

Editorial

Six papers from studies on Higher Education in Ghana are presented in this sixth volume of the *Ghana Journal of Higher Education*.

In the first paper, Emmanuel Newman traces the developmental path of the Technical Universities from the time of their establishment as polytechnics. The study discusses issues that may have accounted for mission drift and isomorphism in polytechnics and technical universities. The author identifies some strategies which could be adopted to foster the fulfillment of the mission and mandate of the technical universities and contribute to the creation of a diversified tertiary education sector in Ghana.

Effective higher education management and administration are key to the development of tertiary education. The challenges confronting higher education management in general and in particular, Ghana, call for new ways of managing the system. Using the administrators of Kwame Nkrumah University of Science and Technology (KNUST) as case study, Vincent Anum Ankamah-Lomotey and Benedicta Kwakye examine some shifts and challenges in higher education management and what strategies could be adopted by the university administrator to ensure an efficient and effective management system in the second paper.

The learning environment for higher education has largely been a “face-to-face” interaction between students and teachers at a physical site. However, higher education in the 21st Century is gradually adopting new modes of delivery that depend on technology and technological advancement to achieve expected goals. Ernest Adu Gyamfi and Paul Kwadwo Addo in the third paper, present a report on a study conducted on how the diverse beneficiaries of distance learning perceive quality. They discuss its implications for educational administration. They further argue that the traditional mode of delivery has not only been inadequate to match the changing trends on the higher education landscape, but has also proved unsuccessful in providing adequate access to higher education seekers in some instances.

In the fourth study Marie Bakah and Samson Amponsah seek to find out the factors that contribute to occupational stress among administrative assistants of a public university in Ghana and the coping

strategies adopted by the staff to deal with stress-related problems. They conclude that *improving* the work environment can decrease the risk of illness of all employees thereby reducing the rate of stress.

Hope Pious Nudzor sets out to determine the variables employers consider in employing graduates of the Institute for Educational Planning and Administration (IEPA) in the labour market to enable them contribute their quota towards Ghana's developmental goals in the fifth paper. He argues that since its establishment, the IEPA has contributed and continues to contribute significantly towards the development of Ghana. This is particularly evident in the leading role it plays in the preparation of graduates for careers within the Ghana education sector and other sectors of the general economy.

In the sixth and final paper, Eric Osei-Assibey and Cynthia Adu investigate the different socio-economic factors that influence the academic performance of adult learners' in entrance examinations into universities. The study uses 731 mature applicants as a case study. The findings have an important practical implication for designing an appropriate mature applicant access programme that suits applicants from diverse socio-economic backgrounds and contributes to better academic performance.