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## SERVICE DELIVERY TO STUDENTS AT CAPE COAST TECHNICAL UNIVERSITY, GHANA

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### **Abstract**

*Bureaucratic procedures have been found to have negative impact on services delivered to students. Bearing in mind the adverse effects of bureaucratic procedures in public services, this study used the descriptive research design and examined the nature of the services provided by authorities of the Cape Coast Technical University (CCTU). The census sampling procedure was used to include 390 students in five schools and 52 administrators of Cape Coast Technical University. A 60-item and 62-item questionnaires were used for collecting data from students and administrators, respectively. Interviews were also conducted to obtain information from the respondents. The results revealed that, to large extent, the system for providing services to students was challenged by inadequate human and logistical capacity and as a result there were delays in service delivery. It is therefore recommended that the authorities of the Cape Coast Technical University should work with all the nine (9) administrative management principles of maintaining adequate operational capacity levels, effective use of resources, mounting development-oriented objectives, using modern equipment, encouraging worker-participation, implementing sectional accountability, assessing sectional transparency, motivating its staff and retention of experience workers.*

**Keywords:** *Administrators, Bureaucracy, Service Delivery, Students, Primary Stakeholders*

**Introduction**

Bureaucracy refers to the way in which the administrative execution and enforcement of legal procedures or rules are socially organised. It is represented by standardised procedure that guides the execution of most or all processes within the organisation. In essence, bureaucracies operate internally in an organisation through written rules and procedures. Furthermore, bureaucracy is the administration of organisations through departments and subdivisions managed by sets of appointed officials following an inflexible routine (Kene, Edison and Sarpong, 2015). It entails the coordination of organisation's activities for effective, efficient and economical provision of services (Rasul and Rogger, 2018). The essence of bureaucracy is to enable large organisations to be properly managed, achieve efficiency and be more accountable to its stakeholders. Aliyu and Idris (2016) support this view by asserting that if kept within a limit, bureaucracy and bureaucratic practices are functionally necessary for the operation of a large administrative apparatus. The administrators of a bureaucracy must keep themselves abreast of organisational laid down rules, regulations and procedures, whilst executing (government) programmes and policies aimed at meeting the yearnings and aspirations of the students.

For any academic institution to develop and serve its students in the process of educational administration, its bureaucrats or administrators must be trained and ready at all times to provide services in an efficient manner (Omweri, 2018). This assertion is elucidated by Weber's (1947) Theory of Bureaucratic Management. In spite of the relevance of bureaucracy in educational administration, Aliyu and Idris (2016) observed that various administrative bottlenecks and strict adherence to bureaucratic procedures are the causes of failed policies, programmes and incidences of abandoned projects among public sector organisations. O'Mahony (2019) maintained that excessive bureaucracy makes public organisations more arthritic and self-serving, less able to achieve their core missions, and less responsive to service users. It is characterised by red tapeism, excessive paper work, fear of innovation, poor students' service, duplication of working procedures, strict adherence to procedures, weak management practices, and low morale. This situation has led to backwardness in the developmental agenda and educational development in most developing countries (Abdalmenem, 2014), with rippling effect in

service delivery to students. To illustrate the effect of rigid bureaucratic principles in service delivery, a maritime expert, Fola (2014) argued that the maritime sector exploits only 25 per cent of the opportunity available in the sector due to bureaucracy and administrative challenges.

The theory assumes that the only way a modern educational institution like Cape Coast Technical University can operate efficiently and effectively regarding admission processes, registration, students' records keeping and post university services, is by organising expertly trained, functional specialists in bureaucracies. Against this background, the present study assesses the impact of bureaucracy in service delivery of administrators to students of Cape Coast Technical University. Students are the primary stakeholders of Cape Coast Technical University and there is the need for students' services to support them. Student services refer to the broad range of supports that universities provide to help students navigate through university successfully, including academic counselling and tutoring. Furthermore, student services also include general administrative services undertaken by the department or division of services and support for students' success at institutions of higher education to enhance student growth and development.

Some of these administrative services include issuance of admission letter, enrolment verification, registration of courses, process students' queries and request, updates students' records, payment of fees services, hostel room allocation services, examination clearance services and issuing certificates and transcripts. Other services are Dean services, development services, administration and personnel services and information technology services. Moreover, student services are rendered in some units of universities such as the colleges, faculties, schools, departments and directorates and the like. These services enhance the advancements of students.

Service delivery by administrators in terms of admission processes, registration of students, students' records keeping and post university services should be judged by the students. This is necessary when viewed from Westhuizen's (2014) research on service delivery which asserts that there is no better proxy for the long-term economic potential of a business than the strength of its customer-satisfaction ratings. Information about poor service delivery in the education sector

is widely available. For example, in a study conducted by Ghadamosi and De Jager (2009), particular areas of concern were, among others, problems with registration; poor support from administrative staff; use of temporary staff at peak registration periods and poor computer facilities.

### **Statement of the Problem**

Omwere (2018) observed that when public institutions fail to meet the expectations of citizens in terms of providing service(s) arising from excessive bureaucracy, the ripple effects result in the grave consequences on political, social and economic growth of a state. The government in no time would lose public confidence and the consequences of such remain one of the main reasons for a critical appraisal of the impact of bureaucracy in service delivery of administrators to students.

In Ghana, a study by Kene, Edison and Sarpong (2015) at the University of Education, Winneba revealed that respondents, including students have negative thoughts about bureaucracy. The authors further argue that bureaucracy negatively affected the administrative control system of the University in terms of purchasing procedures, store handlings; payment for goods and services and supplies and cash payments.

Acknowledging that the effect of bureaucracy in service delivery has been studied in other developing countries, such as Kenya (Omweri, 2018), Nigeria (Rasul and Rogger, 2018) and Gaza Strip (Abdalmenem, 2014), extant educational literature addressing the relationship between the two variables in the Ghanaian-context is limited. Furthermore, although Ghanaian writers have studied the impact of bureaucracy on variables, such as administrative control system, little attention has been provided to bureaucracy and service delivery to students with regard to admission processes, registration, students' records keeping services and post university services. With this in mind, the present study assesses the impact of bureaucracy in service delivery of administrators to students of Cape Coast Technical University.

### **Research Questions**

The research questions considered are:

1. What is the strength of the capacity of the sections charged with the responsibility of providing academic services at Cape Coast Technical University?
2. What is the nature of admission processes at Cape Coast Technical University?
3. What is the nature students' registration process in Cape Coast Technical University?
4. What is the nature of students' record keeping services at Cape Coast Technical University?
5. What is the nature of the post university services that administrators offer to graduates of Cape Coast Technical University?

