed in Table 1, instructional costs increased at a higher annual rate of change than did non-instructional costs in all intuitions except Institution H. When cost per student FTE is compared across the eight institutions, the tuition and fees changed dramatically over time (See Figure 1). The highest cost per FTE (Institution B) resulted from their modest enrollment in higher-cost programs including technology, engineering and the hard sciences.

Figure 1
Cost per Student FTE Over Time

Strategic Planning Elements Matrix

        The traditional elements contained in each university's strategic plan are summarized in Table 2. All of the universities omit one or more of the traditional elements, except for environmental context.

Mission/Vision

        Two universities did not include their visions, as such, although there was discussion in the strategic plan about what "will be". Of those that did include a vision, only one university kept it to the recommended length and another had a very wordy vision statement of about 650 words. Two universities did not mention their mission statement. It could be argued that as long as the mission and vision are reviewed for appropriateness and in developing a set of measurable objectives, it is not absolutely critical to include them in the strategic plan, despite the recommendation to do so. All of those with mission statements were about the recommended length.

Planning Process

        All of the universities mentioned an appropriate planning process as part of their strategy formulation. Nevertheless, there is no way to evaluate the quality of the process except to measure results.

Measurable Goals/Objectives

        University C complied with the measurable objective element completely. However, three universities had no measurable objectives. Another five have some objectives that are measurable, but not all. It is recommended that the objectives flow from the mission and since two universities did not include their mission, it is not possible to make a determination if the mission and objectives are linked for these universities. For the remaining universities, it does appear that the objectives are at least tangentially linked to their missions.

Table 2

Strategic Planning Element Matrix

University	Goals/ Measurable	Action Plans	Goals Linked to Mission	Resources Allocated Based on Strategic Priorities	Identifies Responsibilities and Follow-up	Formal Review
A	6/0	not stated	Partially	Not Mentioned	No	Unknown
B	8/6	Strategic initiatives	No mission	Not Mentioned	No	Unknown
C	34/34	Yes	Yes	Not Mentioned	No	Unknown
D	$24/0^1$	Strategic initiatives	Tangentially	Not Mentioned	In broad terms	Unknown
E	8/5	Strategic initiatives	Yes	Not Mentioned	No	$Some^2$
F	$157/0^3$	Strategic initiatives	Yes	Not Mentioned	No	Yes
G	6/0	Strategic initiatives	Partially	Not Mentioned	No	Unknown
H	38	Yes	Mostly	Not Mentioned	Yes	Yes

Implementation

The implementation element was included within the strategic plans as action plans or strategic initiatives for all universities except University A. However, responsibilities for implementation and follow-up were not identified except for one university and then only in very broad terms. There was no mention in any university that resources were being allocated based on strategic priorities.

Formal Review/Follow-up

Only two universities specifically mentioned a formal review, i.e., evaluation process, although another university alluded to a review based on a system document other than the university strategic plan. There was no mention of any corrective action process that would be undertaken during the multiple years that all strategic plans are in effect. None of the universities indicated that if reviews were undertaken, the results were shared.

Stewardship/Operational Efficiency

A common theme running through all of the strategic plans is a strategy to increase revenues and enrollments. While this is a valid strategy, Bowen's research (1980) reports universities spend all available revenues, regardless of need. Data from other research supports Bowen's theory and, therefore, increasing the revenue base would seem to only exacerbate the problem of rising costs. For example, Greene et al. (2010) used IPEDS data to show that over time increased revenues and government subsidies simply "feed the beast", creating greater and greater diseconomies of scale. Also, stewardship of public funds and the ability to evaluate stewardship is considered important (GASB, 1987). Accordingly, another element included in Table 2 is stewardship/operating efficiency, to determine if universities are recognizing this aspect to management, especially given the decades-long criticism concerning lack of cost containment in universities.

Every university except University C included strategies that dealt with stewardship, financial transparency and/or operating efficiency. However, only two of the universities had measurable objectives that related to this strategy and the objectives were only quasi-measurable.

Figure 1 illustrates the total cost per full-time equivalent student over time in each university and growth over the 11 academic year period in total expenditures. Table 1 displays the annual rate of growth percentage of total budget expenditures for instructional percentages. An analysis of the average expenditures of the eight universities in the sample find less than 30% of all expenditures are disbursed for instructional purposes, which is the primary purpose of the universities. Expenditure choices, i.e., instructional versus non-instructional, made by university management have been questioned in other research and may shed some light on stewardship philosophy. That is, it has been shown that university presidents' compensation is correlated to growth in non-instructional expenditures (Gordon & Fischer, 2014). A serious strategic planning philosophy can assist management in maintaining focus on the university mission.

In order to use a strategic plan as a management tool for continuous improvement, it is critical to have measurable goals, to review and evaluate them periodically, to take corrective action as a result of the review and then to share and disseminate results of the review. The results in Table 2 indicate very little conformance within this university system to the evaluative elements of the traditional strategic plan. Table 2 also indicates that seven of the eight universities in the system have operating efficiency and/or stewardship as part of their strategies. Nevertheless, Figure 1 reflects a decline in operating efficiencies over time for all of the universities in the sample. This is true despite the enrollment growth in all of the universities, as shown in Table 1, which normally provides the ability to develop economies of scale that would reflect a reduction of cost per FTE. Therefore, it would seem natural to question if strategic plans are serving some purpose other than as a management tool.

BEST PRACTICES

While the group of universities as a whole did not comply with strategic planning principles, some of the universities did comply with some of the general principles in select areas. A brief discussion with examples follows.

Measurable Goals/Review

University E does an excellent job of identifying where it is at the time of the strategic plan and where it wants to be at the end of the planning period. Six of the eight goals are discretely measureable, while two are descriptive. Furthermore, University E makes comparisons within the plan between itself and other similarly sized institutions in the region. Additionally, University E mentions formal annual reviews within the university components.

University H has goals and strategies but also lists a series of related "performance indicators." The performance indicators for the most part are not discrete measurements, but do use the term "increase," which enables evaluation, at least to some extent. University H does provide for a formal annual review process.

Table 2 illustrates that University C has goals that are all measurable, linked to the mission or vision, has performance indicators and does allocate resources based on strategic priorities. For example, the strategic plan of University C describes its plan to increase research

funding and productivity and includes a reference to a third party, The Center for Measuring University Performance, as an independent source for metrics that provide insight on how University C is progressing toward this particular set of goals. One of the goals is identified as making University C as at least the 125th ranked in the country in terms of external research expenditures, a discretely measurable goal. University C lists strategies, or action plans, that detail how to accomplish the goal. Finally, University C provides metrics such as monitoring the percentage of faculty with sponsored research programs.

However, University C could enhance implementation of action plans to accomplish its goals through annual reviews of progress toward goals and assigning responsibilities for goal accomplishment. It is possible that University C in fact has a formal review process with assigned responsibilities, but it is not mentioned in the strategic plan itself.

Mission and Vision

As discussed previously, the mission and vision should be of a desired length and focused. University D does an excellent job of describing a vision and a reason for being for this university and does so concisely and clearly.

However, many of University D's goals appear more like action plans rather than measurable goals, although some of the goals listed use terms such as "increase." Nevertheless, University D provides key indicators that provide a basis for measuring results but do not indicate specifically what results are expected.

The foregoing indicates there are universities within this system that are embracing some of the precepts of strategic planning. Unfortunately, no university in the system is adhering to all of the traditional precepts of strategic planning and, therefore, not taking advantage of strategic planning as a management tool to continuously improve and sustain improvement. Furthermore, the critical component of assessment of results appears to be missing as a formal, internal process among all of the universities except for two. However, those particular universities do not have measurable goals, rendering the results of any review somewhat problematic.

University G Case Study- Strategic Plan Content Analysis

The following section analyzes the strategic plan for University G in order to obtain a more profound perspective of the strategic planning process and its implementation within this particular university. Since all of the system universities were deficient in following strategic planning concepts, University G may shed light on the strategic planning process in higher education, assuming University G is typical. This particular university was chosen for convenience due to the authors' institutional knowledge and the ability to obtain additional information.

Strategic Plan

University G is a regional university with six academic colleges. It offers masters and doctorate degrees and has approximately 6,000 students enrolled in Fall 2012.

Mission and Vision

Table 2 indicates that the vision length is reasonable. A portion of the vision statement follows. "University G will be *nationally recognized* as a destination university for *high-ability, flagship capable students*. University G will be the *premier university in [the state]*, offering challenging academic programs and an exciting, personal university experience with smaller classes, service opportunities, and a residential, park-like campus that encourages learning" (p. 1). [*Emphasis added.*]

While the vision statement is admirable, given the economic and academic realities one might question the reasonableness of the vision. As indicated, the university is a small regional university with open admission. In reality, it is doubtful that the university will become nationally recognized, nor attract flagship capable students, nor become the premier university in the state.

In contrast to the reasonable breath of the vision statement, the mission statement is quite long. Much of the statement could be characterized as containing numerous platitudes, rather than a description of the university's reason for being. Since goals and objectives should flow from the mission, it is noteworthy that four of the six major goals can be traced back to the mission of University G. There are two major goals that cannot.

Environmental Context

While not labeled as the environmental context, there is a section of the strategic plan with various challenges and opportunities that are presented. In this section the plan also mentions platitude-like results that will occur.

One statement stands out as extraordinary. The university "will *continue* to be a…*high quality institution* with *moderately selective admission standards*." [*Emphasis added*]. First, there is no evidence that University G is a "high quality institution." Second, the statement that the university has "moderately selective standards" appears to be highly contradictory given the institution is considered to be "high quality." Furthermore, the vision statement of the university purports to aim to become the premier university in the state. This seems quite unlikely if the admission standards are moderately selective. However, the facts are that admission denial is relatively rare. Over the last 5 year period covered by the existing strategic plan, according to IPED reported data over 80% of those applying for admission were admitted entrance to the university. Non-IPED data indicated the acceptance rate is actually much higher than 80%. Accordingly, given the high acceptance rates, the moderately selective description does not seem reasonable. Moreover, of those who were accepted by the university, only 50.6% actually enrolled. Given these facts, it does not seem that the vision of becoming the "premier" university in the state is a realistic one that recognizes the contextual reality.

Strategy Formulation

The strategic plan includes a section that describes the planning process. The process, as described seems quite appropriate.

The description includes the use of a "creative ideation facilitator," presumably a consultant, "from a northeastern university." The credentials of the consultant are not provided, and the authors have been unable to determine if the consultant was paid.

However, one might question why a consultant was necessary in the first place. University G has two professors in the College of Business that teach Strategy and Policy (neither of which are authors of this study) at the undergraduate and graduate levels, presumably experts in the field of strategic planning. Their combined annualized salaries are approximately $250,000. Various conclusions might be drawn, but the university may have lost an opportunity to utilize in-house experts on strategic planning. On the other hand, if the university believes their professors unqualified to assist in strategic planning, one would question why the university retains their services as professors.

There were no results provided from the prior strategic plan of University G. However, the previous strategic plan is deemed a "successful implementation" and credited for setting the direction for the current one. Furthermore, it was stated that the previous strategic plan "…outlined a direction that has proven nothing short of revolutionary…" No evidence was provided to support the statement.

Neither this section, nor any section of the plan, included the measurement of goals or objectives, or any formal on-going review. There is no mention of an annual review or of sharing the results. In fact, the university performs no formal review of results related to the strategic plan.

While the planning process as described is quite appropriate, informal interviews with those familiar with the actual process describe a different process entirely. Their description follows. A high-ranking vice president had been placed in charge of the strategic plan and held numerous meetings with the planning team. However, not much progress was actually made. Because an accreditation visit was looming that required a strategic plan as part of that review, an academic dean with an assistant wrote the plan over a weekend, according to those with knowledge of the actual process.

If the process described is factual, it appears as though strategic planning at University G was done more to comply with a checklist for accreditation than as a management tool. Currently, administration at University G is asking for faculty participation on a new strategic plan due to "an accreditation visit next year."

Measurable Objectives

University G identifies six major goals. None are measurable. No one is identified as responsible for any goal. No deadlines for accomplishment of the goals are mentioned. No resource allocations are made for any goal.

Goals 1-4 can be traced to the mission. Goals 5 and 6 cannot.

Each goal has a list of "strategies." The strategies listed might be better described as action plans or sub-goals. Of the six major goals, a total of 107 different strategies, or action plans, are developed. While no guideline exists for how many strategies should be associated with a particular goal, 107 is an extraordinary amount to utilize and evaluate.

There is no indication that any of the 107 strategies have actually been undertaken to this point. Undoubtedly some have, but the authors have knowledge that many have not been undertaken in the years subsequent to the strategic plan issuance.

Goal 1 "Teaching and Learning: University G will enhance student success, becoming nationally known for academic excellence in undergraduate and graduate programs" (University G, 2011, p. 7)

Clearly this goal is not measurable in objective terms. Twenty-seven different actions/strategies follow from this goal.

Implicit in an email sent to all faculty from a Vice President at University G is that the term "enhance student success" has taken on the meaning of student pass rates, as opposed to learning. The email listed courses and pass rates with verbiage in the email indicating that University G and specific courses had pass rates that were below average compared to other universities. Within the mail, concern was expressed that certain courses (or perhaps professors) were being viewed as "gatekeepers" by the university administration.

The message seemed to be that the listed courses should have higher pass rates. There was no mention of quality or learning in the email. Given that University G essentially has an open admission policy, it should not be surprising that pass rates may be lower at University G than at other universities with more selective admission standards.

The goal itself, and certainly in the context of the email, seems contradictory. Note that "academic excellence" is a phrase used in the goal. The goal is admirable and measurement strategies are available to determine if student success has been "enhanced" as well as obtaining information on "academic excellence." However, no measurement of enhanced learning is discussed in the strategic plan. Nevertheless, pass rates are apparently used on a de facto basis by the administration as a surrogate measure of academic excellence.

Accordingly, the strategic plan could be utilized as a management tool if measurement strategies were implemented and evaluated for purposes of continuous improvement. However, if pass rates will be utilized, professors can easily manipulate "learning" by simply passing all students, regardless of performance. Given the contradictions, the lack of measurement and follow-up based on the wording of the goal, one could conclude that this goal and associated strategies are not management tools, but serving some other purpose.

Interestingly, the state system introduced a bonus structure to the university presidents within the system. One of the criteria for earning presidential bonuses is graduation rates. This could promote the idea of obtaining higher pass rates in all courses in order to increase graduation rates, which in turn will increase the university president's bonus, regardless of actual learning.

Goal 2 "Research: University G promotes excellence in scholarship, research, creative endeavor, and innovation" (University G, 2011, p. 10).

Rather than a goal, Goal 2 seems more like a statement of fact. No objective measurement is described. Seventeen strategies follow, one of which does include the term "increase" which could be used as a valid measureable goal, assuming that data prior to the strategic plan development is available.

One strategy mentioned is to "aggressively seek grant support." The university maintains an Office of Sponsored Research, which does maintain data on the amount of grant dollars received by faculty. However, no measurement strategies are mentioned which diminishes the power of the strategic plan as a management and continuous improvement tool.

Goal 3 "Service: Serve the community of [the region] and beyond" (University G, 2011, p. 12).

Eighteen strategies are listed. Given the description of the goal and associated strategies there is no way to measure the degree of success of university management in achieving the goal and/or implementing the strategies. Particularly since there is no formal follow-up, the strategic plan is of little value for managing or continuously improving.

Goal 4 "Arts and Culture: Promote the arts and culture on campus and in the community" (University G, 2011, p. 14).

Ten strategies follow the goal. One uses the term "increase" and another does mention the desired size of the expansion of the performing arts center.

Goal 5 "Campus Life: Enhance quality of campus life" (University G, 2011, p. 15).

Twenty-one strategies are included for this goal. Two use the term "increase" providing some ability to measure success.

Goal 6 "Stewardship: Maintain outstanding stewardship of university resources" (University G, 2011, p. 16).

Fourteen strategies are listed. None of the strategies have a component that is measureable.

The terminology "maintain outstanding" is used without any supporting evidence that in fact stewardship has been outstanding. There is no mention of operating efficiency, which could provide objective evidence, especially if benchmarked, of stewardship.

The strategies listed are valid, but there is no evidence that they have been pursued. For example, zero-based budgeting and budget hearings are listed as strategies, but there is no evidence that either have been implemented. Curiously, one strategy is to develop a preventive maintenance schedule for campus buildings. While definitely valid, it would seem a basic management tenet that would have been implemented decades previously.

Strategy Implementation

The strategic plan ends abruptly with the goals. As mentioned, there was no indication of responsibility for implementation of the strategies associated with each goal, a deadline for implementation, or resources allocated to facilitate the implementation.

Strategy Evaluation

As previously noted, there was no mention in the strategic plan for a formal follow-up process to determine the effectiveness of the strategies in accomplishing the goals. Since the goals were not objectively measurable, evaluation would be problematic.

Stewardship/Operating efficiency

The mission of university G does not mention stewardship or operating efficiency. However, admirably, it was included as a goal.

Nevertheless, Figure 1 shows that the university has not been successful in improving operating efficiency over the eleven-year period shown, despite enrollment growth, which should have enabled economies of scale. The university reports as a goal to "maintain outstanding" stewardship of financial resources. With respect to operating efficiency, it is not clear that the university is either maintaining or currently has outstanding stewardship, given the lack of benchmarking data in use by the university. Based on Figure 1, the university appears to be in the middle of the pack, rather than "outstanding" with regard to cost per FTE. Furthermore, Table 1 shows University G with the highest annual compound rate of change in expenditures of all eight universities, approximately three times higher than the compound rate of change in inflation.

DISCUSSION

Strategic planning is proven as a powerful management tool that, when done properly, can enhance the probability of success of any organization. The results of this study of a small sample of universities in a state system find that precepts of strategic planning are not followed in general. While some of the universities in the system are following some of the traditional strategic planning concepts, none are following all of the guidelines.

