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SCHOOL OF GRADUATE STUDIES AND RESEARCH

**ASSESSING THE ROLE OF UNIVERSITIES IN DEVELOPING COMMUNITIES
WITHIN THEIR CATCHMENT AREA: THE CASE OF UNIVERSITY OF
PROFESSIONAL STUDIES, ACCRA**

2021

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BY

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**A DISSERTATION SUBMITTED TO THE SCHOOL OF GRADUATE STUDIES AND
RESEARCH, GHANA INSTITUTE OF JOURNALISM IN PARTIAL FULFILMENT OF
THE REQUIREMENTS FOR THE AWARD OF A MASTER OF ARTS DEGREE IN
DEVELOPMENT COMMUNICATION**

NOVEMBER 2021

DECLARATION

CANDIDATE’S DECLARATION

I declare that this thesis, with the exception of quotations and references contained in published works which have all been identified and acknowledged is entirely my own original work, and it has not been submitted, either in part or whole, for another degree elsewhere.



9TH DECEMBER, 2021

SIGNATURE.....DATE.....

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SUPERVISOR’S DECLARATION

I hereby declare that the preparation and presentation of this work were supervised in accordance with the guidelines for supervision of thesis laid down by School of Graduate Studies and Research, Ghana Institute of Journalism.



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ABSTRACT

This study assessed the role of the universities in promoting development around their catchment areas using the University of Professional Studies, Accra (UPSA) in the La Nkwantanang Madina Municipality in an interpretivist research paradigm. The design was exploratory and purposive sampling method was used to select University Officials and community members in La Nkwantanang Municipality. With this in mind, the researcher drew respondents from the University's central administration, Deans and Heads of selected Faculties and the unit in-charge of the University's Public Affairs. In all 15 participants were selected for the study. Interviews were conducted in English with all participants and were all audio-recorded after seeking their approval. Some interviews were held in the offices of the respondents and each session lasted between thirty (30) to forty five (45) minutes. Findings from the study suggest that while UPSA has appreciably linked its teaching, research, and service roles to the development needs of the La Nkwantanang Madina Municipality it has a stronger link with the human capital development, social, and infrastructural development. The perceived role in community development include community capacity building, infrastructural development and job creation. Communication strategies such as awareness creation and public education are generally used by UPSA when undertaking community development activities. However, there is poor cooperation between the University and the community. The community leaders are kept in the dark with regard to the projects and other forms of developmental interventions undertaken by the University. Community members see the UPSA's community development activities as voluntary activities. It is, therefore, recommended that if UPSA is seen as a key player in the development of La Nkwantanang Madina Municipality through its mandate, then, government and regional authorities need to create an enabling environment and put in place appropriate support structures to stimulate an effective engagement of UPSA with its stakeholders, local businesses and other informal networks

DEDICATION

To my mother, Emelia Ami Boatsi. Thank you for all of the love, wisdom, dedication, support, sacrifice, and encouragement you have given. I am honored to be your daughter.

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ABBREVIATIONS

ACBSP - Accreditation Council for Business Schools and Programmes

CBOs - Community Based Organisations

CCS - Critical Community Size

CHESP - Community Higher Education Service Partnerships

COPC - Community Outreach Partnership Centers

FDI - Foreign Direct Investment

GET - Ghana Education Trust

HEIs – Higher Education Institutions

IPS - Institute of Professional Studies

HPEP - Haifa Partnership for the Eradication of Poverty

KNUST – Kwame Nkrumah University of Science and Technology

LaNMMA - La Nkwantanang Madina Municipal Assembly

NGOs - Non-Governmental Organisations

OECD - Organisation for Economic Co-operation and Development

ODA - Official Development Assistance

PNDC- Provisional National Defence Council

RCCI - Rural Community College Initiative

UCPs – University Community Partnerships

UDS - University for Development Studies

UPSA - University of Professional Studies, Accra

UMaT - University of Mines and Technology

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CHAPTER ONE

1.0 INTRODUCTION

1.1 Background of the Study

According to Haddad (2000), the term University finds its origin both in legal Latin “universitas”, meaning “community”, and in classical Latin “universus”, meaning “totality”. Thus, the meaning of University from the Latin perspective convey the intrinsic communitarian role it plays. These days, the university’s communities indeed may be said to encompass a great number of constituencies.

Over the past few decades, academic interest in the relationship between knowledge production institutions including Universities and the communities they operate in, especially in the area in of socio-economic development has increased considerably (Gunasekara, 2004; Lester, 2005; OECD, 2007). Universities worldwide are being encouraged to re-evaluate and strengthen their relationships with various constituencies, stakeholders, and communities to foster development and make their impact felt (Jongbloed, Enders & Salerno, 2008).

Aside the essential role of knowledge generation and dissemination, Universities are viewed as agents of development at the local, regional and national level. Activities of universities have traditionally involved innovative research, providing teaching and learning and extension services. Institutions of higher education perform a balancing act in an effort to meet the many needs of their varied stakeholders and constituents. According to Merriam Webster Dictionary, Balancing Act is an “attempt to handle or deal with two or more things (such as obligations) at one time so as to satisfy often competing requirements”. Cambridge Dictionary on the other hand defines Balancing Act as “a situation in which a person tries to give care and attention to two or more activities at the same time”. The community as a stakeholder, also in varied ways support universities to enhance their community development agenda or strategies.

Bond (2005) examines the degree and nature of universities’ interaction with their communities and considers whether academic values and practice tend toward a ‘detached’ or ‘universalist’ perspective within the catchment area. University’s role in the community is seen as a means of engaging with their immediate community and also being able to help communities address their needs and development priorities of the community through engagement and collaboration. In

essence universities can form partnerships with communities to undertake projects and carry out activities that benefit communities within their catchment areas.

In Ghana, Universities and Higher Education Institutions play various roles through partnerships and collaborations within their catchment areas in contributing to their educational service mandate. For instance, some higher education institutions organise certified vocational training programmes in areas such as hospitality management, fashion, soap making among others for members within their catchment areas to promote decent work and a sustainable livelihood. Again community members enjoy subsidized health care services at some health facilities of these institutions.

From the foregoing, it is apparent that Universities have a role to play in the overall development of the communities they operate in. These role may vary depending on the size, level of engagement and form of the engagement. Continuous studies on the role of Universities in community development is important to unravel the changing nature of these roles and explore further areas that can be improved through University-community engagements. This study is essential because research attention needs to be given to the general efforts by higher education institutions in contributing to community development as well as the forms of engagements. It will also draw attention to the university's contribution in the context of economic, social and cultural aspects of development.

The UPSA is a progressive public institution that provides both academic and professional higher education in Ghana. With over fifty (50) years of experience, UPSA has achieved the reputation as the oldest Ghanaian human resource development institution in professional Accountancy and Management with many of its products in key leadership positions in Ghana and abroad.

UPSA remains the only public institution in Ghana with the mandate to offer both academic degrees and provide tuition for business professional qualifications. Combination of scholarship with professionalism is the foundation of UPSA's unique profile. With this background, the University has built systems thereby laying the foundation for a distinctive academic and professional profile somewhat different from the requirements of a purely professional or academic institution. UPSA is fully accredited by the Accreditation Council for Business Schools and Programmes (ACBSP) in USA.

On the historical background, the University of Professional Studies, (UPSA) formerly the Institute of Professional Studies (IPS) was birthed out of a dream of a young man in 1965 as a private business professional institution. By dint of hard work, the founder, Nana J.K. Opoku Ampomah successfully carved a niche for the Institute as the only tertiary educational institution to train professional accountants and administrators in the whole of West Africa at the time. The institution has undergone a lot of restructuring over the years through to where it is today. From a humble beginning as a Private Tutorial College in 1965, the Institution was taken over by government in 1978 by the Institute of Professional Studies Decree, 1979 (SMCD 200). Subsequently, on 22nd April 1999, the Institute of Professional Studies (IPS) Act, Act 566 was passed to establish the Institute as a tertiary institution with the responsibility of providing tertiary education in the academic disciplines of Accountancy and Management.

The University is part of the La Nkwantanang Madina Municipal Assembly (LaNMMA) which was established by Legislative Instrument (L.I.) 2131 and inaugurated in June 2012. It was carved out of the Ga East Municipality. Its capital is located at Madina, a bustling mix of commercial and residential area. The Assembly has two substructures that allow it to send decentralisation to the lowest level through the Oyarifa and Madina Zonal Councils. It covers Nine (9) Electoral Areas and has Thirteen (13) Assembly Members Four (4) of which are Government Appointees. The La Nkwantanang Madina Municipal Assembly draws its functions from Section (12) subsection (1) to (3) of the Local Governance Act, 2016 Act 936. The La-Nkwantanang Madina Municipality (LaNMMA) is located at the Northern part of Greater Accra Region. The Municipality is situated between Latitude 5° 81'3" N and Latitude 5° 67'7" N, between Longitude 0° 24'0" W and 0° 13'1"W. It is one of the sixteen (16) districts in the Greater Accra Region and covers a land area of 74.4 square Kilometers. It is boarded on the West by the Ga East Municipal, on the East by the Adentan Municipal, the South by Accra Metropolitan and the North by the Akwapim South District.

With great fortitude and hard work, the Presidential Charter was granted to the Institute in September, 2008 making it a fully-fledged university capable of awarding its own certificates, diplomas and degrees for its accredited programmes. In 2012, the University of Professional Studies Act 2012, Act 850 was passed to change the name of the Institution from Institute of Professional Studies to University of Professional Studies. It repositioned as a fully-fledged public

university, with its unique mandate to provide academic and professional education, the University is poised towards attaining scholarship, professionalism and entrepreneurship, offering professional, postgraduate, bachelors and diploma programmes. From an initial enrolment of five students in 1965, the University currently can boast of over 15,000 students.

With a vision “to be a world class education provider in both academic and professional disciplines, nationally entrenched, regionally recognized and globally relevant” and mission which states “We strive to provide and promote quality higher education and training in management and other related disciplines by leveraging a structured mix of Scholarship with Professionalism in Ghana and beyond”. UPSA has six (6) schools, namely the Law School, Graduate School, Institute of Professional Studies, Distance Learning School, Evening School and Weekend School. The Faculties include Accounting and Finance, Management Studies, I.T and Communication Studies and Office of Doctoral programmes.

La Nkwantanang Madina is a mainly urban Municipality (over 80% urban) with pockets of rural settlements which are quickly developing into peri-urban settlements. However these communities are rapidly being transformed through the development of housing and commercial properties. In such areas, a contrasting phenomenon of traditional livelihoods is emerging side by side with contemporary housing development. There are people of diverse socio-cultural background living within the Municipality. The indigenous people of the area are Ga and celebrate Homowo Festival. Thus the municipality has Ga-Dangme, Akan People of Northern Descent, Ewes, Nigerians and a mixture of other tribes who work or live in the Municipality. There is also the presence of expatriates from all over the world living and working in the Municipality. Languages most widely spoken include Twi, Ga, Ewe and other languages.

With respect to religious composition, Christians, Traditionalist and Islam constitute the population amongst other minor religions. This makes the celebration of Christmas, Id Fitr etc. very important in the lives of most residents. On the Mission, the assembly exists to proactively improve upon the quality of life of its people by harnessing the available resources in partnership with both the public and the private sectors. With a vision of creating a connected, livable and vibrant commercial hub. The assembly has adopted an overall developmental goal that reflects the thrust of aspirations of the Municipality in the years ahead. Meeting the expectations of communities is a major balancing act for any institution of higher education while dealing with

the issue of detachment between the university and the community (catchment area). This study is about exploring the various roles universities play in the society and their relationship with their constituents. The focus of the study is to assess the university's contribution in the context of economic, social and cultural aspects of development. This study looks at the benefits La Nkwantanang Madina and its environs have enjoyed since the establishment of a university in their locality. The study looked at the viewpoints from school authorities, community leaders as well as members using a qualitative approach.

1.2 Statement of the Problem

Historically, the primary role of universities has been teaching. As a result of Alexander von Humboldt's academic revolution in the mid-19th century, scientific research became the second main function of a university, yet closely connected to teaching. Community service, the third role of universities became an issue for discussion in the late decades of the 20th century only. The third mission or role, which is becoming a major policy issue in recent years, has assumed an increasingly crucial and strategic role in dealing with various stakeholders and the society. The third mission of universities seeks to generate knowledge outside academic environments to the benefit of the social, cultural and economic development of the community.

Prior studies (Albulescua & Albulescua, 2014; Nanyanzi, Chang, Mugenyi & Kataike, 2021; Sedlacek, 2013) on the role of universities have focused on universities and how they function to foster sustainable development, local and regional development by providing educational services for adults and stakeholders' in Austria, Romania and Uganda. Universities all over the world are being forced to carefully reconsider their role in society and to evaluate the relationships with their various constituencies, stakeholders, and communities. (Jongbloed, 2008). Understanding the role of universities helps in identifying their actual and potential roles in fulfilling educational, research, governance, and economic development functions, as well as facilitative and mediating functions within their catchment areas.

Other engagements between Universities and their communities have included collaborations through research, curriculum and programme content development where communities becomes the main field for practical knowledge gathering and learning and other ancillary economic opportunities created by the establishment of the University.

In Ghana, Abonyi (2016) focused on the regional developmental role of the University for Development Studies. Most studies have looked at the regional role played by universities in areas such as technology, industrial issues and education however there has been little focus on the nature of community engagement activities carried out by universities and students' experiences in community engagement programmes. Against this backdrop, there is a need for a similar study to be carried out in parts of Ghana to understand our situation and dynamics here focusing on the university's catchment area. This study assessed the role of the university in facilitating development around its catchment localities/areas and to determine the essential elements of effective community development.

1.3 General Objective

The general objective for conducting the study was to assess the role of the universities in facilitating development around its catchment localities/areas and to determine the essential elements of effective community development using UPSA in La Nkwantanang Madina as a case.

1.3.1 Specific Objectives

The objectives of the study are to:

1. Examine stakeholders' perspective on the role played by University of Professional Studies, Accra (UPSA) in their community development efforts in La Nkwantanang Madina.
2. Examine the communication strategies UPSA employ when undertaking community development interventions.
3. Determine the University's strategies and plans for the community they operate in.
4. Ascertain the nature of community development interventions undertaken by the University in the catchment area.
5. Explore the challenges that UPSA faces in its community development efforts within La Nkwantanang Madina.

1.4 Research Questions

In achieving this objective, the study seeks to answer the following research questions:

1. What are stakeholders' perspectives on the UPSA's role in community development efforts in La Nkwantanang Madina?

2. What are the communication strategies the UPSA employs when undertaking community development interventions?
3. What strategies and plans does the University have for pursuing development in the communities they operate in?
4. What is the nature of community development interventions undertaken by the University in the catchment area?
5. What challenges does the University face in its community development efforts in the catchment area?

1.5 Significance of the Study

Community stakeholders and opinion leaders are calling for accountability for the investment being made in institutions of higher education. Meeting the expectations of communities is a major balancing act for any university meanwhile usually the university is detached from the community. External demands which sometimes appears to play a bridging role between the university and the community in relations to its mandate and role.

Funds allocated towards community development efforts if any will need to be justified and proven to be an effective investment for the institution. The results of this study have the potential to validate and enhance the efforts of universities in its work if community development leaders identify the institutions' work as a necessary element in effective community development. Without ways to assess if community development initiatives are necessary or effective, universities will be left out without really knowing if they are meeting the needs of their catchment area.

Presently there is little available research regarding how communities perceive community development, how an institution can measure the effectiveness of community development efforts or how this information could influence policy. The study would help to fill a void in current research in this area. In order to determine the effectiveness of university community development initiatives, it is first important for the institution to understand what the communities they serve view as elements for effective community development. Other universities and institutions of higher education could utilize findings from this study as they establish the mission within their catchment areas. The results could also be used by university administrators and authorities as they

prioritize resources and look for new ways to have an impact on community development in their catchment areas.

The study aims to explore the roles in which universities contribute to community development in terms of their social, cultural and economic needs. The study will provide useful insight that can guide universities in their effort at enhancing its work towards community development by ensuring community leaders understand the necessary element in effective community development.

The findings may guide decisions about investing faculty time and talent into community development initiatives. Communities and community stakeholders could also benefit from the study by identifying elements they believe to be necessary to community development, findings could give information to move forward in seeking for partnerships to be able to obtain and enhance the community development efforts.

Policymakers could also utilize these findings by being able to see what their community leaders believe to be necessary elements of community development. This could also assist in prioritizing what partnerships to pursue to enhance community development efforts in their catchment area as well as inform policy formulation to reevaluate the Act establishing Universities.

