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PROLIFERATION OF PRIVATE UNIVERSITIES AND COLLEGES IN GHANA AND ITS IMPACTS ON STAKEHOLDERS

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ABSTRACT

The proliferation and the growth of private partner participation in higher education systems in Ghana and in many African Countries is not something new. However, the rate at which this growth is steadily increasing in Ghana is having catastrophic effects on the academic institutions as well as on graduates who enters the labor market annually for jobs. Unemployment rate in Ghana increased to 9.10% in 2015 from 5.20% in 2013. According to the Labour Force Survey 2017 Report, more than 1.2 million persons from 15 years and older are estimated to be unemployed, representing the total unemployment rate of 11.9%. Unemployment rate in Ghana averaged 8.87% from 2001 until 2015, reaching an all-time high of 12.90% in 2005 and a record low of 5.20% in 2013. Finding a job after degree is a hectic thing every graduate in Ghana can attest to and majority of this problems are because of this proliferation and growth of private universities with less job creation. Currently in Ghana as at January, 2017, there were –Two hundred (200) Universities and Colleges which has been fully accredited by the National Accreditation Board of Ghana to run various tertiary Certificates, Diploma, Undergraduate and postgraduate degree programmes for both Public and private. Out of this figure, the National Accreditation Board has categories all the 195 institutions as followed: 86 Public Universities and Colleges made up of (10 public universities, 10 Polytechnics (now technical universities), 19 public Nursing Training Colleges, 38 public colleges of education, 1 Public college of Agriculture, 7 public university/ professional, 1 Regionally-owned tertiary university) and 114 private Universities and Colleges- made up of 76 private University Colleges, 7 tutorial colleges, 2 distance learning centers, 4 private chartered universities, 6 registered foreign institutions, 2 open universities, 10 private nursing training colleges, 7 private colleges of education. Aside these accredited institutions which are mandated to run various programmes, there were many as 53 private unaccredited Universities and Colleges which were competitively competing with all the Two hundred (200) Universities and Colleges in Ghana till 2015 when the National Accreditation Board upon its routing audit found out this unaccredited Universities and Colleges and clumped them down. The spread of privatization in higher education in Ghana, as constitutional adopted to reduce the burden on state funded institutions, has rather created catastrophic effects for private owners, students and the state as a whole. Among some of the many problems are: hyper competition in the industry, lack resources, state-of the art technology, low student enrolment, lack of quality staffing, lack of marketing strategy (i.e. pricing, differential programme, effective branding), exploitation of teaching staff, and the ability to coiled into the “Blue Ocean strategy). There is also a lot of competition arising from foreign registered and open universities, which have campuses established in Ghana. Students in the private Universities and Colleges find it difficult to differentiate a university’s courses from those offered by other universities. Also quality graduate output has become a major concern to academic thinkers as majority of programmes and curriculums are not developed to meet industrial needs and demands. The proliferation these Universities and Colleges and growth of graduate output annually from both the private and the public institutions has escalated the county’s unemployment issues as graduates would be competing for employment on the same labor market. This paper revealed the challenges faced by private Universities and Colleges in Ghana and its effects on output graduates on the labor market. Aside this there has been a diminishing confidence in parents as well as industry players. The goal is to provide policy makers with a tool to assist them in the understanding of the industry environment and the development of a sustainable competitive position for the industry players. The main source of information is secondary resources on the proliferation of these universities and colleges, nature of competition, incentives of buyers (students and employers/recruiters) and sellers (faculty), and threat of substitutes (on-line degrees). It is noted that the nature of competition is a critical force affecting the private universities and colleges.

KEYWORDS

Ghana, proliferation of private universities and colleges.

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1.0 INTRODUCTION

In order to bridge the gap left by the inadequacy of public higher institutions, most African countries, especially Ghana have created enabling environment for the establishment of Private Tertiary Universities and Colleges some decades ago. This new development has seen sweeping changes in the higher education space, the most significant of which has been the increasing competition in higher education and graduates for the job market.

Again, the proliferation of online and distance learning education has expanded the competitive landscape from the few local institutions and catapulted it onto a global level. However, the springing up of these Private Tertiary Universities and Colleges in Ghana is becoming a major problem posing serious hyper competition in the industry; among which Students and as well as parents find it difficult to choose which institution to attend and which one would be the best in terms of programmes offered and industry needed graduates. Moreover, majority of these Private Tertiary Universities and Colleges are mostly situated in the city centers have little or no facilities to cater for their over or little populated students body. As a result, there is a competition between workers, students and other residents for car park. Many foreign students are also attracted to the country and these challenges are putting pressure on private owners of such institutions to increase their facilities and faculties.

It also should be noted that even though the number of private institutions on the continent has increased dramatically and appears higher in absolute numbers than the number of public institutions especially in Ghana, the student enrolment in public institutions outnumbers enrolment in private institutions in nearly all other countries in Africa. Nevertheless, the emergence of private higher educational institutions in Africa dates back to the colonial days. The institutions were established basically by Christian missionaries for religious and educational reasons among others. In the past two decades, there has been an improved endeavor to augment higher educational accessibility in essentially every country on the globe.

Educational transformations over the years and the increasing demand for quality employable graduates in all sectors of the economy have greatly influenced the emergence and direction of private universities and education as a whole (Assessed: Sawyer, 2004; Effah, 2003). However, the proliferation rate of these Private Tertiary Universities and Colleges is adversely having effects on Ghana’s graduate unemployment, in terms of challenge the mismatch between demand and supply of skilled labor, quality of products and sustainability.

A solution to this canker can only be curtailed if the government of Ghana, under the Ministry of Education, National Accreditation Board (NAB), National Council for Tertiary Education and National Board for Professional, Technician Examinations of Ghana (NAPTEX) and Stakeholders in Education Collaborate to establish a functional unit to forecast the demands and the size of the labour market, and establish the skill requirements of the labor market. Besides, training institutions, other stakeholders have to establish linkages with employers, trade unions and Industrial and Commercial Unions; this could facilitate the recruitment of part-time staff from industry. Because, "these part-time staff should be given attractive incentive packages." as cited in Yidana Peter speech "The Role of Tertiary Education in National Development" (Access: The Central Press Newspaper-Ghana, 2012).

Many Educationists, among them is Owusu-Dankwa (2009) has put his views as cited in Varghese (2004), Ahemba (2006) that, the most important reasons behind the emergence of private universities and college in Ghana and in many African Countries is:

1. To help address the problem of paying for the development of higher education.
2. The government invitation to private sector to participate in the development of higher education.
3. To bridge the between few educated and a mass of millions who demand for university education.
4. Provision of innovation, diversity and autonomy by government in higher education as a response to public pressure on entering university.
5. The introduction of latest teaching strategies using information technology for providing quality education to youth of society.
6. The provision of latest and special instructional programmes which aim for self-employment.
7. To respond for the global call for free market opportunities, privatization and ownership of establishments.