In order to quantify organizational success, measureable goals must be identified. The strategic plan provides the context and the logic for goals. Once goals are identified, management must close the loop as results get measured against the plan and corrective actions, taken if necessary. These are primordial concepts with respect to continuous improvement and this study demonstrates that universities in this state system are failing to recognize the importance of these basic management principles.

Chance and Williams (2009) found that the universities studied in their research began the strategic planning process on a strong note, but ended weakly. Specifically, they mentioned that there was a pattern of neglect when it comes to assessment. The deeper analysis conducted for University G points to a motivation of strategic planning based on accreditation visits. Obviously, if a strategic planning document is generated mainly to accomplish an accreditation checklist, it might be understandable that no assessment of results is performed. If University G is typical, this could help explain Chance and Williams' (2009) results, as well as those of this study that indicate limited assessment of strategic planning goals and objectives.

A strategic plan can assist with establishing the institutional culture. If the plan has no means of measuring results nor has an established procedure for follow-up and corrective actions, a culture of non-accountability can be established even if unconsciously. Middaugh (2010) indicated this is especially true in academic and administrative support, which in this study represents an average of 70% of all expenditures.

It has been posited that the current management model is not working in public universities and that a more business-like approach should be taken (Gordon & Fischer, 2011). Comm and Mathaisel (2005) have noted that business philosophies such as Lean Thinking are appropriate for higher education, but that not only do educators not understand these concepts but that the system in higher education often appears immutable to change. This resistance to change is diametrically opposed to the U.S. Department of Education's call for embracing change through a continuous improvement philosophy (U. S. Department of Education, 2006).

Strategic planning techniques are used in private industry to guide continuous improvement. However, academia has traditionally viewed business techniques with skepticism (Ewell, 1993). Stated even more strongly, some in academia demonstrate a form of intellectual arrogance and even have disdain for business practices (Walker, 1997).

However slowly, universities are initiating continuous improvement techniques. Examples of implementation and successes for universities that have taken a more business-like approach report positive results (Canic & McCarthy, 2000; Dew, 2007; Quinn et al, 2009; Rice & Taylor, 2003).

A lack of leadership by top administration as well as governing boards in higher education has been suggested as a possible reason that accountability has not been promoted to the extent necessary (Breneman, 2008; Lindsay, 2013). Middaugh (2010) noted the lack of a culture of accountability within administrative units. Perhaps this lack of leadership is at the root of the faulty strategic planning process in higher education.

Given that many of the strategic plans reviewed in this study contain elegant and platitude-like statements with little or no ability to measure results, it would appear that the strategic plans may be serving some purpose other than assisting management in continuous improvement. That is, there appears to be a strong element of public relations associated with the plans. Given this observation and since public universities are funded through state legislatures often on the basis of political interactions, the actual utilization of strategic plans by universities suggests a motive of external influence as opposed to internal management guidance.

In fact, studies in propaganda theory indicate that suggestions, or even propaganda, can change perceptions and judgments of target audiences, particularly if the source of the propaganda is prestigious (Lewis, 1941). Presumably, the strategic plans issued by top management of universities represent "prestigious sources".

CONCLUSION AND RECOMMENDATIONS

Given the lack of adherence to strategic planning principles in the context of many platitude-like and self-serving statements encountered in the strategic plans reviewed, it would seem that the purpose of strategic planning is more focused on public relations, or propaganda. Another explanation of the lack of adherence to strategic planning concepts may be the result of unintended consequences of accreditation agencies that require a strategic planning document and may not evaluate the process or the results of strategic planning in the accreditation process.

We conclude that university administrators are not following strategic planning precepts and using them to foster continuous improvement. Further support of this conclusion is provided by the lack of an organized infrastructure set up by university management for the purpose of follow-up of actual results against planned results in order to determine corrective actions, if needed. This conclusion conforms to that of Chance and Williams (2009).

University G falls short of embracing strategic planning precepts. Their strategic plan is replete with statements that are unrealistic and unsupported, does not include measureable goals, and has no formal review process. A great deal of time is spent on a document that has little use as a management tool. Given the anecdotal evidence that the process is initiated for accreditation purposes, we conclude that University G perceives the plan as the end and not the means to continuous improvement. We further conclude that the plan has a strong publicity element possibly designed to influence external constituencies as opposed to guide management of the university in continuous improvement.

While it is difficult to assess motivation, the results of the analysis of this small sample of strategic plans indicate that strategic planning is being used for a purpose other than management in this state system. Hopefully, administrators and governing boards will appreciate the benefits of strategic planning as a management tool and understand that it can also be utilized as an external influencing document, particularly if it demonstrates continuous improvement through assessment.

Strategic planning and continuous improvement techniques taken from industry have been used with positive results in higher education. The current management model in higher education has not provided the desired results, as shown by previous research, and the possible lack of understanding of strategic planning techniques could be an obstacle to improvement. Governing boards, legislators and regulatory agencies could consider if it is beneficial to require seminars and professional education concerning the proper use of strategic planning techniques and the potential benefits to the university and its stakeholders. We also recommend that accrediting agencies re-consider their accreditation process to include an evaluation of the quality of the process and the results of formal reviews based on the strategic plan.

REFERENCES

Aloi, S. L. (2005). Best practices in linking assessment and planning. *Assessment Update, 17*(3), 4-6.

Bowen, H. R. (1980). *The costs of higher education.* San Francisco: Jossey-Bass.

Breneman, D. W. (2008). The role of college leaders in higher education policy. *Measuring Up 2008.* Retrieved from www.highereducation.org, p. 25.

Callan, P. M. (2008). The 2008 national report card: Modest improvement, persistent disparities, eroding global competitiveness. *Measuring Up 2008*. Retrieved from www.highereducation.org.

Canic, M. J., & McCarthy, P. (2000). Service quality and higher education do mix: A case study exploring the service environment at Indiana University Southeast. *Quality Progress*, 33(9),41-46.

Chance, D., & Williams, B. T. (2009). Assessing university strategic plans: A tool for consideration. *Educational Planning*, *18*(1), 38-54.

Comm, C. L., & Mathaisel, D. F. X. (2005). An exploratory study of best lean sustainability practices in higher education. *Quality Assurance in Education*, 13 (3), 227-240.

David, F. R. (2013). *Strategic management: A competitive advantage approach*. Fourteenth Edition. New York: Pearson Publishing.

Dew, J. (2007). Quality goes to college. *Quality progress,* April. 45-52.

Ewell, P. T. (1993).Total quality and academic practice: The idea we've been waiting for? *Change, 25*, 49-55.

Gordon, G., & Fischer, M. (2011). Accounting strategy to improve public higher education management. *Journal of Accounting and Finance, 11*(3), 11-25.

Gordon, G., & Fischer M. (2014). Public university presidential compensation: Performance, cost efficiency and spending choices. *Journal of Budgeting, Accounting & Financial Management, 26*(4), 557-584.

Governmental Accounting Standards Board. (GASB). (1987). Concepts Statement No. 1. *Objects of Financial Reporting,* Norwalk, Ct: Author.

Greene, J. P., Kisida, B., & Mills, J. (2010). *Administrative bloat at American universities: The real reason for high costs in higher education. Policy report No. 239*. The Goldwater Institute. August 17, 2010.

Hollowell, D., Middaugh, M. F., & Sibolski, E. (2006). *Integrating higher education planning and assessment: A practical guide.* Ann Arbor, MI: Society for College and University Planning.

Immerwahr, J. (2004). *Public attitudes on higher education a trend analysis, 1993 to 2003.* New York, NY: Public Agenda.

Jasinski, J. (2004). Strategic planning via Baldridge. *New Directions for Institutional Research, 123*, 27-31.

Lindsay, T. K. (2013, August 4). *Perry's SB 15 veto saved legislators from themselves on university governance*. Retrieved from www.star-telegram.com/2013/07/04/4981214/perrys-sb-15-veto-saved-legislators.html#storylink=cpy.

Lewis, H. B. (1941). Studies in the principles of judgments and attitudes: IV. the operation of "Prestige suggestion." *The Journal of Social Psychology*, *14*(1), 229-256.

Middaugh, M. F. (2010). *Planning and assessment in higher education.* San Francisco, CA: Jossey-Bass.

Morrill, R. L. (2010). *Strategic leadership: Integrating strategy and leadership in colleges and universities.* Lanham, MD: Rowman & Littlefield.

National Center on Educational Statistics (NCES). (2007). *Integrated Postsecondary Education Data System (IPEDS).* Washington, DC: Department of Education. Retrieved from National Center for Public Policy and Higher Education http://nces.ed.gov/ipeds/datacenter/.

Pidcock, S. (2001). Strategic planning in a new university. *Journal of Further & Higher Education, 25*(1), 67-83.

Quinn, A., Lemay, G., Larsen, P., & Johnson, D. M. (2009). Service quality in higher education. *Total Quality Management, 20* (2), 139-152.

Rice, G. K., & Taylor, D. C. (2003). Continuous improvement strategies in higher education: A progress report. *Educause Center for Applied Research*, *2003* (20).

Rowley, D. J., Lujan, H. D., & Dolence, M. G. (1997). *Strategic change in colleges and universities: Planning to survive and prosper.* San Francisco: Jossey-Bass.

Ruben, B. D. (2007). *Excellence in higher education guide: An integrated approach to assessment, planning, and improvement in colleges and universities*. NACUBO: Washington, D.C.

Symonds, W. (2003). Colleges in crisis. *Business Week.* No 3830. April 28. Tseng, N. H. (2012). As student loans grow, so does university leadership pay. *Fortune*. May 16, 2012. http://finance.fortune. cnn.com/2012/05/16university-pay.

Tseng, N. H. (2012). As student loans grow, so does university leadership pay. *Fortune*. May 16, 2012. Retrieved from http://finance.fortune. cnn.com/2012/05/16university-pay.

University G. (2011). *University G Strategic Plan.*

U.S. Department of Education. (2006). *A test of leadership: Charting the future of U. S. higher education.* Washington, DC: Department of Education. Retrieved from www.ed.gov/about/bdscomm/list/hiedfuture/reports/final-report.pdf.

Walker, A. J. (1997). Impact of an ISO 9001 compliant quality management system on a university research enterprise. *The TQM Magazine, 9*(6), 397-400.

Washington Higher Education Coordinating Board (HECB). (2012). *Key facts about higher education in Washington*. Olympia, WA: Washington Higher Education Coordinating Board.

West, A. (2008). Being strategic in HE management. *Perspectives: Policy & Practice in Higher Education*, *12*(3), 73-77.

The Equity-Quality Dilemma of Higher Education Expansion: A Goal-oriented Planning Approach for Maintaining High Quality Standards in Ethiopia

Demissie L. Karorsa
Walter S. Polka

ABSTRACT

Ethiopia, the second most populous country in Africa, has embarked on an aggressive mission to expand higher education opportunities for its populace during the past two decades. However, associated with this aggressive approach to increasing higher education opportunities is the dilemma that educational planners face of improving the quality of the higher education system while the expansion is occurring. The major higher education strategic planning issues related with resolving this dilemma are analyzed in this article and recommendations for a more efficient and effective approach to improving higher education in Ethiopia as well as in other countries is presented.

INTRODUCTION

It is well understood that in the emerging global economy advanced human capital has become a crucial factor in economic development and a nation's competitive advantage. Consequently, many countries are shifting from an elitist style to a more mass systems style of higher education (Trow, as cited in Dill, 2007). In addition, such a global demand for skilled human capital is also advocating for improvement in the quality standard of higher education programs in many countries. Educational leaders in various developing and developed nations are, thus, seeking a more flexible and more applicable approach to ensure international recognition of the credentials granted by their country's higher education institutions (HEIs).

Thus, it is imperative to assess the quality of higher education not only from the perspective of meeting national education standards, but also in terms of its comparative global standings. The authors of this article have the conviction that there has to be some general standard criteria against which the quality of higher education is compared globally as well as nationally. Subsequently, for the purpose of this paper, the objectives of higher education set by the *National Committee of Inquiry into Higher Education in the United Kingdom* (UK) were used as global quality framework reference. In addition, the objectives established by the *Ethiopian Education and Training Policy (ETP)* for higher educational institutions, and the higher education objectives stipulated in the *Ethiopian Higher Education Proclamation 650/2009* were selected as internal measures of expected quality.

Therefore, the authors used both widely accepted external measures of quality and policy-driven internal measures of quality to critically analyze the current status of higher education in Ethiopia. The authors believe that most of the objectives identified in both of the above cited quality reference documents contain useful rubrics that are applicable measures to consider no matter the context since they are inherent quality goals for higher educational institutions in both developed and developing countries. They definitely represent comprehensive overarching goals relevant to any developing country aspiring to improve the results within their respective higher education sector. Thus, the researchers posit the following questions to facilitate a contemporary analysis of the Ethiopian higher education experience:

1). What is the current status of the Ethiopian higher education system in light of these basic accepted global higher education standards and national expectations for higher educational institutions (HEIs)?

2). What limitations to advancing higher educational quantity and quality are currently being evidenced in Ethiopia?

3). How may the existing gaps between higher educational quantity and quality be minimized so that the results expected of higher educational institutions throughout the world, and specifically in Ethiopia, may be efficiently and effectively realized?

It should also be noted that the current thesis is based on the authors' practical engagement in higher educational institutions both globally as well as within the Ethiopian education system. However, it must be emphasized that issues related to quality of higher

education are so complex that by no means is there one and only one solution to the multiple dilemmas associated with higher education expansion in the contemporary context, especially in developing countries. But, most of the questions posed in this article should be considered as areas of discussion to resolve the dilemmas, and are not intended to either praise or criticize specific stakeholders in any country.

THE ROLE OF HIGHER EDUCATION

Higher education is a key to a country's social and economic development, and Ethiopia is no exception to this well accepted premise. Although higher education sometimes is believed to be a non-pro-poor intervention (World Bank, 2015, p.76), it is a pillar for sustainable economic advancement and to attain international status as a "developed" nation. But, despite rapid economic development and impressive poverty reduction initiatives, Ethiopia still ranks among the least developed countries in the world, the alleviation of which requires qualified professionals trained in various disciplines (World Bank, 2003). As articulated in the *Ethiopian Growth and Transformation (GTP)* document,

> Ethiopia aspires to build an economy which has a modern and productive agricultural sector with enhanced technology and an industrial sector that plays a leading role in the economy; to sustain economic development and secure social justice; and, increase per capita income of citizens so that it reaches at the level of those in middle-income countries (Federal Democratic Republic of Ethiopia [FDRE], 2010, p.7).

Therefore, in order to achieve an ambitious national goal of becoming a mid-income country by 2020-2023, unquestionably, qualified professionals hold a significant share in terms of accomplishing this goal. To this end, maintaining the quality of higher education is a priority. As the *GTP* document further articulates:

> The key priority for higher education during the forthcoming five years will be ensuring quality and relevance. To this end, the management and administration system of universities will be improved and strengthened, and efforts will be made to enable the Higher Education Strategic Center and the Higher Education Quality Assurance Agency to achieve their missions (FDRE MOFED 2010, p.50).

Higher educational institutions are established not for their own sake, but are meant to solve societal problems. They need to address the social, economic, and cultural objectives of their national or regional context. In other words, higher educational institutions are purpose-driven institutions. As stated in the *Ethiopian Government Ministry of Education (MOE) Education and Training Policy* document, "Higher education at diploma, first degree, and graduate levels, will be research-oriented, enabling students to become problem-solving professional leaders in their fields of study and in overall societal needs"(FDRE, 1994, p. 15). Investment in higher education, thus, is a worthwhile investment because its main purpose is to "create the prepared minds" (Andres, 2012). Andres (2012) further posits,

> The investment by government in higher education, including research labs and preparatory facilities, *may* result in the creation of new products and services, but *will definitely* result in the production of highly prepared workers needed by industry for their pursuit of commercializing innovation (p.1).

So, the key question to be considered at this point is: are the Ethiopian HEIs producing the prepared minds in the quality and quantity necessary to meet both the current societal needs and promote economic growth and development?

FRAMEWORK FOR ANALYZING QUALITY OF HIGHER EDUCATION IN ETHIOPIA

Although quality is a complex abstraction because it means different things to different people, quality measures are always linked to organizational goals, objectives, and assessments. The key logic in this thought is that quality is all about meeting objectives or standards and there needs to be concrete evidence to assess the degree of success against the objectives or standards. If objectives are not met, quality is not maintained. In referring to business organization management, Hoyle and Thompson (2013) diagrammatically explain the relation between

---

objective or standard and quality as in figure 1 below. For Hoyle and Thompson (2013) quality is a progressive function of time. It is an expression of the gap between the standard expected and the standard provided. When the two coincide, there is no gap; thus, good or satisfactory quality was obtained; whereas when there is a gap there is dissatisfaction and, thus, the need for improvement.
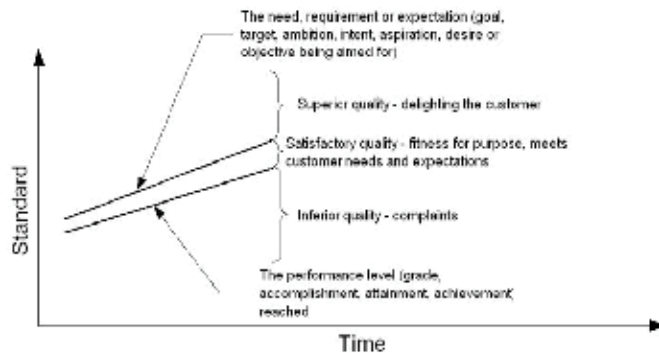

Figure 1. Relationship between time and standard

According to the modernist organization perspective as posited by Hatch and Cunliffe (2013), organizations such as higher educational institutions are, "…objectively real entities operating in a real world; when well-designed and managed they are systems of decision and action driven by norms of rationality, efficiency, and effectiveness directed toward stated objectives" (Hatch & Cunliffe, 2013, p.15). In discussing quality issues emphasis is given to effectiveness and efficiency of the HEIs in terms of objective attainment and goal accomplishment. Another key question, to be considered, is: Are the Ethiopian HEIs leaders cognizant of and specifically working to meet the objectives set for higher educational institutions?