The findings from the study could create a path for future research studies on exploring the third mission of Universities.

1.6 Scope of the Study

The study was premised within La Nkwantanang Madina and its environs located in the Greater Accra Region of Ghana. The thematic areas focused on the roles of universities and higher education institutions, community development, community, University Education, University Education and Community Development, Stakeholder Analysis, Strategies and plans used by Universities for pursuing development in communities, Nature of community development interventions undertaken by universities, Challenges Universities face in their community development efforts. The study adopted a qualitative research technique to critically investigate the problem as well as for better understanding.

1.7 Limitations of the Study

Potential limitation of the study may include:

The first limitation concerns the lack of previous research studies on the topic especially from the Ghana angle. Citing and referencing prior research studies constitutes the basis of the literature review of the study, and these prior studies provide some foundations what to investigate. However, prior research studies in the Ghanaian context that are relevant to the study seem limited.

The second limitation concerns the limited access to data. The study may face the problem of having limited access to respondents. Due to this, the need to redesign or restructure the study in a different way.

The third limitation is access to key individual targeted for the study. The study may be have some limitations to some key community stakeholders and leaders who will agreed to participate meanwhile they do not necessarily represent a cross-section of community development leaders.

1.8 Organisation of the study

The thesis will be divided into five (5) chapters. Chapter 1 is the introduction and provides the background of the study that is assessing the role of universities in developing communities within their catchment area and also how it fits into existing studies. It also highlights the problem statement, the objectives of the study, research questions, significance of the study, the scope, limitation and organization of the study.

Chapter 2 is the literature review which provides definitions of key concepts, discussion of specific topical issues, defining framework which are appropriate to the study.

Chapter 3 is the section on methodology. This section describes the research design to be employed by the study, the population of the study, sample technique and sample size, method of data collection, method of analysis and organizational profile.

Chapter 4 is the data presentation and analysis, it indicates how the data was collected, the analysis and interpretation of the study whilst Chapter 5 presents the summary, conclusions and recommendations.

CHAPTER TWO

2.0 LITERATURE REVIEW

2.1 Introduction

Connections between universities and communities have largely been framed as emphasizing community and economic development, student learning, or faculty research objectives (Moore, 2014). Since the 1980s, universities have been called upon by their states and local communities to act on their civic duty by educating civic-minded students as well as intentionally serving the community's social challenges through the use of their fiscal, human, and knowledge resources (Boyer, 1996, Bok, 1982; Lynton and Elman, 1987). A partial reason for this was the shrinking budgets and the need to find creative ways to respond to social problems given the constraints. Another reason is that it enabled universities to demonstrate their relevancy and value, as they were often seen as a drain on state and community (Ostrander, 2004). In response to this, administrators became involved with civic leaders for community and economic development, faculty engaged community members on research projects, and students participated in service-learning and community-engaged scholarship (Moore and Mendez, 2014).

By the 1990s, University Community Partnerships and developmental efforts were growing in number and diversity. More faculty members were engaging in partnerships for community-engaged scholarship for a few important reasons (Dempsey, 2010; Barge and Shockley-Zalabak, 2008; Cheney et al., 2014; Simpson and Shockley-Zalabak, 2005). First, Barker (2004) notes that research with the community allowed faculty to deepen their connection to their community as well as find solutions to social ills. Second, a shift towards greater community engagement in higher education was happening. Boyer's (1990) call to re-envision the professoriate through deeper involvement with the community was significant. Lynton and Elman (1987) wrote in *New Priorities for the University: Meeting Society's Needs for Applied Knowledge and Competent Individuals* about the identity crisis that higher education has been experiencing. Part of this identity crisis could be attributed to universities and colleges of all sizes (e.g. community colleges, liberal arts colleges, regional universities, and research universities) striving for a uniform set of goals-knowledge generation and empirical research. The authors argued that this fact should lead to higher education in the United States to redefine itself and its roles to enable itself and its agents to make more appropriate contributions. Appropriate contributions would include extending the roles and functions of universities for research, teaching and engaging "in continuous two-way

interaction with its environment" (p. 161). This continuous two-way engagement would manifest itself in more agents of the university not only being concerned with knowledge generation, but how to transform that information into useful knowledge. Literature review forms an important aspect of any scholarly research. Literature review helps the research to situate his/her research within the existing arguments, views, concepts and theoretical foundations related to the study. This chapter presents a review of literature related to the study. It considers the theories, concepts and key issues related to the subject matter. The chapter also provides a summary of the review.

2.2 THEORETICAL FRAMEWORK

2.2.1 Stakeholder theory

According to the motivation for development of the stakeholder concept is set out in Mainardes et al. (2011) as follows:

The origin of the stakeholder concept lies in the business science literature (Freeman, 1984), and may be traced back even as far as Adam Smith and his The Theory of Moral Sentiments. Its modern utilization in management literature was brought about by the Stanford Research Institute, which introduced the term in 1963 to generalize and expand the notion of the shareholders as the only group that management needed to be sensitive towards (Jongbloed et al., 2008). Within this perspective, Freeman (1984) argued that business organizations should be concerned about the interests of other stakeholders when taking strategic decisions (Mainardes et al., 2011, p. 227).

Stakeholder theory is a theory put forth by Freeman (1984) and expanded upon by Mitchell et al., (1997), Rowley (1997), Clarkson (1994, 1995) and Donaldson and Preston (1995). Freeman's (1984) stakeholder concept was used to expand the business notion of shareholders (individuals who own stock in an organization) to stakeholders (individuals who have a stake in the organizations decision-making). He argued that organizations should be concerned about the interest of their stakeholders when making strategic decisions, not just the interests of their shareholders.

Freeman's (1984) development of the stakeholder concept offered an alternative type of strategic management that would still recognize rising competitiveness, globalization, and the increasing complexity within organizations but with a more ethical focus. He emphasized that managers should be concerned with the effects of their organization on the external environmental, not just shareholders.

Stakeholder theory draws from disciplines such as sociology, economics, politics, ethics and is heavily utilized in business ethics, corporate social responsibility, corporate planning and systems (Mainardes et al., 2011). A tenet of this theory is that the organization is part of an interdependent system whose activities all impact one another (Crane & Matten, 2004). From this principle, organizations are not self-sufficient entities; instead they are extremely dependent on their external environment. As such, stakeholder theory requires the organization to identify the stakeholder(s), develop processes of identifying and interpreting their needs and construct relationships structured around the organization's and stakeholders' respective objectives (Clarkson, 1995; Donaldson & Preston, 1995; Mainardes et al., 2011).

The value of a stakeholder framework is that it offers the capability to identify aspects of stakeholder relationships in a systematic way to manage relationships more effectively. Projects have many stakeholders who require various types of attention. Since stakeholders do not have the capability and desire to treat all stakeholders the same, this framework was developed to identify and assess the salience of stakeholder relationships in order to provide proper attention and proper services. Mitchell et al. (1997) developed a seminal piece of work on stakeholder identification and salience. They extensively reviewed stakeholder theory literature and found that the definition of a "stakeholder" was extremely broad and vague. As a result, they posited that, to identify stakeholders, individuals' perception of the importance of their stakeholder is relative, malleable, and issue based. As such, stakeholder identifications are unique and require detailed inspection of the attributes that determine identification.

Various scholars have offered ways to identify stakeholders. For instance, Carroll (1993) sought to identify stakeholder groups by their primary or secondary standing. Goodpaster (1991) focused on defining stakeholders by their fiduciary or non-fiduciary standing. Friedman and Miles (2002) focused stakeholder identification on stakeholders' compatibility or incompatibility with one another. Each of these methods of stakeholder identification methods were focused on being business applicable.

For this study, Cappelen's (2004) relational approach to stakeholder identification was chosen. A relational approach was undertaken for this study, first, because stakeholder identification is being applied to University Community Development efforts and partnerships instead of business relationships. In this scenario, a relational approach was deemed most appropriate because the publicness of universities and community organizations make them agents embedded in a system

of relationships who are motivated by a communal interest to advance the welfare of others (Ingerson et al., 2015). Cappelen (2004) offers three types of relationships that stakeholders can hold with one another (Table 1). It is important to note that this perspective maintains that stakeholders already possess a special relationship with one another that gives rise to specific obligations.

Table 1: Relational Approach to Stakeholder Identification

Relational Approach	Definition
Voluntarist (Interdependency)	Relationship of interdependency
Communitarian (Identity)	Relationships of membership or belonging to the same cultural, social, and economic community (shared identity)
Mutual Benefit (Intention)	Relationship of cooperation for the greater social good

Source: Cappelen (2004)

The voluntarist approach signifies interdependency between stakeholders due to a voluntary entering of relationship and the tacit acceptance of certain obligations. For instance, a university that establishes another campus location has voluntarily accepted obligations to the community in which the new campus is located as well as a relationship of interdependency with the community. A possible limitation of this approach is it can be argued that, in the case of the university establishing a new campus, it is not making a voluntarily agreement to become stakeholders because they have no way to actively avoid the interaction. However, this furthers the notion of interdependency because there aren't ways to remove or not recognize a stakeholder; there are, however, opportunities to modify behaviors toward the stakeholder according to need and importance.

The communitarian approach defines membership by the commitments, rights, and obligations one party has to another. Consistent with definitions of community, this approach requires members to have a shared identity that drives their connection. Philosophically, all individuals are embedded in community/communities and that membership has intrinsic value and is, itself, a social good (Ataguba & Mooney, 2011). It is through this approach that individuals' behaviors are often times guided toward morally relevant connections to their community through positive actions (Cappelen, 2004). For instance, Etizoni (2003) argued that a communitarian approach to organ donation is a more plausible method of encouraging donation rather than other methods such

as commodification, required response, or presumed consent. The core of this approach is modifying people's preferences through moral persuasion and recognition of one's community responsibility of good conduct. A limitation of this approach lies in the ways that community is idealized and one's duty to that community. Individuals identify community on different terms which leaves ambiguity on what social responsibility is being acted upon and for whom.

The mutual benefit approach is driven by the intention of co-operation. Cappelen (2004) calls on John Rawls' (1971) explication of cooperation as "a co-operative venture for mutual advantages" marked with both: identity of interests and conflict" (p. 126). The crux of this approach is that social cooperation enables better outcomes due to increased resources. Increased efforts and resources create social surplus that allows for greater benefits and growth of the community. Putnam's (2000) highly cited argument for more social capital finds its roots largely in the need for cooperation between community members to increase their social relationships and, thereby, increasing their personal and community success. Relationships with the intention of mutual benefit do not have to exist between members of the same community and are not involuntary obligations as with the communitarian approach. Within this approach, a limitation exists with interpreting social cooperation and the degree of cooperation.

Stakeholder salience refers to the degree in which partners give one another priority. Mitchell et al. (1997) offer three parameters to categorize stakeholders: power, legitimacy, and urgency. Power is the amount of influence the stakeholder has on the organization, legitimacy loosely refers to socially accepted and expected behaviors and urgency is the critical importance of action for the stakeholder (Mitchell et al., 1997). Salience attributes are explanatory values that help develop a fuller picture of the stakeholder relationship and specific qualities that drive partnerships. Mitchell et al. (1997) propositioned that salience is positively related to the cumulative number of stakeholder attributes. Salience is important because it is active knowledge individuals have in the form of perception and use the perception to coordinate their activities (Alberti et al., 2012).

The attributes are a social construct based on the perception of the individual. This means that actions may be perceived correctly or falsely by a stakeholder. Taken apart, each of these attributes captures a significant aspect of the stakeholder relationships; however, taken together, combinations of this attributes creates a unique profile that offers different explanations of behavior. Each attribute varies in status, perceptual quality, and consciousness Mitchell et al. (1997). Mitchell et al. (1997) emphasize that stakeholder relationships go through constant ebbs

and flows and relationships are often multilateral and coalitional instead of bilateral and independent. In short, these relationships are dynamic and are in constant flux (Mitchell et al. (1997).

While stakeholder identification and salience has been utilized heavily in the business sector, there have been few applications made in University community partnerships. However, this approach is useful because, at present, universities are going through various types of transformations (Mainardes, et al., 2011) that include increased competition, changes in funding, urbanization, and globalization which require new attentions. Mintzberg and Rose (2003) suggest that this new environment of competition has spurred universities into deliberate and strategic management of their resources. Thus, substantial importance is placed on adequately managing stakeholders.

The same is true for community partners. Strategically managing their stakeholders is necessary to stay afloat in an environment of resource-deficiencies and growing social challenges. Adequately identifying important stakeholders allows for competitive advantage for community partners because it helps them understand the needs of the stakeholder and the strategic planning needed to meet those needs. Competitive advantage, in essence, is a combination of attributes or qualities that allows an organization to outperform its competitors (Porter 1985). Meeting the needs of stakeholders is an extremely important competitive factor for both entities (Dobni & Luffman, 2003).

Jongbloed et al. (2008) regard this stakeholder focus as a means of the university attempting to maintain their viability and role of importance in the community. This is so due to the growing interconnectedness and interdependencies between higher education and its stakeholders (Jongbloed et al., 2008). Universities have recognized that they are responsible to many sets of stakeholders (see table 2: university stakeholder sets) that require different attentions. They note that this focus, “translates into identifying stakeholders, classifying them according to their relative importance, and, having done that, establishing working relationships with stakeholders” (p. 304). They posit that this orientation towards stakeholders has important implications for the university’s survival.

Table 2 presents a list of stakeholder categories and consultative groups as adapted from Burrows (1999) within the university.

Table 2: University Stakeholder Sets

Stakeholder category	Constitutive groups, communities, stakeholders, clients, etc.
Governing entities	State & federal government; governing board; board of trustees, buffer organizations; sponsoring religious organizations
Administration	President (vice-chancellor); senior administrators
Employees	Faculty; administrative staff; support staff
Clienteles	Students; parents/spouses; tuition reimbursement providers; service partners; employers; field placement sites
Suppliers	Secondary education providers; alumni; other colleges and universities; food purveyors; insurance companies; utilities; contracted services
Competitors	Direct: private and public providers of post-secondary education Potential: distance providers; new ventures Substitutes: employer-sponsored training programs
Donors	Individuals (including trustees, friends, parents, alumni, employees, industry, research councils, foundations)
Communities	Neighbors; school systems; social services; chambers of commerce; special interest group
Government regulators	Department of Education; buffer organizations; state & federal financial aid agencies; research councils; federal research support; tax authorities; social security; Patent Office
Non-governmental regulators	Foundations; institutional and programmatic accrediting bodies; professional associations; church sponsors
Financial intermediaries	Banks; fund managers; analysts
Joint venture Partners	Alliances & consortia; corporate co-sponsors of research and educational services

Source: Burrows (1999)

Boyle et al. (2011) asked ‘who has a stake?’ in her study on University Community Partnerships (UCPs) and the factors that contributed to the durability of the partnership. Additionally, they studied the salience of the stake using stakeholder theory as means to understand the processes necessary for UCPs to sustain their collaborations. Results from the study found issues of power

and legitimacy were very critical to partnership success. They recommended more research on UCPs utilizing the stakeholder framework to further understand stakeholder salience and partnership sustainability

2.2.2 Social Capital Theory

Researchers throughout the world have adopted social capital in their studies, as both the object and framework for understanding our contemporary society (Vieta, 2018).

Social capital has been affirmed as a key concept in social sciences, because researchers have tried to devise a new interpretation of a socio-economic system that can also encompass social aspects in people's life Svendsen, (2009). The first step in the theorisation of social capital as a sociological concept was Loury's, 1977 critique of the human capital concept, due to the fact that it does not consider the strategic role of social connections and social context in the development of people's personal skills and consequent social position.

Social capital theory contends that social relationships are resources that can lead to the development and accumulation of human capital. For example, a stable family environment can support educational attainment and support the development of highly valued and rewarded skills and credentials. In evolutionary terms, social capital can be defined as any feature of a social relationship that yields reproductive benefits. According to Savage and Kanazawa (2002, 2004), humans have evolved preferences for companionship in general, and specific preferences for cues that signal higher levels of social capital.

Social Capital Theory suggests that positive changes occur when social relationships within communities are benevolent (Kerber et al., 2015). The 'incivility spiral', which was introduced by Anderson and Pearson (Anderson and Pearson, 1999, p 458), underpinned the study conducted by Laschinger et al. (2013). The key notion is that, when exposed to uncivil behaviour in the workplace, an individual will have an emotional reaction (anger, fear, sadness) that may result in the desire to retaliate. Laschinger and Grau (2012) built upon Leiter and Maslach's (2004) original Six Areas of Work life model, which has demonstrated the relationship between the organisational precursors of work engagement and burnout. These were named manageable workload, control, reward, community, fairness and values (Leiter and Maslach, 2004).

