THE ROLE OF TERTIARY EDUCATION IN DEVELOPING HUMAN RESOURCE FOR THE GHANAIAN PUBLIC SERVICE

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ABSTRACT: Quality workforce and management is needed to energize the public sector to perform as expected. Tertiary education is vital in providing quality workforce for the development of national agenda and has influence in the leadership and management of the rest of the economy. The argument in this article is that, if the tertiary institutions remain on their core mandate to provide requisite knowledge to students or the public servants, then the institutions will be classified as center of learning. Again, if the students or public servants are imbued with appropriate knowledge that seeks to meet the challenges of the economy, they will execute their work with confidence and innovations. A case study approach was adopted. A mixed research methodology was found suitable for the objectives of the study. The data was collected through structured questionnaires and unstructured interviews. The respondents were randomly selected at public institutions. The findings of the study reveals that tertiary education in Ghana has not provided adequate skills to the public servants to enable them meet the challenges of the economy. The study recommends that, tertiary institutions should restructure their course syllabi and teaching methods to address the developmental needs of the country.

Keywords: Public Service, HRM, Tertiary Education, Ghana, Syllabi.

1. INTRODUCTION

Public sector organizations in the world are mainly knowledge-intensive establishments, which require higher skills and ability to be able to operate effectively. In most countries in the world such as Nigeria, South Africa, Kenya, India, Canada, and Ghana have structures that stipulate the activities and functions of the public service. Article 234 of the Kenyan constitution mandates the public service to develop human resources in the public service and ensure that, the public service is efficient and effective. In Canada, the public service commission assists government departments with recruitment and assessment services. In Nigeria, the public service commission is responsible for recruitment of personnel into the civil service.

In Ghana, the Public Services Commission (PSC) is the Central Management Agency (CMA) in charge of providing strategic policy guidance for human resource management in the public service organizations listed under Article 190 (1) of the 1992 Constitution. PSC is responsible for providing guidelines and advice that would lead to a well-managed workforce capable of, and committed to delivering high quality services to the people of Ghana.

According to MacCarthaigh (2008), the public service organizations operate in environments subject to regular change and confronted with competing demands and obligations. Therefore, the leadership strata of public institutions need to be equipped with quality and dynamic managers who would be able to meet the challenges of the day. The management echelon is commonly regarded as critical for the effective and efficient execution of public policies and the delivery of public services. According to the Ghana Civil Service Act - 1993 (PNDC 327) Section 3, the functions of the civil service include the formulation of policy options for consideration by the government, and also to undertake necessary research for the effective implementation of government policies. Therefore, the knowledge requirement for the management of the public service needs to be of high quality to be able to understand and implement government policies effectively.

This study is guided by the Y Theory of Douglas McGregor which contends that, the Inspiration, resourcefulness and innovative capabilities of the employee can be utilized to solve organizational problems if they receive the rightful skills and knowledge. This implies that, when students and public servant receive the right type of education which is geared towards the operations of the public service, they would be able to perform creditably. Again, if the syllabi of universities and college of higher
learning are designed to meet current industrial and labor demands, students would be able to execute their task with excellence. Furthermore, if public servants are provided with the appropriate knowledge by higher institution of learning, they would be able to function and execute their duties with innovations.

The tertiary institutions in Ghana are designed to train and develop people with various skills to operate effectively in the public and the private sector of the economy. The course syllabus of the tertiary institutions is to be designed to meet the dynamic socio-economic challenges of the country. A well designed and executed course syllables have the tendency of meeting the challenges of the sectors of the economy.

There are ten national public Universities, sixty-six private Universities and Colleges, eight Technical Universities, two Polytechnics, eight Professional Institutions in Ghana (http://www.nab.gov.gh/) which offer varied programmes ranging from the human sciences, accounting and business, agriculture and environmental sciences, economic and management sciences, education, law, science and technology, medicine and several programmes on vocational, technical and entrepreneurship.