1.1 PROBLEM STATEMENT

The proliferation of private universities and Colleges as many educational thinkers have proposed because of its benefits to the state has taking a divergence view by creating disadvantages and exploiting the society as a whole. This proliferation has created hyper competition in the industry in terms of resources, student enrolment, quality staffing, lack of marketing strategy (i.e. pricing, programme differentiation, effective branding), exploitation of teaching staff, and none which has been able to coiled into the "Blue Ocean strategy". The question now is how do these institutions do to fight competition? "Michael Porter (porter, 1980) suggests four general business strategies that could be adopted in order to gain a competitive advantage"(Abusafia, 2004).

1.2 THE OBJECTIVE OF THE STUDY

The proliferation of private universities and Colleges has become widely and favorably accepted in Ghana. There many private universities or college one could see in every major cities and towns in Ghana. There was, therefore, the need to look at the reasons why such private universities and colleges are established and assess their ability to live up to those reasons. Despite the continuous sprung of such private universities and colleges there are the need to also look at some of the challenges that have prevented these universities and Colleges from achieving fully their noble aims and objectives and how sustainable can they leave to their expectations.

The main objectives therefore in this particular study are:

- 1 To assess the proliferation and the nature of competition in the private universities and colleges in Ghana
- 2 To assess the constitutional objective for establishment of private universities and colleges in Ghana
- 3 To assess whether these institutions are producing quality graduates for the labor market
- 4 To ascertain stakeholders monitoring of these institutions.
- 5 To suggest and recommend strategies that could curtail this competition.

1.3 SIGNIFICANCE OF THE STUDY

The significance of this study cannot be over emphasized as it will go a long way to provide the academia, stakeholder such as National Accreditation Board (NAB), National Council for Tertiary Education (NCTE), National Board for Technician and Professional Examinations (NAPTEX), Mentoring Institutions with empirical evidence and statistics on the subject matter. This would also enable them on how to strategize their policies in order to curtail competition within the higher educational sector.

1.4 LIMITATION

The source of this paper was limited to the adaptation and application of Michael Porters competitive models in higher educational sector i.e. the Universities and Colleges resource-based in terms of their relations, similarities, and differences relative to Porter's model.

1.5 SOURCES OF INFORMATION

The main source of information was source from both secondary resources on the proliferation of these universities and colleges in Ghana and the nature of competition.

2.0 LITERATURE REVIEW

The democratization campaign of education in Africa as cited by Francis Frimpong Fosu and Kofi Poku has contributed to the restructuring of higher education in Ghana. Some of the changes include accrediting private universities, tax exemptions on imported books, decline in the funding of higher education by the government and decreased in enrolment by public universities in order to pave way for the private ones (Manuh, et al., 2007). Higher education in Ghana has therefore been characterized with privatization and competition. These changes have affected the operations of higher education nowadays and they are seen as the driving forces for the marketing of higher education (Maringe, 2006). As a result, the motivating factors for students in their choice of a university have become a vital issue and the role of marketing in enrolment has been given greater attention recently. As competition in the higher education increases, universities are now faced with the problem of competing for students to improve enrolment. Attempt to increase enrolment in this case calls for the application of the marketing concept.

2.1 OVERVIEW OF HIGHER EDUCATION IN GHANA

The 1992 constitution of Ghana makes the following general provisions for education and higher education in particular as follows:

- a) All persons shall have the right to equal educational opportunities and facilities and with a view to achieving the full realization of that right - (a) Basic education shall be free, compulsory and available to all;
- b) Secondary education in its different forms, including technical and vocational education, shall be made generally available and accessible to all by every appropriate means, and in particular, by the progressive introduction of free education;
- c) Higher education shall be made equally accessible to all, on the basis of capacity, by every appropriate means, and in particular, by progressive introduction of free education;
- d) Functional literacy shall be encouraged or intensified as far as possible;
- e) The development of a system of schools with adequate facilities at all levels shall be actively pursued.
- f) Every person shall have the right, at his own expense, to establish and maintain a private school or schools at all levels and of such categories and in accordance with such conditions as may be provided by law. (Assessed: The Fourth Republican Constitution of Ghana as cited by Amenyah, Augustine M. in his Article-Higher Education in Ghana, 2009).

2.2 THE PROLIFERATION OF PRIVATE TERTIARY UNIVERSITIES AND COLLEGES IN GHANA

The process and genesis of Private Tertiary Universities and Colleges in Ghana started in Ghana in 1993 when a structure for accrediting private universities was formed. The same year, polytechnics were upgraded to tertiary status. In the 2007 Ghana Education Reform, a goal was set to increase private sector participation in education services and aligned policies such as tax exemptions on imported books were created. Market differentiation is as important in higher education as it is in any area of commerce. Universities continually strive to build competitive advantage even though within sectors (e.g. Ivy League) their brand differences are relatively minor. But even small differences in the higher education marketplace can translate into enormous sums of money, so institutions compete at multiple levels and they compete hard.

Ahemba (2006) attributes the emergence of private universities and colleges to the failure of Africa's once glorious. An outline of reasons gleaned from answers some African Presidents gave on why they encourage the establishment of private higher institutions testifies to this truth. As summarized by Owusu Dankwa (2009), the reasons, according to them, are to help:

- a) Address the problem of who pays for higher education in the new millennium.
- b) African governments in offering environments that are conducive for teaching and learning needs in the higher education endeavor.
- c) Bridge the gap between the small number of educated Africans and the millions who need university education

- d) Governments to act in response to the pressure on entrance into the university by providing diversity, innovation and autonomy in the higher education sector.
 - e) Offer quality education to enable individuals achieves their potentials through the introduction of current teaching systems and the effective use of information technology.
 - f) Provide new and specialized educational programmes aimed at self-employment.
 - g) Respond to the universal call for privatization, free market economy and individual ownership of establishments.
- Varghese (2004, p. 11) also identified some key reasons that have contributed to the increasing participation of private universities in higher education as follows:
- a) The inability of the public sector to satisfy the growing social demand for access into higher education.
 - b) The shifting political view of extensive public subvention to social sectors to lessen investment possibilities in the „productive sectors“ and thus the growth potentials of the economy in general
 - c) Public universities“ inability to respond to the demand for changes in courses and subjects of study that have occurred in many countries.
 - d) In some countries the public sector is being criticized for inefficiency and as such the private sector is increasingly being promoted for its efficiency in operation.
 - e) In many centrally planned economies, the transition from state to market forces was also associated with the expansion of the private sector in higher education which formed an integral part of the reform measures. In fact, the privatization of higher education was, at times, part of the conditionality for receiving external funding support during the period of transition.

2.3 NATIONAL ACCREDITATION BOARD (NAB) CATEGORIZES OF TERTIARY INSTITUTIONS

NAB categorizes tertiary institutions into the following:

A University: An educational institution designed for advanced instruction and research in several branches of learning, conferring degrees in various faculties, and often embodying colleges, schools and similar institutions.