2.2.3 Community Capitals Framework

Flora and Flora (2008) defined assets as resources invested to create new resources as "capital" (p.17). Flora and Flora (2008) determined that communities who were successful in supporting healthy, sustainable community and economic development were focused on seven types of

capital: natural, cultural, human, social, political, financial, and built. The seven capitals of the Community Capitals Framework (Figure 1) overlap, interact, and when combined to create “sustainable communities with healthy ecosystems, vital economies, and social inclusion” (Flora & Flora, 2008, p.19). However one capital can also be promoted in a community at the consumption of the remaining six capitals.

Natural capital is made up of the assets of the natural environment including the air, water, land, plants and animals (Flora & Flora, 2008). Cultural capital includes the values, rituals and things that influence day-to-day living. Human capital is defined as “the skills and abilities of each individual within a community” (Flora & Flora, 2008, p.18). Political capital is the influence a group has on making change. Flora and Flora (2008) further defined it as the “organization, connections, voice and power” of a group (p. 18). Financial capital is the money that is available for investment in the development of a community (Flora & Flora, 2008). Built capital is the entire infrastructure that supports the other community capitals previously mentioned (Flora & Flora, 2008).

Finally Flora and Flora (2008) described social capital as the networks that exist in a community that contribute to “a sense of common identity and a shared future” (p.18). They also describe the establishment of a “mutual trust that exists among and within groups and communities” that also “contributes to a sense of a common identity and shared future. (p.18). Flora, Emery, Fey and Bregendahl (2005) stated “the framework is used not only as a tool for analysis, but also a way to assist project managers in identifying boundary partners. By identifying which agencies or organizations link to each of the community capitals, projects managers can determine which organizations with which to partner (p.1).” In this same way the framework could be used both as an assessment and planning tool for university community development efforts and in identifying community partnerships. Woolcock and Narayan (2000) focused on social capital describing it as “the norms and networks that enable people to act collectively” (p. 226). In their overview of various social capital theories they stated that “those communities endowed with a diverse stock of social networks and civic associations will be in a stronger position to confront poverty and vulnerability, resolve disputes and/or take advantage of new opportunities” (p.226).

As was previously mentioned Miller and Kissinger (2007) referred to the need of a “social engine” in communities to facilitate these networks (p.27), a role that could potentially be filled by higher education institutions (Fluharty & Scaggs, 2007). Within Woolcock and Narayan’s (2000) review

of four perspectives on social capital, they found the greatest empirical support for the synergy perspective which finds community development through “dynamic professional alliances and relationships-between and within state bureaucracies and various civil actors” (Woolcock & Narayan, 2000, p.236). The concept concludes that each partner (government, institutions and community organizations) does not have the capability alone to create and sustain successful community development and that partnerships between these entities are required. In the current study, the essential elements for rural community development discovered through consensus of rural community development experts were reviewed utilizing the Community Capitals Framework and specifically the synergy view of social capital to identify the roles, partnerships and areas of potential growth rural universities could play in developing their communities.

While these capital may be available at the community level, these are various capitals that can be harnessed to facilitate community development through partnership between stakeholders, including the University. Thus, the community capital framework provide viable opportunities or building blocks, and how the strategic interest of stakeholders are harnessed, in a mutually beneficial way to advance community development.

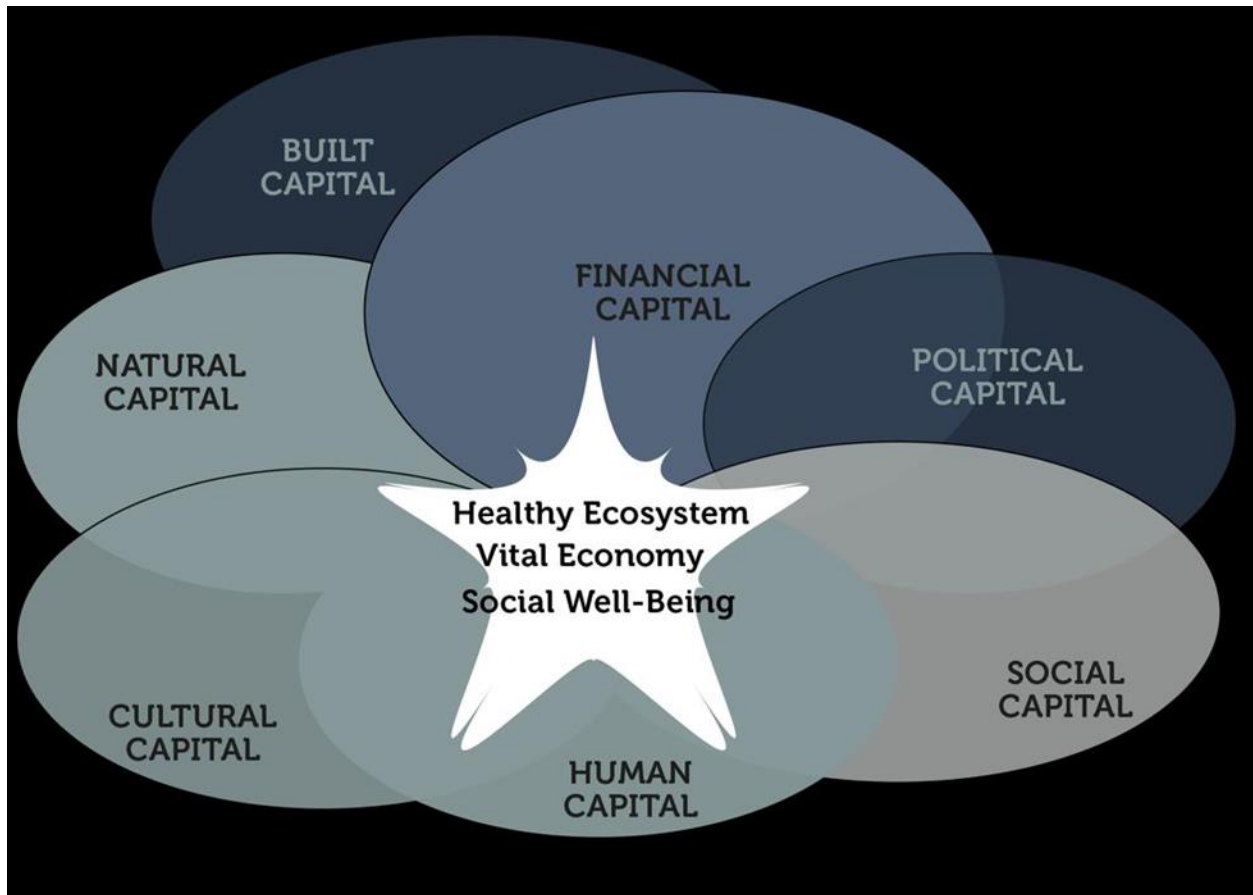


Figure 1: Community Capitals Framework

Source: Flora and Flora (2008)

2.3 Review of Concepts and Key Issues

This section of the study provides a comprehensive and up to date review of literature on the role of tertiary institutions in community development. To be able to achieve this, the section presents literature on important themes such as Community, Community Development, University Education, University Education and Community Development. For the selection process for inclusion, data for this chapter was gathered primarily from various abstract of journals, articles and other sources were reviewed and studied for inclusion through online academic search engines. This chapter is organized into the following; Community, Community Development, University Education, University Education and Community Development, Stakeholder, Strategies and plans used by Universities for pursuing development in communities, Nature of community development

interventions undertaken by universities, Challenges Universities face in their community development efforts, Conceptual/theoretical Framework and a Chapter Summary.

2.3.1 Understanding community

Scholars in the area of community development studies have proffered varying definitions for this concept. According to Budvytis (1999), there are more than 90 studies from scholars in America who have provided different definitions of community. In the view of Budvytis (1999), researchers do not attempt to provide an exact community definition any more. They simply regard community as a certain territory with its inhabitants and their interrelationships. Communities also emerge with a clear and specific purpose. In the opinion of Diaz (2000), a community is homogeneous, socially and geographically immobile and characterized by values such as the centrality of kinship ties, solidarity as a community and attachment to the locality. There are distinctions between community and society although these two are often used interchangeably. Tonnies (1997) states that a society is characterized by “rational will”; relations between people governed by deliberation and evaluation of means and ends, or the advantages that people expect to gain from others. Thus, a society is an association of people based on principles of contract and exchange. In Roger M. Keesing text book on cultural anthropology, he defined society as a population marked by relative separation from surrounding populations and a distinctive culture (complex societies may include two or more distinctive cultural groups incorporated within a single social system). (Keesing, 1981: 518). Anthony Giddens, in his textbook on sociology also defined the concept of society as a group of people who live in a particular territory, are subject to a common system of political authority, and are aware of having a distinct identity from other groups around them. Some societies, like those of hunters and gatherers, are very small, numbering no more than a few dozen people. Others are very large, involving many millions (Giddens, 1993: 746).

There have been many attempts to define the concept community. These have taken two distinct directions, the ‘organic’ conception and the ‘ecological’ conception of community. Scholars such as F. Tonnies and Max Weber, who have perused the organic conception, which places emphasis primarily on belongingness, close personal contacts and identity of interests as the chief characteristics of community, while the followers of second conception, which is ecological have highlighted its geographical or territorial character. For them, it is a collectivity the members of which share a common territorial base of operations for daily activities.

According to Tonnies (1997), a community is a primary form of social organisation which emerged on the basis of kinship and is characterised by immediate relations. Providing another perspective on community, Vieta, (2018), explains that community can be viewed as a group of individuals inhabiting a certain territory which are united by common interests, activities and other characteristics. Natorp (1924) argues that community is impossible without individual as well as individual cannot survive without community, and that education is impossible without interaction of these two subjects. According to him, community means internal relationships between individuals. Its task is materialisation of values' that is formation of individuals by taking them out of chaos, giving them a shape and developing them. Jovaisa, (1993).

Jodiene (1998) argues that community is a concept used for describing social relations in a group or certain territory (Collins Educational Dictionary of Social Work, 1995). According to Johnson (1996), a community can be defined as an immediate environment of an employee, customer or agency which is analysed as a social system. She defined territorial community as a group of people who have common values and service institutions (local government, health care institutions, schools, etc.) and live on a certain territory (village, district, etc.). Geographical proximity on the other hand can be understood on the national, regional, city or village level.

The following definitions of communities were produced in a survey on communities conducted by Nefas (1999); one; community is a group of people with common interests; two; a group of people with common traditions. The above definitions of community suggest that it develops by a clear, specific purpose and the most important element is people with common interests.

Comparing previous definitions to current definitions of community, the focus is on a fixed locality (a given geographical), a set of relationships that centre upon a given locality and the quality of relationships which produces a strong sense of shared identity. Some current concepts views on generic community refers to the use of the word community as a conceptual term, rural community refers to a particular type of community (which is interesting because conjoining community with rural community is obviously a product of the classical heritage). Social Interaction could be seen in two areas, one as the idea of place or geographical area and the other as the idea of involvement of human beings (or community of interests, such as the Black community or the virtual community). The ecological approach is not clearly explained. On one side, it seems to refer to the physical nature of community, which defines the solidarity and shared interests of its members. On the other side, community is perceived as a more or less self-sufficient entity, having inherent

in it the principle of its own life process. In other words, community is seen as a structure different from the sum of all its parts, possessing powers and potentialities not present in any of its components.

These definitions highlight social interaction, common ties, and area. In this regard, it is not strange that sociology has developed the idea of community in two directions. First, as a type of relationship, a sense of identity, commonality, or spirit among a group of people; a meaning that is clearly in line with some of the ideological arguments in classical sociology. The second broadens the simple geographic sense of community, that of a particular territory to refer to a local social system or a set of social relations in a particular bounded area (Lee & Newby, 1983).

On the scale of communities, anthropologist Robin Dunbar has investigated the theory for decades that the number of people that can maintain meaningful relationships with is limited by the size of our brains. It appears the ideal human community is around 150 people. The critical community size (CCS) is the minimum size of a closed population within which a human-to-human, non-zoonotic pathogen can persist indefinitely. When the size of the closed population falls below the critical community size level, the low density of infected hosts causes extinction of the pathogen. An intimate community is one in which some members recognize and are recognized by all of the others, and most of the members recognize and are recognized by many of the others. This is in contrast to (usually larger) communities where members are known and interact mostly within their own subgroup, such as neighborhood. An intimate communities seldom have more than 150 members. Dunbar's number is based on studies of social animals, which have shown a correlation between the typical frontal brain capacity the members of a species and the maximum size of the groups in which they live. The number of relationships the human brain can handle is large but not unlimited.

Community is based around commonly shared interests and the assumption that by working together there is greater security and rewards than by working separately or against each other. There are both smaller and bigger communities however the bigger size is not always better. On what makes one community different from the other, communities comprises of populations of different types of people living in a particular place and potentially interacting with each other. They differ by the types and the abundance of each species found and the resources that are available. Communities are rich in resources and different ecological niches generally support a

large and diverse number of species. The resources availability also differs from community to community and will determine the dominant kind.

Communities have different values and shared interests that bonds them. Values are important because they help in the growth and development, values reflect the sense of what is right and wrong as well as create what people want to experience. A community's shared values shape local policies, interactions among members, individuals' actions and importantly, those shared values can change based on the collective choices of their members. In other words, it is individuals working together in communities that create a community's shared values. On some impact or benefits of belonging to a community, Liz Jansen in her article outlined some benefits of belonging to a community. According to her, as human beings we need a sense of belongingness, mutual support, strength of influence, specific knowledge, innovation and human interaction. She added that as social beings there is the need for more interactions among each other and thus it is wonderful to belong to a community that shares common interests and understands their collective passion.

2.3.2 Community Development

There are various theoretical perspectives, and opinions based on practice about what community development is and ought to. Some of the relevant theories that inform community development include the centre-periphery theory, the diffusion theory, the growth pole theory and the decentralization theory. These theories and concepts are relevant to the community development practice and the various roles of the state and non-state actors in community development processes.

Community development is a complex and interdisciplinary field of study; one that is boundary spanning in its scope and multidimensional in its applications. This is because community development not only concerns the physical realm of community, but also the social, cultural, economic, political and environmental aspects as well. Community development has many varying definitions. Unlike mathematics or physics where terms are scientifically derived and rigorously defined, community development has evolved with many different connotations. Community development has probably been practiced for as long as there have been communities. It is hard to imagine the American colonies being successfully established in the seventeenth century without some degree of community development, even if the term had not yet come into existence.

The origins of modern community development as a field can be traced back to post-World War II reconstruction efforts to enhance less developed countries, according to several scholars Wise (1998). Others point to the 1960s American "war on poverty," which focused on resolving neighborhood housing and social issues, as having had a substantial influence on today's contemporary community development, Green and Haines; (2002). The awareness that a city or neighborhood is not merely a collection of buildings but a "community" of people experiencing common issues with untapped capacity for self-improvement was a fundamental contribution of community development.

Different definitions and explanation on community development have been provided by scholars (Della-Pergola, 1998; Green, 2016; Halal, 1998; Lotz, 1977; Passig, 1998; Appadurai, 1990; Pilger, 1998; Mulgan, 1997) Della-Pergola, 1998) argues that ethnic, religious, social diversity, pluralism and multiculturalism have a direct influence on the prospects of community development. Della-Pergola opines that an organised community and its institutions play an increasingly important role in today's societies. Plach, (1976) defines community development as "the active voluntary involvement in a process to improve some identifiable aspect of community life; normally such actions lead to strengthening of the community's pattern human and institutional relationships". Additionally Long (1979), cited in Mattessich and Monsey (2004) defines community development as "an educational process designed to help adults in a community solve their problems by group decision making and group action. Based on the definitions provided, it can be argued that community development is a process of teaching how people work together to solve common problems.

Huie (1979), as cited in Mattessich and Monsey (2004) defined community development as a local decision and the development of programmes designed to make a community better place to live and work. Dunbar (1972), cited in Mattessich and Monsey (2004) on the other hand defined community development as "a series of community improvements which takes place over as a result of the common efforts of various groups of people. Furthermore, Christenson and Robin (1989), as cited in Mattessich and Monsey (2004) in their definition mentioned that "a group of people in a locality initiating a social action processes to change their economic, social, cultural and/or environmental situation. The author argues that the above definitions are valid focusing community development as both a process and an outcome. He further claims that social capital and social capacity facilities leads community development. He highlighted that social capital and

social capacity is the extent to which members of a community can work effectively to develop and sustain strong relationships, solve problems and make group decisions and collaborate effectively to plan, set goals and get things done.