Most public officials have qualifications obtained from the tertiary institutions mentioned above. However, the public service is challenged with the implementation of government policies (Kodjo, 2014). Prominent policies that have faced implementation challenges include the Affordable Housing Units projects (Ghanaweb., 2011; GNA., 2012; Imani., 2010; Klutse, 2009), educational reform projects (Nyarko, 2011), National Identity Card project (Myjoyonline., 2011), Ghana @50 projects (Central, 2011) and Ghana National Insurance Scheme (Mensah, 2009; World, 2007).

Following these challenges, the study specifically addresses these two research questions:

- What types of abilities and capabilities does the public service in Ghana need for the development of the economy?
- Are public servant equipped with knowledge by tertiary institutions to deliver quality services to the nation?

2. PUBLIC SERVICE IN GHANA

Spicker (2012) characterizes Public Services into four defining dimensions: They exist for reasons of policy; they provide services to the public; they are redistributive; and they act as a trust. Public services institutions include all those Government institutions that provide services to the public and also facilitate Government business. Government policies and agenda are made meaningful to the citizenry through the activities of the public service institutions. In Ghana, the failure or success of the public service is attributed to the policies of the Government. In general terms, Public service is viewed as services which are provided by government to its citizenry either through the public sector or by financing provision of services. Public services are usually accompanied by regulation that consciously limits commercialization and chooses not to treat basic services as pure commodities.

The constitution of Ghana describes the Public Service to include: the Civil Service, the Judicial Service, the Audit Service, the Education Service, the Prisons Service, the Parliamentary Service, the Health Service, the Statistical Service, the National Fire Service, the Customs, Excise and Preventive Service, the Internal Revenue Service, the Police Service, the Immigration Service; and the Legal Service, public corporations other than those set up as commercial ventures, public services established by the Constitution, and such other public services as Parliament may by law prescribe (The Constitution of the Republic of Ghana, 1992).

Article 194 (1) of the 1992 Constitution of Ghana states that “there shall be a Public Services Commission which shall perform such functions as assigned to it by this Constitution or by any other law. The constitution further stated in article 196 that “The Public Services Commission shall have such powers and exercise such supervisory, regulatory and consultative functions as Parliament shall, by law, prescribe, including as may be applicable, the supervision and regulation of entrance and promotion examinations, recruitment, appointment into or promotions within the Public Services and the establishment of guidelines on the terms and conditions of employment in the public services”. The public service in Ghana is designed to conform to best practices in the world.

The Ghanaian Public service institutions are structured to provide important social and economic requirements such as health care, security, water, education which are affordable and meet the needs of the population. Public services strive to meet the basic social needs of the populace on a not-for-profit basis. The Public services exist so that the private institutions would not monopolize the basic human necessities (Henry, 2014). Further, public services are crucial to ensure fair competition for business, and
effective regulation to avoid environmental, social and economic disasters such as the global financial crisis and global warming (Sinclair et al., 2014).

In Ghana, public services are delivered to the population via a mixed system that is wholly or partly funded, and tightly regulated by governments at the central, regional and local levels. Public services such as healthcare, social services, education, waste, and water are the key amenities that are continuously challenged with service delivery in Ghana (Ganor, 2015). The provision of public services has for the past years been challenged with inefficiencies and lack of commitment by public servants (Ganor, 2015). The public service in Ghana operates with the constitutional backing of the Public Service Commission which sees to the selection and recruitment of personnel into the public service. Hence, it would be logical to assume that the failure or success of the public service can be attributed to the Public Service Commission.

The Public Services Commission (PSC) is the Central Management Agency (CMA) responsible for providing strategic policy guidance for human resource management in the public service organizations listed under Article 190 (1) of the 1992 Constitution (The Service Charter, 2015).

The Public Service in Ghana for the last two decades, has undertaken several reforms, designed to improve the efficiency and effectiveness of its service delivery. The desire to establish a performance management system has been one of the initiatives of the Public Service. The rational is to create an enabling environment which would ensure an effective performance culture that sets objectives, targets and aligns staff performance to organisational and national development goals.