THE ETHIOPIAN HIGHER EDUCATION OBJECTIVES (2009) AS BASIC REFERENCE

According to the *Proclamation Number 650/2009 of the Federal Democratic Republic of Ethiopia* that was announced in the *Federal Negarit Gazeta*, the objectives of higher education in Ethiopia include the following:

1). Prepare knowledgeable, skilled, and attitudinally mature graduates in numbers with demand-based proportional balance of fields and disciplines so that the country shall become internationally competitive.

2). Promote and enhance research focusing on knowledge and technology transfer consistent with the country's priority needs.

3). Ensure that education and research promote freedom of expression based on reason and rational discourse and are free from biases and prejudices.

4). Design and provide community and consultancy services that shall cater to the developmental needs of the country.

5). Ensure institutional autonomy with accountability.

6). Ensure the participation of key stakeholders in the governance of institutions.

7). Promote and uphold justice, fairness, and rule of law in institutional life.

8). Promote democratic culture and uphold multicultural community life.

9). Ensure fairness in the distribution of public institutions and expand access on the basis of need and equity (FDRENegarit Gazeta, 2009, p. 4969).

THE UK HIGHER EDUCATION OBJECTIVES (2002) AS QUALITY CONCEPTUAL REFERENCE

At the beginning of the new millennium, the *United Kingdom (UK) National Committee of Inquiry into Higher Education* identified that the purposes of higher education are to:

1). Inspire and enable individuals to develop their capabilities to the highest potential levels throughout life, so that they grow intellectually, are well

equipped for work, can contribute effectively to society, and achieve personal fulfillment;

2). Increase knowledge and understanding for their own sake and to foster their application to the benefit of the economy and society

3). Serve the needs of an adaptable, sustainable, knowledge-based economy at local, regional, and national levels;

4). Play a major part in shaping a democratic, civilized, inclusive society (UNESCO, 2002, p. 11).

Therefore, both the above Ethiopian and UK objective frameworks were used as rubrics to pose some critical questions related to the current Ethiopian higher education equity-quality issues. Both frameworks (objectives) have many common elements and the difference between the two is merely in wordings and in their reflection of their respective countries' contexts as one (UK) is based on a "developed nation" context and the other (Ethiopian) is based on a "developing country" context. It should be emphasized that answers to whether the HEIs are within the frameworks or not may require comprehensive critical field-based investigations, which is best left for the institutions to conduct their own genuine internal self-assessments. The authors advise the use of the objective frameworks by HEIs as rubrics for judging on the quality of their respective higher education programs. (Please consider using the rubrics in the attached appendices when conducting institutional self-assessment).

BASIC STATISTICS RELATED TO THE CURRENT HIGHER EDUCATION GROWTH AND EXPANSION IN ETHIOPIA

Higher education is a recent phenomenon in the history of Ethiopian modern education system. Although the founding of Addis Ababa University, previously known Emperor Haile Sellassie I University, in 1950 marks the beginning of higher education in the country (Teshome, 2005), there has been heightened growth in the number of universities during the past two and half decades. Particularly the *University Capacity Building Program (UCBP)* launched and funded by the Ethiopian Government, and the growing demand for higher education service from the public seem to have been the energy behind rapid growth of universities after 1990. According to the *Ministry of Education Annual Statistical Abstract*, currently there are a total of 34 public higher learning institutions, 31 owned by the Ministry of Education, with approximately double that number of accredited higher private institutions operating in Ethiopia (FDRE MOE, 2013).

In addition to these, the Government of Ethiopia (GOE) has announced plans to construct eleven new universities during the second growth and transformation plan period, which will begin by the end of 2015 and is expected to last until 2020. Construction of the universities is expected to be completed within two years and priority will be given to science fields. Upon completion the government expects the enrollment capacity to increase to 600,000 in regular program alone and to have the net consequence of raising number of higher learning institutions owned by the Ministry of Education to 44 (FDRE MOE, 2015a).

HIGHER EDUCATION ENROLMENT CHALLENGES AND BUDGET GROWTH

Increasing the enrollment in primary and secondary schools has a direct implication for the growth and development of higher education in Ethiopia. The impetus aimed at meeting the *Millennium Development Goals (MDGs)* and *Education for All (EFA) Goals* has played a critical role in the recent history of Ethiopian education. In order to meet the target set by both the Millennium Development and EFA goals, the government and their respective development partners in the education sector played a key role in expanding primary schools throughout the country particularly during the last two decades. See Tables 1, 2 and 3 for more details.

Table 1.

Education growth status in Ethiopia (Primary and Secondary)

Item			Academic Year			
Enrollment #s	**2009/10**	**20010/11**	**2011/12**	**2012/13**	**2013/14**	**AAGR**[*]
Preprimary	341315	382741	1622473	2012473	2498360	48.9%
Primary (1-4)	10512539	11254696	11426055	11913430	12539260	3.6%
Primary (5-8)	5279565	5463415	5564729	5474865	5599940	1.2%
Secondary(9-10)	1452850	1461918	1442226	1541238	1609315	2.1%
Secondary (11-12)	243680	288216	323785	358493	389040	13.6%
Gross Enrollment %						
Preprimary	NA[**]	NA**	21.6%	26.1%	33.7%	15.9%
Primary	93.4%	96.4%	95.4%	95.1%	101.3%	1.6%
Secondary	22.6%	23.7%	23.9%	24.4%	25.0%	2.0%
Net Enrollment %						
Primary(1-8)	82.1%	85.3%	85.4%	85.7%	92.6%	2.4%
Secondary(9-10)	16.4%	16.3%	17.3%	19.4%	20.2%	4.3%
Secondary (11-12)	2.4%	4.2%	4.8%	5.3%	5.5%	18.0%

Source: FDRE MOE, 2015. Note: *AAGR = Annual Average Growth Rate. ** No Data Available

This increase in primary and secondary school enrollments has had a direct implication for the growth in number of schools and number of teachers. As the need for a greater number of teachers for primary and secondary schools increases so does the corresponding need for a greater number of teacher training colleges and universities.

Table 2.

Number of teachers and schools (preprimary, primary and secondary)

Teachers	2009/10	2010/11	2011/12	2012/13	2013/14	AAGR
Preprimary	9647	13963	12480	12639	15137	9.4%
Primary (1-4)	168798	175297	187786	190109	213989	4.9%
Primary (5-8)	114293	NA[**]	NA[**]	NA[**]	NA[**]	NA[**]
Secondary(9-12)	46060	52525	59349	65139	70987	9.0%
Schools						
Pre primary	3318	3418	3580	3688	4560	6.6%
Primary(1-8)	26951	28349	29482	30495	32048	3.5%
Secondary (9-12)	1335	1517	1710	1912	2333	11.8%

Source: FDRE MOE, 2015. Note: *AAGR = Annual Average Growth Rate. ** No Data Available.

As a result both gross enrollment and net enrollment have shown drastic changes during the last decade for pre-primary, primary, and secondary schools. In much the same manner, enrolment in higher education shows an increasing function of time with not only a focus on quantity of opportunities but also a focus on improving the equity for higher education opportunities. *The Education Statistics Annual Abstract* (FDRE MOE, 2013) identifies that between 2008/09 and 2012/13, undergraduate enrolment for regular, evening, summer, and distance programs have increased in both government and non-government higher education institutions from 310,702 (29% female) to 553,484 (30% female). This represents acute progress for the country in terms of quantity and equity of opportunity when compared to similar 2003/2004 data which identified that the total higher education population in Ethiopia was 98,404 of which only 20,418 (21%) were female.

Figure 2. Overview of Ethiopian Higher Education System Challenge

Remote areas have limited access to colleges and universities; low number of female enrollment in higher education, only few women professors, absence of women in university leadership, lack of disability friendly environment; lack of materials and equipment for disabled university students; lack of experienced and qualified teachers especially in the recently established remote universities; inadequate higher education financing; etc.

Inadequate number of qualified instructors/professors; weak higher education leadership; poor reward mechanisms; uninviting work places; poor facilities such as lack of water, electricity, poor dormitory facilities, weak library and lab facilities, inadequate text, supplementary and reference books; poor IT systems; poor cafeteria services; lack of e-libraries; weak and poorly managed research systems; weak research capabilities; lack/weak linkages/ partnership with university abroad (absence of international perspectives); uninviting academic environment of the universities; loose academic discipline; poor assessment techniques; very weak administrative and financial management service; etc.

Equity issues

Access issues

Higher Education in Ethiopia

Quality issues

Relevance issues

Lack of universities in some parts of the country, public/private colleges and universities only limited to big cities, and remote areas including pastoralist areas

Poorly integrated educational programs to local and national economy; mismatch between economic development and academics offered in universities; increased number of graduate unemployed; lack of appropriate skills to create jobs or lack of entrepreneurship skills; poorly developed course design systems; absence of linkage mechanisms with local industries, public and private institutions (local schools, local courts, etc.).

Source: Demissie, 2011

Table 3.

Higher Education Growth Status in Ethiopia

Item			Academic Year			
Undergraduate	**2009/10**	**2010/11**	**2011/12**	**2012/13**	**2013/14**[*]	**AAGR**
Enrollment	420387	444553	494110	553848	593571	7.1%
%female	27%	26.8%	28.2%	30.0%	30.3%	2.3%
Graduated	66999	75348	78144	79786	96980	7.7%
% female	23.4%	27.3%	25.3%	28.7%	25.6%	1.8%
Postgraduate	**2009/10**	**2010/11**	**2011/12**	**2012/13**	**2013/14**[*]	**AAGR**
Enrollment	14272	20150	25660	31304	33882	18.9%
%female	11.9%	13.8%	20.2%	20.6%	19.5%	17.2%
Graduated	4873	6250	6162	6424	8021	10.5%
% female	13.9%	14.4%	14%	14.9%	15%	1.5%
Teachers	15707	17402	20668	23905	24252	9.1%
%female	11.4%	9.2%	9.6%	10.6%	11.7%	0.5%
Higher education enrollment total	190,043				593,049[*]	
Ratio of Science and Technology students	61:39				69:31[*]	
Higher educational institutions (mostly public and few private)	70	74	91	99	124[*]	12.1%[*]
Education budget share of higher education	31.7%				21.2%[*]	

Source: FDRE MOE, 2015. *Estimates based on Government Projections

In addition, when the postgraduate studies enrolment is disaggregated from the total enrolment, between 2008/09 and 2012/13, master's degree enrolment in government and non-government higher education institutions increased from 9,800 (11.4% female) to 28,139 (20.4% female). Doctoral degree enrolment also increased from 325 (8% female) to 3,165 (11.2% female) in various disciplines. Academic staff increased from 11,028 (9.8% female) to 23,905 (10.5% female) in similar years. Nevertheless, the system is suffering from lack of sufficient academic staff as only 11.3% PhD holders and about 50% MA/MSC holders are available in all government and non-government HEIs and the remaining are either BA/BSC holders or diploma holders (FDRE MOE, 2015, p. 77).

NATIONAL BUDGET ALLOCATION TO HIGHER EDUCATION

The government has been allocating 5.5% to 6% of the GDP to education since 2006 (UNESCO, 2015). The share of public education expenditure (primary, secondary and higher education) from the total government expenditure increased from 11.28% in 1999/00 to 25.2% in 2012/13. Similarly, the share of higher education budget from the total education expenditure rose from 10.21% to 22.6% over the same years. According to United Nations Development Programme (UNDP) (2014) report,

> Education is one of the sectors that have performed well. The country has achieved results beyond the target set for 2012/13. This is mainly a result of deliberate fiscal focus as the budget allocated to education increased from 17.5 % in 2009/10 to 25.2 % in 2012/13 (p.4).

In contemporary Ethiopia, education takes the second highest share of the national budget (17%) next to the top share (35.5 %) allocated annually to road construction (UNDP, 2014).

ARE THE CURRENT EQUITY INITIATIVES IN HIGHER EDUCATION EXPANSION IN ETHIOPIA JUSTIFIABLE?

Equity is all about being fair and impartial, based on any form of differences (Rossell, 1993). Accordingly, in this article equity implies being fair in accessing the higher education opportunities for needy populations. It also implies fair distribution of higher educational institutions all across the country based on critical needs assessment. The affirmative action taken by the government and all stakeholders to extend the reach of higher education to the needy in various geographic and cultural settings of the country is a positive move towards ensuring equity in higher education. This action, the authors believe, is a commendable action especially for countries such as Ethiopia who require qualified manpower for accelerating as well as sustaining their economic growth. In addition, higher educational institutions are entry points for further development in remote communities, thus, the expansion of such institutions is justified as part and parcel of poverty reduction initiatives (Borode, 2011). It should also be understood that higher education is a major investment needing careful strategic planning and focused tactical implementation (Assefa, 2015). As a matter of principle, before putting investment into action there has to be a comprehensive critical assessment of needs as well as the likely success of the intended program (MGT of America, 2006).

It appears that the Ethiopian government has followed a demand-driven approach in the recent higher education expansion. However, there is limited empirical evidence to support this perspective. But informal feedback from various community and academic leaders identifies that of the areas selected for establishing the 40 universities (some are in the process of being constructed) in the last nearly two decades, all are in areas where there is a dire need for higher education. The feedback further indicates that, even some areas could have had universities prior to twenty years ago if demand-driven approach was followed, but decisions are, in most cases, political and not entirely based on a needs assessment approach.

Nonetheless, by any standard of measurement, the expansion of HEIs is a positive move forward for the country that had only limited space for higher education students almost until the beginning of the second millennium. The central point of this thesis, however, is that ensuring equity shall not be an excuse for a reduction in higher education quality in Ethiopia, as practice has shown that both quality and equity could be addressed concomitantly.

LOOPHOLES IN MAINTAINING HIGHER EDUCATION QUALITY

As the case is true with other developing countries, quality of higher education in Ethiopia has been an issue as the country forges ahead aggressively to advance greater higher educational opportunities for its citizens. Various study documents and assessments including the *Ethiopian Education Sector Programs* have identified concerns on higher education quality, and the need to give due emphasis to improve the problems (Assefa, 2015; Mulu, 2012; Teshome, 2005). In order to closely monitor issues of higher education quality in Ethiopia, the *Higher Education Quality and Relevance Assurance Agency (HERQA)* was established by government fiat in 2003. The procedures HERQA officials employ to achieve their mission of assuring quality higher education include: 1) institutional quality audits in all higher education institutions, 2) gathering and dissemination information about the standards and programs of study of foreign higher education institutions, and 3) examining accreditation issues (Mulu, 2012, p. 113).
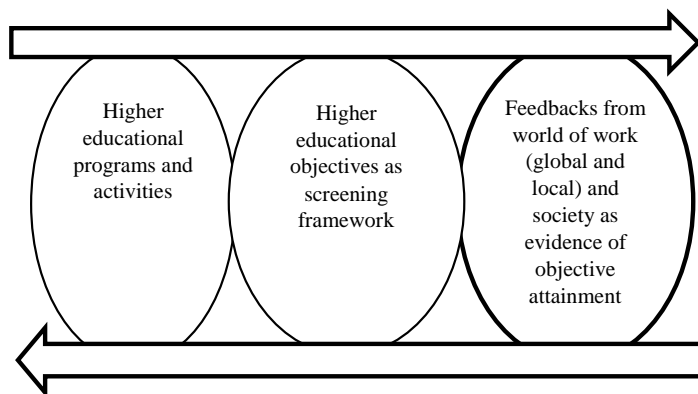
However, HERQA which is responsible for guiding and regulating quality of higher education in Ethiopia, operates with constraints of human resource capacity and of lack of full autonomy (Mulu, 2012, p. 115). Moreover, although HERQA identified areas of focus for

institutions' self-assessment, how much of those identified areas are implemented based on the suggestions articulated in the audit reports, frequently depends on resources the institution had at its disposal (Wondwosen, 2012). It was also identified that HERQA uses surprise visits which is more faultfinding based on a deficit thinking approach and not encouraging of mutual thrust (Wondwosen, 2012). HERQA's supervision and control also focuses on private higher educational institutions, and cannot equally influence the assurance of quality in public higher educational institutions. It, thus, follows the great majority of public universities in Ethiopia are operating without meaningful quality control from the HERQA which was organized specifically for that purpose (Wondwosen, 2012).

ENVISIONING FUTURE ACTIONS BY WAY OF QUESTIONS

One of the widely understood objectives of HEIs is, "…to inspire and enable individuals to develop their capabilities to the highest potential levels throughout life, so that they grow intellectually, are well equipped for work, can contribute effectively to society, and achieve personal fulfillment" (UNESCO, 2002, p.11). In relation to this objective, the following questions may be posed: What is the current status of Ethiopian higher educational institutions' contributions to the Ethiopian society? Are the graduates well equipped to effectively manage the mission expected of them after graduation? How much is the personal fulfillment of the graduates? What are the obstacles for lack of effective contribution (if any) by graduates for country's development? What mechanisms are in place to overcome the obstacles?

Figure 2. Higher Education Objectives as a Framework Guide for Determining Higher Education Quality

Another stated objective of higher education institutions worldwide is, *to increase knowledge and understanding for their own sake and to foster their application to the benefit of the economy and society.* How much are the various courses, programs, and contents of Ethiopian universities relevant to the country's economy? Are programs designed appropriately and carefully scrutinized in correspondence with the growing economy? How much relevance exists between academia and job placement? What are evidences of content relevance? How much of the graduates are successful in the society? What is the definition of success? How does both the leadership and policies of higher education encourage the interface between higher education and economic development in the country? What leadership strategies and policy approaches are applied to strengthen the interface between the two? What are the prevailing higher education policies and how do leadership related problems affect the higher education relevance to economic growth?