University College: An institution of higher learning that is affiliated to a university and that offers instructions based on programmes approved by the university to which it is affiliated and whose degrees/diplomas/certificates are awarded by the parent university.

Polytechnics (Now Technical Universities): An institution of higher or further education in which courses in a large range of subjects, especially, of a technical or vocational kind are available.

College: An establishment for further or higher education in the liberal arts (Pure Science/Humanities) or professional studies, sometimes, part of a university, e.g. Business College; College of Music; Naval College.

School: An educational institution devoted to a special branch of higher education, e.g. School of Education, School of Economics, School of Medicine, and School of Law.

Institute: An establishment offering advanced courses in the professions, or the arts, or science and technology.

Academy: A place of study or training in a special field, e.g. Military Academy, Academy of Dance, Maritime Academy.

Tutorial College: An institution, which prepares students to take the examinations of a university or a recognized professional body (**Assessed:** <http://www.nab.gov.gh>)

2.4 STAKEHOLDERS MONITORING OF PRIVATE UNIVERSITIES AND COLLEGES IN GHANA

i. National Accreditation Board (NAB)

The National Accreditation Board (NAB) of Ghana is the Government of Ghana agency responsible for the regulation, supervision and accreditation of tertiary institutions in Ghana. It is an agency under the Ministry of Education.

ii. National Council for Tertiary Education(NCTE)

The National Council for Tertiary Education (NCTE) was established by an Act of Parliament, ACT 454 of 1993. This Act among other things enjoins the Council to: advise the Minister of Education on the development of tertiary education institutions in Ghana; recommend national standards and norms including standards and norms on staff, costs, accommodation and time utilization, for approval of the Minister of Education; to monitor the implementation of any approved national standards and norms by the institutions; and to publish information on tertiary education in Ghana

iii. National Board for Technician and Professional Examinations (NAPTEX)

The National Board for Professional and Technician Examinations (NABPTEX) is one of three bodies with the mandate to regulate the tertiary education sector. NABPTEX is a regulatory body, which has oversight responsibility for non-university tertiary institutions, professional bodies and private institutions

iv. Mentoring Institutions (Private Institution Affiliation with Public Institution)

Mentoring as defined by Megginson and Clutterbuck (1995) is the “off-line help by one person to another in making significant transitions in knowledge, work and/or thinking”. That one wise and trusted person is called a mentor as well as motivator, adviser, facilitator just to mention a few.

To be called a university or before any of these private institution is granted a presidential charter and to have a full university status, such institution has to be mentored by any of the state public universities throughout it programme and institutional accreditation.

2.5 ACCREDITATION PROCESSES

Accreditation is a process of self-study and external quality review used in higher education to scrutinize an institution and/or its programmes for quality standards and need for quality improvement. The process is designed to determine whether or not an institution has met or exceeded the published standards (set by an external body such NAB, NCTE, or other professional bodies) for accreditation, and whether it is achieving its mission and stated purpose. The process usually includes a self-evaluation, peer review and a site visit. Success results in the accreditation of a programme or an institution.

Audit is a process of reviewing or vetting of an institution or programme to determine if its curriculum, staff, and infrastructure meet its stated aims and objectives. It is an evaluation of an institution or its programmes in relation to its own mission, goals, and stated standards. The assessors are looking primarily at the success of the institution in achieving its own goals.

An audit focuses on accountability of institutions and programmes and usually involves a self-study, peer review and a site visit. Such an evaluation can be self-managed or conducted by external body. It is an evaluation and assessment of an institution or its programmes in relation to its mission, goals and stated standards. The assessors are looking primarily at the success of the institution in achieving its goals.

Licensing is a process for granting a new institution or programme permission to launch its activities. It is sometimes a phased process whereby an institution goes through various stages before being granted a full license.

2.6 GROWTH RATE OF UNIVERSITIES AND COLLEGES IN GHANA

Government figures indicate that 136 accredited Universities and Colleges were operating in Ghana as of July 2010/2012. This figure rose to 142 in the following 2012/2013 academic year. This was 4% increase in the number of accredited institutions. With this figure, the Public universities enroll the largest number of students, taking 45.3% of the total 283,506 students in 2012/13, followed by private tertiary institutions (19.5%) and polytechnics (18.7%). In this same year there were 48 unaccredited local institutions operating in Ghana according to the National Accreditation Board 2012/13 records.

TABLE 1: DISTRIBUTION OF HIGHER EDUCATION INSTITUTIONS IN GHANA AS AT 2013

No.	Universities and Colleges	2010/2011 Academic Year	2011/2012 Academic Year
	Public universities/university colleges	7	6
	Public specialized/professional colleges	7	9
	Chartered private tertiary institutions	3	3
	Private tertiary institutions	51	55
	Polytechnics (now Technical Universities)	10	10
	Public colleges of education	38	38
	Private colleges of education	3	3
	Public nursing training colleges	13	10
	Private nursing training colleges	4	5
	Public colleges of agriculture	0	3
	Total	136	142 (4% increment)

(Source: Ministry of Education, "Education Sector Performance Report", July 2013)

By January 2017, the total number of accredited Universities and Colleges operating in Ghana rose from 142 in 2012/2013 academic year to 200. This represented about 29%. It means the number within 4 years increased by additional 25% as at 2017 as statistically indicated in the table 2 given below.

Again, the number of unaccredited institution also rose from 48 in 2012/2013 academic year to 53 in 2016/2017, this is over 9% increased.

TABLE 2: STATISTICS OF CATEGORIES OF TOTAL NUMBER OF ACCREDITED 200 PRIVATE & PUBLIC UNIVERSITIES AND COLLEGES IN GHANA

No:	Type and Category	Total Number	Recognized Certification
Public Funded			
1.	Public Universities,	10	Certificates, Diploma, Undergraduate and postgraduate degrees
2.	Polytechnics (Now Technical Universities)	10	Certificates, Diploma, Undergraduate
3.	Public Nursing Training Colleges	19	Certificates, Diploma
4.	Public Colleges Of Education	38	Certificates, Diploma, Undergraduate and postgraduate degrees
5.	Public College Of Agriculture	1	Certificates, Diploma, Undergraduate
6.	Public University/ Professional	7	Certificates, Diploma, Undergraduate and postgraduate degrees/professional
7.	Regionally-Owned Tertiary University	1	Certificates, Diploma, Undergraduate and postgraduate degrees
Total : 86			
Private Funded Institutions			
1.	Private University Colleges,	76	Certificates, Diploma, Undergraduate and postgraduate degrees
2.	Tutorial Colleges	7	Certificates, Diploma, Undergraduate and postgraduate degrees
3.	Distance Learning Centers	2	Certificates, Diploma, Undergraduate and postgraduate degrees
4.	Private Chartered Universities	4	Certificates, Diploma, Undergraduate and postgraduate degrees
5.	Registered Foreign Institutions	6	Certificates, Diploma, Undergraduate and postgraduate degrees
6.	Open Universities	2	Certificates, Diploma, Undergraduate and postgraduate degrees
7.	Private Nursing Training Colleges	10	Certificates, Diploma
8.	Private Colleges Of Education	7	Certificates, Diploma, Undergraduate and postgraduate degrees
Total: 114			
Ground Total : 200 (Excluding Unaccredited Institutions)			
1.	Private Unaccredited institution- clumped	53	Unrecognized Certification