The public service in Ghana is under pressure to improve public sector performance in terms of service delivery and at the same time manage human resource inefficiencies. Citizens are becoming more conscious of their rights and are demanding that governments be made more accountable for what they achieve with taxpayers’ money. The role of the public service in delivering essential services to the populace cannot be overstated. According to (Gardo, 2014), one of the key uses of tax paid by citizens in democratic environment, is for social interventions.

3. HUMAN RESOURCE MANAGEMENT IN PUBLIC SERVICE

The main tool governments use to implement various national development policies and service delivery is the public service. An efficient public service requires a good human resource management and administrative leadership to ensure proper polices implementation. In recent years, countries have adapted the competency management as a basis for strategic human resource management (De and Hondeghem, 2010). The key reasons for introducing competency management in the public service are that, it provides control for change and common understanding of the behaviours needed to achieve organisational objectives. Competency management increases the employability of public servants. (De and Hondeghem, 2010).

According to Lindgren et al. (2004), a job competency is an essential characteristic of an employee (i.e. motive, trait, skill, aspects of one’s self-image, social role, or a body of knowledge), which results in effective and/or superior performance in a job.

The United Kingdom (UK) and the United State of America (USA) are the first countries to have implemented the competency management in the public service (Horton, 2000). The competency management in the public service in the UK was adopted to specify the range of standards linked to occupational performance. According to Horton (2000), occupational competence is the ability to apply knowledge, understanding, practical and thinking skills in order to perform effectively to meet the requirement of employment. Performing effectively includes solving problems and being sufficiently flexible to meet changing demands. The approach adapted by the UK was concerned with the more concrete identification of those factors that were needed to perform, according to accepted views of good practice at a range of vocational levels (Lodge and Hood, 2005).

The USA approach to competency management in the public service emphasized on the importance of identifying and improving those individual behavioural attitudes that distinguished excellent from merely adequate performance (Horton, 2000; Lodge and Hood, 2005). While the USA approach look for ‘excellence’ and the exceptional skills, the UK approach stressed on the systematic identification of the skills needed to perform a role, which can be observed and assessed and, therefore, trained and developed. Australia, Belgium, Canada, Korea, the Netherlands, and the US consider competencies as behavioural characteristics that are observable (De and Hondeghem, 2010).

Appropriate skills are needed in the public service to be able to implement public policies. Training of personnel to fit in the right schedules is key to the success of all government policies. For the public institutions to perform effectively, the right skills and knowledge have to be imbibed in the employees to
enable them perform their roles with efficiency. The caliber of people employed into the public service must possess the requisite knowledge and skills to deliver effectively.

One of the potent, yet simplest, ways of improving government effectiveness is by strengthening appointment based on merit. Bertucci (2006) indicate that, “a merit-oriented and career based public service is decisive in explaining cross-country differences in the performance of governments in terms of the quality of services and the absence of corruption”. When people are employed based on merits, it helps to foster organizational standards, behavioral norms and esprit de corps that promote commitment and integrity among public servants. A merit-based career public service would invariably help governments to curb most of the internal and external challenges of service delivery. Merit-based Human Resource Management policies are also necessary to improve and maintain the reputation of public sector employment (Bertucci, 2006).

The lifeblood of the public service is the effective management of human resources. The Human Resource Management in the public service should be built on the principles of impartiality and merit, performance management and professionalism, and responsiveness to the demands of citizens. Tertiary institutions in Ghana should therefore be able to equip its citizenry with these competencies and skill set. (Myers, 2016).

4. THE PURPOSE OF TERTIARY EDUCATION IN GHANA

It important to understand the concept of tertiary education in Ghana, before delving into the main purpose. Tertiary education in Ghana is also called higher education. There are three stages in the educational system of Ghana, and these are; the basic level, the secondary level and the tertiary level.