### **Methodology**

**Research Design:** The study employed sequential explanatory mixed method design to assess the impact of bureaucracy in service delivery of administrators to students of Cape Coast Technical University. The explanatory design is a two-phase mixed method with a quantitative phase and a qualitative phase later. This strategy aimed to collect quantitative data that would be augmented by qualitative data in order to produce more trustworthy and valid results (McCusker and Gunaydin, 2015). The study's first phase included a quantitative description of the impact of bureaucracy in service delivery of administrators to students of Cape Coast Technical University. A questionnaire was used to collect quantitative data. Following the quantitative results, an in-depth qualitative analysis was conducted to explain the original quantitative results (Rittichainuwat and Rattanaphinanchai, 2015).

**Population:** A population is made up of all the units of the group that the research emphasised on. Members or units of the group should possess material facts relevant to the study and the researcher (Malhotra, 2016). According to Rubin and Babbie (2001), the population is the theoretically specified aggregation of study elements. Therefore, the population of the present study constitutes administrators

numbering 52, and students numbering 2,815. The background characteristics of the population included their age and sex. The accessible population reflects the characteristics of the target population because they were significant to the study.

**Sampling Procedure:** A census was employed to select 52 administrators to serve as respondents for the study. A census was deemed appropriate, because, it is attractive for smaller populations, such as 200 or less (Israel, 2013). In addition, Yamane's (1973) formula was used to sample students for the study. With a population proportion of 50% obtained from existing studies, a confidence level of 95%, employing the simple random sampling design and a level of precision of  $\pm 5\%$ ; the minimum sample size from a population of 2,815 registered students at Cape Coast Technical University is 333. The minimum sample size of 333 was increased by 30% ( $n=433$ ) to cater for non-response rate, as proposed by Israel (2013). In this sense, 52 administrators and 433 students formed the sample size for this study.

**Data Collection Instruments:** Questionnaire and interview were the instruments for data collection. The questionnaire is semi-structured comprising a blend of open-ended and closed-ended questions. A questionnaire was used because it offered the opportunity to collect data from a large number of people with ease. It also allows for statistical compartmentalisation for the data collected. Additionally, interview is conversation where questions are asked to elicit information from a respondent. It is also designed to collect a richer source of information from a small number of people about attributes, behaviour, preferences, feelings, attitudes, opinions and knowledge. It also helps explain, better understand and explore research subjects' opinions, behaviour, experiences and phenomenon. Interview questions are also open-ended questions and therefore in-depth information was collected.

Two (2) set of questionnaires were employed, one for administrators and one for students. The one (1) for administrators' questionnaires was sub-divided into on admission, in the university service and post-university service and the other for students were also sub-divided into on admission, in the university service and post university service. The post-university services questionnaires were

provided for the graduates and administrators. The questionnaires employed were made up of three sections for each questionnaire, sections A to C. The first sections cover the demographic characteristics of respondents, namely category of respondents, sex/gender, and age in years (three questions).

On admission, the questionnaire considered statements/indicators that measured the elements of bureaucracy, comprising seven dimensions, namely; admissions' processes (five items), job description of administrators rendering admission services (five items), management roles in admissions (eight items), Technical competence of administrators during admissions (nine items), administrators influence during admission (seven items), use formal and informal communications during admissions (eight items) and information technology during admissions (seven items). Again, in the university questionnaire considers statements/indicators that measure the elements of bureaucracy, comprising of seven dimensions, namely, registration' processes (five items), job description of administrators rendering registration services (five items), management roles in registration (eight items), technical competence of administrators during registration (nine items), Administrators influence regarding registration (six items), use of formal and informal communications during registration (seven items), modern information technology during registration (seven items). The statements that measure the elements of bureaucracy on admission are anchored on the scale: 1= Strongly Disagree (SD), 2=Disagree (D), 3= Neutral (N), 4=Agree (A), 5=Strongly Agree (SA). The statements that measure the elements of bureaucracy were sourced from the study by Abdalmenem (2014), but modified for the purpose of this research. The third and final section of the questionnaire covered statements that measure service delivery on admission in the university service of administrators at Cape Coast Technical University, comprising also of 11 items.

Questionnaire on post university service considers the service delivery of post university services (eighteen items), modern information technology regarding students' records keeping (eight items), and challenges in offering bureaucratic services to students (five items), which was sourced from the study by Abdalmenem (2014). Overall, the questionnaire is made up of 149 items. In addition to the above, in-depth interview guides (IDI) were developed to elicit



information from the heads of the various sections under the Directorate of Academic Affairs. The main reason for developing the IDI was to assess the adequacy of financial, technical and logistical resources of the admission, registration, students' records and postgraduate student service provision.

**Validity and Reliability:** To collect data for the study, effort was made at ensuring the validity and reliability of both the instruments for the research and the results. According to Oldland, Hutchinson, Redley, Mohebbi and Botti (2021), pilot-testing is relevant for the following reasons:

1. Developing and testing adequacy of research instruments,
2. Identifying logistical problems which might occur using proposed methods,
3. Determine what resources are needed for a planned study, and
4. Estimating variability in outcomes to help in determining sample size.

Creswell (2014) explains reliability as the extent to which an experiment, test, or a measuring procedure yields the same result on repeated trials. Validity also refers to the degree to which a study accurately assesses the specific concept that the researcher is attempting to measure. While reliability is concerned with the accuracy of the actual measuring instrument or procedure, validity is concerned with the study's success at measuring what the researcher set out to measure (Creswell, 2014).

The researchers used a group of students and administrators in Cape Coast Technical University to pilot instrument because they were relevant for the study. The researchers ensured that the students and administrators who were selected to test for the reliability and the validity of the instrument were not included in the sample to be used for the study. Subsequently carrying out the pilot testing, the researcher went through the completed questionnaires and interviews to find out how the items were responded to in order to note items that had possible ambiguities, difficult to understand or simply wrongly worded. They could then be corrected before being administered in the main study.

The pilot-testing analysis revealed that some question items for the students were not useful to the study. All the items that were found not to be clear to the students or were not useful in the study were cancelled. For example, a question like, “the administrator feels that he/she knows his/her role in the university accurately regarding registration.

**Data Collection Procedure:** The researcher personally delivered the questionnaires to respondents at the various offices of the respondents during their lunch break. The researcher also delivered questionnaires to students at their lecture rooms and interview conducted after the questionnaires were answered. The respondents were provided the necessary guidelines as to how to fill questionnaires to prevent common errors. The respondents were provided adequate time to fill the questionnaires. The respondents used 10-15 minutes in filling of the questionnaire, while the interviews were also conducted within 15 minutes.