Social capital plays a crucial role in community development because families, groups and communities remain stronger through cooperation and cordiality. As reviewed by Fukuyama (1999) social capital is “an instantiated informal norm that promotes cooperation between two or more individuals”. He added that social capital “must lead to cooperation in groups and therefore are related to traditional virtues like honesty, keeping of commitments, reliable performance of duties, reciprocity and the like” Fukuyama (1999). Haines (2002) stated four others forms of community capital often mentioned in community development literature. They are Human Capital, Financial Capital, Physical Capital and Environmental Capital. A useful approach to analysing the notions and features of community development is Appadurai's (1990) 'concept of the core' which enables 'drawing a sociological landscape of community development'. The 'concept of the core' encompasses five dimensions: the ethno core, the information and knowledge dissemination core, the technological core, the ideological core and the financial core. A deeper analysis of these dimensions reveals various aspects of the community development and community work.

Community development, according to Mendes (2008), is the “employment of community structures to address social needs and empower groups of people”. It is a prime mover of people because it gets people to actively participate in issues that affect them. To support this position, Checkoway (1997) argues that “joining together in solidarity...facilitates community members’ understanding that their individual problems have social causes and collective solutions.” Roodt, as cited in Coetzee et al. (2001:470), defines community development as the conscious process wherein small, geographically contiguous communities are assisted by the more developed community to achieve improved standards of social and economic life. This is done primarily through their own local affairs efforts and through local community participation at all stages of goal selection, mobilisation of resources, and execution of projects, thus enabling these communities to become increasingly self-reliant. Globally Community Development is defined as a practice-based profession and an academic discipline that promotes participative democracy, sustainable development, rights, equality, economic opportunity and social justice, through the

organization, education and empowerment of people within their communities, whether these be of locality, identity or interest, in urban and rural settings.

In Ghana community development dates back to 1948, after the Second World War when the British colonial regime established the Department of Social Welfare and Community Development, according to Ameyaw (1997). The growth of community development during the 1950s was one of the most important factors in the social and economic development of the country. The efforts of politicians, civil servants, and churches – all struggling to define an effective community development programmes for the country, traditional local leaders contributed through their often superior knowledge and skills in the area of village development Abloh and Ameyaw (1997).

Focusing on the main actors of community development, there are several development agencies that are very active in the field of community development, providing funding, capacity building, and other forms of support through a variety of instruments and mechanisms. Development actors are individuals, groups and agencies that exist and do carry out specific functions in every society. In any given society or country, there are people who are responsible for the development of the society by reason of their activities. They are institutions and/or organisations like civil society, government, community based groups and parastatals. Development actors refer to the role of persons as active players in the process of development. Development actors serve as agents with the capacity to take responsibility for people lives, and also make decisions that result in action and achievements. Globally, some community development actors includes; Canadian International Development Agency, Deutsche Gesellschaft fur Technische Zusammenarbeit, Norwegian Agency for Development Cooperation, Swedish International Development Cooperation Agency, Department International Development among others. There was also Non-Governmental Agencies that promote community development interventions at the community levels.

Focusing on the benefits of community development initiatives, it helps build bridges between the people in the community, neighbors begin talking to neighbors, relationships form and bonds grow stronger. Also community members find ways to help each other, once relationships are established, people start to care about each other. Again people are encouraged to be part of the solution, community members recognize opportunities to lend their talents, skills, and abilities for the good of the group. Furthermore support for community initiatives comes from within at the

initial stages, outside resources may be responsible for organizing and promoting change. But over time, community members start taking ownership and responsibilities, leaders also begin to emerge as the movement grows, leaders step up to motivate and inspire by leading by example and training others to follow in their footsteps.

Community development assumes various dimensions such as political and governance, socio-cultural looking at the social capital and empowerment, cultural dimension focusing on religion, language, tribes, history, health and mental dimensions, educational dimension, physical and infrastructural dimension focusing on urbanization, urban regional, community planning and housing.

On some challenges community development initiatives encounter, Roodt (2001) underscores that people-centred development and participation of the majority of the population, especially women, youth and the illiterate, are regarded as the bottom line in the successful implementation of any programme. Korten (1990), in his push for voluntary citizen action, argues that our future depends on millions of citizen volunteers, each serving as a centre of voluntary energy, adding strength to a dynamic evolving people's movement. Each individual can and does make a difference. Each helps to shape a global consciousness and a collective pattern of behaviour by which our relationship with each other is defined. Korten, (1990), Swanepoel and De Beer (1997) list three challenges community development as operational issues such as too much centralisation of power, limited capacity, limited co-ordination and inappropriate technology; culture of poverty that is the vicious circle that keeps people enmeshed in poverty and lack of structural support for community development initiatives.

Community development notion over the period has been an important and effective concept to cooling off the heat and drudgery that the people in the rural communities and urban slums go through. It is about the beliefs and practices of people that play an important role in overcoming poverty and providing safety nets for them, especially the vulnerable. As Camfens (1997) put it, Community Development viewed as a means for mobilizing communities to join states or institutional initiatives that are aimed at alleviating poverty, solving social problems, strengthening families, fostering democracy and achieving modernization and socio-economic development". York (1994) also summarizes the foci of Community Development (Theory) as the organization of community agencies, the development of local competences, and political action for change. Community development, according to Mendes (2008) is the employment of community structures

to address social needs and empower groups of people”. It is a prime mover of people because it gets people to actively participate in issues that affect them.

2.3.3 University Education

Education in Ghana is both formal and informal and both highly treasured and rewarded, and it has played crucial roles in social advancement and in the society at large (Addae-Mensah, 2000). Universities are basically sites and systems for knowledge production. An important way in which they affect society is through the quality of their teaching and research and the effectiveness of their contributions to policy, production and management, as well as to solving social problems (Sall et al., 2003). However, in many African countries, universities are not seen as organically linked to indigenous knowledge systems, to local communities or to industry, but are seen instead as imported institutions, skill training in some areas within the universities has been very slow in recent times. Vught (2008) argues that the differentiation process has not unfolded clearly and without ambiguities citing examples of vocationally-oriented sector which has faces an academic drift in some countries seeking legitimacy as fully-fledged universities, despite formal institutional differentiation.

Fredua-Kwarteng (2019), in his article “African universities – Imitation or adaptation?” argues that a vast majority of African universities and other higher education institutions imitate with a high degree of exactitude Western universities’ academic curricula objectives, content, assessment approaches and learning materials. Freire, in a term he referred to as the “banking concept of education” argues that “education has been used for the maintenance of the oppressive status quo; knowledge is a gift bestowed by those who consider themselves knowledgeable upon those whom they consider to know nothing. Freire contends that the present form of education obtainable across formerly colonized territories is anti-creativity, as it “attempts to maintain the submersion of consciousness”. Ideal education, however, should strive towards “the emergence of consciousness and critical intervention in reality” (Freire 1968).

In the Ghanaian society the impact of universities has been quite less because there has been less impact on the link between University and Industry, another has been how research has shaped government policy as a result of weak coordination which has been the nemesis of University’s little impact made on society. The perceived irrelevance of university education and of its attendant products has often been criticized. Since independence, massive investments at all levels of the educational system have been based on assumptions that they would yield many social benefits.

University education was seen as the channel for society and its members to emerge from poverty through its application to solving problems in production, living conditions, technology and general skills. Peter Pericles, in making a case for a redefinition of pedagogy in the United States amongst the nonwhite student population, contends that basic questions must be asked in order to arrive at the relevance of what is presented as universal education for certain segments of the American society. Questions like; “what are the value and place of nonwhite peoples in an Anglo-European nation and society? What should be the role of education for poor, indigenous, nonwhite children?” (Peter Pericles, cited in Trifonas, 2003).

In Ghana’s case, university education has provided a means for social and professional mobility for those who benefit from it, including the highly valued opportunity to leave the country for better-paid employment, resulting in a massive brain drain from the Ghanaian economy. Studies conducted by Black et al. (2003) suggest that 15% of Ghanaians with tertiary educational qualification have migrated to the United States and another 10% to other OECD countries, while less than 1% of Ghanaians with secondary or primary education were found to have moved to OECD countries. However it is not entirely the Universities fault that people are leaving the country but less opportunities in the country. Universities have provided the skills or manpower for development, but there is the need to create more opportunities for people in the economy.

It could also be argued, however, that Ghana and other nations reap benefits from higher education through the emigration of nationals, such as remittances, which were estimated in 2002 at \$1.4 billion, well above total official development assistance (ODA) and foreign direct investment (FDI) (Daily Graphic, 20 August 2003). A growing contest over the issue of ‘relevance’ separates those who want more relevance in university education to individuals’ personal and professional benefits from those seeking relevance in relation to wider societal needs. However, whether relevance or professional qualification, they add to the skilled manpower to the nation. The critical mass of people with the skill to advance the country’s development. An increasing tension over the local relevance of universities and their products has been evident in recent debates (Manuh, Gariba & Budu, 2008). A comment by a University of Ghana student that ‘medical students are writing their exams with their tickets in their pockets’ (Ghana TV News, 19 October 2001) reflects the reality that many of Ghana’s medical graduates are bound for destinations outside the country. More than eight months later, another group of students commented that ‘the conditions under which students study in Ghanaian medical schools are so appalling that this does not serve as an

incentive to stay after completion' ('Ghana Medical Students Union press conference', Daily Graphic, 13 June 2002). Overall, higher education in Africa generally, and in Ghana in particular, has experienced significant changes, but has not been perceived as transformational. The result has been that Ghana's efforts to fashion a development agenda in accordance with World Bank and other donors' strategies for poverty reduction have led to further reductions in expenditures on higher education. The challenge thus posed is to investigate the responses of universities to their increasing alienation from the process of public policy making.

Drawing on brief history, Sawyerr (2004) mentioned that in Africa, widespread university education is mostly a postcolonial phenomenon. Only eighteen of the forty-eight countries in Sub-Saharan Africa had universities or university colleges before 1960, with the exception of North Africa, which has a different past, and South Africa, which has unique historical and resource circumstances. He added that the new universities were supposed to aid the developing nations in developing and managing their resources, alleviating poverty for the vast majority of their people, and closing the gap between them and the developed world.

In this respect, the establishment of new universities were part of a larger endeavor to develop a nation, which included the establishment of national industrial and commercial undertakings, the establishment of national airlines and shipping lines, and the import-substitution industrialization programme.

According to Bingab et al. (2016), University education started in Ghana in 1948 with the setting up of University College of Gold Coast under the mentorship of University of London. Even though university education dated back to the days of Achimota School, it was not officially regarded as university education because it only provided training of pre-first year university courses". Indeed the fact that the British colonial government set up the Asquith Commission, in 1943 to investigate higher education and determine where they could set up a university for British Colonies in West Africa (Nigeria, Ghana, Sierra Leone and the Gambia) gives the testimony that there was no formal university education in Ghana until 1948. The British colonial authorities authorized a minority report of a Commission that proposed that the University for British Colonists in West Africa be established in Ibadan, Nigeria, prior to the establishment of the University College of Gold Coast. Unfortunately or luckily, a number of Gold Coast (now Ghana) elites disapproved of the findings and petitioned the British authorities. However the likes of Dr. Joseph Boakye Danquah and Kwabena Sakyi, a prominent lawyer in those days

decided they wanted a university to be established in Ghana, in that regard a new proposal was submitted which was accepted on the condition that the institution be supported entirely by the colony.

Because the country was going towards independence, and of course at that time the civil service was entirely made up of expatriate workers, Dr. Kwame Nkrumah, Ghana's first President, concluded that there was a need to prepare Ghanaians to replace these people when independence takes place. Apart from the sole administration, the government needed particular individuals to begin with the country's developmental goal," and thus the Kwame Nkrumah University of Science and Technology (KNUST) was founded in 1952. The Kumasi College of Technology, which was created by a Government Ordinance on October 6, 1951, was followed by the KNUST. It was, however, officially launched on the 22nd of January, 1952, with 200 Teacher Training students transferred from Achimota School," as the new College's nucleus.

The other issue was instructors, because Dr. Kwame Nkrumah established the Ghana Education Trust (GET) in 1960, and required teachers for the various secondary schools surrounding, at least 50 schools. As a result, the University of Cape Coast was established in October 1962 as a University of Science Education. The University was founded in response to a need for highly prepared and professional science educators. Its original mission was to train graduate professional teachers for the country's second cycle schools and the Ministry of Education in order to meet the country's accelerated education program's workforce requirements at the time.

There was no additional university established after the University College of Science Education was founded in 1962 until 1992, when the University for Development Studies was founded. As a result, the University of Cape Coast was the last university to be built under the old system of university education, whereas the University for Development Studies (UDS) marked the start of the 1991 educational reforms. The University College of Education of Winneba (now University of Education, Winneba) was established in September 1992, with the University of Cape Coast as its mentor. The University's main goal is to train professional educators who would spearhead a national vision of education aimed at reorienting Ghana's efforts toward rapid economic and social development.

Other public universities that have been set up along with the private universities since the educational reforms of 1991 include: the University of Mines and Technology (UMaT), Tarkwa; University of Professional Studies, Accra (UPSA); University of Health and Allied Sciences, Ho,

University of Energy and Natural Resources, Sunyani and University of Environment and Sustainable Development, Somanya. According to the National Accreditation Board, there are ten public universities and one professional university. There are also about 61 private universities/university colleges and institutions that provide degree programmes in Ghana.

University education over the period has changed and is expected to provide the skills sets needed to spur the countries socio-economic development. To inform policy through research and impact communities through outreaches as well as learning from and with interested stakeholders to transform society.

On some struggles of Universities in terms of their inability to impact society. In A. Sawyerr (2004) he attests that disappointment began to set in by the early 1970s, notably among governments and funders, despite the African institutions' initial successes in helping to replace departing expatriate workers and providing skills for research and policy assistance. Despite significant investments in higher education, the development situation in most countries was progressively deteriorating. He added that the initial euphoria and trust in the institutions' contributions quickly gave way to apprehension that things could be bettered by a more explicit focus on the development concerns confronting communities. Governments, the donor community, and the institutions themselves have all gravitated toward the concept of a "developmental university," that is, a university whose activity and mission are focused toward specific development goals.

Yesufu (1973), Coleman (1994), and Ajayi et al. (1996), capture the history and limitations of the developmental university concept. Going back to these writings is satisfying, if a little depressing, at a time when the correct role of the African university in development and transformation is once again being debated.

2.3.4 University Education and Community Development

Cohen (1998) identified teaching as the original focus of the university, with academic research soon becoming a secondary function of the university in the late 19th century. Service was the third addition to what is now considered the triad of academia. While that category also includes service provided to the institution by its faculty and staff, community service is becoming a more recognized role of higher education institutions.

While American higher education was shaped by models from England and Germany, service to the community was an aspect Cohen (1998) described as "indigenous" (p.114). The Morrill Act of 1862 established land grant universities. The Morrill Act funded the establishment of public

colleges by offering land grants to the states to develop or sell, hence the name “land grant” universities. It was an Act from America which emphasized agriculture and mechanic arts, opened opportunities to thousands of farmers and working people previously excluded from higher education. One of the major functions of these institutions was to provide public service in return for federal funding (Mayfield, 2001). Wiewel and Broski (1997) described the concept of the land grant university as being “based on the belief that the university should be useful to its community in a direct and applied way, not just through the education it provides or the long term potential benefits of pure research” (p. 1).

While land grant institutions have a strong history of providing service to the community, Mayfield (2001) described the role as traditionally one directional, with the university serving as the authority and imparting knowledge onto members of the community. Boyer (1996), however, encouraged members of the higher education arena to apply their knowledge, research and resources “to our most pressing social, civic, and ethical problems, to our children, our schools, our teachers, to our cities” (p. 19-20).

In some of the more modern service models, both the community and the university work together to benefit each of the entities and their combined communities. “This new approach emphasizes a shift from an expert model toward a more collaborative model where community partners play an equal (although different) role, creating and sharing knowledge to the mutual benefit of institutions and society” (Sandmann, Williams & Abrams, 2009, p.17). In 1992, the Ford Foundation pilot tested the Rural Community College Initiative (RCCI) in an effort to increase college access and encourage economic and community development in rural areas. The community college was the tool the Foundation tapped to create change (Garza & Eller, 1998). Miller and Tuttle (2007) used a grounded theory and case study to study how rural community colleges serve as a central social mechanism for the communities they are in and how they positively influence the citizens’ and communities’ self-identity.