Basic level which lasts for eleven years (Age 4-15), is divided into Kindergarten (2 years), primary school (6 years) and Junior High school (3 years). The next level is the three year Secondary education which can be either general (Senior High School) or vocational (Technical Senior High School, Technical and vocational Institutes). The last level of education in Ghana is the tertiary education or higher education. Tertiary education in Ghana is made up of Universities, Polytechnics and other institutions like specialised colleges. The specialised colleges include teacher training colleges, nurses training colleges, agricultural training colleges, and technical education training centres, labour colleges, police and army staff training colleges, and vocational training colleges. The public tertiary institutions are all under the responsibility of the National Council for Tertiary Education (NCTE).

According to Japan International Cooperation Agency (JICA) and Institute for International Cooperation (2000), the purpose of tertiary education can be classified in four thoughts namely; for the development of human resources necessary for economic and social development, creation and diffusion of knowledge, development of a healthy civil society and cultivating social cohesion, and as a means of self-realization.

Henry (2014) argue that, the policies of tertiary education must begin with due diligence of what the economic, social, and educational needs of the country should be and how the higher education policies would be implemented to harness the potential human capacities of its population. Grubb (2003) also argue that most institutions of higher education in Canada and United States were established partly to provide tertiary-level occupational preparation. Higher education is important for the political, social and economic development of every country. The development of every nation is dependent on the levels of education of its citizenry. In a rather subtle manner, (Stockton, 2004) declares that a University by its very name professes to teach universal knowledge.

The core business of tertiary education in Ghana is teaching, research, and service provision. Each higher education in the country articulates its purpose in the mission and vision statements of the institution. The programs of study in the institutions attempt to convert the core missions into achievable goals for the students, through teaching, training, and research. The population and the larger human society of the country are the recipient of higher education.

5. RESEARCH METHOD AND DESIGN

In order to provide empirical depth to this study, the mixed method strategy was utilized. The empirical data of the research is based on the quantitative and qualitative approach which has become prudent due to the fact that, data gathered qualitatively will require the use of mathematical tools for rating and grading of the responses for analysis. For scientific instruments of data collection, this study made use of structured questionnaires and unstructured interviews. Unstructured interview as a method of study was chosen because it offers an opportunity to have a personal contact with the person interviewed and to ask probing questions if necessary. The interview suited best as it gave the respondents more
freedom to explain their opinions and attitudes. The questionnaires and interviews were designed to collect information about the competencies needed to work effectively in the public service and whether the tertiary institutions of Ghana are able to provide the needed competencies to the public service.

The type of competency needed in the public service in Ghana is the unit of analysis of the study. The respondents for this study were made up 51 civil servants, 60 tertiary education students and 20 tertiary education lecturers. A desktop study was carried out with all 131 respondents to put the study in perspective. The desktop study was done by going through the course syllabus of lecturers, students’ past examination questions and the work schedules of the civil servants.

Respondents for this study were chosen randomly from five different locations in Ghana namely, Kumasi, Accra, Tamale, Winneba and Sunyani. This helped the researcher to avoid inherent biases that might be reflected in the data collection. As indicated in Table 1, the lecturers and students were chosen from Kumasi Technical University, Methodist University College, University of Ghana, Tamale Technical University, University of Education, Winneba and Catholic University College. The reasons for the choice of location for data collection were in two fold; to have a regional and sectional balance, and also for convenience. The population covers the Polytechnics as well as the private and public Universities. Again, access to the selected institutions for data collection was easier and convenient.

Table 1. Respondents from the tertiary institutions.

<table>
<thead>
<tr>
<th>Institutions</th>
<th>Number of Lecturers</th>
<th>Number of Students</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Male</td>
<td>Female</td>
</tr>
<tr>
<td>Kumasi Technical University</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Methodist University College</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>University of Ghana</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Tamale Technical University</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>University of Education</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Catholic University College</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Sub total</td>
<td>11</td>
<td>9</td>
</tr>
<tr>
<td>Total</td>
<td>20</td>
<td>60</td>
</tr>
</tbody>
</table>

Source: Authors fieldwork, 2018

No prior appointments were made for respondents from the public service and students. However, prior appointments were made for the lecturers due to their busy and other schedules. Respondents from the public service included senior and junior officers in the Civil Service, Judicial Service, Audit Service, Education Service and Health Service.