**Data Processing and Analysis:** After the data collection exercise, the completed questionnaires were subjected to scrutiny to ensure that any possible error arising from incomplete and wrongly filled questionnaires were eliminated or minimised. The error-free questionnaires were carefully coded and edited to avoid missing values, after which the data was processed. IBM SPSS Statistics Software for windows, version 23 was the software used for data analysis. First of all, the demographic characteristics of respondents was analysed using frequencies and percentages. Afterwards, the first research question of the study, which sought to investigate the level of capacity of the sections working under the DAA charged with the responsibility of providing academic services in the Cape Coast Technical University. The second research question dealt with the nature of the admission processes was analysed using mean and standard deviation. The third research question, which explores the nature of registration processes at Cape Coast Technical University, was analysed using mean and standard deviation. The fourth research question, which sought what the nature of students’ record keeping services at Cape Coast Technical University, was analysed using mean and standard deviation. The fifth research question, which sought what the post university services

administrators offer to graduates at Cape Coast Technical University was analysed using mean and standard deviation.

## Results and Discussion

**Research Question One:** What is the capacity of the sections working under the Directorate of Academic Affairs (DAA) charged with the responsibility of providing academic services at Cape Coast Technical University?

The purpose of research question one was to describe the capacities in relation to the responsibilities or mandates provided to the Directorate of Academic Affairs (DAA) of the Cape Coast Technical University to work. The focus of the research question is to examine the sufficiency of technical, financial and legal capacities of sections charged with the responsibilities of admitting, registering, keeping records on students and providing graduates services at the University. Using qualitative data analysis approach, the first section discusses the legal mandate in relation the capacities, while the second section dealt more with the technical, logistical and financial capacities of the DAA.

### ***Legal (Mandate) Capacity of the DAA***

The Statute 19 of the Statutes of the Cape Coast Technical University support the Directorate of Academic Affairs (DAA) to provide academic services, and external duties related to academic work for the University. Clause 2 sub-sections (b) and (c) of the Status provides the Directorate of Academic Affairs the mandate to perform two core duties. That is, the DDA shall be responsible for:

- *the processing of admission applications including advertisements for such applications [Clause 2 sub-section (b)]*
- *registration of students in each semester of an Academic year [Clause 2 sub-section (c)]*

In addition to the above-stated clauses, the governing council of the University went further to prescribe duties for the Director of Academic Affairs (DAA) who is expected to play all the assigned roles. The implication of the above is that there is sufficient legal mandate capacity offered to the DAA to support academic service provision in the University. The question now is: to what extent has the DAA been able

to achieve its mandate after the University spelt out its duties. Adu-Gyamfi, Marfo, Nyaaba, Amakye-Boateng, Abass and Yartey (2020) argued that the extent to which the various academic service provision-sections of every tertiary institution can achieve their mandate depend largely on the adequacy of financial and technical capacities of the sections under the DAA. Therefore, it was deemed important to assess the technical, logistical and human capacities of the various sections under the DAA.

An in-depth interview with the head of the DAA of the University revealed that all sections under the Directorate have played all expected administrative roles to ensure that student's admission, registration and record keeping are properly planned and delivered. The following submission, provided by this head, illustrates the enormous support of some of the academic sections that offered various services at the beginning of the academic year:

*Indeed, the various sections under us have been doing their best to support admission, registration, and safekeeping of records about students for the University. The admission service, for example, process documents for the registrar to admit first year students. The sections under the DAA are in fact doing well to help the system.*

The above indicates that DAA and its sub-departments are performing all duties satisfactorily. However, some hints about lack of capacities during the interviews was the main factor that undermines the strength of the management system in providing services. This finding about the weakness in the students' services provision system to function properly prompted the researcher to critically assess the financial, technical and logistical capacities of the sections under the DAA.

#### **Assessment of Financial Capacity of the DAA**

Aside from the responsibility of providing admission, registration, students' records keeping and postgraduate services, the DAA is also required to submit all budgetary allocation at the beginning of every academic semester for funds to operate. In this regard, the Directorate is offered the responsibility to access funds from the University through the Director of Finance (DF) of Cape Coast Technical University and to

spend it appropriately on their recurrent and capital assets. Results from the in-depth interviews with the head indicated that the departments did not have difficulties when they attempted to draw funds from the Directorate of Finance. However, delay in the acquisition of funds was one of the several challenges. Failure of the DF to provide funds timely to meet urgent expenses was shared by two of the service provisions sections in the following submissions:

- a. *At the moment we do not have any financial challenge. But a few months we had our funds delayed. Some explanations were provided regarding procurement delays and public sector financial requirement (head of the admission section).*
- b. *Our department has constantly been supported by the Directorate of Finance. Upon further enquiry, we were told that the Procurement Unit of Cape Coast Technical University has many processes for the sections that wish to source funds of the University (head of the registration unit).*

### **Assessment of Technical Capacity**

Boedeltje and Cornips (2012) observed that adequate human resource is an important ingredient in any management system established to promote efficiency. In view of this, in-depth interviews were conducted with the heads of the sections under the DAA to determine the quality and quantity of human resources they have for effectively performing tasks assigned. The outcome of interviews indicated that sections were suitably resourced in terms of personnel. In most cases, answers provided by the Director revealed substantial departure from the standard number needed in the sections surveyed; the actual staff strength recruited and the required number need much improvement. As indicated in table 9, the total number of workers in the sections (the admission, registration, record keeping and postgraduate affiliation) is 26, compared to the expected number of 51. Among the four sections, it was only the admission section that had adequate number of senior members who could not be assigned certain vital down-level work (Row 1 of Table 1). In spite of the shortage, the heads of the records keeping and registration sections were optimistic of receiving new recruits. This is what they had to say:

- a. *We have enough workers, and we hope to receive more when government lifts the ban on recruitment of workers. This is our*

*major challenge that we are managing year after year (heads of the records keeping section)*

- b. *We have served the higher authorities several letters for additional workers for our new sections and are hoping to receive more hands to support the work here. As you can see the work here is quite enormous (head of the registration sections).*

From the submission above, the impression gathered is that the sections under the DAA have enough human resources to work with.