The study looked at three rural community colleges, with one college each in Alabama, Arkansas and Mississippi. A total of 79 interviews were conducted including students, faculty, staff, community representatives, as well as local business, civic and non-profit organization leaders. Grounded theory and constant comparison were used to allow themes to naturally emerge from the interview data. From the interviews, four major themes developed in relation to community identity including: inclusiveness, community pride, value-added community, and town-defining

colleges. Miller and Tuttle (2007) discussed how legislators should consider these additional roles played by universities in communities and invest accordingly. At the same time the authors encourage the institutions to take the responsibility of assessing their own services to see if there are ways to collaborate with other community entities to improve, expand, or even streamline services to the community.

Since the RCCI work was initiated, other higher education organizations have looked to also expand the role their institutions can play in community development. Several studies have looked at the characteristics, benefits, success and challenges of university community partnerships. Strier (2011) looked at a university-community partnership in Israel with a focus on combating poverty and social exclusion called the Haifa Partnership for the Eradication of Poverty (HPEP).

The strengths of community partners were identified as their knowledge of community issues, structure and leadership, their ability to create legitimacy for the project with marginalized populations involved, and their commitment to improving the community. Weaknesses of community partners were identified as being prioritized with the survival of their organization, limited by the experiences of their organization, and not having the manpower or resources to handle the additional workload required for the partnership.

Bringle and Hatcher (2002) looked at campus–community partnerships and compared the stages of development to close relationships such as friendships or romantic couples. Their purpose was to gain insight into how an effective partnership can be developed. They found the most effective partnerships to be those where both the university and community partner viewed the relationship as equal, with an even distribution of power and benefits (Bringle & Hatcher, 2002).

Cox (2000) offered a framework for understanding university-community partnerships, specifically focusing on HUD’s Community Outreach Partnership Centers (COPC) program. This framework credits the success of partnerships, not to the common goals of the partnership, but rather understanding the individual goals of each member of the partnership. Using the example of COPC, Cox described the primary interest of the community as the building of additional housing. He suggested that the primary interest of the higher education institution may be providing practical experience for students and research opportunities for faculty, while a government funding agency’s primary interest may be to use the expertise of the faculty experts to refine their own neighborhood revitalization policies. In the framework, the author uses the answers to three questions to guide its development: “What types of activities or programs are

implemented to improve neighborhoods?”, “Who are the parties involved in or affected by those activities?” and “What are individual interests of those parties in the community improvement activities?” (p. 10).

With differences in interests, partners may have differences in how they define success, and the strategy they prefer to reach it. By working to meet both the common goal of the partnership as well as understanding the individual goals of the partners, Cox found that the partnerships have a greater chance of being successful and for partners to stay engaged in the process. Beer and Cooper (2007) however, focused on the obstacles created by the culture and structure of the university in its ability to participate effectively in community development. Their case study analyses the closing of an automotive plant in Australia and the creation of a community task force, which the university was a part of. “Regional partners have high expectations of universities” (Beer & Cooper, 2007).

Through a survey of all of the non-university members of the task force, the authors found that those surveyed classified the university processes as confusing, out of touch with reality, and unable to meet their expectations for what they felt needed to be accomplished in the situation. Community development is not limited to what a university is doing off campus. Bruning, McGrew and Cooper (2006) completed a quantitative study surveying community members about their attitudes and perceptions of a local university and found that citizen participation on campus can also play an important role.

The authors indicated that by sharing resources with the community by inviting community members to participate in university sponsored events, the university was increasing the image of the institution in the eyes of community members, but also developing their image as participating in community development by sharing resources with citizens.

More recently, community-university partnerships have been described as mutually beneficial partnerships with place-based or area-of-interest based communities (Furco and Miller 2009, 47). Moore (2014) argued that each community is unique and should be conceptualised by the inhabitants themselves, and that it is this conceptualisation that should influence the objectives that will be pursued within each university-community partnership. University-community partnerships are then seen as a “series of interpersonal relationships built one on top of the other to create a bond between institutions” (Torres 2000, 4).

According to Bhagwan (2019), South African higher education emerged in the 1990s. Its development was nurtured through the Community Higher Education Service Partnerships (CHESP) initiative, which was developed through a grant from the Ford Foundation to the Joint Education Trust in 1998 (Perold 1998). The key operational objectives of CHESP was to support the development of community engagement in higher education in South Africa, particularly to advance the community engagement mandate of the White Paper on the Transformation of Higher Education (Department of Education, 1997).

2.3.5 Stakeholder

A stakeholder is a party that has an interest in a company and can either affect or be affected by the organisation. There are different facet within the community circle who represent different interests. This may be termed as stakeholders. The description of communities are notions of relationships, environment, expectations and responsibilities. A particular community is relevant for the university only if there is some expectation on both sides (i.e. the university and the community) that some service can be rendered or a mutually beneficial exchange (a transaction) can take place. This illustrates that the concept of community is close to the stakeholder concept. The stakeholder concept originates from the business science literature (Freeman 1984). The concept may be traced back to Adam Smith's "The Theory of Moral Sentiments". Its modern use in management literature comes from the Stanford Research Institute introduced the term to generalise and augment upon the notion of stockholder as the only group to whom management need be responsive.

The importance of definition of term was recognised by Socrates, Plato and Aristotle, as noted by Smith (2014, p. 316) who wrote "The definition was an important matter for Plato", "Concern with answering the question 'What is so-and-so?' are at the centre of the majority of Plato's dialogues" and "Aristotle himself traces the quest for definitions back to Socrates"(Smith,2014). Nearly 2,000 years later, Hobbes (1996) wrote "To conclude, the light of humane minds is perspicuous words, but by exact definitions first snuffed, and purged from ambiguity; reason is the pace; increase of science, the way; and the benefit of mankind, the end"(p. 32). The concept of the "stakeholder" has become central to business, yet there is no common consensus as to what the concept of a stakeholder means, with hundreds of different published definitions suggested. Whilst every concept is liable to be contested, for stakeholder research, this is problematic for both theoretical and empirical analysis (Miles, 2012, p. 285).

Eskerod and Huemann (2013, p. 45) also noted there are many definitions of stakeholders and considered “it is important to consider in the future the pros and cons of a project or organisation. Stakeholder definition that is inclusive, comprises many stakeholders regardless of their power to influence the project process or project results. The communities or stakeholders that a university is expected to respond to consist of organisations and groups of individuals. They will often possess a number of common characteristics. Most stakeholders have a human scale; the members of a group of stakeholders often share a common identity (in the sense of belonging together, or sharing a common culture or location) with certain shared obligations both on the side of the members as well as on the side of the university.

In higher education institutions/universities, the most important or core stakeholder within the community would be the students. Another important stakeholder is the government. As the main funder of higher education it would like to ensure that higher education meets the interests of students and society in general. While we may agree that government is an important stakeholder, this by no means suggests that government represents a well-defined and clear-cut influence on higher education institutions.

While the basic function of higher education may be seen as being responsible for the transmission of knowledge to the younger generation and the advancement of fundamental knowledge, the fact is that today higher education interacts with many other public policy domains. This implies that ‘government’ represents many other communities of interest. It is not a unitary stakeholder. Next to the area of training and research, higher education interacts with areas like health, industry, culture, territorial development and the labour market. Therefore, other ministries, next to the Education Ministry, affect the higher education agenda. Each of these ministries represents different stakeholder groups. In fact, one may argue that higher education is in the unique position of being the sector where the various demands are integrated where it is all “joined up” (Benneworth and Arbo 2006, p. 91).

In other words, higher education institutions have a distinctly ‘public’ character or responsibility (Neave 2000, p. 2) to society. To meet this public responsibility, they have historically received generous amounts of government funding and, at least in some countries, a commensurately good deal of institutional and academic autonomy. Society, through laws and government, defines their responsibilities.

Today, their social responsibility (Neave 2000) is closely scrutinized. The basic functions that higher education institutions perform are going through a process of change. Their teaching and research functions are being reassessed, in particular with an eye upon the contribution they make to the social-economic well-being of their environment—be it the local, regional and national level. Higher education is not only expected to deliver excellent education and research, it also has to deliver those outputs in ways, volumes and forms that are relevant to the productive process and to shaping the knowledge society. This has been characterized by some as a fundamental change in the social contract between science and higher education institutions, on the one hand, and the state on the other, with the latter now having much more specific expectations regarding the outputs produced vis-a`-vis the return on the public's investment (Guston & Keniston, 1994; Neave, 2006). As far back as 1973 there were discussions about changing the social contract between higher education and society (ILO, 1975).

Scholars exclaim that partnerships are extremely useful and meaningful when done correctly; however, little is known about how to do these partnerships correctly. A reason for this is that University Community Partnerships (UCPs) are very unique (Ostrander, 2004) and complex (Dempsey, 2010). Recognizing the relationships between university and community is one of complexity; scholars have noted a need for more research on the topic (Clifford & Petrescu, 2012). Dempsey (2010) asserts that discussions surrounding UCPs traditionally downplay the complexities involved with collaborating with communities that gives way to misleading assumptions that these partnerships are united and harmonious. At the community level, stakeholders that are at the forefront when it comes to partnership with the university community are traditional and religious leadership, Community Based Organisations (CBOs), local Non-Governmental Organisations (NGOs), youth groups among others.

2.3.6 Strategies and plans used by Universities for pursuing development in communities

Strategic planning requires an understanding of the nature of the issue, and the finding of an appropriate response, or an outside-in mind set' (Rowley et al., 1997). Tjeldvoll (1998) argues that universities which seek service orientation are facing two key structural requirement: firstly they have to develop the channels of communication with possible stakeholders outside the university and secondly the University management has to develop a human resource policy to motivate the best researchers to get involved into the service providing activities.

According to Manuh et al. (2007), the KNUST plan contains more references to specific teaching, research and public service strategies than other universities. Examples of such references includes train high-level personnel in science and technology to support the industrial and socio-economic development of Ghana and Africa in a sustainable and environmentally friendly manner, train highly qualified personnel for the development of the polytechnics and other tertiary institutions, initiate new programmes and research to address public concerns about industry and rural communities, encourage collaborative research with industry and the private sector and strengthen these links with other educational institutions.

In the context of community development and empowerment, Waterhouse (2000) gives an interesting example of Derby University, where an organisation and infrastructure for meeting long-term community needs has been created. This University is highly sensitive to the community expectations, which can be illustrated by organising various training courses (e.g. in computer literacy) for the community members. Derby University provides significant intellectual help to community members who are involved in organising rural tourism and developing small business. The attitudes and practices of higher education institutions are studied in relation to the social, cultural and environmental development of the region, not only as means to economic progress but also as ends in themselves. (OECD 2007: 165-180) Higher education institutions shape the local civic society through community service. There are several ways to act as a community developer, for example, providing leadership, analysis, credibility while participating in regional networks. They also can provide a framework through which ideas can be shared and transmitted. A second aspect of the service role of HEIs concerns community and voluntary action within the community. Thirdly, HEIs own a number of facilities such as libraries, sports centres, and arts and cultural venues that are often significant facilities offering public access. (Chatterton and Goddard 2000: 490, 493) The keywords of community development are social cohesion and sustainability.

2.3.7 Nature of community development interventions undertaken by universities

As indicated by some of the studies reviewed by Merzel and D’Afflitti (2003), the term community-based often refers to community as the setting for interventions. As setting, the community is primarily defined geographically and is the location in which interventions are implemented. Such interventions may be citywide, using mass media or other approaches, or may take place within community institutions, such as neighborhoods, schools, churches, work sites, voluntary agencies, or other organizations. Various levels of intervention may be employed,

including educational or other strategies that involve individuals, families, social networks, organizations, and public policy. These community-based interventions may also engage community input through advisory committees or community coalitions that assist in tailoring interventions to specific target groups or to adapt programs to community characteristics. However, the focus of these community-based projects is primarily on changing individuals' behaviors.

The goal of community-based programme model is to carefully work with naturally occurring units of solution as our units of practice, or where and how we choose to intervene. This necessitates a careful assessment of community structures and processes, in advance, of any intervention. It also requires an insider's understanding of the community to identify and work with these naturally occurring units of solution to address community problems. Thus the aim is to strengthen these units with solutions to better meet the needs of the community. This approach may include strengthening community through neighborhood organizations and network linkages, including informal social networks, ties between individuals and the organizations that serve them, and connections among community organizations to strengthen their ability to collaborate.

Universities across the world have adopted various interventions of community development within their communities. Some interventions are in the form of community capacity building, community-based health promotion, ecological and environmental issues and skills development interventions among others. For instance the University for Development Studies (UDS) with its explicit mandate to particularly help address and find solutions to the environmental problems and socio-economic deprivation that have characterized the people of northern Ghana. UDS was established in May 1992 by the Provisional National Defence Council (PNDC) Law 279 as a multi-campus institution and it began academic work in September 1993. Through the legislative instrument establishing the university, the policy makers enjoined upon UDS to "blend the academic world with that of the community in order to provide constructive interaction between the two for the total development of northern Ghana in particular, and Ghana as a whole" (Manuh, Garba & Budu, 2007, p. 166). Thus, in addition to its core functions of teaching and research, UDS was given an added responsibility for the development of its surrounding communities.

Another way through which higher education institutions can help improve upon the skill base of their regions is to map out strategies to enhance graduate retention and employability within the community by pursuing more focused programmes which can facilitate the retention of graduates

into these areas (Chatterton & Goddard, 2000; Gunasekara, 2004). They can localise the learning process by drawing upon the specific characteristics of a region to aid learning and teaching and enhance the regional skill base through lifelong learning and distance education since the changing nature of labour market competencies requires retooling and re-skilling of workers to enable regions to be competitive (OECD, 2007)

2.3.8 Challenges Universities face in their community development efforts

After giving an overview of the history of Higher Education and the move from pure research to the Boyer model, Mayfield (2001) identifies some of the challenges higher education institutions face as they attempt to be involved in collaborative community development efforts. The author points out that institutions of higher education are accustomed to looking inwardly when developing policies, academic programs and research priorities. The Boyer Model was developed by Ernest Boyer of the Carnegie Foundation for the Advancement of Teaching. In his seminal work on scholarship and its priorities, he defined four components of scholarship: discovery, application, integration, and teaching.

Mayfield suggests a way institutions might be more apt to collaborate through external funding opportunities through private foundations of government agencies that require community collaboration. The author does not deny the fact that this type of research will be challenged by the academy and may dismiss it as applied work or question the objectivity of research produced from a collaborative community effort. Mayfield suggest the change will occur as collaboration becomes more important to administration. The author pointed out that while many institutions do not include service in consideration for promotion and tenure, more institutions are moving to the Boyer model where service or the “scholarship of outreach” is taken into account. With this shift, opportunities for higher education to be involved in collaborative community development projects and research could be dramatically expanded.

There are many complexities in higher education and their socio-political context. These complexities have conditioned choices and shaped the directions of change. The extent and willingness of universities to move beyond routine ways of acting to forge linkages with industry, government and communities will determine the pace of change in the transformation from poverty to increased well-being and improved human capabilities especially in Ghana. Some challenges that trigger the context of change, including the prevailing policies and practices in the wider political economy and the internal dynamics in universities.

Teaching and research efforts that bring students and teachers into direct and ongoing engagement with societal needs, such as the third-trimester programme initiated by the University for Development Studies, which has a real potential to position universities at the centre of socio-economic development and poverty reduction in Ghana, however some emerging challenges of clean water and improved sanitation, as a remedy against ill health, disease and poverty in Africa call for a coordinated effort by scientific, socio-cultural and developmental disciplines to generate strategies and mobilize skills, investments and political commitment.

Universities can respond to such challenges through a more proactive teaching, research and community services. Renewing linkages to indigenous knowledge is a crucial step towards reducing the extroversion of Ghanaian universities and making university knowledge production more rooted in and relevant for local communities. Sawyerr (2004) outlined some key challenges facing universities in its community development efforts. He said the deterioration of the Teaching, Learning, and Research Environment adding that the story of the resulting deterioration in physical conditions in most African universities in the 1980s and 1990s has been told often. What needs to be emphasized are the transformations in the teaching, learning, and research environment that resulted, consequences that continue to this day.

The declines in faculty quality, strength, and motivation, diversion of institutional focus and challenges to the "Public Good". He mentioned that higher education undoubtedly confers benefits on individuals and families and plays a crucial role in national economic growth and development. At the same time it clearly constitutes a "public good," serving broad social purposes going beyond individual or economic development benefits. These benefits, in a well-functioning and high-quality educational system, are almost too vast to be enumerated, though certainly they include the expansion of social justice through fair access; the spread of a broad range of skills and capabilities across the population; the pursuit of knowledge for more than commercial ends; and the education of a democratically informed and critical citizenry (see Task Force 2000; Singh 2001; World Bank 2002).