In addition, another global higher education objective is, *to serve the needs of an adaptable, sustainable, knowledge-based economy at local, regional, and national levels.* Higher education lays a base for high-level scientific research both in the social and natural/physical realms. It is the arena for new inventions and innovations. Thus, what is the current status of research in higher educational institutions, in terms of quality and also quantity? What are the hurdles? Are the researchers endowed with conducive research environments? Are professors

encouraged and committed to develop and conduct research projects? Are the researchers making any difference in the economic and social undertakings of the country? Where is the evidence? Is the economic growth and transformation shifting its gear from imported knowledge to transformative locally based knowledge? Is technology transfer and knowledge transfer been focused on to lay a sustainable base for the country's economy? Of course, it should be mentioned that there are recent initiatives being made by the Ethiopian Ministry of Science and Technology in attempting to create a knowledge-based economic development by linking research with industry, but the impact of those initiatives has not as yet been publicly reported.

Another major purpose of HEIs is, *to play a major part in shaping a democratic, civilized, inclusive society.* How much is this critical objective reflected in the Ethiopian higher educational system? Are the institutions marked by respect for all cultures and values irrespective of any differences and are the institutions' leaders and teachers shaping the growing young generation accordingly? Education is a means of stepping into civilization and making positive progressive changes to improve the life conditions for all. As long as an inclusive agenda that respects all citizens, their culture and values on equal footing, is put aside and only a few ideas get precedence then sustainable social and economic progress is unlikely. Thus, HEIs should be centers of courageous modernists who respect the culture and values of all citizens and are committed to promote mutual co-existence based on equality and respect for all. This issue is the core issue for Ethiopia's future. All HEIs are meant to shape future generations within this framework. So, the major question, is this truly happening in Ethiopian higher education institutions or is it merely limited to mission statements on paper only, and lacking practicality, as quite often observed in many educational and non-educational institutions as a way to "save face"?

CONCLUSIVE REMARKS

Quality and access and/or equity are inseparable. When higher education equity is well planned, the issue of quality higher education continues to be in focus. When ensuring higher education equity is on the government's agenda then ensuring equity of quality higher education should also be on the agenda. From practicality point of view, ensuring quality is not an overnight action. It is a process that takes vision, time, energy, and funding. Nevertheless, beginning this process shouldn't be left for tomorrow. It is good to learn from the country's experience in meeting the universal primary education and the EFA goals during the first decade of the millennium which has taught us that much emphasis were given for gross enrollment, and yet issues related to quality primary education was for a while left aside. Of course, later on all stakeholders actively engaged to address the problem thereby cooperatively reverting the worse situation that could have occurred. It is, thus, illogical and unadvisable to repeat a similar tradition for higher education. In short, it is good to *practically* focus on both quality and quantity of higher education program delivery in Ethiopia on same footing. However, it must be stated that the agenda about higher education quality is merely on the "back-burner" in many institutions or at times only evidenced in mission statements, but missing in *actual classrooms*.

Moreover, it is so essential to begin to make genuine institutional self-evaluation of HEIs a strategic emphasis right from the inception of the higher education institution. It is the belief of the writers that higher education quality comes from all of the stakeholders including: educational leaders and strategic planners, faculty, students, community and government leaders and education policy makers at all levels. It, above all, demands dedicated and visionary leadership. As equally important as the leadership is also the commitment from a team of professionals. The difference that comes by applying external input is secondary, albeit still important. Thus, it follows that higher educational leaders with visionary perspectives who work cooperatively with a committed team of professionals can move forward together in assessing their progress by gazing themselves through the scrutiny mirror of the objectives for higher education frameworks identified herein. The frameworks are umbrella, thereby giving wide latitude for the higher education officials and planners to think and act flexibly so as to achieve the intended goals of their respective institutions.

The role of the government through HERQA and other similar quality assurance agencies should be more on capacitating and facilitating the initiatives and the creativity by the institutional leaders. As long as the institutions are operating within the established and well-recognized frameworks, there is the possibility of achieving the goals of both quality and equity. There also could be a reward mechanism, by which those who made new inventions and innovations are incentivized. Equally important also is the issue of facilitating institutional autonomy. Institutional autonomy is a key contemporary global issue in higher educational development. It marks confidence of the government towards the higher education institutions. It also requires quality leadership, and, thus, the need for higher education leadership overhaul. Put another way, unless

internal mechanisms for improving quality of education is strengthened by empowering higher education leadership and freeing higher educational institutions from bureaucratic restrictions, the issue of education quality in higher education continues to be an issue especially in developing countries like Ethiopia. "Institutional autonomy is an internationally recognized condition of top quality higher education" (UNESCO, as cited in Global Coalition to Protect Education from Attack (GCPEA), 2013, p.5).

Finally, the authors of this article have developed two rubrics: Polka-Karorsa Higher Education Institution Standards Rubric *A---Domestic* and *B---International* to assist higher education stakeholders and policy-makers in assessing the degree of congruence between the current status of Ethiopian higher education institutions with both the formal Ethiopian Higher Education Institution Goals and Assessment Standards, *Proclamation Number 650/2009 of the Federal Democratic Republic Government of Ethiopia,* 2009, (Rubric A) and the globally accepted higher education institution standards based on the *United Kingdom (UK) National Committee of Inquiry Into Higher Education* as published by UNESCO, 2002 (Rubric B). Both of these rubrics with their corresponding standards, institutional impact data factors, and scoring system are appended to this article (See Appendix A and B). This rubric assessment process, based on the authors' experiences as well as accepted global references and practices, is designed to facilitate institutional self-assessment as well as data based strategic planning for the future of higher education institutions in Ethiopia and elsewhere around the world where applicable.

REFERENCES

Andres, F. (2012). *The purpose of higher education: To create prepared minds.* The Evolution: A Destiny Solutions Illumination, Paradigm Research International. Retrieved from http://evolllution.com/opinions/the-purpose-of-higher-education-to-create-prepared-minds/

Assefa, B. (2015). The practice of strategic planning and strategy implementation in public universities of Ethiopia. *Educational Planning, 22*(1), 17-34.

Borode, M. (2011). Higher education and poverty reduction among youth in the sub-Saharan Africa. *European Journal of Education Studies, 3*(1), 149-155.

Dill, D. (2007). *Quality assurance in higher education: Practices and issues* [Background paper]. University of North Carolina at Chapel Hill. Retrieved online from URL: http://www.unc.edu/ppaq/docs/Encyclopedia.pdf

Demissie, L. (2011). *Overview of Ethiopian higher education system challenge: My reflections from ESDP joint review mission field assessment.* Addis Ababa, (unpublished).

Federal Democratic Republic Government of Ethiopia (FDRE). (1994). *Education and training policy* (ETP). Addis Ababa: St. George Printing Press.

Federal Democratic Republic of Ethiopia (FDRE). (2009). *Higher education proclamation No. 650/2009.* Addis Ababa: Negarit Gazeta

Federal Democratic Republic of Ethiopia (FDRE). (2010). *Ethiopia growth and transformation plan (GTP)* (shortened version). Addis Ababa: Ministry of Finance and Economic Development.

Federal Democratic Republic of Ethiopia (FDRE). (2013). *EMIS, planning and resource mobilization directorate*. Addis Ababa: Ministry of Education.

Federal Democratic Republic of Ethiopia. (FDRE). (2015). *Education statistics annual abstract.* EMIS and ICT Directorate. Addis Ababa: Ministry of Education.

Federal Democratic Republic of Ethiopia Ministry of Finance and Economic Development (MOFED).(2014).*National indicative plan of Ethiopia*, signed 19 June 2014 between MOFED and EU. Nairobi, Kenya.

Global Coalition to Protect Education from Attack (GCPEA). (2013). *Institutional autonomy and the protection of higher educational from attack.* [Research study]. New York: Higher Education Working Group of the Global Coalition to Protect Education from Attack. Retrieved from http://protectingeducation.org/sites/default/files/documents/institutional_autonomy_and_protection.pdf

Hatch, M. & Cunliffe, L. (2013). *Organizational theory: Modern, symbolic, and postmodern perspective*. (3rd edition). Hampshire, U.K: Oxford University Press.

Hoyle, D., & Tompson, J. (2013). *Transition support: A flexible approach to business improvement.* Retrieved from http://www.transition-support.com/Quality.htm

MGT of America (2006).*Higher education needs assessment study of the south 1-35 Corridor* [Report]. Prepared for Minnesota State Colleges and Universities. Retrieved from http://www.mnscu.edu/media/newsreleases/2006/pdf/south_I-35_regional_higher_ed_needs.pdf

Mulu, N. (2012). *Quality and quality assurance in Ethiopian higher education: Critical issues and practical implications* (Unpublished doctoral dissertation). CHEPS/UT, the Netherlands.

Rossell, C. (1993). Using multiple criteria to evaluate public policies: The case of school desegregation. *American Politics Quarterly, 21(2)*, 155-184.

Teshome, Y. (2005, May). *Making higher education support more effective.* Paper presented at the International Expert Meeting, The Hague, The Netherlands.

United Nations Development Programme (UNDP). (2014, February). *Ethiopia country economic brief.* Analysis Issue No. 1. Retrieved from http://www.undp.org/content/dam/ethiopia/docs/Country%20Economic%20Brief%201%20final%20for%20web.pdf

United Nations Educational, Scientific and Cultural Organization (UNESCO).(2015).*Quality key to Ethiopia's education sector plan*. Retrieved from http://www.iiep.unesco.org/en/quality-key-ethiopias-latest-education-sector-plan-3243

United Nations Educational, Scientific and Cultural Organization (UNESCO). (2002). *Policy-making, strategic planning, and management of higher Education.* Papers on Higher Education. Bucharest: United Nations Educational, Scientific and Cultural Organization (UNESCO).

Wondwosen, T. (2012). *Evaluating the Evaluator: HERQA in the eyes of PHEIs in Ethiopia*. New Delhi, Academia.

World Bank. (2003). *Higher education development for Ethiopia: Pursuing the vision.* Washington: World Bank.

World Bank. (2015). *Ethiopia Poverty Assessment: Poverty Global Practice.* Washington: World Bank.

Polka-Karorsa Higher Education Institution Standards Rubric A---Domestic

Base Year_____To _____Data Year

Ethiopian Higher Education Institution Goals and Assessment Standards	Data Factors Evidence Examples	Negative Change -1	No Major Change 0	Positive Change +1	Assess- ment Score
1) Prepare knowledgeable, skilled, and attitudinally mature graduates in numbers with demand-based proportional balance of fields and disciplines so that the country shall become internationally competitive.	*Number and % of college and university graduates disaggregated by majors.* *Post-higher education placement data disaggregated by occupation and global market status of employer and employee retention.*				
2) Promote and enhance research focusing on knowledge and technology transfer consistent with the country's priority needs.	*Number and financial amount of research grants and awards to individuals and institutions disaggregated by academic discipline*				
3) Ensure that education and research promote freedom of expression based on reason and rational discourse and are free from biases and prejudices.	*Range, diversity, and sponsorship of research grants and awards by academic discipline and specific topic.*				
4) Design and provide community and consultancy services that shall cater to the developmental needs of the country.	*Number, content type, topic, and location of various community and consultancy services provided by higher education personnel*				
5) Ensure institutional autonomy with accountability.	*Review institutional policies related to academic freedom and research accountability and cite number and types of controversy and outcomes.*				
6) Ensure the participation of key stakeholders in the governance of institutions.	*Number and diversity of stakeholders on higher education committees and decision-making governance positions.*				

7) Promote and uphold justice, fairness, and rule of law in institutional life.	*Number, type, and outcome of higher education administrative, faculty, and student grievances and appeals; solutions suggested, and implementation modalities.*				
8) Promote democratic culture and uphold multicultural community life.	*Identify number, diversity, and type of democratic processes employed related to student and faculty life organizations.*				
9) Ensure fairness in the distribution of public institutions and expand access on the basis of need and equity.	*Geographic analysis of institutional locations and student residence data and "catchment" area analysis and disaggregate data based on gender, social-economic status, and cultural heritage.*				
TOTAL ASSESSMENT SCORE	XXXXXXXXXXXXXXXXXXXX XXXXXXXX				

Polka-Karorsa Higher Education Institution

Standards Rubric B--- International

International Higher Education Institution Goals and Assessment Standards (UNESCO, 2002).	Data Factors Ethiopian Evidence Examples	Negative Change -1	No Major Change 0	Positive Change +1	Assessment Score
1) Inspire and enable individuals to develop their capabilities to the highest potential levels throughout life, so that they grow intellectually, are well equipped for work, can contribute effectively to society, and achieve personal fulfillment.	*Number and % of college and university graduates disaggregated by majors, gender, family socio-economic status, home geographic area, and cultural background.* *Post-higher education placement data disaggregated by occupation and employee retention.* *Cite number and type of community volunteer activities and disaggregate participation data by higher education levels and institutions.* *Research survey results related to personal satisfaction and life happiness.*				
2) Increase knowledge and understanding for their own sake and to foster their application to the benefit of the economy and society.	*Number and financial amount of research grants and awards to individuals and institutions disaggregated by academic discipline.* *Number and type of individual and community artistic and scientific presentations and performances by higher education institution graduates. Higher education background data of government, education, and business leaders.*				

3) Serve the needs of an adaptable, sustainable, knowledge-based economy at local, regional, and national levels.	*Number and type of higher education economic outreach programs and activities at local, regional, and national levels including specific sector skill development, job trainings, small and major business incubations, as well as individual and professional entrepreneurship development. Analyze economic impact and sustainability of these higher education initiatives.*				
4) Play a major part in shaping a democratic, civilized, inclusive society.	*Collect and analyze local, regional, and national voting data and patterns based on educational level. Identify higher educational backgrounds of government, education, agricultural, business, and civic leaders and review their respective policies and practices related to democratic processes and cultural diversity approaches. Analyze crime rates and causes of conflicts based on locale and identify if higher education presence, personnel, and programs serve as deterrents.*				

Planning for Church and State Educational Leaders' Partnerships in Ghana: An Examination of Perceptions Impacting Relationships

Augustine Matthew Ayaga

ABSTRACT

Education is a means to unlocking human potential for social, economic, and religious advancement. The Catholic Church and government in Ghana have had a long-standing partnership for the promotion of education at the pre-tertiary levels. The partnerships between religious bodies and the government dates back to the British colonial period, and is enshrined in the Education Acts of 1961 and 2008 of post-colonial governments. The partnerships have gone sour with accusations and counter accusations from both sides as Church and government policy makers as well as frontline educational leaders blame each other for the rapid decline in discipline in Church schools and poor student performance. Poor monitoring and supervision of schools by educational leaders is reported to be responsible for poor teaching and learning. Weak institutional collaboration between Church and government as well as role conflicts accounts for poor monitoring and supervision that negatively impact on schools. Using a convergent parallel mixed methods methodology, the researcher sought to understand educational leaders' perceptions of their attitudes, skills, and behaviors in the partnership. Quantitative and qualitative data on demographics as well as partnership attributes regarding competence, skills, and behavior of educational leaders were collected and analyzed for differences, relationships, and meaning. The main findings include significant interaction effects of demographic variables on perceptions. Education as a demographic variable, along with competence, and social skills were statistically significant predictors of individual behaviors in partnerships. The quantitative findings were correlated with the qualitative results and the findings have implications for leadership in pre-tertiary education. Policy makers associated with both Church and government relationships in pre-tertiary education should review policies on their respective partnerships and focus on the training of educational leaders in strategic planning to improve partnerships in order to improve education.

INTRODUCTION

Education is universally accepted as a means to unlocking human potential for social and economic progress, and for participation in society (Akyeampong, 2009; Ministry of Education, 2003; Patrinos, Barrera-Osorio & Guaquera, 2009). Besides the economic and social benefits of education, some religious bodies consider education as a means of evangelization (spreading religious beliefs and making followers). The state and the Catholic Church have a long-standing relationship in the promotion of pre-tertiary education in Ghana that historically led to rapid expansion and a high degree of quality education (Graham, 1971). The rapid expansion and the degree of quality in education over the years have both been declining at a rapid rate especially at the pre-tertiary level. Though programs put in place by the government of Ghana have contributed to increasing the enrollment, the quality of education has witnessed a serious decline (Ghana News Agency, 2009, 2010, as cited in Okyerefo, Fiaveh, & Lamptey, 2011; Ministry of Education, Ghana, 2012; Quist, 1999). High failure rates have caused more students to drop out of school (Imoro, 2009) at a rate unacceptable to both the Church and the state. Poor monitoring and supervision by educational leaders have been identified to be related to poor teaching and learning in public basic schools (Baffour-Awuah, 2011; Ministry of Education, 2012; Okyerefo et al., 2011). Weak institutional collaboration accounts largely for poor monitoring and supervision (Ministry of Education, 2012; Patrinos et al. 2009). Okyerefo et al. (2011) stated that the government needs to improve effective partnerships with communities in order to improve the performance, and the Ghana Education Service (GES) should "strengthen monitoring and supervision systems to ensure that problems are identified at early stages and dealt with" (p. 287).

In this light, there have been calls by the Churches and state educational authorities to strengthen the partnerships so that improvement can be made on the monitoring and supervision of schools (Akyeampong, 2009; Conference of Directors of Education (CODE), 2014; Okyerefo et al., 2011; Osei-Bonsu, 2010). Patrinos et al. (2009) stated that in order to promote the quality of education we need the right polices and the right institutions working cooperatively. Partnership as a concept is a central theme in educational policy and practice and yet the area is under researched especially as to what sustains a partnership (Dhillon, 2009). This study was designed to promote better understanding of the nature of the partnerships from the perspectives of both the Church and government educational leaders by examining their perceptions as to what sustains partnerships.

The main focus of the research was to address differences and relationships between educational leaders' demographic information, attitudes, and skills as well as their respective behaviors in education partnerships at the pre-tertiary level.