**Table 1: Human Resource Capacity of the sections under the DAA**

Section	Rank of Personnel	Quantity Available	Quantity Expected	Remarks
1. Admission Staff	Senior Members	3	3	adequate
	Senior Assistant Administrators	3	3	adequate
	Assistant administrators	1	3	inadequate
	Junior administrators	1	3	inadequate
2. Registration	Senior Members	3	5	inadequate
	Senior Assistant Administrators	3	5	inadequate
	Assistant administrators	1	3	inadequate
	Junior administrators	1	3	inadequate
3. Students Records	Senior Members	2	4	inadequate
	Senior Assistant Administrators	1	3	inadequate
	Assistant administrator	1	3	inadequate
	Junior	1	3	adequate

	administrators			
4.	Senior	2	3	inadequate
Postgraduate	Members	1	3	inadequate
service	Senior			
provision	Assistant	1	2	inadequate
	Administrators			adequate
	Assistant	1	2	inadequate
	administrators			
	Junior			
	administrator			
Total		26	51	

Further, interviews were conducted on the sufficiency and functionality of equipment and devices provided to the sections under the DAA to support technical efficiency in service delivery. The heads of the admission and the registration sections complained about inadequacy of logistics ranging from stationery to office desks and tables (Table 1). The head of the postgraduate service provision session also mentioned poor state of offices, computers and accessories, comparing their working equipment to modern and efficient ones in private organisations.

**Table 2: Condition of Equipment in the Sections Working under the DAA**

Logistics/Equipment	Section	Number Available	Number Required	Condition of equipment Useful (U) /Poor(P)
1. Computers	Admission	2	10	2 U, 0 P
	Registration	2	6	1 U, 1 P
	Students' records	3	7	2 U, 1 P
	Postgraduate service	2	5	1 U, 1 P
2. Office desks	Admission	1	5	1 U
	Registration	2	6	2 U
	Students' records	4	7	2G, 2 P
	Postgraduate service	4	5	4 P
3. Officer chairs	Admission	3	5	2 U, 1 P
	Registration	2	6	2 U, 1 P
	Students' records	3	7	2 U, 1 P
	Postgraduate	3	5	2 U, 1 P

	service			
4. Printers	Admission	1	5	2 U, 1 P
	Registration	1	6	2 U, 1 P
	Students' records	2	7	2 U, 1 P
	Postgraduate	2	5	2 U, 1 P
	service			
5. Office space (Number of offices)	Admission	3	6	2 U, 1 P
	Registration	3	6	2 U, 1 P
	Students' records	3	7	2 U, 1 P
	Postgraduate	2	5	2U, 1 P
	section			

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The available records from the ICT section indicate that the computers at the various service delivery sections often broke down within every two weeks, and had to be repaired. This indicated that they were in poor (P) condition to the extent that the University spent much money to maintain them. It was indicated that only 35% of the facilities in all the four service provision sections surveyed (admission, registration, students' records and postgraduate support unit) were in useful (U) condition. Hence, the frequent breakdown of the computers largely accounted for the delays in the registration and admission processes, especially during the peak periods of the semester when fresh students arrived on campus. Moreover, the heads of the sections that were surveyed complained about the long duration that it takes the Procurement Unit to replace or fix broken equipment.

**Research Question Two: What is the nature of admission processes at Cape Coast Technical University?**

The purpose of research question two was to assess the nature of the admission process at the Cape Coast Technical University from the point of view of the students and administrators. The results of students' view on the admission process have been presented under the various sub-scales in table 3.



**Table 3: Distribution of Results of Students' View on the Admission Process**

Item	Disagree		Agree	
	Freq.	%	Freq.	%
There is a clear, laid-down and accessible admission process in the university	138	33.0	172	41.2
The University has a clear admission process accredited by competent authorities	113	27.1	188	45.0
The admission process complies with the general objectives of the university	110	26.3	186	44.5
The admission process of the university work perfectly	116	27.7	185	44.3
The admission process facilitates getting admission work done	96	23.0	200	47.8

The results from table 7 revealed that about half of the students did not endorse the efficiency of admission process. Some of them though agreed that there is a clear, laid-down and accessible admission process in the university (freq=172, % = 41.2), the university has a clear admission process accredited by competent authorities (freq=186, %=44.5), and the admission process facilitate getting admission work done (freq=200, %=47).

**Table 4: Distribution of Results of Students' View on the Technical Competence of Administrators During Admissions**

Item	Disagree		Agree	
	Freq.	%	Freq.	%
The administrator has primary keen interest to provide admission services in a proper way	115	27.5	172	41.1
The administrator is committed to provide admission service in specified time	97	23.2	181	43.3
The administrator always has a desire to help students during admissions.	99	23.7	195	46.7
The administrator faces fewer troubles when he/she deals with the students during admission	157	37.6	110	26.3
The administrator has sufficient information to student's questions and inquiries during exams	114	27.7	147	35.5
The administrator exerts great efforts to achieve admission services in correct way.	117	28.0	160	38.3

The administrator feels that other administrators understand student's demands easily during admissions.	107	25.6	144	34.5
Department receives few complaints from students during admissions.	119	28.5	158	37.8
The administrator feels that he/she knows his/her role in the university accurately regarding admissions	101	24.1	168	40.2

Results from table 4 revealed that students agree to the fact that administrators demonstrate technical competence during the admission process. This is evident from table 8 as the majority of students agreed to most of the questions that were asked on the technical competence of administrators during the admission process. However, majority of students disagreed to the statement that administrator faces fewer troubles when he/she deals with the students during admission; 36.7% of students disagreed as against 26.3% who agreed.

**Table 5: Distribution of Results of Students' Views on Administrators Influence During Admission**

Item	Disagree		Agree	
	Freq.	%	Freq.	%
During admissions, the university considers student's interest as a top priority	130	31.1	153	36.6
The behaviour of administrators regarding their admission dealings with students is smart	124	29.7	143	34.2
The student feels he/she has been treated fairly and just by administrators during admissions	118	28.2	149	35.6
The administrators perform his/her assigned tasks neutrally during admissions	107	25.6	170	40.6
Administrators deal with students without evidence of favouritism during admissions	131	31.4	150	35.9
All administrative decisions are implemented on students without any exception	157	37.7	153	36.3
In the university, performing work and fulfilment of student's needs does not depend on personal relationships.	147	35.1	155	37.1

Table 5 shows the distribution of student's response on administrators' influence during the admission. On a whole, the result revealed that students have a positive view of the influence administrators have on the admission process. However, majority (freq=157, 37.7%) of the students disagree to the fact that all administrative decisions are implemented on students without any exception. This implies that some sort of favouritism exists on the part of administrators who provided the admission services to fresh students.