2.4 Empirical Review

This session focuses on past studies views attempting to address issues on the roles of universities in contributing to community development. Abonyi's (2016) work focused on the regional developmental role of the University for Development Studies. He argues that realizing the potential contribution that higher education institutions can and do play in the development of their

located regions, the government of Ghana established the University for Development Studies (UDS) with an explicit mandate to particularly help address and find solutions to the environmental problems and socio-economic deprivation that have characterized the people of northern Ghana as well as to “blend the academic world with that of the community in order to provide constructive interaction between the two for the total development of northern Ghana in particular, and Ghana as a whole” (Manuh, Garba & Budu, 2007, p. 166).

The study tried to answer the following research questions; In what ways is UDS responding to the development of human capital development needs of Northern Ghana?, how is UDS engaging in building the innovation capabilities in Northern Ghana? and how is UDS engaging in the social, cultural, and environmental development in Northern Ghana? He employed an interpretive and qualitative research paradigm.

Findings from the study have shown that UDS has undertaken a number of initiatives, strategies, and programmes in order to enhance the skill needs of northern Ghana. Past studies in Ghana have shown that students from the three northern regions of Ghana stand a lesser chance of gaining admission to higher education institutions in Ghana (Manuh et al., 2007). According to Manuh et al. (2007), the most significant factor determining access to universities in Ghana was the region of residence and that nearly 70 percent of the students of the five public universities in Ghana resided in only three regions, namely Greater Accra, Ashanti, and Eastern Regions. This is an indication that students from Northern Ghana are underrepresented in Ghanaian public universities. Thus, if UDS is creating opportunities for more students to be recruited from northern Ghana then it is in the right direction since it has the potential of reducing poverty level in northern Ghana (Blondål, Field, & Girouard, 2002; OECD, 2007).

In conclusion the study has shown that UDS has appreciably linked its teaching, research, and service roles to the regional needs of northern Ghana. However, it appears that UDS has strongly linked its engagement activities to the human capital development and social, cultural, and environmental development needs than the innovation capabilities in Northern Ghana. UDS has not made enough progress in linking its research activities to regional industrial activities and stimulating local businesses in northern Ghana.

Jongbloed et al (2008) work focused on the Higher education and its communities: Interconnections, interdependencies and a research agenda. The article reflects on the

interconnections and interdependencies between higher education, society and economy. The study looked at how contemporary university suffers from an acute case of mission confusion. Many universities are taking on similar ideals while sub-optimally allocating their scarce human and physical capital. The multitude of communities (both traditional and emerging) with which universities now engage demand a more clearly articulated strategy for understanding and managing stakeholder relationships.

The study identified the following barriers to community engagement; the determination of the research agenda and the educational offerings of universities; the internal reward structure of universities and the lack of an entrepreneurial culture in universities.

On governance, accountability and corporate social responsibility, the study opines that the acceptance of a third mission by universities places additional weight on their shoulders. As stated by Watson (2003), universities are expected to be excellent and relevant (in their teaching and research); to be entrepreneurial and caring (in their approach to students, communities), to be competitive and collegial (in dealing with other knowledge providers); and to be local and international in focus (in teaching and research) at the same time.

In conclusion; as universities set of stakeholders expands, so too has society's expectations of what the universities' public obligation is. If we take a leap through history, from the days of the early universities that provided education for the church and other elites to the present times of massified higher education systems, we may conclude that higher education has become inextricably linked to the notion of progress both at an individual and a societal level. The spread and democratization of higher education means that many organizations and individuals have a stake in higher education and want to have their say.

Thompson (2004)'s work on the Role of Higher Education in Rural Community Development. The study determined the elements necessary for successful rural community development in Western Oklahoma. The study employed the Delphi research method, 20 community development experts in rural Western Oklahoma participated in the three-round survey process. Using Flora and Flora's Community Capitals Framework (2008), most of the top items was found in the built or human capital categories, the implications to policymakers are that rural communities need additional policy specific to the areas the experts agreed were essential, including elements of basic infrastructure and economic/workforce development. Focusing higher education efforts on the

elements identified in the study could help to better define the role of higher education in rural community development and assist in the planning and assessment of institutional community development investment.

2.5 Chapter Summary

A review of the literature relevant to higher education, university education and community development has been provided. The first section reviewed the characteristics of community. The second session examined community development. Section three reported on higher education and community development. Others were on Stakeholder Analysis, Strategies and plans used by Universities for pursuing development in communities, Nature of community development interventions undertaken by universities, Challenges Universities face in their community development efforts. Limited research is available in the area strategies and plans used by Universities for pursuing development in communities and nature of community development interventions undertaken by universities and a gap exists in defining the elements necessary for successful community development. Research was also limited in community-university partnerships. Identifying the elements necessary for successful community development can assist the leadership of institutions of higher education in planning and prioritizing the institutions' efforts in community development. This information could also inform policy making not only at the institutional level but at the national levels as well. In the following section, an overview will be provided for the proposed methodology for this study which sought to find consensus as to the elements necessary for successful community development and the role of higher education institutions in these efforts.

CHAPTER THREE

METHODOLOGY

3.0 Introduction

As higher education institutions look to plan their future endeavors in community development, reliable information about the current needs of their service area are critical (Lindstone & Turnoff, 1975). As explained in chapter one, the focus of this research is to assess the role of universities in facilitating community development around its catchment localities/areas and to determine the essential elements of effective community development.

This chapter outlines the methodological design of the inquiry on the description of the population under study, sample size and sampling procedure(s) used, the research instrument - i. e. interview, the administration of the instrument, and also description of the method for data collection, analysis and ethical consideration.

3.1 Research Approach

The methodology for this study was designed to explore the role of universities in developing communities within their catchment areas and stakeholders perceptions on their role in community development efforts. As social constructs, these speaks to the lived experience of the individual and how those experiences guide behavior. A qualitative approach collecting and analyzing these experiences was deemed the best fit for this study. Qualitative methods capture the lived experience of participants as well as their ‘life-worlds’ which Berg (2009) describes as “...emotions, motivations, symbols and their meanings, empathy, and other subjective aspects associated with naturally evolving lines of individuals and groups” (p. 16).

3.2 Research Design

This study employed an interpretive and qualitative research paradigm. Denzin and Lincoln (2011) stress that qualitative research entails interpretive and naturalistic approach to the world and thus study things in their natural setting, attempting to make sense of, or interpret, phenomena in terms of the meanings people bring to them. The interpretive paradigm was deemed appropriate for the study as it sought to explore the perspectives of participants on the kind of community development initiatives and programmes that have been implemented by the university to promote community development in the Ghanaian setting.

The researcher employed the use of semi-structured interviews to gather the required data from participants. Open-ended interview questions were adopted for assembly members and university officials. The choice interview questions enables the research to ask follow up questions and probe further. This was supplemented by an extensive review of some selected documents including news articles and features on university's community development interventions and other activities.

3.3 Study Setting

The study was premised in the Greater Accra Region of Ghana within the La-Nkwantanang Madina Municipality located at the Northern part of Greater Accra Region. The Municipality is situated between Latitude $5^{\circ} 81'3''$ N and Latitude $5^{\circ} 67'7''$ N , between Longitude $0^{\circ} 24'0''$ W and $0^{\circ} 13'1''$ W. It is one of the sixteen (16) districts in the Greater Accra Region and covers a land area of 74.4 square Kilometers. It is boarded on the West by the Ga East Municipal, on the East by the Adentan Municipal, the South by Accra Metropolitan and the North by the Akwapim South District.

La Nkwantanang Madina is a mainly urban Municipality (over 80% urban) with pockets of rural settlements which are quickly developing into peri-urban settlements. However these communities are rapidly being transformed through the development of housing and commercial properties. In such areas, a contrasting phenomenon of traditional livelihoods is emerging side by side with contemporary housing development.

3.4 Study Population

The study targeted stakeholders and duty bearers such as Assembly Members, Traditional leaders and opinion leaders with the La Nkwantanang Madina Municipality. It also targeted university officials from the UPSA.

3.5 Sample and Sampling Technique

The researcher employed purposive sampling technique in selecting the participants during the data collection process. Bryman (2008) indicates that the goal of purposive sampling is to sample cases/participants in a strategic way so that those sampled are relevant to the research questions that are being posed. In this vein, the researcher needed to select respondents strategically from different units within the university that will provide relevant information on how the university

is responding to the community development efforts and needs of their catchment localities as well as contribution towards social development. With this in mind, the researcher drew respondents from the University's central administration, Deans and Heads of selected Faculties and the unit in-charge of the University's Public Affairs. In all 15 participants were selected for the study. Interviews were conducted in English with all participants and were all audio-recorded after seeking their approval. Some interviews were held in the offices of the respondents and each session lasted between thirty (30) to forty five (45) minutes.

3.6 Data Collection Instruments

The semi-structured approach to the interview style differed from structured interview techniques where the researcher must pose every question without deviating from the script and unstructured interviews where there is no set order or limitations for questions. Semi-structured interviews were the best choice for this study because it allowed for the implementation of predetermined questions as well as freedom to pursue emergent themes when needed (Yin, 1998). Interviews were recorded with the participants' permission. Ethical considerations were ensured by adhering to guidelines and gaining consent prior to beginning each interview. Participants were made aware that, at any time, they could discontinue the interview and that all information provided would remain anonymous. They were provided a verbal consent to participating in the study as well as to being recorded for note and transcription purposes.

There was one interview protocol for both university and community stakeholders. The interview protocol [Appendix A&B] was devised to elicit responses about stakeholder's perspectives on the role played by universities in their community development interventions within their catchment areas. The protocol consisted of 23 questions, not including sub-questions. The 23 questions were divided into 5 sections.

The first section—Stakeholder's Perspective— was developed to capture the University and community leaders' perceptions about the community development efforts played by the university. Questions such as what are stakeholders' perceptions about the university's role in community development?, is the University's voluntarily oblige to the community?, explain whether the university has a voluntary relationship with the community?, in what ways does the relationship between the community and the university manifest in terms of their shared identity,

values and social responsibility?, and discuss the level of cooperation among the university and the community?.

The second section—Communication Strategies— sought to elicit views about the type and form of communication strategies the university employ when undertaking community development interventions. Questions asked in this section included inquiries on what are some of the communication strategies that the university employs?, how does the university employ public awareness when embarking on community development interventions? and what have been some of the successes using these communication strategies?

The third section—University’s Strategies and Plans— posed questions related to the plans the university has for the communities they operate in. Questions asked in this session included inquiries on what strategies and plans has the University pursued to develop the communities they operate in?, how has each of these identified strategies being employed?, explain how the university’s activities are in touch with the community?, what mechanisms has the university employed to increase admissions of students from the catchment areas?, and how has the university’s research and service role benefitted the community?

The fourth section—Nature of Community Development Interventions— posed questions related to the nature of community development interventions undertaken by the university. Questions asked in this sessions included what types of intervention is the university implementing to improve the catchment area? How is the interventions benefiting the community?, what are the interests of the parties in the community development intervention?, explain how the university engages informal networks within the community to strengthen their collaborative role? and outline some tailored made educational interventions the university uses for the various target groups (women, children, aged, etc).

The fifth section —Challenges— posed questions related to the challenges the university faces in its community development interventions. Questions asked in this sessions included where do you place the community in terms of the challenges the university face? (Relationship, language barriers), explain some key challenges the university faces in its community development efforts? and how does each of these challenges identified affect the community development interventions?

After interviews were conducted, they were transcribed. In addition to transcription, the researcher composed reports that described the interview, thoughts expressed, and extracting relevant quotes. Data from the reports and transcripts would be used for data analysis.

3.7 Data Collection Procedure

Some interviews were conducted face-to-face while others via the telephone and in a semi-structured format. Semi-structured interviews allowed the researcher to ask follow-up questions to a pre-determined core of probes for participants to elaborate on their responses (Berg, 2009). Probes were developed to explore elements of the role of the university and their community development interventions. Seeking to arrive at conclusions about the attributes and relational characteristics outlined, the researcher, first, familiarized herself with literature on the topics. Then, in an iterative fashion, the researcher developed questions that would draw on the concepts as well as reveal participants' experiences.

3.8 Data Processing and Analysis

The data collected was analyzed manually. The researcher after the collection of the data transcribed all the digitally-recorded interviews in verbatim. This enabled the researcher to capture the views expressed by respondents in their own words. The transcribed material and the documents gathered were later read through several times with close attention being given to emerging themes in the data. To enhance the data trustworthiness of the data. Also, participants were selected from different units of the university so that views on the same issues could be easily cross-checked so as to enhance the accuracy and credibility of findings. Finally, the researcher complied with ethical issues by commencing the data collection process only after an approval had been sought and granted by the university administration while the consent of all participants was sought.

When data collection was completed, a cross-case and thematic analysis were conducted. Braun and Clark (2006) note that thematic analyses are, "a method for identifying, analyzing and reporting patterns (themes) within data. It minimally organizes and describes your dataset in (rich) detail" (p. 79). This study takes Ritchie et al.'s (2007) approach to thematic analysis by suggesting a thematic framework first and then indexing data according to that framework. Data was analyzed in three stages. That is coding, transcriptions reviewed and cross-case analysis.

3.9 Ethical Considerations

The current study was subject to certain ethical issues. As it was mentioned earlier, all participants reported their acceptance regarding their participation in the research. The research will ensure responses are coded, names of respondents will not be disclosed, data gathered will be purposely used for the intended study and interview transcripts will be stored privately. This will ensure the confidentiality of respondents are secured. All participants were contacted via phone call and face to face meeting for their consent as a result of that a verbal consent was granted by respondents.

CHAPTER FOUR

RESULTS AND DISCUSSION

4.0 Introduction

Institutions of higher education are challenged daily to meet the demands of a wide variety of stakeholders. A call for greater accountability from these stakeholders has made it necessary for institutions to be able to provide validation for how they are spending public and private funding. In addition to the traditional roles of education and research, institutions of higher education are also involved in a variety of community development efforts. In order to assess if those efforts are successful and provide justification for the resources dedicated to them, it would be valuable to know what the leaders in these communities perceive to be essential elements in the process. In this study community leaders identified the elements necessary for effective community development through interviews and a consensus building process. The chapter seeks to address the five objectives laid out in the work. The symbol ULi denotes the various University Officials who were interviewed. Where $i = 1, 2, 3$, etc. and UL denotes UPSA official. With reference to the Community Leaders interviewed, CLi denotes the community leader interviewed. Where $i = 1, 2, 3$ etc. The current chapter outlines the steps used in this study and is broken into three sections: Summary of the Study, Data Analysis and a Chapter Summary.

4.1 Summary of Study

The purpose for conducting the study was to understand our situation and dynamics here Ghana focusing on the role of the university in facilitating development around its catchment localities/areas and to determine the essential elements of effective community development. The study was completed using a qualitative research method specifically in-depth interviews traditional leaders, assembly members and university officials in La Nkwantanang Madina Municipality. Understanding the perceptions of community development can assist higher education institutions in strategic planning, allocation of resources, and assessment of community development efforts. Additionally, the results could inform policymaking efforts that pertain universities.

Over the last two decades there has been an increased push for accountability for the investment being made in higher education institutions not only from legislators and governing boards, but from parents and students as well. Retention and graduation rates have had to become new focus

areas for universities who in response, have created positions, and task forces dedicated to both research and strategic planning in these areas. With funding being more tightly tied to these rates, expenditures outside of these priorities have become more closely scrutinized.