BACKGROUND OF THE STUDY

Ghana covers a landmass of 92,100 square miles (238,533 square kilometers) with a population of about 25 million. Ghana has ten administrative regions and over 230 administrative districts (Ghana Statistical Service, 2012). It was the first country in Africa south of the Sahara to gain independence from British colonial rule. The country has endured upheavals in the political system with each successive government implementing education to suit its political agenda. Since its independence from Great Britain in 1957, Ghana has had six civilian governments, which have been interrupted by military governments. In 1992, a written constitution was developed and the country returned to constitutional rule.

Christian Churches since colonial times (1878), alongside colonial governments, introduced European-style formal education in the colonies (Bray, 2001; Der, 1974; George, 1976; Graham, 1971; Pobee, 1991). The British colonial government, for example, provided subsidies for mission schools in the then Gold Coast (Ghana) but remained in control of educational policy and teacher training (Williams, 1964). Since 1957, post-colonial governments in Ghana have continued the practice of providing subsidies for Church schools. Consequently, partnerships between colonial and post-colonial governments and the Churches have made significant contributions to pre-tertiary education, in terms of rapid expansion to rural communities, and educational quality (Abadamloora, 2006; Cox & Jimenez; 1990; Graham, 1971). It was noted that since Ghana's independence in 1957 until the late 1980s, Ghana's educational system was one of the best in Africa (Williams, 1964). However, over the years the partnerships between the government and the Churches have weakened with accusations and counter-accusations by both sides. There have been disagreements between the Church and the government over lack of involvement of religious bodies in curriculum, teacher postings, resource distribution, external donor interference in educational policy, and lack of clear roles and responsibilities in the context of government decentralization processes implemented in 1988 (Avenor, 2012; Buchert, 2002; Casely-Hayford & Palmer, 2007; Osei-Bonsu, 2010). There are very few, if any, studies using mixed methods to investigate the various factors impacting the partnership relationships between the Church and government in terms of education in Ghana. The complexities involved in partnerships require multidimensional analysis in order to understand the dynamics. This study sought to fill the gap in the literature using a mixed methods methodology.

STATEMENT OF THE PROBLEM

The Churches and state authorities have time and again raised concerns about deteriorating partnership relationships in education at the pre-tertiary level. There have been disagreements over the roles, content of education, management, and the allocation of resources (Avenor, 2012; Osei-Bonsu, 2010; Pobee, 1991). Speaking on behalf of the Christian Council of Ghana, Opuni-Frimpong stated as follows:

> The Church has virtually lost control of the schools it founded, and this is what has led to the fast decline in discipline, morality, and the deterioration of our educational facilities. We therefore call on all and sundry to be part of this debate in developing a comprehensive policy with public/private partnership that will empower the church to manage its schools with the overarching objective of training the hand, heart and mind (Opuni-Frimpong, 2012 as cited in Ghanaweb, 2014).

This view may have been exaggerated, and perhaps resulted in the expression of the frustration of the Churches' inability to manager their own schools as they have done historically. In response to the above statement, the Deputy Director General of the GES stated that mission schools are part of the Ghanaian society which is fast experiencing high levels of discipline related problems and Church schools are no exception. The blame should not, therefore, be laid at the doorstep of the GES (Deputy Director of Education, 2014 as cited in Citifm, 2014). The GES called on partners, both the government and the Churches, to engage in discussion and dialogue to find solutions to problems in the educational system (CODE, 2014).

The Ghana Catholic Bishops' Conference (GCBC) (2011) stated that the partnership with government has many challenges as reinforced by the following:

> Over the years this educational partnership has suffered a lot of set-backs. Certain directives, policies, and practices in the educational management, which continued to be introduced, have reduced the control of the Churches in the management of schools operating under the partnership (p. 3).

The partnership of the Churches and state is described as confused, and not workable in education delivery. It was further identified that the GCBC complained about interference in the educational system by some international funding organizations using aid as a means to influence educational policies. As a result of all these challenges, schools continue to perform poorly in terms of student performance as measured by the local standardized testing (Avenor, 2012). As stated above, the educational partners in Ghana experienced disagreements, and complained about the ineffectiveness of the partnership between the Churches and the state in education at the pre-tertiary level.

As outlined above, education and student achievement will continue to decline if the partnerships remain in weakened states. This study, therefore, was designed to examine the partnership relations from the perspectives of the educational leaders of both the Church and the state in Ghana. The leaders' perceptions of the relationships, and their attitudes, skills, and behaviors are considered important elements for continuous improvement of pre-tertiary education in Ghana.

PURPOSE OF THE STUDY AND RESEARCH QUESTIONS

The purpose of the study was to collect and examine demographic information as well the perceptions of educational leaders of the Church and government in Ghana, using quantitative and qualitative methods. This study was aimed at obtaining an in-depth understanding of partnership perceptions between the Church and government, and to recommend skills and behaviors needed to sustain the partnerships in pre-tertiary education to improve education for students.

The following four main research questions guided this study:

Quantitative

1. What are the significant differences in educational leaders' perceptions of partnerships in pre-tertiary education across demographic variables?
2. What are the significant predictors of behavior 1 (perceived impact of educational leaders' behavior on outside groups) and behavior 2 (perceived behavior among educational leaders), respectively?

Qualitative

3. How and in what manner do educational leaders experience partnerships in pre-tertiary education?
4. What meanings do educational leaders have about their partnerships?

SIGNIFICANCE OF THE STUDY

Partnerships are formed for the mutual interests of the partners involved and are sustained by patterns of human and social skills as well as behaviors. This study was designed to promote in-depth understanding from the perspectives of educational leaders about how the variables (competence, social skills, and behaviors) are currently impacting education at the pre-tertiary level in Ghana. The researcher contends that this research study contributes to a better understanding of the Church and state partnerships. For example, it can be useful for policy formulation, and also provides a guide to both the Church and state in strengthening their partnerships in pre-tertiary education so as to make an impact on student performance. The study can also serve to stimulate further research in the area of similar partnerships, as there appears to be a dearth of research in this topic.

LITERATURE REVIEW

The concepts and constructs derived from both the theoretical literature and empirical studies in partnerships are summarized together with operational definitions. It was important to examine perceptions of educational leaders in order to understand the nature of the partnership and identify key variables and patterns important for sustaining the partnership in education as a guide to educational planners so that education for more students may be improved.

Context of the Study

Ghana has ten administrative regions and a population of 24,658,823 (48.76% male and 51.23% female), with a large proportion under 15 years (Ghana Statistical Services (GSS), 2012). The literacy rate is about 74.1% of the population for persons 11 years and older (GSS, 2012). According to the 2010 population census report, 71.2% of the population is Christian, 17.6% profess Islam, 5.2% adhere to traditional religion, and 5.3% have no religious affiliation (GSS, 2012). Schools owned by the Churches exist within the public system, and are funded by the government. The Department of Education of the National Catholic Secretariat reported that the Catholic Church alone has 1,825 primary schools, 948 junior high schools and 52 senior high

schools and eight teacher-training colleges (Department of Education of the National Catholic Secretariat, 2008 as cited in Domfeh-Boateng, 2010). The GCBC stated that the Catholic Church is second to the government in the provision of education (Ghana Catholic Bishops' Conference, 2009). The Church schools are sometimes referred to as unit schools, in order to distinguish them from the schools that are under direct government control (Ministry of Education, 2003). There are also Church private schools, which are strictly private and managed by the Churches (Domfeh-Boateng, 2010). These schools do not receive funding from the government.

Key Concepts and Constructs

This review of the literature provides the foundation for assembling key concepts and constructs that were used to measure attitude, skills, and behaviors among education leaders of the Church and government in Ghana. Table 1 provides the constructs and some key references from the researched literature on partnerships.

Table 1

Key Attributes, Operational Definitions, and References

FACTOR	CONSTRUCT	OPERATIONAL DEFINITION	REFERENCES
PERSONAL ATTITUDES & SKILLS	Competence	The possession of requisite knowledge and skills for participation and for tasks in the partnership as well acquisition of skills through training.	Anderson & Billing-Harris, 2010; Foster-Fishman et al., 2001; Wellard & Copestake, 1993.
	Vision	Partnership goals, objectives and policies as clearly expressed and articulated by members of the partnership.	Bolman & Deal, 2008 ; Coll & Davis, 2007 ; Kouzes & Posner, 2007 ; Patrinos et al., 2007 ; Rasmussen et al., 2003 ; Salamon, 1995
	Adaptability	The ability to have an open mind and to challenge the status quo for creativity and innovation.	Bolman & Deal, 2008; Friedman & Mandelbaum, 2011; Morgan, 2006; Wellard & Copestake, 1993;
	Expectation /Context	The protection of the rights of partners in a legal system or mutually agreed upon system as well as other support systems and networks.	Coll & Davis, 2007; Dhillon, 2009; Vasavada, 2007
	Trust	The ability of members to have confidence in the knowledge and skills of the other partner as well as trusting their own competence for engaging in the relationship and the getting the job done.	Coll & Davis, 2007; Huxham, 1993; Morse & McNamara, 2007

SOCIAL SKILLS	Conflict	Pressure for uniformity, degree of compatibility and incompatibility, activities threatening the other party.	Bolman & Deal, 2008; Palestini, 2009; Wellard & Copestake, 1993
	Power	The ability to influence and share responsibility with the other party; such influence may be positive or negative.	Ayaga, 2000; Gary, 1996; Wellard & Copestake, 1993; Salamon, 1995
	Respect	The recognition of membership potential and use of knowledge and skills as well as accepting differences.	Mohan, 2002; Rasmussen et al., 2003; Bolman & Deal, 2008; Coll & Davis, 2007; Wellard & Copestake, 1993; CCC,1995; Patrinos et al., 2007
	Program	Routine activities and projects that address goals of the partnership and their impact on education; in this case schools and students and the wider community and stakeholders.	Dhillon, 2009; Foster-Fisherman et al., 2001; Googins & Rochlin, 2000; Salamon, 1995; Coll & Davis, 2007; Vasavada, 2007
		The protection of the rights of partners in a legal system or mutually agreed upon system as well as other support systems and networks.	
BEHAVIOR	Accountability	Defining roles of members and performance measures and monitoring as well as evaluating the processes progress.	Coll & Davis, 2007; Patrinos et al. 2007; Googin & Rochlin, 2000
	Communication	Information sharing and flow through frequent meetings, consultations and correspondence and the willingness to listen to the other partner, as well as engaging in negotiations and bargaining.	Anderson & Billing-Harris, 2010 ; Dhillon, 2009 ; Foster-Fishman et al., 2001 ; Morse & McNamara, 2007 ; Patrinos et al. 2007

Commitment	Likes doing things for the partnership. Interest in the partnership Degree of pledge of relationship for continuity, interests in the activities of the partnership.	Anderson & Billing-Harris, 2010; Bolman & Deal, 2008;; Mor Barak, 2010; Dhillon, 2009; Googins & Rochlin, 2000; Lee & Kim, 1999; Mohr & Spekman, 1994

Partnership Assumptions

The above concepts and constructs can be categorized under three main areas: attitudes and skills, trusting relationships, and behaviors. Attitudes and skills include both knowledge and technical know-how, and these are acquired through formal and informal training. These variables are independent, but, inter-linked. Organizations engaged in partnerships for mutual goals require attitudes and skills, trusting relations, and action (Anderson & Billing-Harris, 2010; Dhillon, 2009; Lee & Kim, 1999; Salamon, 1995). Trusting relationships enable individuals and organizations to accomplish mutual goals. As organizations and individuals encounter one another routinely they try to get to know each other and eventually begin to build trust among themselves. As they get closer to one another through trust relationships, there are expectations for reciprocity. On the other hand, poor communication, lack of trust as well as attempts to control others by imposing values may lead to conflicts and betray trust. Riketta (2008) asserted that positive attitudes correlate with work outcomes (as cited in McCoach, Gable & Madura, 2013).

METHODOLOGY

Research Design

This study was a concurrent mixed methods design. Partnerships between organizations in education are replete with complexities and different sources of data collection and methods of analysis are required. According to Creswell and Plano Clark (2011), a mixed method is an "intuitive way of doing research that is constantly being displayed throughout everyday lives" (p. 1). In mixed methods research, the researcher collects and analyzes data, integrates the findings, and makes some inferences employing both quantitative and qualitative approaches in one single research study. A survey instrument was used to collect quantitative data and face-to-face interviews were conducted for the qualitative information. Triangulation of the different sources of data has helped to gain an in-depth understanding of educational leaders' perceptions of partnerships in education in Ghana and their respective impact on education. Survey questionnaires and personal interviews are complementary methods and integral in the triangulation of data in order to capture educational leaders' perceptions of the relationships in education in Ghana (Ridenour & Newman, 2008). This mixed-methods approach facilitates a better understanding of the partnerships between the Church and state in pre-tertiary education in Ghana because of the triangulation of multiple sources of data.

Population and Sample

District directors and supervisors of the Ghana Education Service (GES) and managers as well as heads of pre-tertiary schools of the Catholic Education Unit (CEU) constituted the target population in the research study. Ghana has ten administrative regions, and 216 administrative districts. Each district has a GES office headed by director. The Catholic Church has 20 Catholic education units, and nearly 3,000 basic schools. The sample was randomly drawn from this population. The Catholic Church is next to the government in the ownership of the largest number of public schools at the pre-tertiary level. Four hundred and seventy (470) questionnaires were distributed to both the GES and CEU leaders in eight of the ten regions of the country. Two hundred and ten (210) completed questionnaires were returned with useable data. Two questionnaires did not provide demographic information and one had 50% of the missing data. Therefore, the three were deleted from the sample, resulting in 207 cases used in the final data analysis. Six participants were purposely drawn from the sample and engaged in face-to-face interviews with the researcher.

Data Collection

An instrument for data collection was designed based on the constructs previously discussed. The questionnaires were in two parts; the first part collected demographic information regarding: age, education, years of experience, position, gender, organization, and location of the sample participants. The second part was the partnership inventory made up of 60 statements

predicated on the 12 constructs identified above. Each construct had 5 items. Hard copies of 470 60-item questionnaires and disclosures on the study were distributed through contact persons to participants in eight regions. The 60 items were scored on a 1-5 point Likert scale (strongly disagree = 1, disagree = 2, neutral = 3, agree = 4, and strongly agree = 5).

Data Preparation

The raw data were entered into an Excel spreadsheet and coded according to the composite variables, and cleaned for missing data. The information data were converted to the Statistical Package for the Social Sciences (SPSS) files. A total of 470 questionnaires were distributed, 210 were completed and returned with useable data, with a response rate of 44%. Of the 210 cases 2 had demographic data missing, and one had about half of the items unanswered. The three were deleted, resulting in 207 cases with a response rate of 44%. There were missing data on item responses within the 207 cases. The items were assumed to be missing completely at random. Variables had less than 10% of the data missing; this figure was small and would not reduce the variances of the items.

The most common type of handling missing data is *listwise deletion*. Using this method, cases with missing data were deleted from the sample if any variables have missing data so that the sample would have no missing data. The concerns with *listwise deletion* are that a large part of the original sample may be discarded and may pose problems for the data to be used to make inferences, misestimating, and biased data (Bartholomew, Steele, Moustaki & Galbraith, 2008; Osborne, 2013; Peugh & Enders, 2004). However, an alternative to *listwise deletion* is *data estimation procedures* employed by researchers to make up for missing data. Using this method, simple mean imputation method was used to fill in the missing data. The mean of non-missing cases was calculated and inserted in the locations of the missing data. Table 2 provides details of missing items that had data missing and mean imputation scores.

Table 2

Missing Data and Mean Imputation

Partnership Statement	Missing Data	Mean Imputation
1. The partnership has clear goals	3	4
3. Policies guide the partnerships	4	4
5. There is shared understanding of goals	3	4
6. The partnership has laws and contracts	7	3
7. Members are involved in decision making	4	3
8. I have technical knowledge of my roles	3	3
9. Members meet often	3	3
10. Members feel free to speak and be heard	3	3
11. Members exchange information	5	4
12. The information shared is relevant	4	4
13. Information enables goals achievement	1	4
14. The partnership has needed resources to achieve goals	1	3
15. The partnership has activities and projects in place	1	3
18. Partnership work benefits the community	3	4
19. Members feel supported by the community	2	4
20. The partnership makes use of skills	1	4
21. The partnership has structures in place to support work	2	3
22. The partnership is responsive to needs of members	4	3
23. There is public support for the partnership	5	3
25. Members feel the need to cooperate	2	4
26. Member are able to resolve issues amicably	1	4
27. Members maintain close communication for compromise	2	4
28.I feel the need give in to the partner that has more influence	3	3
31. I believe in partnership values	3	4
34. Members have limited influence on decisions	3	4
35. My views in the partnership are taken seriously	3	3
36. The partnership does not rely heavily on any single member	3	4
38. I have confidence in members	1	4
39. I respect the interests of members	1	4
40. Skills of members are trustworthy	3	4
41. I feel my contributions are recognized	1	4
42. I have confidence in a working relationship	1	4
44. I recognize individual knowledge and skills	2	4
45. My feel individual skills are not used	1	3
47. I believe my needs are being met	1	3
48. I feel the partnership is not relevant to my needs	1	2
50. Time is not important to meet members' expectations	1	4
51. I expect little from the partnership	1	2
52. I feel needed changes are being made	4	4
54. My organization is prepared to make adjustments	3	4
55 Others should adjust to my organizations ways	2	3
56. There is little that can be reviewed	4	2
57. I have clear knowledge of my role	2	4
58. I have requisite skills for the tasks	3	4
59. I make use of my counterpart skills	2	4
60. I am being helped to acquire needed knowledge and skills	1	4

Some demographic variables were combined. Categories on age, education, and experiences were combined because they had low rates in some of the *Likert Scale* categories. Educational leaders aged ≤30 and 31-40 were combined as ≤31-40 years, and 61+ was combined with 51-60 years as 51-60 years and above. Further, educational ranks were combined; certificate was combined with diploma as certificate or diploma. The category, 'other' was combined with those with master's degrees or other. There was a participant with a doctoral degree and that category was eliminated. These resulted in three categories instead of six for the demographic variable education. Current years of experience were combined into four categories instead of seven. Educational leaders with 22-25 years and 26-30 years were combined with those 16-21 years as more than or equal 16-21 years. Further, under the variable, total years of experience, the five categories were reduced to four; 31-40 and 41-50 were combined as 31-40 and above.