**Table 6: Distribution of Results of Students' View on the Use of Formal and Informal Communication During Admission**

Item	Disagree		Agree	
	Freq.	%	Freq.	%
There is an easy coordination with other administrators to accomplish admission process.	113	27.1	149	35.6
Administrators depend on set of various communications to accomplish the admissions' tasks.	108	25.8	155	37.1
The use of communications systems in the university is evident in admissions services	129	30.9	154	36.9
The administration uses modern means of communication during admissions.	125	29.9	169	40.4
Students are able to raise inquiries to the university in different remotely ways during admissions	109	26.6	152	36.3
The university is characterised with quick response to students' admission issues and deal with their various demands	116	27.7	154	36.9
Students' access to intended offices to get their admission transaction done is easy	116	27.7	159	38.0
The admission process among departments is specific and obvious for all through written requirements	132	31.6	153	36.6

The results from table 6 provide a representation of students' view on the use of formal and informal communication in the admission process. From the point of view of students, effective communication exists during the admission process.

**Table 7: Distribution of Results of Students' View On the Use of Modern Information Technology During Admission**

Item	Disagree		Agree	
	Freq.	%	Freq.	%
Administrators use computers in admission service	110	26.3	194	46.4
Administrators use printers in admission service	92	22.0	201	48.1
Administrators use scanners in admission service	125	29.9	160	38.3
Administrators use photocopier machine in admission service	102	24.4	190	45.5
Admission on-line services are rendered to students	93	22.2	202	48.4
Students can access their admission letters on-line	89	21.3	218	52.1
Students are satisfied with the technology services	134	32.0	163	39.0

Table 7 illustrates the distribution of results of students' view on the use of modern information technology in the admission process. Nearly half of students interviewed on seven issues commended management for handling the admission duties well; 46.4, 48.1%, 38.3%, 45.5%, 48.4%, 52.1%, 39.0%, agreed that administrators use computers in admission service, administrators use printers in admission service, administrators use scanners in admission service. Administrators use photocopier machine in admission service, admission on-line services are rendered to students, students can access their admission letters on-line, students are satisfied with the technology services.

**Table 8: Distribution of Results of Students' view of Service Delivery on Admission**

Item	Disagree		Agree	
	Freq.	%	Freq.	%
The university provides a high-quality admission service	157	37.6	134	32.1
The duration of providing admission service is timely.	111	26.6	173	41.4
The administrator exerts great efforts in the process of providing admission service to students.	98	23.5	165	39.4
The administrator exerts great efforts in the process of providing admission services to students.	107	25.6	173	41.4
The students exert fewer efforts to get the admission services offered to him/her.	115	27.5	176	42.1
The admission services are less expensive	99	23.7	178	42.6
The university provides admission service to the students correctly from the first time.	119	28.4	155	37.1
The university stands responsible for any mistake during the process of providing the admission service.	118	28.2	158	37.8
The university is equipped with waiting seats for students during admissions	153	36.8	139	33.3
Notices are available in the university to indicate the right place of providing services.	140	33.5	154	36.9
Administrator behaviour to students during admission is satisfactory.	131	31.3	164	39.2

Students' view of service delivery on admission was assessed on the last section of the questionnaire. Results from table 12 revealed that holistically, students are satisfied with the admission service delivery in the Cape Coast Technical University. Nevertheless, there seems to be more room for improvement as majority of students (freq=157, 37.6%) disagree to the statement that the university provides a high-quality admission service. Again, students hinted that there are not sufficient waiting seats at the university for students during the admission process. This is evident in the responses of

students as majority (freq=153, 36.8%) disagreed to the item 9 on this section which state that the university is equipped with waiting seats for students during admissions.

**Research Question Three: What is the nature of students' registration processes at Cape Coast Technical University?**

The purpose of research question three is to explore the nature of students' registration process. To accomplish this, three hundred and ninety (390) students at the University who have first-hand knowledge of the registration process were contacted and surveyed. The level and departments of these respondents have been hidden to enhance the respondents' anonymity. The section presents issues on the following: (a) the registration processes; (b) the legal structure of the registration process; (c) the communication between the administrators within the registration process and (d) other key characteristics such as the use of modern technology in the registration process and service delivery in the registration process was used to assess the mode of the registration process within the university.

The students of the Cape Coast Technical University were offered opportunity to remark on the suitability of the university's registration process. This step was also taken to essentially characterise the nature of bureaucracy in the registration process more accurately. The responses were presented on a four-point likert scale: *Strongly Disagree (1), Disagree (2), Neutral (3), Agree (4) and Strongly Agree (5)*. Table 9 presents the responses that demonstrates much details about the opinions of the students on the registration process under five main sub-themes which are: there is a clear and accessible registration process in the university; the university has a clear registration processes accredited by the competent authorities; the registration process comply with the general objective of the university; the registration processes of the university work perfectly; and the registration process facilitate getting students registering faster.

**Table 9: Views of the Students on the Registration Process**

Key variables assessed	SA f (%)	A f (%)	N f (%)	D f (%)	SD f (%)
<i>The registration process:</i>					
has a clear, laid-down and accessible registration process in the university.	50(12.8%)	112(28.7)	97(24.9%)	64(16.4%)	67(17.2%)
is accredited by the competent authorities.	40(10.3%)	129(33.1)	110(28.2)	72(18.5%)	39(10.0%)
complies with the general objectives of the university.	46(11.8%)	128(32.8)	104(26.7)	76(19.5%)	36(9.2%)
works perfectly in the university.	39(10.0%)	121(31.0)	108(27.7)	67(17.2%)	55(14.1%)
facilitates getting students registering faster.	41(10.5%)	111(28.2)	110(28.2)	72(18.5%)	56(14.4%)

*Scale: Strong Disagree (1), Disagree (2), Neutral (3), Agree (4) and Strong Agree (5)*

In relation to the responses of administrators from the field survey, table 9 indicates that 112(28.7%) of the students subscribed to the fact that there is a clear, laid-down and accessible registration process in the university, while 64 students representing (16.4%) least subscribed to the fact that there is a clear, laid-down and accessible registration process in the university. Moreover, from the responses of students on their views if the university has a clear registration process accredited by the competent authorities, close to 129 (33.1%) which was the highest value indicated that the students were of the view that the university has a clear registration process accredited by the competent authorities to carry out the registration process. Far from this, 72 (18.5%) of the students who participated in the field survey had a contrary view that the university has a clear registration process accredited by the competent authorities. Finally, the results from table 9 revealed that 111 (28.2%) of the students agreed that the registration process facilitate getting students registering faster while 72 students representing (18.5%) disagree that the registration process facilitate getting students registering faster. Based on the preceding explanation, it is evident that there is a definite link between the responses from

both students and university administrators based on registration. This backs up what one of the students said during the field interview.