Each category of respondents had different designed questionnaires. The questionnaires for the civil servants sought to find out whether the tertiary institutions have prepared them adequately to handle the day to day activities at work. The questions for the students probe on the nature of courses pursued in the tertiary institutions, and whether the students are exposed to practical experiences through attachments. The questions for the lecturers sought to find out the relationship between the course syllabus in the tertiary institutions and the work of the civil servant. The questions further required answers for the type of teaching methodologies used.

The unstructured face-to-face interview was in three forms. The lecturers’ questions were on the relationship between course syllabus and government agenda. The students’ questions were focused on their knowledge on the civil service. And the questions for the civil servants were focused on the competencies needed for effective work.

6. ANALYSIS AND DISCUSSION OF THE FINDINGS OF THE STUDY

The Civil Servants had questions designed to solicit their view on their job schedules and the knowledge acquired in the higher education. 49% of the respondents indicated that, the Universities somehow prepared them for their current job. On the contrary, 37 % of the respondents said the Universities did not prepare them for their current job. However, 14% of the respondents believed the Universities prepared them well for their jobs. The challenging nature of the work of the civil servant makes prior training important. The knowledge and competencies needed to fit in the civil service have to be inculcated in the educational system which is the source of human resource (Myers, 2016). This suggest that, tertiary institutions have to make a conscious efforts to imbibe in the students the rightful skills needed to function effectively in the public service.
Again, when the question was asked on where the civil servants acquired their current skills and knowledge to fit in their current positions, 59% of the respondents said they acquired their skills and knowledge through in-service training while, 27% indicated they got their skills and knowledge on the job. 9% of the respondents pointed to individual seniors at work who coached them. Nevertheless, 5% believed they got the skills and knowledge from their schools. The results are indication that, tertiary institutions are not doing enough to prepare students for the public service. It was a 100% affirmation when the respondents were asked whether they needed additional knowledge and training in order to be efficient on the job. Graph 3 shows the response of the civil servants.

6.1. Competencies Needed to Work in the Civil Service

The interview conducted for the civil servants focused on the type of competencies needed to work in the civil service. In response to the question on the types of competencies needed to work in the public service, it came to light that, problem solving skills, communication skills, computer application skills, office ethics and management, good attitude, adaptive thinking skills, passion and time management were keenly mentioned.

Again, 24% of the respondents said they were disorganised on the first two weeks at work, while 31% of the respondent rather believe the work was challenging in the first two weeks. 40% were frustrated on the first two weeks at work, while 5% were helpless in the first two weeks at work. The first two weeks at work are enough to assess the preparedness of employee to a task. The output of the employee during the early days of employment is a measure of the knowledge they acquired before employment (Donald, 2011). Respondents agreed that the syllabus of tertiary institutions should be reviewed periodically to meet the challenges of the society. Hence, respondents believed that courses such as, administrative procedures, office ethics, and matters related to labour should be added into the course structure of tertiary institutions.

In response to questions on challenges that hinder manpower development in the country especially within the public service, 97% of civil servants indicated that, the operational policies of the Ghanaian civil service has changed severally in the past eight years, hence it hinders progression in work. The civil servants enumerated some challenges faced by the institution, and these are; capacity building among staff, policy direction, poor documentation of files, and office management. These challenges are part of the daily routine of the public service. However, 59% of the respondents are happy with the conditions of service within the civil service while 41% are not satisfied with the conditions of service. There is a relationship between condition of service and performance. Conditions of service are the key factors to consider when assessing the performance of workers at any level (Gordon, 2014). Most workers are extrinsically motivated to work efficiently due to the conditions of service available at work places.