(Access: <http://www.nab.gov.gh>)

TABLE 3: REGIONAL DISTRIBUTION OF THE 76 UNCHARTERED PRIVATE UNIVERSITIES IN GHANA

Regions	Total number of private universities for Degree programmes only	Percentage (%)
Ashanti	15	20
Brong-Ahafo	1	1
Greater Accra	37	49
Central	6	8
Eastern	7	9
Northern	2	3
Western	2	3
Upper East	2	3
Upper West	1	1
Volta	2	3
Total Regions 10	76	100%

2.7 TOTAL ENROLMENT LEVEL IN TERTIARY INSTITUTIONS AS AT 2014/2015 ACADEMIC YEAR

Total tertiary enrolment increased by 2.2% from 313,846 students enrolled in 2013/14 to 320,746 in 2014/15 as indicated in the table 4 below. This can entirely be attributed to an increase in enrolment in public institutions; enrolment in private institutions declined in 2014/15 compared to 2013/14.

TABLE 4: TOTAL ENROLMENT LEVEL IN TERTIARY INSTITUTIONS AS AT 2014/2015 ACADEMIC YEAR

Details	2009/10	2010/11	2011/12	2012/13	2013/14	2014/15
Public Institutions						
Public Universities	107,058	115,452	109,278	128,326	138,416	147,180
Polytechnics	46,079	43,113	47,294	53,078	54,897	53,978
Colleges of Education (Public)	26,861	26,703	27,580	27,906	33,526	36,563
Specialized/Professional Institutions	14,951	7,715		11,735	10,786	
Total Public Institutions	179,998	185,268	202,063	221,632	238,574	248,507
Private Institutions						
Total Private Institutions*		32,275	59,899	61,874	75,272	72,239
Total tertiary enrolment		217,543	261,962	283,506	313,846	320,746

*includes: private universities and private Colleges of Education

2.8 ENROLLMENT LEVEL OF DISTANCE EDUCATION IN GHANA

Distance education is making a lot of impact in Ghana now, as majority of mature people want to remain to work and at the same time have education. This Distance Education is mostly run by the Public Universities. However, distance enrolment in distance education has remained more or less stagnant, with a less than one percent decline in total enrolment in 2014/15 compared to 2013/14. While enrolment in distance education programmes at UCC and UEW have increased, these figures have declined in UG and Kwame Nkrumah University of Science and Technology (KNUST), as indicated in the table 5 below:

TABLE 5: ENROLLMENT LEVEL OF DISTANCE EDUCATION IN GHANA

Institution	2009/2010	2010/2011	2011/2012	2012/2013	2013/2014	2014/15
University of Ghana (UG)	4,816	7,210	8,331	9,175	6,954	6,593
KNUST	2,186	3,165	4,787	6,453	10,981	7,939
University of Cape Coast(UCC)	13,586	19,007	29,914	28,348	35,462	37,413
University of Education	17,001	23,607	20,264	15,563	13,256	14,416
TOTAL	37,589	52,989	63,296	59,539	66,653	66,361
Annual increase	17%	41%	19%	-6%	11%	-0.44%

2.9 ENVIRONMENTAL ANALYSIS OF PRIVATE UNIVERSITIES AND COLLEGES IN GHANA

The SWOT and the PESTLE model have become so important in the education sector these days due to the influx and the proliferation of private universities and colleges in Ghana. This analysis also makes it possible for educational marketers to determine environment changes that might impact the planning, management and future financing of the industry.

TABLE 6: PESTLE ANALYSIS (MACRO)

<p>Political factors</p> <ul style="list-style-type: none"> • Privatization of Universities and Colleges • Changes in skills needed for one to become a tutor or a lecturer • The expectations to become self-financing • Government initiatives that create risk of the industry failing • Curriculum changes that come with shorter lead times
<p>Economic factors</p> <ul style="list-style-type: none"> • Cost of resources such as books or papers, teaching and support staff and technology solutions such as laptops etc. • Material shortage on international and national markets • Risk of high valued staff members moving from the low performing schools/institutions to high performing ones • Parents ability to raise funds needed for optional activities • Local industry closure can affect the industry’s fund raising plans • Local or central government funding decisions can affect the general performance of the industry
<p>Social factors</p> <ul style="list-style-type: none"> • Birth rate decline which reflects national trends • Changes in the local population. This can either be an increase or decrease in the numbers. • Inability for the industry to attract qualified staff • Parental preference has increased the tendency of parents to choose which schools their children are going to attend. • Demographic changes can affect pupil rolls or nature of the needs of students • Inability of the staff to acquire or access training that is needed to ensure the industry continues to flourish.
<p>Technological factors</p> <ul style="list-style-type: none"> • Shift from paper based to e-book readers. • Out of date computer hardware • New computer viruses that affect the operations of the industry • Risk of choosing the inappropriate technology • Change to equipment or standards required • Disturbing/illegal images on the internet that affect security measures
<p>Legislative factors</p> <ul style="list-style-type: none"> • New legislation that creates non-compliance with law and also creates administrative burdens • Child protection changes • Raise in the age of those leaving school • Lowering or raise of age starting age • Change in the opening hours of schools • Safety and health legislation
<p>Environmental factors</p> <ul style="list-style-type: none"> • Reduction in green space that is availed for activities • Use of huge amounts of photocopier toner and paper to deliver printed information • New developments that pose a threat to students in the industry • Disposal of waste • Changes in the local bus routes

(Assessed: <http://www.trainingindustry.com/blog/blog-entries/pest-to-pestle.asp>)

TABLE 7: SWOT ANALYSIS (MICRO)