*“Despite the fact that there are many students registering at the same time, I am able to complete my registration quickly and timely. I'm not going to mention names, but I'm not sure why my acquaintance at another university complains about difficulties in their registration process.”*

The opinion of the student is also not different from my interaction between one of the administrators who happened to be a worker in the university.

*“When it comes to registration challenges, we offer our students the finest service possible. Whenever a student encounters a problem, we advise them to return to their hostel and rest, as we work on it for them within 24 hours”.*

Students from Cape Coast Technical University were also offered opportunity to comment on the suitability and appropriateness of the use of formal and informal communication during registration. This step was also taken to better characterize the nature of bureaucracy in the use of formal and informal communications during the registration. The responses were presented on a four-point likert scale: *Strongly Disagree (1), Disagree (2), Neutral (3), Agree (4) and Strongly Agree (5)*. Table 10 presents the responses to help describe the functions of the use of formal and informal communications during registration under seven main sub-themes which are: there is an easy coordination with other administrators to accomplish registration processes; administrators depend on set of various communications to accomplish the registration tasks; the use of communication system in the university are evidence in the registration services; the administrator uses modern means of communication to student during registration; the university is characterized with quick response to students' registration issues and deal with their various demand; students' access to intended offices to get their registration transaction done is easy.



**Table 10: Views of Students on the Use of Formal and Informal Communications During Registration**

Key variables assessed	SA f(%)	A f(%)	N f(%)	D f(%)	SD f(%)
There is an easy coordination with other administrators to accomplish registration processes.	32(8.2%)	99(25.4)	132(33.8)	82(21.0%)	45(11.5%)
Administrators depend on set of various communications to accomplish the registration tasks.	26(6.7%)	104 (26.7)	153(39.2)	60(15.4%)	47(12.1%)
The use of communication systems in the university are evidence in the registration service.	22(5.6%)	118 (30.3)	126(32.3)	71(18.2%)	53(13.6%)
The administrators use modern means of communication to students during registration	37(9.5%)	114 (29.2)	122 (31.3)	74(19.0%)	42(10.8%)
The university is characterized with quick response to students' registration issues and deal with their various demands.	37(9.5%)	103(26.4)	121(31.0)	76(19.5%)	53(13.6%)
Students' access to intended offices to get their registration transaction done is easy	25(6.4%)	98(25.1)	145(37.2)	83(21.3%)	39(10.0%)
The registration process among departments are specific and obvious for all through written requirements	42(10.8%)	110(28.2)	138(35.4)	62(15.9%)	38(9.7%)

Scale: Strong Disagree (1), Disagree (2), Neutral (3), Agree (4) and Strong Agree (5)

Table 10 reveals that 99 (25.4%) of the students agreed that administrators find it easy to coordinate with one another to complete registration processes in the university, while 82 students (21.0%) indicated that administrators find it difficult to coordinate with one another to complete registration processes in the university. But majority of them are indifferent representing 132 (33.8%). Furthermore, students' responses on whether administrators rely on a set of various communications to complete registration tasks was close to 104 (26.7%), indicating that students said that administrators rely on a set of various communications to complete registration tasks. On the other hand, 60 (15.4%) of the student who took part in the field survey had the negative opinion that administrators rely on a variety of communications to complete registration tasks while a significant number of the students are indifferent to this claim representing 153 (39.2%). Finally, Table 10 demonstrates that 98 (25.1%) of the students agree that students' access to intended offices to complete their registration transaction is easy, while 83 (21.3%) disagree. A sizeable number of the students amounting to 145 (37.2) are indifferent whether or not that student access to intended offices to complete their registration transaction is easy.

The students of the Cape Coast Technical University were, again, requested to remark on the efficiency of the university's service delivery regarding registration. This step was also taken to appropriately characterise the nature of bureaucracy in the service delivery regarding registration process. The responses were presented on a four-point likert scale: *Strongly Disagree (1), Disagree (2), Neutral (3), Agree (4) and Strongly Agree (5)*. Table 11 presents the responses that resulted in much details about the opinions of the students on the registration process under eleven main sub-themes which are: the university provides a high-quality registration service; the duration of providing registration process is timely; the administrator exerts great efforts to get the registration service offered to him/her; the registration service is less expensive; the university provides registration service to the students correctly from the first time; the university stands responsible for any mistake during the process of providing the registration service; the university is equipped with waiting seats for students during registration; notices are available in the university to inform the students as to the right place of providing

registration service; students do not wait for long time to get the registration service; and administrator behaviour to students during registration is satisfactory.

**Table 11: Views of Students on the Service Delivery Regarding Registration**

Key variables assessed	SA f(%)	A f(%)	N f(%)	D f(%)	SD f(%)
The university provides a high-quality registration service.	33 (8.5%)	85(21.8)	118 (30.3)	79(20.3%)	75(19.2%)
The duration of providing registration process is timely.	29(7.4%)	108(27.7)	129(33.1)	73(18.7%)	51(13.1%)
The administrator exerts great efforts in the process of providing registration service to students.	34(8.7%)	96(24.6)	144(36.9)	6(11.5%)	2(3.8%)
The students exert fewer efforts to get the registration service offered to him/her.	27(6.9%)	106 (27.2)	135(34.6)	72(18.5%)	50(12.8%)
The registration service is less expensive.	48(12.3%)	109(27.9)	126(32.3)	67(17.2%)	40(10.3%)
The university provides registration service to the students correctly from the first time.	40(10.3%)	116 (29.7)	121 (31.0)	76(19.5%)	37(9.5%)
The university is equipped with waiting seats for students during registration.	30(7.7%)	130(33.3)	122(31.3)	73(18.7%)	35(9.0%)
Notices are available in the university to inform the students as to the right place of providing registration service	41(10.5%)	116(29.7)	124(31.8)	64(16.4%)	45(11.5%)
Students do not wait for long time to get the registration service	40(10.3%)	115(29.5)	111(28.5)	72(18.5%)	52(13.3)
Administration behaviour to students during registration is satisfactory.	56(14.4%)	112(28.7)	122(31.3)	55(14.1%)	45(11.5%)

Table 11 shows that 85(21.8%) of the students agreed that the university provides a high-quality registration service, whereas 75 (19.2%) disagree. However, 118 of the students representing (30.3%) are indifferent to whether the university provides a high-quality registration service. Furthermore, table 11 depicts the responses of administrators from the field survey, indicating that 112 (28.7%) of students subscribe to the fact that students do not wait for long time to get the registration service, while 45 students representing (11.5%) least subscribe to the fact that students do not wait for long time to receiving the registration service while majority of the students representing 122 (31.3%) are indifferent to that assertion. Finally, close to 82 (21.0%) of students responded that their behaviour to students during registration is satisfactory. However, a higher value of 145 (37.2%), indicating that students are indifferent based on administrators' behaviour towards them during registration. On the other hand, 50 (12.8%) of the students who took part in the field survey did not agree that administrators' behaviour to them during registration was satisfactory.