DATA ANALYSES

Statistical Package for the Social Sciences (SPSS), Windows version 21 program was used for the analyses. Exploratory factor analysis (EFA) was conducted to identify latent variables based on the measured variables. Descriptive statistics were then conducted to obtain means and standard deviations of the items and factors. Independent samples *t*-tests were conducted to the variables of gender and organization to examine whether there were significant differences in mean scores. One-way ANOVAs were conducted to examine differences in group scores. Factorial ANOVAs were further conducted to determine the between-group effects on the five dependent variables. Finally, two multiple regression analyses were performed to find the relationships among demographic and partnership variables.

Quantitative Results

Demographic Characteristics of the Sample

The purpose of the first part of the survey instrument was to collect demographic information about the participants including age, education, years of current experience, and total years of experience in positions as educational leaders. The demographic information was intended to enable a better understanding of educational leaders' perceptions of human and social attitudes and skills as well as behaviors. The 207 educational leaders varied in terms of age, gender, education, and experience. One hundred and fifty-four respondents were male (74%) and 53 (26%) were female. Catholic education unit participants were 113 while 94 were Ghana Education Service. Persons aged 31-40 or less were 17%, 32% fell between 41-50, and 51% between 51-60 and above. On education, 21% had either a certificate or diploma, 61% had bachelor's degrees, and 18% Master degrees or other type of qualification.

Table 3

Age, Education levels, Current Years' Experience, Total Years' Experience, Gender and

Organization

	Frequency	Percent	Valid Percent	Cumulative Percent
≤ 31-40	36	17.4	17.4	17.4
41-50	66	31.9	31.9	49.3
≥ 51-60	105	50.7	50.7	50.7
Total	207			
Certificate, Diploma	44	21.3	21.3	21.3
Bachelor's degree	127	61.4	61.4	82.6
MA degree or other	36	17.4	17.4	17.4
<3	47	22.7	22.7	22.7
3-5	63	30.4	30.4	53.1
6-10	58	28.0	28.0	81.2
≥11-20	39	18.8	18.8	100.0
3-10	49	23.7	23.7	23.7
11-20	39	18.8	18.8	42.5
21-30	71	34.3	34.3	76.8
≥31-40	48	23.2	23.2	100.0
Male	154	74.4	74.4	74.4
Female	53	25.6	25.6	100.0
CEU	113	54.6	54.6	54.6
GES	94	45.4	45.4	100.0

As presented in Table 3, the following are key demographics of this sample: educational leaders with less than 3 years of experience in their current position constituted 23%, 3-5years were 30%, 6-10 years constituted 28%, and those who had 11-20 years and above, 19%. Total years of experience in the position, 3-10 formed 24%, 11-20 constituted 19%, 21-30 formed 34%, and 31-40 and above constituted 23%.

Exploratory Factor Analysis Results

Exploratory factor analysis (EFA) is a statistical method used to extract factors that represent relationships among variables (Bartholomew et al., 2008; Blaikie, 2003; DeVellis, 2012). The purpose of EFA was to identify latent variables based on manifest variables. Cronbach's alpha of the 60 items was .89. The EFA was conducted on the 60 items. The Kaiser-Meyer-Olklin measure of sampling adequacy was .801 and Bartlet's test of sphericity was significant at Chi-square $(5010.658) = 1770$ $(p < .001)$.

The EFA indicated a five or six factor solution but the intention was to extract three factors with at least a correlation coefficient of .3. In the three-factor extraction, 11 items did not load on to any factor. All the three factors accounted for 29% of the variances. This was not acceptable and a six-factor solution was tried using *quartimax* and *equimax* rotations at a time. In each of these rotations, all the items loaded on at least one or more factors except four items (Item # 21, 37, 50, and 54) which did not load on any of the six factors. Cronbach's alpha was calculated on each of the six the factors, reliability for two factors was low at .54 and .30, respectively. The wording of these items was checked and found to be vague in meaning. The four items were deleted, leaving 56 items, these were re-run on *equimax* rotation but the factor combination did not make sense to the researcher.

Varimax rotation method was used with at least .3 correlation coefficient to extract five factors. The rotation converged in 23 iterations. All the 56 items except four loaded on at least one or more factors. Items #52, 55, 28 and 36 did not load on any of the five factors. Reliability of factor 1 was .88, factor 2, .79, factor 3, .83, factor 4, .81, and factor 5, .63. The four items were checked and found to be vague in meaning or was intended to measure each of the five factors in an indirect way and may have been confusing. The items were then deleted and reliability of the 52 items was .90. Therefore, 52 items have been used for the analysis instead of the original 60 items. The results of the EFA are shown in Table 4.

Table 4

Results of Exploratory Factor Analysis

Items	Rotated Factor Loadings				
	Factor 1	Factor 2	Factor 3	Factor 4	Factor 5
Members feel supported by the community (19)	**.668**				
Partnership work benefit the community (18)	**.621**				
I believe in the value of the partnership (31)	**.607**				
Information shared us relevant (12)	**.593**	.464			
Members feel the need to cooperate (25)	**.580**				
I take interest in activities and projects of the partnership (32)	**.555**				
Shared information enables goals achievement (13)	**.555**	.527			
The activities and projects of the partnership benefit schools (17)	**.552**	.349			
Members exchange information (11)	**.534**	.525			
Members work to achieve goals (16)	**.506**	.407			
The partnership makes use of membership skills (20)	**.463**				
Duration of partnership help to achieve quality (30)	**.429**				
Leadership in my organization shows interest in the partnership (33)	**.426**				
The partnership is responsive to the needs of members (22)	**.424**	.324			
Members maintain close communication for (27)	**.410**				
Leadership in my organization supports my work in the partnership (24)	**.410**				
Members are able to resolve issues amicably (26)	**.409**		.330		
There is public support for the partnership (23)	**.325**				

Statement					
The partnership should be doing more to help its members (49)	**.307**				
Members meet often (9)		.644			
Members are involved in decision making (7)		.613			
The partnership has laws and contracts (6)		.608			
There is shared understanding of goals (5)		.537			
Members feel free to speak and be heard (10)	.314	.489			
The partnership has activities and projects in place (15)		.474			
The partnership has needed resources to achieve goals (14)		.465			
Skills of members are trustworthy (40)			.579		
I believe my needs are being met (47)			.523		
I feel my contributions are recognize (41)	.334		.502		
I have confidence in members (38)	.323		.501	.314	
I recognize individual knowledge and skills in the partnership (44)			.497		
My views in the partnership are taken seriously (35)			.496		
I have confidence in a working relationship (42)			.489		
There is recognition of the uniqueness of each member (43)			.472		
I respect the interests of members (39)			.462		
Contributions of partner organizations are recognized (46)			.415		
I feel needed changes are being made (52)	-	-	**-**	-	-
My organization has policies regarding the partnership (2)				.678	
I have clear knowledge of my role (57)				.670	
I have requisite skills for my tasks (58)				.617	
Policies guide the partnership (3)		.385		.589	
I have a clear understanding of the goals of the partnership (4)		.434		.587	
I am being helped to acquire needed (60)				.501	
The partnership has a clear set of goals (1)		.348		.498	
I have technical knowledge of my role (8)				.463	
I make use of my counterparts skills (59)				.404	
The partnership does not rely on any single member (36)	-	-	-	-	-
I feel the partnership is not relevant to my needs (48)					.632
There is little room for flexibility in the partnership (53)					.563
I feel individual skills are not used (45)				-.306	.552
I expect little from the partnership (51)					.551
Members work against the interest of the other (29)					.488
There is little that can be reviewed (56)				.369	.483
Members have limited influence on decisions (34)				-.389	.392
Others should adjust to my organizations way of doing things (55)	-	-	-	-	-
I feel the need to give in to the member that has more influence (28)	-	-	-	-	-

Note: *Extraction method used was principal component analysis.*
Rotation method used was Varimax with Kaiser Normalization. Rotation converged in 23 iterations. Factor loadings >.30 were in bold and factor loadings <.30 are not included, Factors with (-) had no loadings.

Descriptive Statistics Results

All the 207 participants rated how important each of the 52 attitudes, skills, and behavior statements were to them on a scale of 1-5 (1 = strongly disagree, 2 = disagree, 3 = neutral (neither agree nor disagree), 4 = agree, and 5 = strongly agree). The descriptive results (mean and standard deviations of the rating for each statement assigned by the 207 respondents are shown in Table 5.

Indicating ratings of strongly disagree to strongly agree participants' mean scores ranged from 2.16 and 4.28. The standard deviation of items ranged from .643 to 1.187 indicating variances among participants' ratings. The highest mean rating was item #49 (*The partnership should* be d*oing more to help its members*) (m = 4.28) and the lowest mean rating was item #51 (I e*xpect little from the partnership*) (m = 2.16). Item 48 (*I feel the partnership is not relevant to the needs of my organization*) yielded the highest standard deviation (sd = 1.187) while item #25 (*Members* f*eel the need to cooperate*) (sd = .643) had the lowest indicating variation in ratings. Mean scores and standard deviations were calculated for each of the five factors. The results of the

mean scores and standard deviations as well eigenvalues, percentage of variances of each factor and Cronbach's alpha are presented in Table 6.

Table 5

Descriptive Statistics for 52 Survey Instrument Items Rank Ordered from Highest Mean Scores to Lowest

Survey Item #	Rank		N	Mean	Std. Deviation
49.	1.	Should do more to help members	207	4.28	.881
25.	2.	Members feel the need to cooperate	207	4.17	.643
27.	3.	Maintain close communication for compromise	207	4.14	.871
31.	4.	Believe in partnership values	207	4.00	.797
32.	4.	Take interest in activities	207	4.00	.747
3.	6.	Have clear guidelines concerning roles	207	3.98	.881
1.	7.	The partnership has a clear set of goals	207	3.97	1.014
2.	8.	Partnership policies exist in work place	207	3.95	.918
33.	9.	Respect interests of members	207	3.92	.759
39.	9.	Workplace leadership shows interest	207	3.92	.858
58.	11.	Have requisite skills for tasks	207	3.89	.877
18.	12.	Work benefits communities	207	3.87	.835
17.	13.	Activities and projects benefit schools	207	3.86	.897
59.	14.	Make use of skills of counterparts	207	3.83	.769
43.	15.	Helps to acquire needed knowledge and skills	207	3.73	.925
60.	15.	Recognition of uniqueness	207	3.73	1.021
19..	17	Feel support of the community	207	3.71	.795
42.	17.	Have confidence in working relationship	207	3.71	.947
57.	19.	Have clear knowledge of my role	207	3.70	.975
12.	20.	Able to resolve issues amicably	207	3.69	.966
26.	20.	Information shared is relevant	207	3.69	1.020
44.	22.	Recognize individual knowledge and skills	207	3.68	.988
20.	23.	Recognition of membership contributions	207	3.65	.797
41.	23.	Makes use of skills	207	3.65	.884
46.	23.	Feel contributions are recognize	207	3.65	.890
13.	26.	Information enables partners achieve goals	207	3.62	1.021
4.	27.	Skills of members are trustworthy	207	3.61	.828
38.	27.	Have confidence in members	207	3.61	.907
40.	27.	Have clear understanding of my roles	207	3.61	.948
24.	30.	Leadership supports partnership work	207	3.60	.881
5.	31.	Shared understanding of my goals	207	3.55	.943
11.	31.	Exchange information	207	3.55	1.064
16.	33.	Work hard to achieve goals	207	3.53	.969
10.	34.	Feel free to speak and be heard	207	3.44	1.091
6.	35.	Guided by laws and contracts	207	3.42	1.044
30.	36.	Time helps to determine partnership quality	207	3.40	1.028
8.	37.	Technical knowledge of my role	207	3.38	1.108
35.	38.	Feels views are taken seriously	207	3.35	1.063
15.	39.	Has activities and projects in place	207	3.29	1.012
22.	40.	Responsive to needs of members	207	3.24	.959
34.	40.	Has limited influence on decisions	207	3.24	1.106
7.	41.	Actively involved in decision making	207	3.21	1.158
53.	42.	Little room for flexibility	207	3.18	1.059
23.	43.	Has public support	207	3.14	.934
45.	44.	Feel individual skills are not used	207	3.10	1.099
9.	45	Members meet often	207	2.95	1.067
47.	46.	Believe needs are being met	207	2.91	1.036
14.	47.	Has needed resources to achieve goals	207	2.80	1.142
56.	48.	There is little that can be reviewed	207	2.43	1.099
48.	49.	I feel partnership is not to my relevant to needs	207	2.42	1.187
29.	50.	Work against the interest of the other	207	2.36	1.106
51.	51.	I expect little from the partnership	207	2.16	1.070

Table 6

Descriptive Statistics of the Five Factors

Factors	Number of Items	Mean	Std. Deviation	Eigenvalue	Percent of Variance	Cronbach's α
Beh_1	19	71.0580	9.51833	6.244	11.150	.875
Beh_2	7	22.6618	4.93862	4.886	8.724	.785
Soc_1	10	35.8213	5.81861	4.065	7.259	.828
Humac	9	34.0435	5.35289	4.047	7.226	.813
Soc_2	7	18.8986	4.32360	2.571	4.591	.634

Independent Samples *t*-Tests Results

Independent *t*-tests were conducted to compare the mean score differences by gender (male and female) and by organization (CEU and GES) on the 52 items. As was expected, there were no mean score differences by gender on the 52 items. Surprisingly, there were also no significant differences between organizational groups as these were anticipated based on the literature.

One-way ANOVA Results

Independent Variable: Age

One-way ANOVA was conducted for the independent variable of age group (≤31-40, 41-50, and ≥ 51-60) to examine significant group differences on the five factors (*Humac, Soc_1, Soc_2, Beh_1, and Beh_2*). There were significant differences for scores on the factor, *Humac,* (F $(2,204)$ = 3.943, $p < .05$. A *Bonferroni post hoc* multiple comparison was conducted to find exact group differences. The *post hoc* results are shown in Table 7. As shown in Table 7, the independent variable, age has an effect on the factor, *Humac.* Participants 31-40 years old or less (mean = 32.64, sd = 4.16) rated the factor, *Humac* significantly lower than those who are 41-50 years old (mean = 35.45, sd = 4.34).

Table 7

One-Way ANOVA and Post Hoc Results for Independent Variable of Age

Dependent Variable	Source		N	F	Sig.	Bonferroni Multiple Comparison	
						Significantly different groups	Mean
Humac	≤31-40		36	3.943	*	≤31-40 years & 41-50 years	32.64
		41-50	66				35.45
		≥51-60	105				33.64
* $p < .05$.							

Independent Variable: Educational Levels

One-way ANOVA was conducted to compare significant differences among education levels (Certificate or Diploma, Bachelor's degree and Master's degree or other) on the scores of the five factors of partnership (*Humac, Soc_1, Soc_2, Beh_1 and Beh_2*). There were significant differences in score for the factor, Beh_2 (F $(2,204)$ = 3. 083.067, $p < .05$). A follow up *Bonferroni post hoc* was conducted to determine which groups differed. The Bonferroni of *post hoc* multiple comparisons did not produce significant differences to examine exact group differences for education levels. This is mainly due to the sensitivity of the ANOVA (greater than the pairwise test sensitivity). ANOVA detects lower variability around mean while pairwise test scarcely distinguishes between the pair's mean. Surprisingly, no significant differences were found for years of experience in current position and total number years of experience in position.

Factorial ANOVA Results

Factorial ANOVA was conducted to examine the main and interaction effects on participants' ratings of each of the five factors (Humac, Soc_1, Soc_2, Beh_1, and Beh_2) by age, by education, and by organization.

The results indicated that the independent variable age also has an effect on Soc_2 (F $(2,189) = 3.132$, $p < .05$). The results are shown in Tables 8.

Table 8

Tests of Between-Subjects Effects on Age and Soc_2 Scores

Source	df	Mean Square	F	Sig.
Corrected Model	17	26.862	1.496	.100
Intercept	1	27270.611	1518.509	.000
AGE_1	2	56.239	3.132	.046*
Edu_ranks	2	12.077	.672	.512
Org	1	4.646	.259	.612
AGE_1 * Edu_ranks	4	33.016	1.838	.123
AGE_1 * Org	2	29.375	1.636	.198
Edu_ranks * Org	2	2.389	.133	.876
AGE_1 * Edu_ranks * Org	4	18.069	1.006	.406
Error	189	17.959		
Total	207			

The *Bonferroni post hoc* reported significant differences between age groups. The results are shown in Table 9. Those aged 31-40 or less (mean = 31.72, sd = 4.78) had lower scores compared to those aged 41-50 (mean = 35.60, sd = 4.62).

Table 9

Bonferroni Post Hoc Comparison among Age groups

Dependable Source Variable		N	F	Sig.	Bonferroni Multiple Comparison	
					Significantly different groups	Mean
	≤31-40	36	1,197	*	<31-40 years & 41-50 years	31.72*
Soc_2	≤41-50	66			.1726	35.42*
	≥51-60	105			-.1874	34.12

The error term is Mean Square (Error) = 27.891. *$p < .05$ level.

Multiple Regression Results

Two separate multiple regression analyses were conducted to investigate if the following variables: Age_1, Edu levels, Org, Soc_1, Soc_2 and Humac were significant predictors of the dependent variables Beh_1 and Beh_2, respectively. The results of the first multiple regression analysis are presented in Tables 10-12.