Strengths	Weaknesses
<ul style="list-style-type: none"> brand name through more effective marketing and communications location in state capital small size expertise in teaching non-traditional students Positive Campus Climate accessibility – regular day, weekend, and Evening school interdisciplinary and experiential education at both the undergraduate and graduate levels Access through direct entry and mature entry 	<ul style="list-style-type: none"> underfunding in many departments and programs lack of financial support for faculty Scholarship thin on cultural/racial/ethnic diversity Lack of Political Representation Lack of willingness to recognize weaknesses and make improvements, e.g., the administrators lack the willingness to openly discuss challenges the university faces -- recruitment, retention, lack of diversity -- and develop plans for making improvements. declining enrollment from due to competition, followed by uneven patterns of growth understaffing at many levels inadequate resources for recruitment, retention, advising, and marketing – all the things needed to recruit and retain students lack of infrastructure – including physical, financial, and human resources; inadequate capital funds to support all that we want to do underdeveloped campus life and facilities not enough undergraduate degree programs lack opportunity of becoming a leader in interdisciplinary and integrated learning lack more conversations and partnerships with local employers – those in the private, nonprofit, and public sectors – so that our students are more appealing to them lack international and off-campus study and exchange programs
Opportunities	Threats
<ul style="list-style-type: none"> continuing education for intellectual enrichment and for people of all ages New Lecture and Residence Halls opportunity to build an undergraduate experience using the best practices from throughout the country Multi-state access to students. Location and proximity Leverage on diversity and mix of academic programs and schools/colleges to create new areas of study. Growth opportunities in emerging sectors -- research and economic development such as science, Mathematics manufacturing, information solutions and Engineering 	<ul style="list-style-type: none"> lack public funding through the Ghana Education Trust Fund Poor Academic Preparation risk of losing prominent faculty and staff for genuinely better opportunities at other universities or locally to the Public Universities growing competition from nearby public universities and small privates in Colleges Part-time faculty teach most classes, and there is no strong bond and a high level of interaction between faculty and students

3.0 COMPETITORS ANALYSIS IN TERTIARY EDUCATION

Hyper competition is a situation brought by modern technology and speed of business, globalization, rapid transport and manufacturing in which there is global very strong competition between companies, markets are changing very quickly, and it is easy to enter a new market, so that it is not possible for one company to keep a competitive advantage for a long time (Assessed: “Hyper Competition and the Speed of Change” by Jorgen Eriksson, 2012.

According to Mr. D’Aveni, business has entered a new era of hyper-competition, shifting dramatically from slow-moving stable oligopolies to an environment characterized by a quick- strike mentality on the part of companies aimed specifically at disrupting the competitive advantage of market leaders as cited in “This business is intensely, vigorously, bitterly, savagely competitive” by Robert Crandall, 2013.

As cited by Philip G. *Altbach*, Academic competition has its good and bad points. Universities are tempted to “follow the leader” and to emulate the most prestigious universities. This is often counterproductive, since higher education institutions have different missions and everyone cannot—and should not—be Harvard (<http://www.forbes.com/2010/08/01/higher-education-competition-opinions-best-colleges-10-altbach.html>).

Porter (1998) states that competition in an industry depends on Porter’s competitive forces, which are: The bargaining power of suppliers, Threat of new entrants, bargaining power of buyers, rivalry among existing firms and threat of substitute products or services. He further notes that the goal of competitive strategy for a business unit in an industry is to find a position in industry where the company can best defend itself against these competitive forces or can influence them in their favour.

Michael Porters’ five forces or model is a classic framework, which can be used to analyze the nature of competition in the education sector, especially i with the trend of proliferation of Universities and Colleges in Ghana. Each industry has five “forces” that reflect the degree of competitiveness are:

- Existing competitive rivalry between suppliers
- Threat of new market entrants
- Bargaining power of buyers
- Power of suppliers
- Threat of substitute products (including technology change)

The model’s application according to Martinez, Mario; Wolverton and Mimi vary from exploring leadership and differentiation in professional service firms (Ou and Chai 2007). As clearly cited by Martinez, Mario; Wolverton and Mimi (2009), Academicians from a variety of disciplines have used Porter’s five forces model to describe different industries.

- Ondersteijn, Giesen, and Huirne (2006) conducted an industry analysis using Porter’s model to interpret the external context of Dutch dairy farming.
- Fratto, Jones, and Cassill (2006) employed it to better understand apparel retailers and price competition within the apparel industry.
- Siaw and Yu (2004) were interested in the impact of the Internet on banking competition.
- Pines’s (2006) application of the model to emergency medicine allowed him to develop a set of recommendations for how players within the field—including emergency departments and physicians—might better work together to strengthen their services and ultimately offer improved care.
- In an article about building a firm’s lobbying strategy, Vining, Shapiro, and Borges (2005) used Porter’s model to identify the environmental context in which the firm operates.
- Dobni and Dobni (1996) provide one of the few examples of an industry analysis in higher education planning. They applied Porter’s model to Canadian university-based business schools and uncovered pathologies that were incompatible with the realities for which they were supposedly preparing their

students. The relative absence of industry analysis in college and university planning suggests a need for more serious consideration and application in the field (Assessed: Martinez, Mario; Wolverton and Mimi (2009).

FIGURE 1: APPLICATION OF MICHAEL PORTERS' FIVE FORCES OR MODEL IN EDUCATION



Threat of New Entrants (open, registered foreign, local universities)

According to Martinez and Wolverton (2009a) as cited in Porter's 2008 article, extend the barriers of new entrance to supply-side economies of scale, demand-side benefits of scale, customer switching costs, capital requirements, incumbency advantages independent of size, unequal access to distribution channels and restrictive government policy. Martinez and Wolverton (2009a) have stated that, the potential for the entry of a new competitor into existing higher education marketplace depends on several factors among them:

- a) Economies of scale – this refers to an organization's ability to increase productivity or decrease its average cost of production by more efficiently employing resources over time. If the existing providers can create economies of scale, then the threat of new entrants' decreases;
- b) Capital requirements – this pertains to the monetary infrastructure requirements needed to produce or deliver a good or service.
- c) Competitor reaction – competitors often react negatively to new or potential entrants
- d) buyer resistance – new market entrants face two forms of buyer resistance (a) a failure to accept the new goods and services as equal to or better than current ones and (b) an unwillingness to bear the cost of switching to the new goods and services. As the number of providers grows, the competition increases, and more competition leads to more efficiency, higher quality, more innovation, more differentiation and more choice for consumers (De Boer et al., 2009 as cited by Pringle and Huisman, 2011).
- e) There is also a proliferation of new courses and initiatives available to students of all ages beyond the traditional extension schools or adult education programs associated with universities.

The recent technological revolution brings a new dimension into higher education and Michael (1995) described that technology has potential to change how instructions are delivered in higher education, that is, if this technology is adopted fully.

Bargaining power of suppliers (Industry players, government, Outsourcing Agents)

Porter suggests that a supplier group is powerful if:

- a) It is dominated by few companies and is more concentrated than the industry to which it sells.
- b) The input supplied is unique, differentiated or requires significant switching costs.
- c) Suppliers pose a credible threat of forward integration.
- d) Industry is not an important customer of the supplier group.

The biggest supplier power in the educational Sector is the challenge of highly skilled labour in terms of lecturers, researchers and administrators as cited in Pringle and Huisman, 2011.

The power of buyers (Students and Parents)

Porter (2008) argues that buyer power is needed, given that many buyers do not purchase in volumes that are large relative to the size of a single vendor, as is clearly the case of the higher education industry. In an industry where options are plentiful, customers have more choices and buyer power increases (Martinez and Wolverton, 2009a).