**Research Question Four: What is the nature of students' record keeping services at Cape Coast Technical University?**

The purpose of research question four was to find out the nature of students' record keeping services at Cape Coast Technical University. Respondents were requested to respond to eleven (11) items. A five-point likert scale, 'Strongly Disagree (1), 'Disagree' (2), 'Neutral' (3), 'Agree (4) and Strongly Agree (5) was associated with the students' recording keeping services outlined on the questionnaire. 'Strongly disagree and disagree were combined as "Disagree" for purposes of analysis. Three hundred and ninety students provided responses and the results are presented in table 12.

**Table 12: Distribution of Results of Students' Views of the Record Keeping Process**

Item	Agree		Disagree	
	Freq	%	Freq	%
The University provides a high-quality record keeping service	135	34.6	143	36.7
The duration of providing detailed results service is timely	129	33.1	130	33.3
The administrator exerts great efforts in the process of providing examination results to students	154	39.5	117	30
The student exerts fewer efforts to get the record keeping service offered to him or her	155	39.8	108	27.7
The student record services are less expensive	173	44.3	94	24.2
The university provides results to students correctly from the first time	144	36.9	117	30
The university stands responsible for any mistake in student record keeping service	102	26.1	102	26.1
The university is equipped with waiting seat for students who request for their detailed results	129	33.1	125	32
Sign posts are available in the university to inform the student as to the right place of providing student record keeping service	144	37	114	29.2
Student do not wait for long time to get the record services	144	36.9	124	31.8
Administrator behaviour to provide information to students on their records is satisfactory	167	42.9	99	25.4

The results from table 12 reveal that 34.6% of the students indicated that the University provides a high-quality record keeping service as against 36.7% of them who said otherwise. The implication is that there might be some weaknesses in the record keeping system which needs to be tackled to make it reliable for students to access information on records about them. In further interviews majority of the students disagreed (33.3%) that the duration of generating results for students does not delay. That is, the students could only see their

results late and the situation, according to them, affected their decision and confidence to register all the require course for the semester ahead.

The students also observed that in most cases, administrators exerted great efforts in the process of providing examination results to them. This was an indication that there was the need for extra resources or modern or automated machinery to make the record keeping system work appropriately. Students on the other hand reported that they exert less effort to receive their record keeping services done for them. In this regard, it appears the students might have technological ideas about the record keeping services compared to the administrators themselves.

The students (36.9% of them compared with 30%) again commended the University for providing them with accurate results. The students (42.9%) also indicated that administrators had satisfactory conduct when it came to providing information to them on their examination and registration records. From the submissions provided by the students, it appears that the students did not have much difficulty with the records keeping systems. Therefore, the administrators who were closer to the record system were interviewed. The main reason for directing the focus of the analysis is to research into other key factors that could characterised the bureaucratic system set up to keep the records of the students. To present an appropriate interpretation of the results, the responses of the administrators were put on a five-point likert scale of: Strongly Disagree (1), Disagree (2), Neutral (3), Agree (4) and Strongly Agree (5). 'Strongly Disagree and Disagree were combined as "Disagree" for purposes of clarity of presentation and analysis.

Table 16 presents issues surrounding the record keeping system, assessing whether: (i) The university provides a high-quality student record keeping service; (ii) The duration of providing detailed results service timely and appropriate; (iii) the administrator exerts great efforts in the process of providing examination results to students; (iv) the student exerts fewer efforts to receive the record keeping services offered to him/her; (v) the students' record services are less expensive; (vi) the university provides results to the students correctly from the first time; (vii) the university stands responsible for any mistake in students' record keeping service; (viii) the university is

equipped with waiting seats for students who request for their detailed results; (iv) sign post are available in the university to inform the students as to the right place of providing students record keeping service; (v) students do not wait for long time to receive the record services; (vi) Administrator's behaviour to provide information to students on their records is satisfactory.

**Table 13: Administrators View on Students**

Key variables assessed	Agreed f (%)	Disagreed f (%)
The university provides a high-quality student record keeping service.	28 (53.8%)	11(21.1%)
The duration of providing detailed results service timely and appropriate	30 (57.7%)	10 (19.3%)
The administrator exerts great efforts in the process of providing examination results to students.	31 (59.6%)	9 (17.3%)
The student exerts fewer efforts to get the record keeping services offered to him/her.	33 (63.4%)	11 (21.1%)
The students' record services are less expensive	27 (.5%)	29 (51.9%)
The university provides results to the students correctly from the first time.	27(51.9%)	7 (13.4%)
The university is equipped with waiting seats for students who request for their detailed results.	29 (55.7%)	9 (17.3%)
Sign post are available in the university to inform the students as to the right place of providing students record keeping service.	20 (38.5%)	13(25.0%)
Students do not wait for long time to get the record services	21(40.4%)	14(26.9%)
Administrator behaviour to provide information to students on their records is satisfactory	25 (48.1%)	10(19.2%)

Scale: *Strong Disagree (1), Disagree (2), Agree (4) and Strong Agree (5)*

From table 13, 28(53.8%) of the administrators on the whole agreed that the university provided a high-quality student record keeping service and that the duration of providing detailed results service timely and appropriate- 30 (57.7%) administrators indicated.

The percentage 31 (59.6%) who agreed that the university administrator exerted great efforts in the process of providing examination results to students is greater than those 9 (17.3%) who said otherwise. However, most of the administrators 29(51.9%) did not endorse the system in terms of cost of operation. The above implies that the university has a record keeping system that provides useful response to students. Moreover, the findings of the study revealed that sign posts are available, 20 (38.5%); students do not wait for long time, 21(40.4%); and that the administrators' behaviour to provide information to students, 25 (48.1%) was commendable.

In sum the administrators endorsed the students' record keeping system. However, this was at variance with the general opinion of the students who said that the university does provide a high-quality record keeping service and also fails to provide timely detailed results to students. One can therefore conclude that the students' record keeping system was poor since the view of the students who were receiving the service matters ideally than the administrators.

**Research Question Five:** What is the nature of the post university services administrators offer to graduates of Cape Coast Technical University?