6.2. Nature of the Courses Pursued in Tertiary Institutions

The response from the students’ indicate that, 78% of them are not sure, whether the courses they offer at the tertiary institutions would help them secure jobs. Twenty per cent of the respondents are sure of job, while 2% are undecided. This may be an indication that, most students are not confident with the type of courses they offer in securing jobs. Again, 66% of the students believe they would require further training to enable them fit in the public service, whereas 18% are confident with the training they have acquired in school would be appropriate for the public service. However, 16% of the respondents are not sure whether they would require further training or not. Further training after school could mean that, students were not well prepared by the tertiary institutions for the public service hence, the need to get additional knowledge. Graph 1 represents the response of the students.

6.3. Practical Attachment of Students

In response to whether the students have been exposed to practical attachment to the public sector during the course of study, 89% of the respondents replied in the negative, while 11% answered in the affirmative. The students believed that, the course syllabus in tertiary institutions should be practical oriented to relate with the work of the public service. Practical attachments expose the students to the realities of the job and therefore, prepare them with the requisite knowledge needed to perform. Nevertheless, 9% respondents believed that, the training they received at the school is appropriate for the public service, while 16% indicated that, it was not appropriate. Also, 75% of the respondents pointed out that, the training they receive at the tertiary institutions are basic and serves as foundation for further training.
Furthermore, 92% of the lecturers indicated that, their course syllabus does not make room for practical attachment for students, while 8% of the respondents said the course syllabus include attachment to the public service. Also, 20% of the respondents make provisions in their course syllabus for guest lecturers from the public service, whiles 80% of the respondents do not include guest lecturers in their course syllabus. This could be an indication that, students are not exposed to the realities of the public service and therefore lack enough knowledge on the day-to-day work schedules of the public servant.

6.4. Knowledge of Civil Service

The face-to-face interview conducted for the students focused on the students’ knowledge of the Ghanaian public service. 60% of the respondents had fair idea about the work of the public servant in Ghana. 25% of the respondents express ignorance about the activities of the public servant, and 15% showed good knowledge about the work and structure of the public servant. The responses show that, students were not practically oriented and lack the fundamental knowledge of the public service. It could further be an indication that, students fail to abreast themselves of the happenings within the public service. Prior knowledge of the work environment helps to prepare the individual psychologically and physically towards the work ahead (Samson, 2012).

6.5. Relationship between Course Syllabus and Job of Civil Servants

The fact that lecturers are the key agents who disseminate knowledge in the tertiary institutions, make their response essential to this study. Forty two per cent of the respondents have academic and professional qualifications (Chartered Certified Accountant, Chartered Procurement and Supply, Barrister at law, Level 3 Certificate in Business and Administrative Management, and Level 4 Certificate in Principles of Business Administration) in the courses they teach, 31% have only academic qualifications in the courses they teach, and 27% of the respondents have other academic qualifications which are related to the courses they teach. The need for tertiary institutions to engage people with requisite academic and professional qualifications to teach is paramount.

All of the respondents agreed that tertiary education prepares the individual to be an independent intellectual. In response to the question whether lecturers’ teaching relates to the policies of the Government, 46% of the respondents answered in the affirmative while, 54% responded in the negative. Knowledge is good, but when knowledge is link with current happenings of the society, it becomes best (Hankins, 2014). When the teaching in the classroom is related to Government policies, it goes a long way of informing the students about the activities of the public service. Again, 100% of the respondents said the course syllabus of the Universities encourages application of knowledge and therefore, students would be able to fit well wherever they find themselves.

6.6. Relationship between Course Syllabus and Government Policies

During the face-to-face interview with the lecturers, it came to light that course syllabus of some programmes hardly go through review. Eighty per cent of the respondents indicated that, their course syllabus has not been changed or reviewed for the past six (6) years or more. Also 9% of the respondents stated that, their course syllabus had been reviewed in the past five (5) years. Meanwhile, 11% of the respondents indicated that, they periodically reviewed their course syllabus to meet the needs of the market.

Eighty six per cent of lecturers also stated that, the change of policies every four (4) years, has made it difficult for academic institutions to review their course syllabus accordingly. Again, 64% of the lecturers indicated that, there is the need to have a national goal such that, the educational structure of the country would be designed to meet those goals. 51% of the lecturers blame industries and companies for failing to accept students for attachment which invariably is supposed to expose students to practical experiences. Also, 49% of the lecturers believe that, there has been poor collaboration between industries and the academic institutions in terms of training and human resource development.