Threat of substitutes (Institutes, Colleges, Technical Universities, Distance Learning, On-line)

Porter cites six major barriers to entry:

- a) Economies of Scale – force entrants to enter on a large scale or accept a cost disadvantage
- b) Product Differentiation — implies finding a position to overcome entrenched customer loyalties
- c) Capital Requirements - need for large sums of upfront capital which may not be recoverable
- d) Cost Disadvantages independent of size advantages attained through learning curve, proprietary technology, geographic location, etc.
- e) Access to distribution channels – new entrants must find room or displace current competitors to get their product to market
- f) Government policy – industry regulations, controls, accreditation and licensing requirements may prohibit entry to potential competitors

According to Martinez and Wolverton (2009a, b), the threat of substitutes is defined by three attributes: time, convenience and application, with time being the most important factor driving students to seek substitute products. This means that a competitor that offers substitutes often combine convenience, time and application, largely because of expanded delivery options made possible by technology. The availability of and demand for substitutes for higher education is increasing as describe by Francis Mathooko Martin Ogutu, (2015), Perhaps most significant is that many employers no longer regard the one-time provision of an undergraduate (or graduate) degree as sufficient for the lifetime learning needs of their work force. Increasingly, they are meeting these ongoing training needs in-house or with a third party supplier (Collis, 1999a).

In a research undertaken during 2005–2007 by D.J Bradmore and K.X Smyrniotis on Australian public universities, indicates that universities in Australia were not taking the threat of rapidly intensifying competition seriously enough at a time when foreign competitors were making inroads into their markets and when deregulation and new communication technologies were spawning rivals in many new forms.

Intensity of Rivalry (Private Universities and Colleges)

Rivalry among competitors can be brought about by price discounting, new product introduction, advertising campaigns and service improvements (Porter, 2008).

The intensity of the rivalry among competitors is according to Porter related to the following factors:

- a) Number and relative size of competitors
- b) Level of industry growth
- c) Degree of differentiation
- d) Relative magnitude of fixed costs
- e) Level of exit barriers
- f) Diversity of strategies employed by rivals

In the higher education industry, the intensity of rivalry depends on the object of the competition: students, teaching staff (faculty), donors or government-based funding and research funds (Martinez and Wolverton, 2009a). It is influenced by two structural factors: (a) the profile of existing institutions – this is defined by the number of institutions in the pool, which will then determine the degree to which each institution must compete for students, faculty, government-based funding and research money (b) industry context – the higher education is strongly influenced by political, economic, social and technological variables. The political and economic context of the higher education industry is intricately connected, especially for public universities (Martinez and Wolverton, 2009a). Due to a high concentration of similar institution and a perceived incentive to compete on price, it is likely that HEIs revenue will be reduced and this is likely to create financial management challenges to the management of HEIs, now and in the future (Anand, 2012).

Both private and public institutions have existed within a competitive environment in that they have had to compete with each other for students over the year (Walsh, 1994). Competition among the numerous universities and colleges in Ghana competing to recruit international students has increased tremendously overnight; this was worsening with the advent political crises engineered by book haram group in Nigeria.

4.0 COMPETITIVE ADVANTAGE APPLICATION IN THE TERTIARY EDUCATION

Competitive advantage is also defined as the strategic advantage one business entity has over its rival entities within its competitive industry. Achieving competitive advantage strengthens and positions a business better within the business environment.

Research has indicated that competitive environment within the higher tertiary education is driven by a number of forces, including the growth in corporate and for-profit institutions, a buyers-market for students, and advanced telecommunications-delivery systems. As a result, most institutions compete with an identifiable group of other public, private and for-profit institutions for students and faculty and for funding from state, federal, corporate, foundation, and other private sources (Dorothy Leland and John Moore, 2007)

Competitive advantage is “when a company is able to outperform its rivals, as commonly measured by the attainment of profits above the industry norm” (Hill et al, 2007). It is the combination of the generic building blocks of superior efficiency, superior quality, superior innovation and superior customer responsiveness, which “influence a company’s ability to build and sustain a competitive advantage” (Hill et al, 2007).

According to Abusafia (2004), gaining competitive advantage enhances firms with many benefits, but the main challenge is to develop and sustain this competitive advantage.

□ Sources of Competitive Advantage: Sources of competitive advantage can be one or more of, but not limited to, the following (QuickMBA, 2010):

- a) Making the best product on the market.
- b) Delivering superior customer service.
- c) Achieving lower costs than rivals.
- d) Being in more convenient geographical locations.
- e) Using appropriate technology.
- f) Having highly skilled human resources.
- g) Possessing a well-known brand name and reputation.
- h) Providing buyers more value for each dollar they pay.

According to Thomas and D’Aveni (professor of strategic management at Dartmouth College’s Tuck School of Business), hyper competition is “an environment characterized by intense and rapid competitive moves, in which competitors must move quickly to build new advantages and [simultaneously] erode the advantages of their rivals.” Some analysts say hyper competition is “high-velocity competition” because of the speed of technological change.

D’Aveni specifically stated, “instead of seeking a sustainable advantage, strategy in hypercompetitive environments now focuses on developing a set of temporary advantages” (D’Aveni, 1994: 7). He reiterated this when he said, “If companies are not seeking a sustainable competitive advantage, what is the goal of strategy in hypercompetitive environments?”

In a paper titled “The Rise of Hyper competition in the U.S. Manufacturing Sector, 1950–2002,” researchers L.G. Thomas and Richard D’Aveni says, “Achieving and sustaining a competitive advantage,” Thomas said, “may mean that the best strategies for winning will be short-term and constantly revised.”

In his book, Porter developed three generic strategies that, he argues, can be used singly or in combination to create a defensible position and to outperform competitors, whether they are within an industry or across nations. Porter stresses the need for firms to “transfer” skills and expertise among autonomous business units effectively in order to gain competitive advantage. Depending upon factors such as type of industry, size of firm, and nature of competition, various strategies could yield advantages in cost leadership, differentiation, and focus.

Michael Porter discusses competitive strategy for emerging, mature, declining, and fragmented sector by presenting his five forces and generic strategies and then discusses how to recognize and act on market signals and how to forecast the evolution of industry structure as indicated in the table below

TABLE 8: APPLICATION OF PORTERS GENERIC STRATEGY

Industry Force	Generic Strategies		
	Cost Leadership	Differentiation	Focus
Entry Barriers	Ability to cut price in retaliation deters potential entrants.	Customer loyalty can discourage potential entrants.	Focusing develops core competencies that can act as an entry barrier.
Buyer Power	Ability to offer lower price to powerful buyers.	Large buyers have less power to negotiate because of few close alternatives.	Large buyers have less power to negotiate because of few alternatives.
Supplier Power	Better insulated from powerful suppliers.	Better able to pass on supplier price increases to customers.	Suppliers have power because of low volumes, but a differentiation-focused firm is better able to pass on supplier price increases.
Threat of Substitutes	Can use low price to defend against substitutes.	Customer's become attached to differentiating attributes, reducing threat of substitutes.	Specialized products & core competency protect against substitutes.
Rivalry	Better able to compete on price.	Brand loyalty to keep customers from rivals.	Rivals cannot meet differentiation-focused customer needs.