The purpose of the research question five was to find out the nature of the post university services administrators offer to graduate of Cape Coast Technical University. Respondents were requested to respond to eighteen (18) items. A five-point likert scale, 'Strongly Disagree (1), 'Disagree' (2), 'Neutral' (3), 'Agree (4) and Strongly Agree (5) was associated with the nature of post university services administrators offer to graduates of Cape Coast Technical University outlined on the questionnaire. 'Strongly disagree and Disagree were combined as "Disagree" for purposes of analysis. Three hundred and ninety students provided responses and the results were presented in Table 14.



**Table 14: Distribution of Results of Graduates' View of the Post University Services**

Item	Agree		Disagree	
	Freq	%	Freq	%
The university provides a high-quality service to graduates.	20	46.5	14	32.6
The duration of providing detailed results service is timely.	14	32.6	15	34.9
The duration of providing transcript services is timely.	17	39.6	16	37.2
The duration of providing graduates certificate services is timely.	11	25.6	15	34.9
The duration of providing graduates attestation services is timely.	16	37.2	16	37.3
The administrator exerts great efforts in the process of providing services to graduates.	16	37.2	8	18.6
Graduates always find their names in the graduation lists.	17	39.6	12	28
The graduate exerts fewer efforts to get the post-university services offered to him/her.	13	30.3	5	11.6
Acquiring certificates, transcript and attestation are less expensive.	14	32.6	18	41.9
Graduates can apply for their certificate on-line.	96	73.3	35	26.7
Graduates can apply for their transcript on-line.	8	18.7	26	60.4
Alumni section also provide after university services to students.	13	30.2	17	39.6
The university provides post university services such as issuance of certificate, transcript etc. to the students correctly from the first time.	13	30.3	17	39.6
The university stands responsible for any mistake in service offered	15	34.9	14	32.5
The university is equipped with waiting seats for graduates who visit the University after graduation to request for certificates and transcripts.	21	48.9	14	32.5

Sign post are available in the university to inform the graduates as to the right place of providing the needed service.	16	37.2	18	41.9
Graduates do not wait for long time to get the service.	11	25.6	16	37.2
Administrator behaviour to graduates is satisfactory.	14	32.6	10	23.3

On the whole the students (60.4%) largely agreed that the Directorate of Academic Affairs (DAA) of Cape Coast Technical University provided graduates with post-university services such as generating and authenticating certificates, issuing transcripts and some other online services.

The students (32.6%) commended the administrators for a prime behaviour when it came to providing them with record keeping services, but notwithstanding, most of them 16 (37.2%) indicated that the graduates wait for long time to receive the service. Additionally, a relatively higher percentage of them (41.9%) indicated that sign posts are available in the university to inform the graduates as to the right place of receiving the required service. That is the University relax in its effort to support the students with directives and directional post services for them to easily locate record keeping services.

### Conclusions

The bureaucratic service system at the Cape Coast Technical University provides services for students and the large university community, and the results from the use of the bureaucratic service system are undesirable. In most cases, there were delays in services delivered, low commitment on the part of administrators to work which, eventually, resulted in inefficiencies and low productivity.

### Recommendations

From the conclusions above, the following have been recommended:

1. To maintain adequate capacity levels for operation in the sections under the DAA, the Management of the Cape Coast Technical University must acquire modern equipment and machinery to support the work of the admission, registration,

student record keeping and the postgraduate student services provision sections.

2. One of the key requirements for efficiency is enshrined in the effective use of resources of any organisation. It therefore means that the Directorate of Finance should adequately furnish the DAA with enough financial resources. It should also be the responsibility of the Directorate of Estate and Physical Development and the Procurement Unit to teach the sections prudent financial, technical and logistical resource use skills to handle resources provided by the University for efficiency. Furthermore, departments need to have the ability to understand the procurement policies of Cape Coast Technical University regarding resource acquisition. It is important because, it came out during the interviews that resources were mismanaged.
3. The DAA and its sections are advised to have resource management and development-oriented objectives in their annual target goals. This requires that the DAA should task the School of Business and Management Studies to help it build on its ability to design and implement resource usage and development skills. The development of the capacity of the DAA must also include the integration of operational needs of the Directorate into the works of other sections such as the ICT department to support it operate successfully. This will mean that the section will be tapping the synergies in the system to cut down waste and unwarranted costs.
4. It came to light during the interviews that the administrators at the various service provision sections exert too much effort to have duties performed. This was largely a major source of demotivation to them, particularly when equipment was found to be outmoded. To deal with this kind demotivation and increase zeal and enthusiasm to work, the Director of the DAA must develop capacity to detect the materials and equipment that have become outmoded or non-functional and replace them.
5. It is relevant that DAA of Cape Coast Technical University uses the Participatory-Responsiveness' principle to enable its workers to be fully involved in all the stages of service

provision. In this regard, the DAA will have to create appropriate platforms and channels of engaging with its staff. This will provide the staff opportunity to contribute new ideas to ideal the set up for providing services to the beneficiaries.

6. The management of Cape Coast Technical University must implement the 'Sectional Accountability' principle. This can be done effectively if after providing all the resources requested by the DAA, Management scrutinises the performance of staff under the DAA with credible performance and accountability schemes and make them answerable for act of non-performance or delay in delivery of services. It will undoubtedly deal with the poor attitude of administrators that was discovered during the interviews especially those at the Students Record Section.
7. The governing board of the Cape Coast Technical University must approve the 'Fostering-Transparency' principle for students to assess and evaluate the performance of the sections under the DAA. Essentially, the governing board of the Cape Coast Technical University must enact a policy that will open up the activities and conduct of the workers under the DAA. This policy if fully implemented should provide students the opportunity to evaluate, through students' assessment surveys, the performance of workers at the DAA and the feedback sent to Management for quick action. This is important because it was found that administrators make students wait for long hours before attending to them upon request for transcripts, certificates and English proficiency letters.
8. The principle of keeping 'Good Human Resource Management' must not be ignored by authorities of the Cape Coast Technical University. This recommendation is important because largely, the human resource capacity of the sections under the DAA was detected to be inadequate due to staff postings to other departments or sections. Adequate human capacity is crucial to deal with the technical challenges that caused delays in service provision which was found in the study. This can be achieved if the Human Resource Directorate makes a strong case for employing more personnel and manage them appropriately to

maintain them. Appropriate Management of the staff, particularly to provide services for postgraduates, will be important to help the University to leverage on the opportunity of attracting alumni support.

9. The Cape Coast Technical University must operate with the principle of 'motivation and retention' of experience workers. This suggestion becomes relevant in the sense that it was found during the interviews that the heads of admission, registration and students record sections said that the experienced workers at the above-mentioned sections are lost due to staff postings to other departments or sections. There must be a number of institutional policies for increasing the workers in the sections under the DAA.

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