Table 10

Model Summary for Dependent Variable Beh_1

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.667[a]	.445	.428	7.19625

a. Predictors: (Constant), Org, Soc_1, Soc_2, Edu Levels, AGE_1, Humac

Table 11

ANOVA Results for Dependent Variable Beh_1

Model		Sum of Squares	df	Mean Square	F	Sig.
	Regression	8306.105	6	1384.351	26.732	.000[b]
1	Residual	10357.199	200	51.786		
	Total	18663.304	206			

a. Dependent Variable: Beh_1
b. Predictors: (Constant), Org, Soc_1, Soc_2, Edu Levels, AGE_1, Humac

Table 12

Multiple Regression Results for Beh_1 and Demographic and Social and Human Skills

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
	(Constant)	33.267	5.231		6.359	.000
	Edu Levels	-1.919	.849	-.125	-2.259	.025*
	Soc_1	.780	.097	.477	8.035	.000*
1	Soc_2	-.122	.119	-.056	-1.026	.306
	Humac	.471	.104	.265	4.515	.000*
	AGE_1	.320	.703	.025	.455	.650
	Org	-.583	1.084	-.031	-.537	.592

a. Dependent Variable: Beh_1

As shown in Tables 10-12, for Beh_1 a significant regression equation was found (F $(6,200) = 26.732$, $p < .001$) and R square is .445. All variables except Age_1, Org and Soc_2 were significant predictors of Beh_1. This was expected because one's personal attitudes and social skills as well as education were significant predictors of Beh_1. The second multiple regression analysis was to investigate if the following variables: Age_1, Edu levels, Org, Soc_1, Soc_2 and Humac were significant predictors of the dependable variable Beh_2. The results are presented in Tables 13-15.

Table 13

Model Summary for Dependent Variable Beh_2

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.630[a]	.397	.379	3.89238

a. Predictors: (Constant), Org, Soc_1, Soc_2, Edu Levels, AGE_1, Humac

Table 14

ANOVA Results for Dependent Variable Beh_2

Model		Sum of Squares	Df	Mean Square	F	Sig.
	Regression	1994.201	6	332.367	21.937	.000[b]
1	Residual	3030.128	200	15.151		
	Total	5024.329	206			

a. Dependent Variable: Beh_2

b. Predictors: (Constant), Org, Soc_1, Soc_2, Edu Levels, AGE_1, Humac

Table 15

Multiple Regression Results for Beh_2 and Demographic and Social Skills and Personal Attitude

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
	(Constant)	.879	2.829		.311	.756
	Edu Levels	-1.105	.459	-.139	-2.405	.017*
	Soc_1	.355	.053	.419	6.769	.000*
1	Soc_2	.079	.065	.069	1.225	.222
	Humac	.280	.056	.304	4.964	.000*
	AGE_1	-.424	.380	-.065	-1.114	.266
	Org	.809	.587	.082	1.379	.170

a. Dependent Variable: Beh_2

As shown in Tables 13-15, for Beh_2 a significant regression equation was found (F $(6,200) = 21.937$, $p < .001$) and R square is .397. All variables except Age_1, Org and Soc_2 were significant predictors of Beh_1.

Qualitative Results

In the light of challenges in partnership relationships, the purpose of this study was to examine educational leaders' perceptions of partnership in pre-tertiary education in Ghana. It is important to understand the shared experiences of individuals so that a deeper understanding can be helpful to the partners in education. A phenomenological approach was chosen to examine perceptions of educational leaders' experiences and what that meant to them. According to Van Manen (1990), there is a world of experience out there, and individuals experience that reality and are conscious of it (as cited in Creswell, 2013; Moustakas, 1994). Partnership relations in education are objective realities that educational leaders have experienced and are conscious of these experiences.

Two questions were addressed in one-on-one interviews between the researcher and six participants (three each from the CEU and GES) who were purposefully selected to participate in the research. The purpose of this phenomenological study was to understand the partnership experiences of six educational leaders in Ghana as well as the meanings they have about those experiences. Phenomenology as a qualitative method of inquiry is premised on the assumption that human experiences make sense to those who live them and can consciously present them (Creswell, 2013; Titchen & Hobson, 2011). The researcher can make a direct study of the human experience from the outside (Titchen & Hobson, 2011). People easily talk about their experience because they have knowledge of it, and have lived the experience, and are able to talk of the "foreground" (Titchen & Hobson, 2011, p. 122). The research shines the torch on something, which s/he chooses to study from the outside and tries to bury his/her own experience (Titchen & Hobson, 2011).

Interviews

Six participants were interviewed using semi-structured questions to elicit participants' perceptions and meaning of partnership experiences.

The two research questions were:

a) How, and in what manner do educational leaders perceive partnerships in pre-tertiary education?

b) What meanings do educational leaders have about their experiences?

Six sub-questions guided the discussions with participants in the study. These are as follows:

1. What are the aims of the partnership as you perceive them?
2. In your view, how does the partnership function?
3. Could you share with me your understanding of challenges in the partnership?
4. How did you handle the challenges?
5. What does the partnership mean to you?
6. In your experience, how do you perceive the future of the partnership?

The participants were purposefully selected from a sample of 210 in consultation with some education authorities in Ghana.

The answers were audio taped and notes were also taken during the interviews. These were transcribed and coded on based comparisons, concepts and themes (Miles, Huberman & Saldana,

2014; Philpot, Balvin, Mellor & Bretherton, 2013). Pseudo Ghanaian names have been used to identify the six participants in the study: Adjoa, Kada, Hero, Nereus, Atanga, and Kwesi for confidentiality purposes.

Demographic Information

The demographic information of participants is shown in Table 16. The six participants range between 51 and 60 years old and above.

Table 16

Demographic Information of Participants

Study Name	Age	Gender	Position	Organization
Atanga	51-60+	Male	District Director	GES
Hero	51-60+	Male	Regional Manager	CEU
Adjoa	51-60+	Female	Regional Manager	CEU
Nereus	51-60+	Male	General Manager	CEU
Kada	41-50	Female	District Director	GES
Kwesi	51-60+	Male	District Director	GES

During the interviews there were follow up probes to clarify and for understanding. Examples of such probes include: Could you please throw more light on that? That sounds interesting, could you tell more about that? How did you deal with the problems you faced? What was important for you? How do you interpret those experiences? The interviews lasted for 25-60 minutes. All interviews were taped recorded except one. In addition, the researcher also took notes.

Data Analysis

Lead words, concepts, and phrases that participants used were noted and shaded in different colors in the entire transcripts. The frequency of use of the concepts and phrases by the participants were noted. These were then placed in categories according to the six sub-questions (which provided the context). According to Philpot et al. (2013), paying attention to the use of words by participants in an interview, whether the words are meant in the positive or negative sense, helps to derive meaning. This insight helped to guide the categorization of the concepts and phrases used by the participants. The lead words, concepts and phrases are grouped together separately for the two groups, CEU and GES according to codes and themes.

The responses of the both CEU and GES participants were grouped under six main themes and sub-themes as follows: vision, sources of conflict, teacher recruitment and supervision, change and creativity, resources strengthening, as well as student performance. These are elaborated below with direct quotes from participants.

Description of Perceptions

Educational leaders' perception of partnerships in pre-tertiary education:

Themes & Sub-themes	Responses 1	Responses 2
Vision	The state, Church, and community are concerned with educating children. Partnership is unavoidable because the state and Church have similar aims for children. Both Church and government entered in partnership, the CEU takes care of schools while the government pays teachers and other expenses.	The Church could no longer sustain schools and so the government came in to provide teachers and infrastructure. This was the foundation for the collaboration/partnership between government and the Church.
Sources of Conflicts	The Churches want autonomy: they want to employ their own teachers and run the schools according to their values and this is what brings about conflict. On the one hand, government wants expansion and to keep to standards and this brings conflict with the Churches.	There is power struggle in terms of teacher transfer. There are double postings, double transfers and double releases, and this brings about indiscipline among teachers. As a result of the double postings there is over staffing and indiscipline among teachers in schools and this affects learning. GES discriminates against Unit schools but the Catholic schools do not have the resources.
Recruitment & Supervision	The problem came with change in the system and this led duplication of functions teacher postings. Respecting the system is not being done. A lot depends on who is at post. There is duality in the monitoring. CEU and GES CSs monitor same schools and this breeds duplication. There are parallel systems in terms of teacher postings and monitoring schools.	The regional manager and CEU roles are shrinking. The regional manager used to employ teachers and with the decentralization, the district director is in charge of education in the district. GES says we are duplicating functions

Educational leaders' responses to their partnership experiences:

Themes & Sub-themes	Responses 1	Responses 2
Change & Strengthening Partnerships	The partnership needs strengthening.	Reach out to the other partner
Participation	Support fora (forum) which encourage participation and involvement in decision making.	
Education & Training	We need to organize seminars and workshops so that roles in education to be understood by everyone.	
Creativity	What should be done is let the partnership go back to the drawing table then make proposals for what each perceive of the other and what can be put together for the partnership to work.	There was the need for understanding, respect and keeping to the boundaries on both sides.
Policy/Guidelines	No guidelines for the partnership. Church that needs to conform to government standards and requirements.	The Church and state co-exist but there are no contracts. Need to conform to standards. Partners need to understand Catholic education policy; all directors should have access to Catholic educational policy.
Understanding, Communication & Trust	There is need for understanding and respect on both partners. There was understanding among us. I understood the system well. I get local managers, recognize them. The thing is that some do not want to recognize the system. I had good understanding with the CEU unit.	I understand the situation to please both parties. I invite the manager and we discuss. As I talk now there is practically nothing in CEU file in my office. Put things in writing for the purpose of the record.

Control of Schools	We should revert to the old system-staffing, enrollment and supervision. Government should pay teachers but government should leave Churches to manage their schools. Where Churches are not responsible for payment that control is not fully there.	Pay visits to the director and hold discussion with district director and regional director on teacher transfers and releases.
Resources	Catholic education units do not benefit from government of Ghana allocation of funds; government does not have enough for its own things. Inadequate resources hinder effective monitoring and supervision by the CEU.	The diocese does not have enough resources and is not able to raise enough funds.
Student Performance	Once there is struggle perceived or real affects performance. Efficiency in supervision becomes a problem. In the past Church schools were doing well and they were for Church children. But now many children in Church schools are not Church children, and it is difficult to control. Supervision needs to be done by both CEU local managers and government authorities (GES) for students to do well because right now some cannot even write simple letters which we could do when we were in school at their age. The Church schools were discipline prior to the take over the Church schools.	The ultimate focus should be the child. When the missions had control over their schools, discipline, punctuality was working very well. Teachers came early to school, students were also punctual, instructional periods were never wasted teaching and discipline was very effective. There was improvement in teaching and learning activity. Once in a while directors of education would come from time to time to visit the schools.

The six educational leaders involved in the qualitative study stated that contextual issues and shared vision brought both Church and government together in partnerships at the pre-tertiary levels in Ghana. The education of Ghanaian children is the concern of the two partners. Both the Church and government maintain their standards and values in the partnerships. These standards and requirements as well as attitudes and behaviors of educational leaders are sources of conflict. These conflicts center on teacher recruitment and placement as well as duplication of monitoring and supervisory roles in education at the pre-tertiary levels. The conflicts in the partnerships can be solved with creativity, effective communication among partners, education and training for educational leaders as well as trust building and respect.

DISCUSSION

The quantitative part used inferential statistical analyzes to examine significant differences in educational leaders' perceptions of partnerships in pre-tertiary education across demographic variables, as well as significant predictors of in-group behavior among educational leaders, and their perceived impact on schools. The qualitative part of the research study addressed the context and structure of education leaders' partnerships at the pre-tertiary education levels, and the attribution of meanings to their experiences and perceptions.

Research Question # 1

The first research question sought to examine significant differences in educational leaders' perceptions across demographic variables.

The descriptive statistics showed that there were significant differences in the way educational leaders scored the 52 items. For example, item # 49 (*The partnership should be doing more to help members*) received the highest mean score (mean = 4.28 sd = .881) suggesting understanding and fair agreement with the statement. Item 51 (*I expect little from the partnership*) received the lowest mean score (mean = 2.16; sd = 1.070) indicating disagreements with the statements or that the statements were not properly understood by educational leaders. Item # 48 (*I feel the partnership is not relevant to the needs of my organization*) (sd = 1.187) had the highest standard deviation while Item # 25 (*Members feel the need to cooperate*) got the lowest standard deviation (sd = .643) suggesting variation in the scoring. The five factors' descriptive results also showed significant differences in mean scores. Behavior variable 1 (mean = 71.05; sd = 9.51) got the highest score indicating the importance that educational leaders attach to the impact of their behavior on schools performance at the pre-tertiary levels. For behavior variable 2 (mean = 22.66; sd = 4.93), the mean score was much lower suggesting educational leaders' disagreement with the statements regarding in-group behavior or lack of proper understanding of the statements. The factor, social 1 (mean = 35.82; sd = 5.81) had a fairly high mean score suggesting a fair agreement with the statements and the importance educational leaders attach to trusting attitudes in the partnerships in pre-tertiary education. The variable, humac (34.04; sd = 5.35) also had a fairly high means score suggesting educational leaders fair understanding and agreement with the importance of competence in their partnerships. Social variable 2 (mean= 18.89; sd = 4.32) yielded the lowest mean score, indicating educational leaders' disagreements with the statements regarding power relations and flexibility in the partnerships or that educational leaders did not have proper understanding of the statements.

The independent samples t-tests. The results of the independent samples t-test for gender (male, female) resulted in no significant differences for the scores in the five factors. This was not surprising because mean scores on the items were not expected to differ. Male and female educational leaders have similar understanding of the issues in partnership relationships. Further, there were no significant differences between organizations on the factor scores. This was surprising as it was expected that mean scores for the Catholic Education Unit (CEU) and Ghana Education Service (GES) would differ from one another because the literature on partnership (Rasmussen et al, 2003; Victor & Cullen, 1987) and results of the qualitative interviews indicated some differences. Educational leaders of CEU believed they show more understanding and trust for government than the other way round. This view is not supported by the results of the t-test for organization (CEU & GES). For the independent variable, age, the *One-way ANOVA* indicated significant differences among age groups ($p < .05$) regarding the scoring of the dependent variable, competence (*humac*). Educational leaders with 31-40 years old or less had a lower score (mean = 32.64) compared to those in the age range 41-50 (mean = 35.45) suggesting educational leaders 41-50 years old have a better understanding of the importance of personal competence in the partnership. Significant differences were shown for the education levels ($p < .05$) but the follow up *post hoc* analysis did not produce significant differences to examine exact group

differences. This may have been due to the sensitivity of ANOVA pair's mean. It was also surprising that experience did not have any influence on mean scores of the factors as experience was expected have an influence on educational leaders' perceptions. The *factorial ANOVA* the tests of between subjects confirmed the *one-way ANOVA* results for the independent variable age. Age has an effect ($p < .05$) on social skills relating to influence and flexibility.

Research Question # 2

What is the relationship between demographic information, competence, social skills and behavior?

The first multiple regression result indicated that education, competence and trusting relationships ($p < .05$ and $p < .01$) explain approximately 45% of the variances due to behavior. This suggests that any unit increase in education, competence, and trusting skills of educational leaders, will have corresponding increase in behavior. This result is significant and consistent with the assumptions about partnerships. Similar to the first multiple regression result, education, trusting skills, and competence ($p < .05$ and $p < .01$) predict approximately 40% of the variances of behavior regarding flexibility and adaptation. Increased levels of education, trusting attitudes, and competence predict partnership behavior.

Research Question # 3

The third research question sought to understand the context of the participants and the perceptions they had about the partnerships. The educational leaders in the qualitative study placed great importance on the value of the partnerships. Both Church and government share a common vision in educating children, and they need one another in order to achieve educational quality, that is expansion and student performance. In this respect, partnerships goals and objectives need to be clearly expressed and articulated by all participating members. The vision of Church and government in education needs to be clearly explained and understood by educational leaders in the partnerships in pre-tertiary education. The educational leaders relate to each other mainly over teacher recruitment, placement, as well as classroom monitoring and supervision. The vision, standards and requirements as well as activities of teacher recruitment, placement and supervision have been sources of conflict between Church and government educational leaders as there is role duplication and marginalization of the other. Unclear roles, power struggle, poor communication and lack of trust between Church and government educational leaders affect their performance, and have a negative impact on schools monitoring and supervision.

Research Question # 4

The fourth research question was designed to determine the meanings that educational leaders attribute to their experiences.

Educational leaders in the qualitative study in the light of the conflicts and role duplication in the partnership relations understood the urgency and need for change in attitudes and behaviors in order to sustain the partnership. The partnership needed strengthening by opening up channels of communication, improving trust, commitment, accountability as well as recognizing and respecting the other in the partnerships. These results are consistent with the quantitative findings. The multiple regression results showed that education, competence, and trusting skills were significant predictors of behavior. It is therefore not surprising that the educational leaders in the qualitative study identified the need for improving trust, competence and training in order to improve behavior.

LIMITATIONS OF THE STUDY

As mentioned earlier, only educational leaders mainly from the Catholic Church and Ghana education service, in eight regions and only 22 of the 216 administrative districts as well as five Catholic dioceses participated in the research study. Most of these were from the three northern regions of Ghana. Policy makers of both the Church and government are crucial for sustaining partnerships in pre-tertiary education. These were not involved in study. There are five mainstream Churches including the Catholic Church, and several Pentecostal Churches as well as the Muslim communities operating in pre-tertiary education in Ghana. As indicated above, only the Catholic Church was targeted in the research study; other Churches and religious bodies were not involved in this study. There is therefore a certain limitation in generalizability of findings of the research. However, it is important to note that the Catholic Church accounts for over 35% of schools at the pre-tertiary level, next to government.