(Access: www.quickmba.com › Strategy)

DIFFERENTIATION

Differentiating the product or service, requires a firm to create something about its product or service that is perceived as unique throughout the industry. In Ghana the many newly emerging private universities is threatening the already existing ones. To survive and succeed in the face of increased competition, universities are at risk of losing their market share and in such environment, the universities will need a clearly differentiated market position and a strong alignment of the student experience and brand promise. Positioning is one tool universities can use to review their position in the market and adjust their strategy accordingly according to Ernst & Young Educational Team 2011 research.

Caroline Muthoni Nthiiri, Patricia Gachambi & Lewis Kahuna (2014), concluded that for universities to remain focus needs to develop and implement academic programmes that are perceived as unique throughout the industry. Whether the features are real or just perceived by customers, the programmes must show that they have desirable features not commonly found in competing products.

COST LEADERSHIP

Overall, cost leadership requires firms to develop policies aimed at becoming and remaining the lowest-cost producer and/or distributor in the industry. Research has however indicated that, the public institutions have a competitive advantage in terms of costs over their higher-priced private and for-profit counterparts. Private and proprietary institutions counter this advantage by promoting their academic reputations, emphasizing convenient delivery of services, leveraging of financial aid, etc. Many private-sector institutions also have developed distinctive market niches example is based on religious affiliation, gender, etc. (Dorothy Leland and John Moore, 2007). Educational Thinkers have also said that cost leadership is deemed inappropriate for the education industry as up to date modern facilities, technology and attractive premises are the standard hallmarks for a quality institution and these make low cost strategy unachievable at best (Hua, 2011).

FOCUS

The final generic strategy, focusing (also called niche or segmentation strategy), involves concentrating on a particular customer, product line, geographical area, channel of distribution, stage in the production process, or market niche. The underlying premise of the focus strategy is that a firm is better able to serve a limited segment more efficiently than competitors can serve a broader range of customers.

In its findings the Ernst & Young Educational Team 2011 research said that as the market becomes more consumer-driven, incumbents should consider strategies and techniques used in consumer marketing industries, for example, the creation of focused market positions based on the principles of psychographic segmentation, and multi-brand strategies, which could enable competing universities to serve multiple segments without diluting their core brand.

In their book "Strategic" Dorothy Leland and John Moore, 2007 have stated that in a very environment, conventional strategic planning may not be sufficient to provide colleges and universities with a viable strategy for positioning themselves competitively. Such conventional planning typically means seeking broad strategies for advancing institutional interests related to teaching, research and service. Such planning usually focuses on enhancing effectiveness in selected core missions for instance, improving the quality of undergraduate teaching, increasing research opportunities, and fostering community partnerships.

Dorothy Leland and John Moore are of the view that advancing core missions is commendable; however, the core missions of colleges and universities overlap within higher-education sectors and may not serve to sufficiently differentiate an institution from its competitors.

TABLE 9: APPLICATION OF ANSOFF MATRIX IN UNIVERSITY ADMINISTRATION

Present	New
Market Penetration <ul style="list-style-type: none"> Recruiting more Students following existing courses and models 	Product Development <ul style="list-style-type: none"> Recruiting more Students following new courses and modes
Market Development <ul style="list-style-type: none"> Expansion of Existing Courses and Modes to new group of Students –Non-traditional learners 	Diversification <ul style="list-style-type: none"> Development of new courses and modes for new group of students

Source: Ansoff (1988), Corporate Strategy Adapted from Ahmed et al. (2015)

5.0 CONCLUSION

On how best to curtail the practice of NAB/NCTE accrediting more private universities and ensure that those already accredited institutions implement requisite standards should look at. The board monitoring of private institutions should be intensified and universities with satellite campuses that are not accredited should also be controlled. Courses developed by these private universities that do not help graduates find job after graduating should not be accredited. A good educational system and structures should yield more positive fruits than negative, however in Ghana, educational system after 61 years of independence still remain a challenge.

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APPENDIX

TABLE 10: SUMMARY OF VARIOUS SECONDARY RESEARCH SOURCES

No.	Author	Title	Merit	Credibility	Reliability
	E. B. Amponsah and Luke N. Onuoha Babcock (2013)	The Performance and Challenges of Private Universities in Ghana and Nigeria	The merit is to access the impacts of the emergence of these private Universities on individual students and the state	International Journal of Business and Social Science Vol. 4 No. 5	Center for Promoting Ideas (CPI), USA Access: www.ijbssnet.com
	Taiwo A. Olaiya (2015)	Expanding Private Higher Educational Institutions in Africa: Implications for Good Governance	The proliferation of and concomitant increase in access to, tertiary education is central to bridging poverty gap in developing country and fast tracking development.	ISSN 2055-0219(Print), ISSN 2055-0227(online)	Published by European Centre for Research Training and Development UK- Vol.3, No. 12, pp.9-28 Access: (www.eajournals.org)
	Ministry of Education 2016 Report	Education Sector Performance	This is to report assessed educational sector performance over the 2015/16 academic year via a review of sector activities	Ghana - Camilo Guerrero - Higher education in African countries.indd	http://www.moe.gov.gh/assets/media/docs/ESPR2016
	Francis Mathooko Martin Ogutu, (2015)	Porter's five competitive forces framework and other factors that influence the choice of response strategies adopted by public universities in Kenya	This was to help academic thinkers to understand how Porter's five forces among other factors shape the choice of response strategies adopted by public universities in Kenya.	International Journal of Educational Management, Vol. 29 Iss 3 pp	Emerald Insight Publishing Access: http://dx.doi.org/10.1108/IJEM-12-2013-0187
	Gaurav Bisaria (2013)	Achieving Competitive Advantage by Private Management Colleges or Private Universities	This was to assess the impact and effectiveness of competitive advantage used by private colleges or universities.	International Journal of Social Science & Interdisciplinary Research	IJSSIR, Vol. 2 (3), MARCH (2013)- SSN 2277 3630 Access Online - http://indianresearchjournals.com
	King'oo Ruth Ndanu	Determinants of Competitive Advantage among Private Universities in Kenya	The purpose of this paper was to investigate the determinants of competitive advantage which each university is using in order to remain relevant in the market	A Research Project Submitted In Partial Fulfillment for the Award of a Degree of Master of Business Administration in Strategic Management	Department of Business Administration School of Business, Kenyatta University
	D'Aveni, Richard A., and Robert E. Gunther (1994)	Hyper competition: Managing the Dynamics of Strategic Maneuvering	This was to bring to bear the goals of strategy in hypercompetitive environments	New York: The Free Press APA (6th ed.)	http://www.worldcat.org/title/hypercompetition-managing-the-dynamics-of-strategic-maneuvering/oclc/29389846?
	Dorothy Lealand and John Moore, (2007)	Strategic	Institutions focusing on securing Competitive Advantage through Conventional strategic planning and "strategic positioning"	Public Purpose Magazines Issue/sep.oct07strategic.pdf	http://www.aascu.org/uploaded-Files/AASCU/Content/Root/Media/AndPublications .
	Caroline Muthoni Nthiiri, Patricia Gachambi & Lewis Kathuni (2014)	Effectiveness of Competitive Strategies on Student Enrolment, Staff Attraction and Retention in Kenyan Universities: A Case of Universities in Tharaka Nithi and Meru Counties	This was to determine the effectiveness of the competitive strategies that have been adopted to increase enrolment and staff attraction and retention by the universities in Kenya	European Journal of Business and Social Sciences, Vol.3, No. 9, December, 2014.	http://www.ejbss.com/recent.aspx-/ISSN: 2235 -767X
	Needesh Ramphul (2011)	Using the Ansoff Matrix to develop strategies for tertiary education in Mauritius	To use Ansoff's matrix to identify the various strategies that are available and recommend the best strategy that can be relevant for the Mauritian tertiary education sector.	University of Technology, Mauritius library,	http://tec.intnet.mu/pdf_downloads/confpaper/conference2011/confpaper7.pdf
	Ahmed et.al (2015)	Managing Strategies for Higher Education Institutions in the UK: An Overview	this article considers a form of strategic issues such as strategic management in higher education,	2015 The Kerala State Higher Education Council	SAGE Publications http://hef.sagepub.com