7. IMPLICATIONS

The public institutions of Ghana are managed and run by public servants, who need to possess quality competencies for the execution of government policies. The findings of this study has revealed that the types of competencies needed to work in the public service are not imbibed in the students and therefore render them incapable to perform required daily task. The study also indicated that tertiary institutions in the country are not able to adequately prepare students for the public service. The study has
invariably brought to bear some implications on the job market, national development and the educational system of the country.

The job market is confronted with challenges and need quality personnel to fill in the vacuum. The quality of human resource of an institution has a direct correlation to work output (De and Hondeghem, 2010) hence, the search for such personnel has always been a challenge to many organisations. Tertiary institutions are designed to train and groom students to fill in the human resource needs of the public and private sector, therefore the inability to do so render organisations incapable to deliver their core mandates. This further implies that, the job market will need to spend resource for further training of personnel to suit organisational needs. Again, corporate organisations could also liaise with institutions to help groom students for their industries. The need for attachment of student to industries and collaborations between tertiary institutions and industries should be paramount in the national discourse.

The study has further challenged the Ghana Public Service Commission which is mandated by law to feed the public sector with personnel, to collaborate with tertiary institutions to design programmes which are needed for the development of the country. It also revealed the competencies needed for effective work at the public service to include; problem solving skills, communication skills, computer application skills, office ethics and management, good attitude, adaptive thinking skills, passion and time management. The inability of most tertiary institutions to prepare students with the competencies, render government policies ineffective. This implies, tertiary institutions are not able to prepare personnel appropriately to implement government policies and therefore the national development is affected. There is the need for governments and policy makers to design the country’s educational system to address the national goals. Governments have to make conscious efforts to bridge the gap between industries and the educational institutions, with the aim of nurturing quality personnel for the country.

The implication of the study to the educational institutions is enormous and thought-provoking. Tertiary institutions must restructure their course syllabus to meet the challenges of the country. The syllabus should include courses that would help students to have better communication skills, better problem-solving skills, better computer application skills, better office ethics and management skills, good attitude, better adaptive thinking skills, passion for work and good time management. Tertiary institutions need to identify through research the needs of the public and private sector, therefore the inability to do so render organisations incapable to deliver their core mandates. This further implies that, the job market will need to spend resource for further training of personnel to suit organisational needs. Again, corporate organisations could also liaise with institutions to help groom students for their industries. The need for attachment of student to industries and collaborations between tertiary institutions and industries should be paramount in the national discourse.

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8. CONCLUSION AND RECOMMENDATIONS

Tertiary Education is faced with major challenges which could impede its quest in training efficient human resource. These challenges according to this study includes, political interference, less practical teaching methodology, unrevised course syllabus, poor collaboration between academic institutions and industries and lack of carrier direction of students. These challenges need corroborative efforts of all stakeholders to direct the thoughts and energies of the country in one direction.

The study has challenged institutional structures which are mandated by law to feed the public sector with personnel, to collaborate with tertiary institutions to design programs which are needed for the development of the country. The inability of most tertiary institutions to prepare students with the right competencies is one of the reasons for poor policies implementation by the civil service. There is the need for governments and policy makers to design the country’s educational system to address the national goals. Governments have to make conscious efforts to bridge the gap between industries and the educational institutions, with the aim of nurturing quality personnel for the country.

Again, tertiary institutions should restructure their course syllabi and teaching methods to address the deficiencies in the public service by training students with practical knowledge to solve problems. This may help reduce the number of in-service training fresh graduates will require when employed.

REFERENCES


Appendix

**Graph 1. Students Response**

Source: Authors fieldwork, 2018

**Graph 2. Lecturers Response**

Source: Authors fieldwork, 2018

**Graph 3. Response of Civil Servants**

Source: Authors fieldwork, 2018