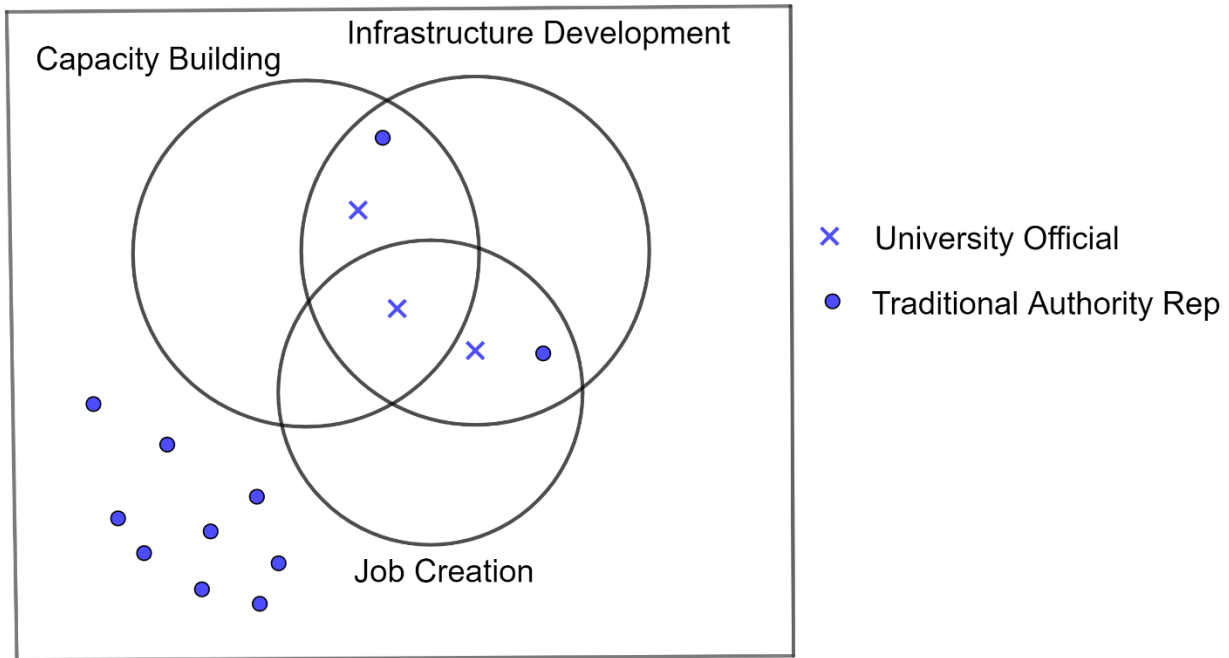
An institution's involvement in community development efforts in the catchment area it serves will need to be able to provide evidence that their involvement and investment are effective. In order to determine if the efforts are necessary and effective, it must be determined how effectiveness will be assessed. In order to assess their efforts, it is first important for a university to understand what the communities they serve believe to be necessary components for community development. This study will focus on exploring community perceptions of those components. With this knowledge university administrators and faculty could develop a tool with which they could assess their current community development efforts or could use to plan future efforts to meet the needs of the communities they serve.

Community development leaders identified what they believe to be necessary for effective community development. The study was focused on La Nkwantanang Madina communities in the Greater Accra Region. The community leaders who participated in this study were interviewed through a semi-structured interview format (see Appendix). All answers were then transcribed.

4.2 Data Analysis

4.2.0: Objective One - Stakeholders' perception on the role played by UPSA in their community development efforts in the research catchment areas.

Figure 4.2: Perception on the role played by UPSA in their community development efforts.



Source: Author (2021)

4.2.1: Capacity building

In terms of capacity building, it was evident that UPSA officials and the Community leaders are of divergent views on what they considered necessary in capacity building. For instance, the university focused on free tuition for West African Senior School Certificate Examination (WASSCE) candidates, adoption of La Nkwantanang Basic School to assist in the tuition of pupils. This is seen in the statement by the second University official (UL₂). According to UL₂, “... *what we were doing essentially is preparing the students for the BECE. We have our teachers filling in the gap with their knowledge ...*”. He further emphasized that “...*the University has adopted I think La Nkwantanang 7 & 8 Basic Schools...to help them*”. This was buttressed by another university official in the following statement: “... *we have offered free tuition for Senior High Schools. We have also been involved in going to teach them in their school premises ...*”

As part of the community capacity building, two out of the three University officials interviewed revealed that, the market women and petty traders in the community were given some training in basic book keeping and accounting practices. Interestingly, out of the twelve of the community Leaders interviewed, nine (70%) have no idea of various ways the university is carrying out their community development agenda. The following extracts expounds on the community leaders’

perception on the role played by UPSA in their community development efforts: “... *I am not aware of any interventions the University has within the catchment area*” (CL₁). Furtherance to this, CL₃ stated that “... *I have not seen one, I can't say for sure...*” and this was buttressed by CL₄ who as captured in the extract opined that “... *with UPSA I don't see the community benefiting.*” CL₅ added “... *I have not seen any physical structure the university has done for the community, yeah I have not seen any*”. According to McGinty (2002), schools are pivotal to the educational needs of the community in which they are situated and hence cannot be taken out of the equation that balances the developmental needs of their respective communities. In view of the tussle in perception between the Community and UPSA with reference to community development, it is quite suggestive and conspicuous that UPSA has not done any tangible community development activity, hence the Communities leadership contra-opinion in the perception.

4.2.2: Infrastructural Development

UPSA has been able to build some structures in their adopted Basic School. This revelation by the university officials interviewed is as captured in the following extract: “...*We also help them per the school in different way, one of which is we are constructing an ICT lab for them, library we have donated books to them just to also build the student, ...*” (UL₁). This was agreed by another University Official, in the extract: “...*when it comes to the construction of the ICT Labs, the Library, the University has to put its money there*” (UL₂).

4.2.3: Job Creation

Job creation in this context has to do with the opportunities created by the siting of UPSA at its present location. Due to the influx of students and lecturers to the La Nkwantanang Madina Community, diverse businesses have sprung up. Moreover, the search for accommodation for lecturers and students in the community has generated income for some community members. This view is encapsulated in the following extract: “...*it has brought business to the catchment area, students want food to buy, students want places to sleep, people are converting their houses to hostels. I think that in terms of developing the community it has created jobs for some people...*” (UL₁)

This view was also supported by another Community Leader and is as expressed: “*There is a lot of activities and these have actually created a lot of jobs. Every house closer to the university or in Madina one way or the other has been converted into a hostel. ...it has created a lot of jobs for*”

the people around the community. Some engage in petty trading and other things.” This in a way can be viewed as bringing some economic development to the community.

4.2.4 Obligation of the University towards community development

Concerning the query on the obligation of the University towards community development, one of the University officials (UL₁) asserted that the University was obligated towards community development. According to UL₁: “...*looking at it from the point of it being mandatory or whether its voluntary, our values and strategies compel us to do that...*”.

In contrast, majority of the Community Leaders unanimously opined that the UPSA was voluntarily obliged to carry out any community development. This is revealed in the following extract: “... *looking at contemporary issues, the University should be voluntary whatever being the pressure on them...*” (CL₁). The statement of CL₁ is further supported by CL₇ and CL₁₁ respectively and this is as quoted: “...*then I am happy you used the word voluntary. Yes, they are voluntarily obliged...*” (CL₇); “*The school has a voluntary relationship with the community in that it is not under duress to relate or engage with the community and therefore can decide to or not to engage with them*” (CL₁₁). However, CL₂ thinks otherwise. According to CL₂, “*The University should be obliged to develop the community. That’s my stand...*”.

4.2.5 Relationship between Community and the University

On the question on the relationship between the community and the university manifested in terms of their shared identity, values and social responsibility, it was evident that there was actually no or if any, very infinitesimally in shared identity, values and social responsibility between the two. Community is virtually detached from the UPSA.

This is evident in the following extracts from the Community Leaders: “...*On the relationship between the community and the university I will say they are not close. ... even we the honourable assembly members they must have some team work with us it shouldn’t be only when they are having some challenges that they engage us.*” (CL₉)

This is further strengthened in the ensuing statement:

“...*if the university has done anything with the community apart from they putting up their hostels the relationship between the university and community as far as Madina is concerned it is neither here nor there....*’ (CL₂). Another extract tells more but of the same lack of cordial relationship

“...it still boils down to the fact that they are there and we also just there so then I can say relationship is not good” (CL₇). When asked to rate the level of relationship between the Community and the University, an Assembly member gave the following remark: *“From where I stand now if I am to rate the relationship, I will give it 30%...” (CL₃).* Further probing into the preceding statement revealed that the 30% given will be worth zero for the kind of relationship. This was deduced from the following extract: *“I will give it 30% because that kind of relationship and bond is not there because even the students are seen as individuals and the university doing their own thing and the community also doing its own thing” (CL₃).*

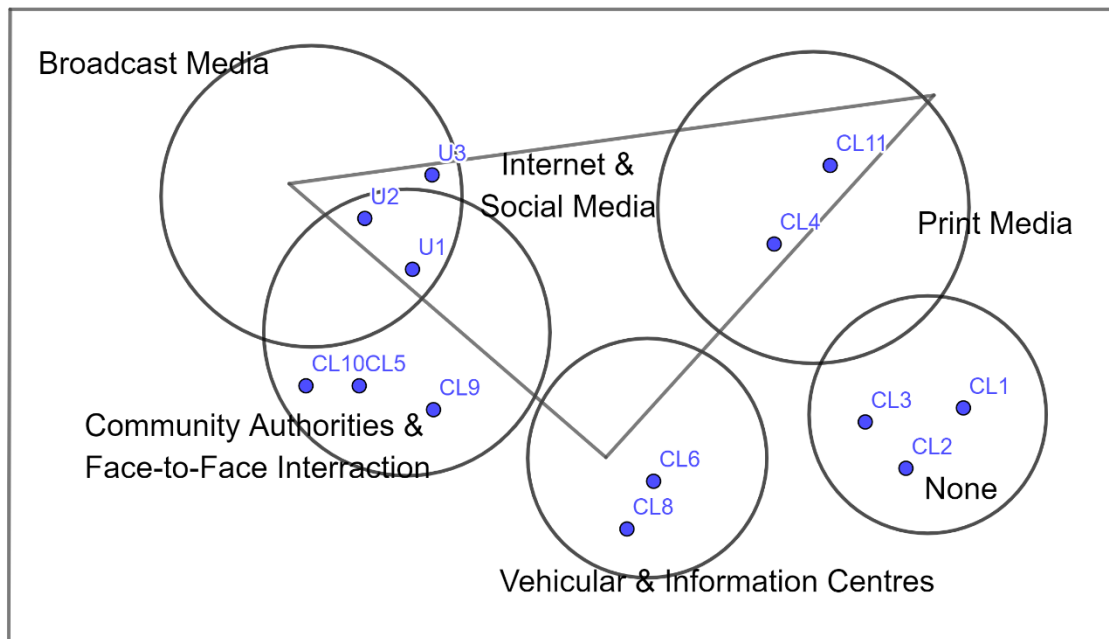
In view of the preceding statements made in relation to the relationship between the University and the Community it can be deduced that the relationship between the two stakeholders is poor. Critical analysis of the extracts from the interviewees shows that there is lack of cooperation between the University and the Community. Most of the projects and other forms of development undertaken by the University was not known by leaders of the community. The stakeholders in the community were not taken into consideration when embarking on the projects. This is against Freeman’s (1984) stakeholder concept. Freeman (1984), argued that organizations should be concerned about the interest of their stakeholders when making strategic decisions and not just the interest of their shareholders.

4.3 Objective Two: Communication strategies UPSA employs when undertaking community development interventions

The second research objective looked at the various forms of communication strategies UPSA employs when undertaking community development interventions. Figure 4.3 shows the communication strategies identified by the various interviewed participants when the UPSA embarks on developmental interventions. It is clear that the main mode of communication strategy employed by the university is the social media (internet), followed by the Broadcast Media with least medium used being the information centres. It can however be noted that three of the community leaders were not aware of any of the any forms stated above used by the University.

“We usually do not make too much noise about it because we are not doing it only for visibility but we do what we have to do and sometimes we communicate it to the public”

Figure 4.3: Forms of Communication Strategies employed when undertaking development interventions



Source: Author (2021)

Concerning the community leaders, some extracts of their views:

“...I don’t know any of their communication strategies so I can’t tell the communication systems they are using.” (CL₁)

“With that I know there is this social media, I know they have a website, I know they have billboards around where their activities are talked about, I know daily graphic. They do well with communication through social media through the internet.” (CL₄)

“ When it comes to the communication in line with infrastructural development, I can say it is neither here nor there.” (CL₃)

Another mode of public awareness when embarking on community development interventions concerns the use of face-to-face interaction with the beneficiaries. An interview with UL₂ revealed the above as embedded in the extract: *“...for example if we are doing an outreach at the La Nkwantanang School or engaging in any sort of activity over there, the communication strategy would be basic and is more of face-to-face interaction where we communicate with the school*

authorities, they passed on the information down. It looks like it's a small school but there are three thousand students at that school alone."

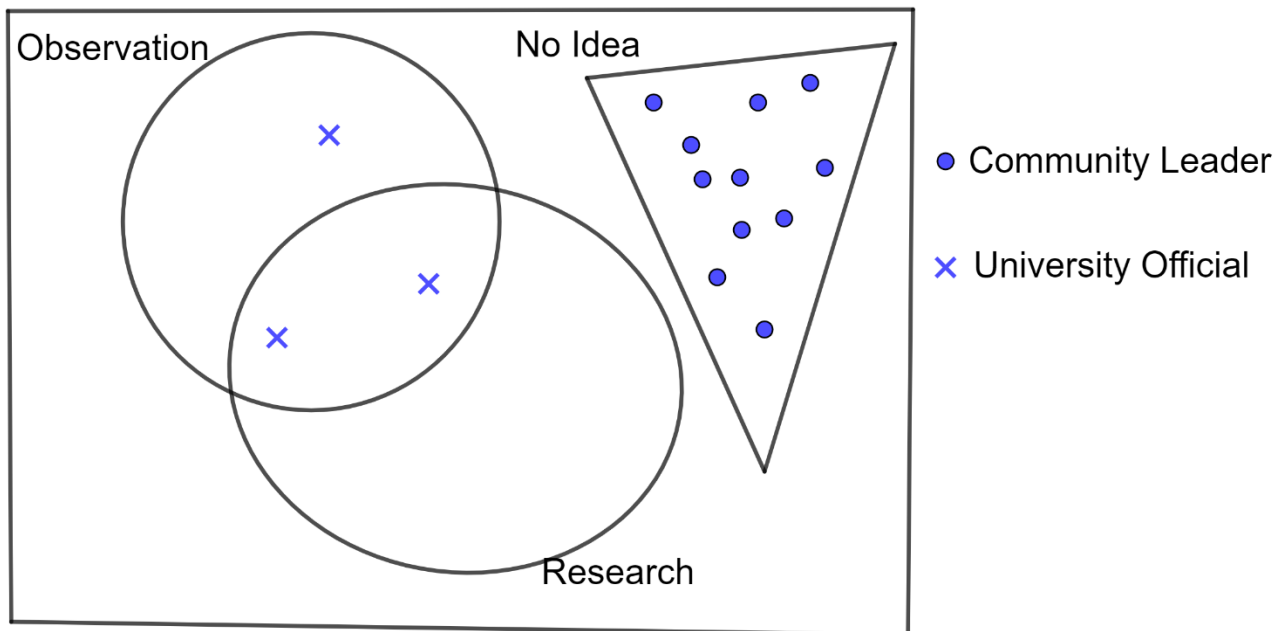
Additionally, the university official interviewed emphasized how they seldom use the traditional media: *"We do a lot of dissemination of information via our website, our social media handles as well, we do the traditional media also not all the time but sometimes we use it."* (UL₁)

The use of the communication strategies outlines i.e., Social Media, Bill boards, posters and rare use of the traditional media (using the chiefs and the community address systems) by the UPSA may be keeping most of the community leaders in the dark as to whatever development interventions the University is undertaking. One traditional Authority has this to say: *"I don't hear about the university's community development interventions but theoretical there should be a way in which a written invitation comes to us"*. Another opines that: *"Activities are not in touch so sometimes they don't get the real results"*.

4.4 Objective Three: University's strategies and plans for the community they operate in

Objective three considered the strategies and plans the university adopts for improving the communities they operate in. Two strategies were identified from which emanates the plans the University generate for assisting the community it is sited. All the University Officials (100%) agreed to the use of research and observation as main means of strategizing to assist the community as seen in Figure 4.4. This makes it the main strategy used by the University as confirmed in the extract of the interview with UL₃: *"Usually students are encouraged to identify certain problems within the community so for those who will take Madina and Adenta area, they pick a topic and research into it but I am not sure if findings are communicated to them. There have been studies done but as to how they benefit they have not been communicated."*

Figure 4.4 Strategies and plans used by the Universities.



Source: Author (2021).

From the view point of UL₁ the following revelations were given: *“I think from what I have just mentioned we identified a need and made our service available to provide that need, So, I think that we look at what we are good at doing and we offer it when we see the need for that service. So, it is not something that I think is from the community to the university, but the university on its own identifies the need for the service”*

In reference to the above, it is not surprising therefore, that none of the community leaders, had knowledge of the strategies employed by the University. Of the community leaders interviewed the extracts of CL₁₁ and CL₂ respectively is as shown: *“ I can't explain or talk about it...I don't know the school's plans and strategies for the community”* and *“I am not aware of any mechanisms to increase admissions all that I know of is that there is a university”*

This notion was reiterated in the following extract from the interview with CL₂, *“ I am not able to say of any plans and strategies the university is using to come and develop the community...”*

Access to the use of University’s facilities by the community and the giving of scholarships to deserving students in the communities were unearthed as consequences of the research and observation strategies employed to assist the community. By easy accessibility to training pitches for the talent development of community members, footballers, basketball players or tennis ball

players are allowed to use the University facilities to develop their skills. This can be deduced from the extract below:

“...what I can say is about the enterprise and innovation centre. People within the community can go and have access to their stadium, and for potential footballers who have the skills the stadium served as an avenue for helping the youth within the community in terms of sports.”