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

The above limitations notwithstanding, taking both the quantitative and qualitative findings, the following conclusions can be made; first, there are significant differences in educational leaders' perceptions of partnerships across the demographic variable, age. Older educational leaders rated higher on competence compared to younger educational leaders. Secondly, gender did not produce any significant differences in perceptions of educational leaders. The literature and the qualitative findings indicated differences in perceptions across organizations but the quantitative results did not indicate any significant differences in educational leaders' perceptions by organization that is the Catholic Education Unit and the Ghana Education Service. Education, as a demographic variable, competence, and trusting skills are significant predictors of partnership behavior among educational leaders, and their work in improving schools and student performance. These findings have implications for the partnerships in pre-tertiary education between Church and government educational leaders in Ghana.

Church policy makers and educational leaders need to devise different ways of reaching out to government. Church leaders have a tendency to issue very strong statements against government for action or inaction of government leaders in pre-tertiary education. The strong statements of Church leaders against the state in education tend to deter well-meaning government leaders who may be committed to improving the partnership relations. In the qualitative study, educational leaders on the side of government suggested different ways of promoting engagement. It is recommended that Church policy makers and educational leaders develop more persuasive skills of engaging government beyond public statements. This will require Church policy makers reaching out personally to individual leaders, and groups in government on regular basis. The qualitative findings indicated strongly the need to sit down together to review roles in the partnership. In this light, it is recommended that the Church clarifies its policies in pre-tertiary education and in the partnerships, taking into account government requirements and the context of the decentralized system.

The findings of this study indicated that partnership relations have not been clearly defined, and not properly understood by educational leaders of both Church and government. It is, therefore, recommended that government policy makers and educational leaders review and clearly define its monitoring and supervisory roles in Catholic schools vis-a-vis the functions of the Catholic Education Units. This will help to avoid duplication of the functions of local and regional managers by circuit supervisors and district directors of education. Government policy makers and education leaders admit the role of the Churches in providing quality education in Ghana as stipulated in the Education Acts of 1961 and 2008 respectively. Therefore, government leaders should operationalize the contents of the two Acts. The roles of the Churches in pre-tertiary education need to be recognized and respected in the partnerships especially regarding their roles and decisions regarding Church public schools.

The results of this study emphasize the need for Church and state policy makers and educational leaders to be accountable to each other, and to the pre-tertiary schools and communities that the partnerships exist to serve. Both Church and government need a clear contract spelling out roles and responsibilities of each partner in the partnership in pre-tertiary education. Participation and opportunities for regular interactions, as indicated in the literature and the results of the qualitative study, are critical for sustaining partnerships. A forum needs to be created for regular interactions on information sharing and innovation. Educational leaders are highly qualified persons as far as their jobs are concerned but may not have the needed skills for collaboration. It is, therefore, recommended that collaborative skills training should be given periodically to members of the partnerships in pre-tertiary education. Such trainings should be reviewed regularly and follow up trainings designed to meet the needs of educational leaders.

As indicated earlier, it was surprising that the leaders of the organizations in the quantitative study did not differ in perceptions. Also, in the one-way ANOVA result, education as a single effect on competence was not conclusive. Further studies in these areas are suggested for more conclusive findings. Follow up studies involving other Churches and religious bodies as well as policy makers of both Churches and state are recommended. Furthermore, comparative studies of specific districts are also recommended since participants in the qualitative studies identified positive experiences in some areas of partnerships. Such comparative studies may be helpful to identify bright "spots" or good practices for replication by other members of the partnership not only in Ghana but elsewhere around the world.

REFERENCES

Abadamloora, L. (2006). *One hundred years of grace in the Tamale ecclesiastical province 1906-2006*. Takoradi, Ghana: Franciscan Press.

Akyeampong, K. (2004). Aid for self-help effort? A Sustainable alternative route to basic education in Northern Ghana. *Journal of International Cooperation in Education*, *7*(1), 41-52.

Avenor, D. (2012). *Strengthening Church-state partnerships in education*. Retrieved August 30, 2013. Available at http://www.modernghana.com/news/415646/1/strengthening-church-state-partnership-in-educatio.html

Ayaga, A. (2013). International Church partnership: The case of two Catholic parishes, Germany and Ghana. In A. M. Ayaga (Ed.). *Empirical culture research: Letting the data speak for themselves*. Niagara Falls, NY: Untested Ideas Research Center.

Baffour-Awuah, (2011) *Supervision of instruction in public primary schools in Ghana: Teacher's and headteacher's perspectives*. Professional Doctorate thesis, Murdoch University. Retrieved October 14, 2014
http://researchrepository.murdoch.edu.au/view/author/Baffour-Awuah, Peter.html

Bartholomew, D., Steele, F., Moustaki, I., & Galbraith, J. (2008). *Analysis of multivariate social science data.* 2nd edition. Boca Raton, FL: CRC Press

Blaikie, N. (2003). *Analyzing quantitative data: From description to explanation*. Thousand Oaks, CA: Sage Publications.

Bolman, L., & Deal, T. (2008). *Reframing organizations: Artistry, choice, and leadership*. San Francisco: Jossey-Bass.

Buchert, L. (2002). Towards a new partnership in sector-wide approaches: comparative experiences from Burkina Faso, Ghana and Mozambique. *International Journal of Educational Development*, *22*(1), 69-84

Casely-Hayford, L., & Palmer, R. (2007). *Aid and donor partnerships in Ghana's education sector, 1987-2007: A critical review of the literature and progress*. Accra, Ghana: Research Consortium for Educational Outcomes and Poverty.

Citifm, (2014). *Don't blame us for indiscipline in mission schools-GES*. Ghana web. Retrieved February 8, 2014
http://www.ghanaweb.com/GhanaHomePage/NewsArchive/artikel.php?ID=300046

Coll, R. & Davis, R. (2007). Faith schools and state education: Church-state relations and the development of 5-14 religious education program in Scotland. *Catholic Education: A Journal of Inquiry and Practice, 11(1)*, 67-82

Conference of directors of education (CODE) (2014). *21st Annual conference: Achieving and sustaining quality education through decentralization and patriotism. The role of stakeholders.* Accra, Ghana: Centre for Performance, Monitoring and Evaluation.

Cox, D., & Jimenez, E. (1990). The relative effectiveness of private and public schools: evidence from two developing countries. *Journal of Development Economics, 34*, 99-121.

Creswell, J. (2003). *Research design. Qualitative, quantitative, and mixed methods approaches.* 2nd edition. Thousand Oaks, CA: Sage Publication

Creswell, J. (2013). *Qualitative inquiry and research design: Choosing Among five approaches.* 3rd edition. Thousand Oaks, CA: Sage Publications.

Creswell, J. & Plano Clark, V. (2011). *Designing and conducting mixed methods research*. 2nd edition. Thousand Oaks, CA: Sage Publications.

Der, B. (1974). Church-state relations in Northern Ghana, 1906-1940. *Transactions of the Historical Society of Ghana*, *15*(1), 41-61.

DeVellis, R. (2012). *Scale development: Theory and application*. 3rd ed. Thousand Oaks, CA: Sage Publications.

Dhillon, J. (2009). The role of social capital in sustaining partnership. *British Educational Research Journal*. 35, 687–704.

Domfeh-Boateng, M. (2010). *An inquiry into the selection and spiritual formation of Catholic public school lay principals in Ghana*. Bronx, NY; Fordham University.

Foster-Fishman, P. G., Berkowitz, S. L., Lounsbury, D. W., Jacobson, S., & Allen. N. A. (2001). Building collaborative capacity in community coalitions: A review and integrative framework. *American Journal of Community Psychology, 29. 2, 241-261*.

Friedman, T., & Mandelbaum, M. (2011). *That used to be us: How America fell behind the world it invented and how we can come back*. New York: Farrar, Straus & Giroux.

Gary, I. (1996). Confrontation, cooperation or co-optation: NGOs and the Ghanaian state during structural adjustment. *Review of African Political Economy*, *23*(68), 149-168.

Ghana Catholic Bishops' Conference (GCBC) (2009). *Ghana Catholic education policy*. Accra, Ghana: National Catholic Secretariat.

Ghana Catholic Bishops' Conference (GCBC) (2011). *National forum on Catholic education. The Catholic Church and state partnership in education: experience-challenges and the way forward.* Accra, Ghana: Directorate of Education and Religious Education, NCS.

Ghana Statistical Service (GSS). (2012). *2010 population and housing census: Summary of report of final results.* Accra, Ghana: Ghana Statistical Service

Googins, B., & Rochlin, S. (2000). Creating the partnership society: Understanding the rhetoric and reality of cross-sectoral partnerships. *Business and Society Review*, *105*(1), 127-144.

Graham, C. K. (1971). *The history of education in Ghana: From the earliest times to the declaration of independence*. London, GB: Frank Cass and Company Ltd.

Huxham, C. (1993). Collaborative capability: An intra-organizational perspective on collaborative advantage. *Public Money & Management, 13*(3), 21-28

Imoro, B. (2009). Dimensions of basic school dropout in rural Ghana. The case of Asutifi district. *Journal of Science and Technology*, *29*(3), 72-85.

John Paul II (1997). *Catechism of the Catholic Church*. 2nd ed. Vatican City, Italy: Libreria Editrice Vaticana. Retrieved February 11, 2014. http://www.usccb.org/beliefs-and-teachings/what-we-believe/catechism/catechism-of-the-catholic-church/

Kouzes, J., & Posner, B. *The leadership challenge*. 4th Edition. San Francisco, CA: John Wiley & Sons.

Lee, J., & Kim, Y. (1999). Effect of partnership quality on IS outsourcing success: conceptual framework and empirical validation. *Journal of Management information systems*, *15*(4), 29-61.

McCoach, B., Gable, R., & Madura, J. (2013). *Instrument development in the affective domain: School and corporate application* (3rd Ed.). New York: Springer

Miles, M., Huberman, A., & Saldana, J. (2014). *Qualitative data analysis. A methods sourcebook.* 3rd ed. Thousand Oaks, CA: Sage Publications.

Ministry of Education (MoE) (2012). *Education sector performance report 2012*. Accra, Ghana: Government of Ghana

Ministry of Education (MoE) (2003). *National action plan education for all: Ghana 2003-2015*. Accra, Ghana: Government of Ghana.

Mohan, G. (2002). The disappointments of civil society: the politics of NGO intervention in northern Ghana. *Political Geography*, *21*(1), 125-154.

Mohr, J., & Spekman, R. (1994). Characteristics of Partnership Success: Partnership Attributes, Communication Behavior, and Conflict Resolution Techniques. *Strategic Management Journal*, 15.2, 135-152.

Mor Barak, M. (2010). *Managing diversity: Toward a globally inclusive workplace*. Thousand Oaks, CA: Sage Publications.

Morgan, G. (2006). *Images of organizations*. Thousand Oaks, CA: Sage Publications.

Morse, S., & McNamara, N. (2008). Creating a greater partnership: analysing partnership in the Catholic Church development chain. *Area*, *40*(1), 65-78.

Moustakas, C. (1994). *Phenomenological research methods*. Thousand Oaks, CA: Sage Publications.

Okyerefo, M., Fiaveh, D., & Lamptey, S. (2011). Factors prompting pupils' academic performance in privately owned Junior High Schools in Accra, Ghana. *International Journal of Sociology and Anthropology*, *3*(8), 280-289.

Opuni-Frimpong (2014). *Statement: Return public schools to churches – CCG*. http://www.ghanaweb.com/GhanaHomePage/NewsArchive/artikel.php?ID=299737. Retrieved February 4, 2014

Osborne, J. (2013). *Best practices in data cleaning: A complete guide to everything you need to do before and after collecting your data*. Thousand Oaks, CA: Sage Publications.

Osei-Bonsu, J. (2010). *Provision of quality education in Ghana: The role of the Catholic Church*. Retrieved November 3, 2013, http://kmdiocese.org/kmd.

Palestini, R. (2009). *Catholic school administration: Theory, practice leadership*. 2nd edition. Lancaster, PA: ProActive Publications

Patrinos, H., Barrera-Osorio, F., & Guaqueta, J. (2009). *The role and impact of public-private partnerships in education*. Washington, D. C.: The World Bank.

Peugh, J. L., & Enders, C. K. (2004). Missing data in educational research: A review of reporting practices and suggestions for improvement. *Review of Educational Research, 74*(4), 525-556.

Philpot, C., Balvin, N., Mellor, D., & Bretherton, D. (2013). Making meaning from collective apologies: Australia's apology to its indigenous peoples. Peace and conflict. *Journal of Peace Psychology, 19*(1), 34-50.

Pobee, J. (1991). *Religion and politics in Ghana*. Accra, Ghana: Asempa Publishers.

Rasmussen, K., Malloy, D., & Agarwal, J. (2003). The ethical climate of government and non-profit organizations: Implications for public-private partnerships. *Public Management Review*, 5(1), 83-97.

Ridemour, S., & Newman, I. (2008). *Mixed methods research: Exploring the interactive continuum*. Carbondale, IL: Southern Illinois University Press,

Salamon, L. (1995). *Partners in public service: Government-nonprofit relations in the modern welfare state*. Baltimore, MD: Johns Hopkins University Press.

Titchen, A., & Hobson, D. (2011). Understanding phenomenology through reverse perspectives. *Theory and methods in social research*, 121-128.

Vasavada, T. (2007). Navigating networks: An examination of the relationship between government and non-profit organizations and the experience of women leaders of non-profit organization in cross-sector partnerships. Dissertation. *Nelson A. Rockefeller College of Public Affairs and Policy.* Ann Abor, MI: ProQuest Information and Learning Company

Wellard, K., & Copestake, J. (1993). *Non-governmental organizations and the state in Africa: Rethinking roles in sustainable agricultural development*. New York: Routledge

Williams, T. (1964). Sir Gordon Guggisberg educational reform. *Comparative Education Review, 8*(3), 290-306.

INVITATION TO SUBMIT MANUSCRIPTS

The editor of *Educational Planning*, a refereed journal of educational planning issues, invites the submission of original manuscripts for publication consideration. *Educational Planning* is the official journal of the International Society for Educational Planning. The audience of the journal includes national and provincial/state planners, university faculty, school district administrators and planners, and other practitioners associated with educational planning.

The purpose of the publication is to serve as a meeting place for scholar-researcher and the practitioner-educator through the presentation of articles that have practical relevance to current issues and that broaden the knowledge base of the discipline. *Educational Planning* disseminates the results of pertinent educational research, presents contemporary ideas for consideration, and provides general information to assist subscribers with their professional responsibilities. Manuscripts preferred for inclusion are those from practitioners, reports of empirical research, expository writings including analyses of topical problems, or case studies. Unsolicited manuscripts are welcomed.

The following criteria have been established for the submission of manuscripts.

STYLE: All formatting should adhere strictly to the current guidelines set in the Publication Manual of the American Psychological Association.

LENGTH: The manuscript, including all references, figures or illustrations, charts, and/or graphs, should not exceed 20 pages. In addition, an Abstract (between 150-500 words on a separate sheet of paper) describing the focus of the manuscript should be included at the beginning of the manuscript.

WORD PROCESSING: SINGLE-SPACE all text using TIMES NEW ROMAN with a 10 point type. Headings and sub-headings should be in ARIEL with a 10 point type. Provide 1.0 inch margins top and bottom, and 1.5 inch left and right, with 1.0 inch header and 1.0 inch footer. The body of the manuscript must be no wider than 5 ½ inches to fit the paper. Lengthily tables, drawings, and charts or graphs should be scaled to the dimensions given and should preferably be camera-ready.

FORM of SUBMISSION: Send the manuscript to the Editor electronically in Microsoft Word as an attachment to an email. The email address is: tchan@kennesaw.edu

The manuscript should include the following:
Title Page
> Title of the manuscript
> Date of Submission
> Author(s) name, mailing address, telephone number, email address, and fax number
> Biographical sketch not to exceed 75 words

Abstract
> An abstract not to exceed 500 words on a separate page

Body of the Manuscript
> Text of the manuscript not to exceed 20 pages, including references, tables, etc.

If the manuscript does not meet the guidelines exactly, it will NOT be reviewed and will be returned to the author.

Author(s) name or any other identifying information should not be included on the abstract or the manuscript. Authors are responsible for copyright clearance and accuracy of information presented and submission implies that the same manuscript has not been submitted t other publications.

Editorial reviewers and editors will review all manuscripts. Points of view are those of the individual authors and not necessarily of ISEP.

Please send manuscripts to: Dr. Tack Chan – tchan@kennesaw.edu
For more information about ISEP go to: www.isep.info

ISEP
MEMBERSHIP SUBSCRIPTION FORM
(Please Print)

Name: _____

Last   First   Middle

Organization/Department _____

_____

Mailing Address: _____

_____

City   Province/State

_____

Postal Code   Country

Email_____

Fees: Professional Membership and Subscription to Educational Planning = $125.00 USD

Payment by check, money order, or Purchase Order required with application.

NOTE: Annual Membership is based upon the calendar year – January to December.

MAKE CHECK PAYABLE TO: <u>ISEP</u>
RETURN MEMBERSHIP APPLICATION AND PAYMENT TO:
Dr. Carol S. Cash
Secretary/Treasurer, ISEP
ccash48@vt.edu
6543 Cold Harbor Road
Mechanicsville, VA 23111
USA

Forty-Sixth Annual Conference
International Society for Educational Planning

New Orleans
October 18-20, 2016

Conference Registration Includes:
Registration & Membership
Breakfasts, Luncheons
Journal Subscriptions

To Register Visit:
www.isep.info

For further information contact:

Ken Ducote
KenDucote@msn.com

Conference Hotel
Hotel Monteleone

Reservations:
504-523-3341
1-800-217-2033

Mention ISEP

FUTURE CONFERENCES
2017-Warsaw, Poland –

EDUCATIONAL PLANNING

EDUCATIONAL PLANNING
Dr. Carol S. Cash
Secretary/Treasurer, ISEP
6543 Cold Harbor Road
Mechanicsville, VA 23111
U.S.A.