TABLE 11: 76 PRIVATE TERTIARY INSTITUTIONS OFFERING DEGREE PROGRAMMES AS AT JANUARY 2017

Name of University	Affiliation/Certificate Awarded by	Regional Location
Abot College of Health Sciences and Technology	University for Development Studies	Kumasi, Ashanti
Academic City College	University of Cape Coast	Accra
Accra College of Medicine	University of Ghana	Accra
Accra Institute of Technology (AIT)	Kwame Nkrumah University of Science and Technology	Accra
Advanced Business College	University of Education, Winneba	Accra
Akim State College	Kwame Nkrumah University of Science and Technology	Eastern
Almond Institute (formerly Graduate School of Governance and Leadership)	Kwame Nkrumah University of Science and Technology	Accra
Anglican University College of Technology	Kwame Nkrumah University of Science and Technology	Central
Asanska College of Design and Technology	University of Cape Coast	Accra
Ashesi University College	University of Cape Coast	Eastern
Baldwin College	NABPTEX	Accra
Bimaks College of Business and Health Sciences	University of Cape Coast	Central

BlueCrest College (formerly NIIT Ghana College)	University of Education/NIIT	Accra
Catholic Institute of Business and Technology	University of Ghana	Accra
Community College	University of Cape Coast	Western
Christ Apostolic University College	University of Cape Coast/Kwame Nkrumah University Science and Technology	Ashanti
Christian Service University College	University of Ghana	Ashanti
CSIR College of Science and Technology	University of Eastern Finland	Ashanti
Data Link Institute	Kwame Nkrumah University of Science and Technology/Jiangsu University-China	Accra-Tema
Dominion University College	University of Cape Coast	Accra
Ensign College of Public Health	Kwame Nkrumah University of Science and Technology	Eastern
Entrepreneurship Training Institute	University of Education	Accra
Evangelical Presbyterian University College	University of Cape Coast	Volta Region
Family Health Medical School	University of Ghana	Accra
Fountainhead Christian College	Kwame Nkrumah University of Science and Technology	Accra-Tema
Garden City University College	Kwame Nkrumah University of Science and Technology	Accra
Ghana Christian University College	University of Development Studies	Eastern
Ghana Technology University College	Kwame Nkrumah University of Science and Technology/Coventry University	Accra
Golden Sunbeam International College of Science and Technology	University for Development Studies	Accra
Heritage Christian College	Kwame Nkrumah University of Science and Technology	Accra
Institute of Development and Technology Management	Kwame Nkrumah University of Science and Technology	Central
Islamic University College		
International Center for Management Studies	University for Development Studies	Northern Region
Jayee University College	University of Education	Accra
Joyce Ababio College of Creative Design	University of Cape Coast	Accra
KAAF University College	Kwame Nkrumah University of Science and Technology	Accra
Kessben College	Kwame Nkrumah University of Science and Technology	Ashanti
Kings University College	University of Cape Coast	Accra
Knutsford University College	University of Ghana	Accra
Lancaster University, Ghana Campus	Lancaster University	Accra
Laweh Open University College	Franklin University Columbus, Ohio	Accra
Lucas College	Ghana Institute of Management and Public Administration	Accra
Madina Institute of Science and Technology	Kwame Nkrumah University of Science and Technology	Accra
Marshalls College	University of Cape Coast	Accra
Medicare College of Applied Sciences	Kwame Nkrumah University of Science and Technology	Ashanti
Methodist University College – Ghana	University of Ghana	Accra
Mfantseman Institute of Technology	University of Cape Coast	Central
Millar Institute for Transdisciplinary and Development Studies	University of Development Studies	Northern Region
Mountcrest University College	Kwame Nkrumah University of Science and Technology	Accra
Neumann College	University for Development Studies	Ashanti
New Life College	University for Development Studies	Northern Region
Nobel International Business School	Ghana Institute of Management and Public Administration/Swiss Business School	Accra
Nyansapo College	University of Cape Coast	Accra
Organization Development (OD) Institute	University of Cape Coast	Accra
Pentecost University College	University of Ghana	Accra
Perez University College	University of Cape Coast	Central
Presbyterian University College	University of Ghana	Eastern
Princefield College of Health and Research Institute	Kwame Nkrumah University of Science and Technology	Volta Region
Radford University College	Kwame Nkrumah University of Science and Technology	Accra
Regent University College of Science and Technology	Kwame Nkrumah University of Science and Technology	Accra
Regentropfen College of Applied Sciences	University for Development Studies	Northern Region
S S Peter and Paul Pastoral and Social Institute	University of Cape Coast	Northern Region
Shiv-India Institute of Management and Technology	Karantaka State Open University	Accra
Spiritan University College	Kwame Nkrumah University of Science and Technology	Ashanti
St. Nicholas Seminary	University of Education	Central
St. Margaret College	Kwame Nkrumah University of Science and Technology	Ashanti
Technical University College of Tamale	University of Development Studies	Northern Region
University College of Agriculture and Environmental Studies	Kwame Nkrumah University of Science and Technology	Eastern
University of Applied Management	University of Applied Management in Bavaria	Accra
University College of Management Studies	University of Education	Central
Webster University, Ghana	Webster University	Accra
West End University College	University of Cape Coast	Central
Wisconsin International University College	University of Ghana/University of Cape Coast	Accra
Withrow College	University for Development Studies	Central
Yeshua Institute of Technology		
Zenith University College	University of Cape Coast/ CIM, UK, CIMA, UK, ICA Ghana, ACCA	Accra

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