Additionally, the universities have scholarships scheme which can be assessed by brilliant students in the communities. By this *“... students within the locality do get some preferential treatment, we have scholarship scheme as well and there are a lot of local students who benefit from that as long as they qualify. Those who come from within the university environs are always looked at.”*

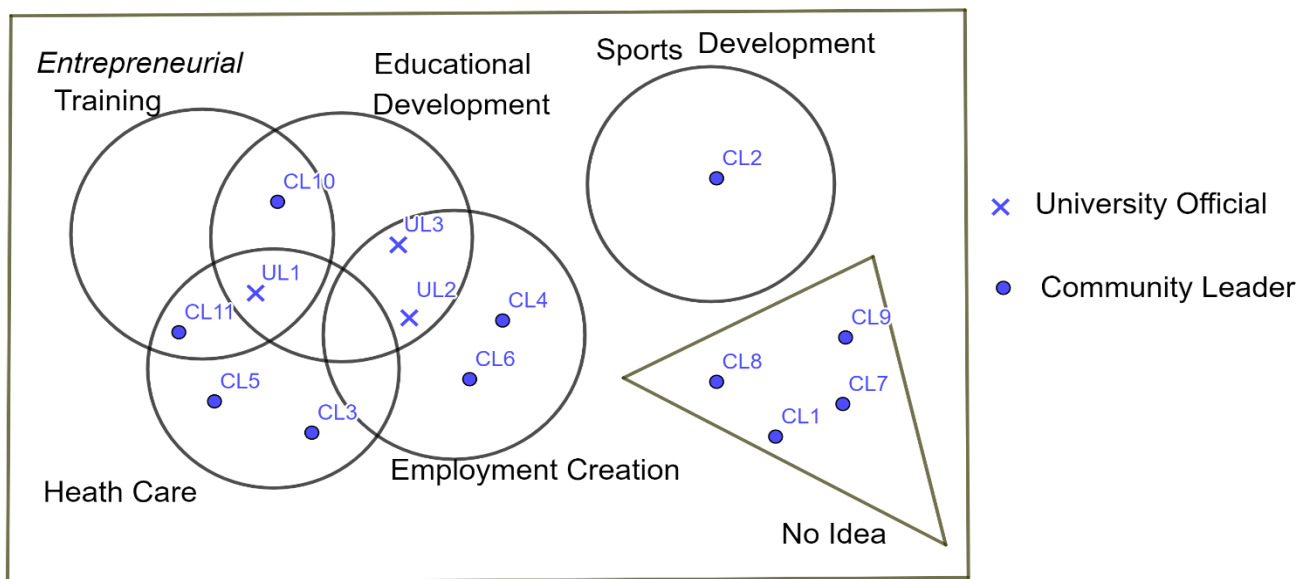
UL₂ explained. Another plan by University is to train the market women and other traders in basic book keeping and accounting. This is to ensure they have what it takes to operate successfully.

“UPSA is one of the biggest universities when it comes to teaching and learning of accounting. So, some of the things we got planned for the very near future is to engage market women to equip them with the basic tools and skills in book keeping etc.” (UL₁)

4.5 Objective Four: The nature of community development interventions undertaken by the University in the catchment area

The fourth objective explored the nature of community development interventions undertaken by the University in the catchment area (Figure 4.5).

Figure 4.5 Community Development Interventions



Source: Author (2021)

4.5.1: Educational development

By Educational development, the University assisted schools through teaching in both the Junior High School and Senior High School. According to UL₂ as contained in the extract: *“sometimes UPSA conducts free support tuition for the SHS students who were home, so whenever the students were home, they have the opportunity to come to UPSA to study, so instead of sitting home and having the devil find work for idle hands UPSA was providing support tuition for students within the locality”*. Additionally, the UPSA adopted La – Nkwantanang 7 & 8 Basic School to assist them by constructing a library, an ICT lab for them and also donating books to build the students up. An extract from the interview with one of the University lecturers has it that, *“... the university has adopted a school I think La Nkwantanang 7 & 8 basic schools, it’s around the Madina market to also help the school in different way. One of which is we are constructing an ICT lab for them, on the library we have donated books to them just to also build the student, so it’s not only at the secondary school when you go to the basic level, we are doing that for them.*

4.5.2: Entrepreneurial Training

In this nature of intervention, market women, petty traders and hawkers were identified and free training in basic accounting, book keeping among others were organized for them. This fact was delivered in the extract from the interview with UL₁: *“Faculty of Accounting and Finance ... organize some kind of training for traders SMEs in the community in basic Accounting, how to keep books, how to keep their records and stuffs like that”*. This fact is buttressed by UL₃ as contained in this extract: *“With the informal networks I work more with the Market women. We are focused in provided training for them”*

4.5.3: Employment Creation

The presence of the UPSA in the community according to one of the university officials interviewed confirm per the extract that *“I don’t think they have complained rather a lot of them are happy because it has brought business to the catchment area, students want food to buy, students want places to sleep, people are converting their houses to hostels I think that in terms of developing the community it has created jobs for some people some streams of incomes for others, you would find a lot of people doing photocopy, scanning things like that.”*(UL₁).

This was confirmed by CL₆ in the extract: *“The university is helping. It has created a lot of jobs for the people around the community. Some engage in petty trading and other things.”* He further

added: “*actually ...every house closer to the university or in Madina one way or the other has been converted into a hostel*”.

4.5.4: Health Care

In this regard, the community has received some interventions from UPSA with regards to health Care. UL₁ briefed how UPSA has assisted the community in the area of health in the following extract: “*we partnered with one of our cooperate neighbors, an eye clinic, just across the street from us on world sight day. We had an event at UPSA where we provided free eye screening and people got free prescription, glasses etc. and it was very well attended even in the time of the pandemic.*” The information was no different that of CL₅. His interview CL₅ explained that: “*UPSA gave the health directorate of the assembly the opportunity to use their conference hall for their annual health review and you know that health review is a major part of health delivery in this country because that is where we get to know the health challenges and come up with strategies to deal with the health challenges. So, for close to about four years the UPSA has provided the platform and expertise when it comes to analyzing health related issues in Madina. CL₅ further explained that: “we had a lot of issues with death at child birth, malaria, anaemia, high blood pressure and some few cases of drug abuse so the institution through its own administration helped the health directorate to analyze the data that they got as they are also into research.”*

4.5.5: Sports development

In the area of sports, CL₈ recalled some interventions in the areas that has been beneficial to the community. CL₈ recounted: “*I remember the school used to allow the community to use their sports facilities.*” He further explained in the extract that “*...people within the community can go and have access to UPSA stadium, and for potential footballers with skills the stadium served as an avenue for helping the youth within the community in terms of sports. UPSA has basketball court, tennis ball court and football field that gave not just students but the community the access to utilize the facilities.*” With these facility in place, the youth in the community will feel they are part of the University and this will foster the needed unity between the University and the community.

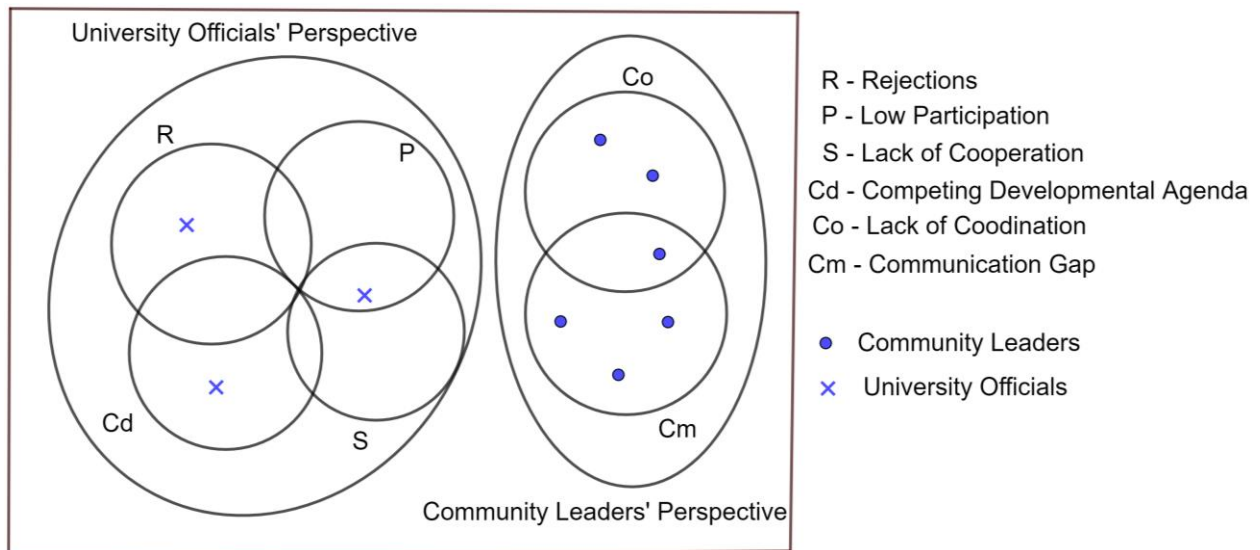
It is obvious then that community has benefited from UPSA in the areas of Entrepreneurial training, educational development, Health care delivery, Employment creation and Sports and talent development. Nevertheless, some community leaders are ignorant of this fact. An example of this is CL₉.

CL₉ opined in the following extract: “now I’m a student of UPSA, doing my masters there but I’m there as an individual even though i am assemblyman... what I say they do is they can pay their taxes which is supposed to be done to the community ... but the direct benefit that what we think we should have had from them is what I don’t see. Yeah I have not seen anything of that sort even within the area that they are, apart from the school environment, I have not seen anything that they have done within the community this year so far as infrastructure is concern.”

4.6: Objective Five: Challenges that UPSA faces in its community development efforts within La Nkwantanang Madina and its environs

The final objective focused on the challenges that UPSA faces in its community development efforts within La Nkwantanang Madina and its environs. Five themes were identified under the challenges the institution is faced with in its development efforts within its environs. The challenges have been further categorized based on the sources of information: University Officials’ perspective or Community Leaders’ perspective as shown in Figure 4.6. However, not all the University officials or the Community leaders agreed there were challenges emanating from the community development initiative of UPSA.

Figure 4.6 Challenges



Source: Author (2021)

4.6.1: Rejections

The UPSA faces some challenges which include rejection of interventions intended to solve identified needs in the community. UL₁ made this revelation: “...sometimes the good actions

attract some ultimate rejections because sometimes people feel that some of our intentions are getting in their way or exposing the likes in the performance of their duties”. UL₁.however added that this challenge seldom happens. This can be identified in the extract: “We do face some challenges, but those happen on rare occasions”. (UL₁)

4.6.2: Low Participation

Low participation by the targeted groups in interventions designed by the university is really a major challenge. This has the potential of causing wastage as logistics put in place for use by about one hundred people that registered to participate in a workshop will end up being used by forty people who showed up for the program. This is seen in the following extract *“For me the challenge has been the level of participation, when we send the request out for them to register sometimes it appears they feel reluctant to spend 2 hours for the training. Once we get 70 people registering, we make provision for them all but eventually you see about 35 or 45 people participating” (UL₂)*

4.6.3: Competing Infrastructural activities of UPSA

UPSA as a young university has gotten a lot of infrastructural development to embark on. The vision to engage in community development brings on board the challenge of competing activities between allocation of resources toward university development and that of community development.

The challenge concerning financial support basically was between allocation of resources towards projects in the UPSA and that of the identified needs in the community. Some attempts to seek sponsorship also are met with some challenges. In the following extracts showed some of the challenges as presented by the university officials interviewed. An extract of the interview of a university official (UL₁) brings this information to light. According to UL₁ *“but when it comes to the construction of the ICT labs, the library the university has to put its money there, obviously if you look around you, you would see we are developing our infrastructure as well, so, it competes with these needs so maybe we may not be able to do as much as we can because we are equally developing our own infrastructure*

4.6.4: Lack of Sponsorship

A likely solution to the competing demand on the finances available for UPSA projects and community development initiative is availability of Sponsors. Getting some sort of financial

assistance will definitely assist in the accomplishment of most of the community development initiatives of the UPSA. Nevertheless, attempts to seek sponsorship for some programmes which are relatively less costly were met with some challenge. According UL₁ *“We have on few occasions tried to seek some sponsorship for printing of certificates, refreshment etc. that has been some of the challenges. This could contribute to the limited number of development initiative embark on while the community leaders are rather expecting more.*

4.6.5: Poor communication between the University and the community leaders

The challenges from the perspective of the Community leaders interestingly are totally different. Five out of the total of eleven community leaders interviewed shared the view that UPSA do not consult with the leaders of the community when embarking on their development agenda for them. According to CL₇, *“the university does not engage the community to know the issues to ensure that the community development interventions affect the community positively.”* The extract from the interview with UL₁ on how UPSA identifies a need in the community and develop the necessary plan to achieve it validates the statement by CL₇. UL₁ asserted: *“I think that we look at what we are good at doing and we offer it when we see the need for that service. So, it is not something that I think is from the community to the university, but the university on its own identifies the need.”* In the opinion of CL₅, *“the community’s challenged is that the community doesn’t see the school to be part of the community because the school seem to be isolated”*. A critical look at the mode of communication, as shown in Figure 4.3 show that UPSA mode of communication to the community about development initiatives were the use of the Internet (Social media and Websites), fliers, Broadcast media and the print media. The community leaders however expected UPSA to approach them or write to them informing them about their plans. CL₂ share this view in the extract: *“we don’t hear about the university’s community development interventions but theoretical there should be a way in which a written invitation comes to us”*. It is therefore obvious from the statement above that there is the communication gap between the two entities which must be looked at.

4.6.6: Lack of Coordination

There is lack of coordination in the activities of the university and the kind of interventions the community leaders want. The result from the interview showed that the community leaders would have preferred the following developments project: CHIPs compound, scholarships for Community members, special protocol admission for community members, solution to decongest

the Madina market among others. According to CL₃ in the following extract, *“I am expecting some kind of collaboration between the traditional authority and the school authority in ways that when it comes to enrollment, admissions and job openings traditional leaders feel that they should be able to have their children get scholarships by what we call a protocol. He further added, “...also when it comes to jobs openings, they should be able to liaise with them to have their children and indigenes also working in the institution”* CL₄ also added, *“Aside that even we the honorable assembly members they must have some team work with us. It shouldn’t be only when they are having some challenges that they should engage us.”* The positions of the community leaders is not supported by the findings of Isola (2017) who explains that there is good coordination between universities and the local environs. The contradictory opinions suggest that the coordination /relationship between a university and its local community is not ‘cast in stone’ and must therefore be worked at to secure a seamless coordination between the two parties.

4.7 Chapter Summary

The current chapter provided a summary of the community leader’s perception on the university’s role in community development as well as effective community development. Nominations were sought from the La Nkwantanang Madina Municipal Assembly to identify 20 assembly members. Out of these 12 assembly members and 3 university officials participated in the interview process. The interview process focused on stakeholder perceptions, communication strategies, strategies and plan, nature of community development interventions and challenges faced when undertaking community development interventions.

On some findings identified grounded on the literature review, agrees to the fact the universities have different roles it plays to promote social, economic, cultural, environmental development. On strategies universities have pursued in contributing to community development, prior research have identifies initiatives such as increase number of recruitment of students from the locality, research and service roles in the areas of health, industry, culture, labour, environment are used in shaping knowledge of the society.

Also social cohesion and sustainability are built among stakeholders and community to leverage on their collaborative roles. Some plans are designed to address public concerns about community matters.

On the nature of interventions prior studies highlights capacity building programmes, community based health promotions, initiatives around environmental issues, graduate retentions and employability programmes among others.

Some challenges identified include research relevance of the universities to communities, community services acceptance, corporate social responsibility initiatives issues among others.

Some findings suggest that there is a lack of systematic assessment of the labour market needs of the by the university, lack of specific programmes responding to specific regional industrial needs, and a minimal co-operation between university administrators and stakeholders. This existing weaker link between universities and the labour market could lead to migratory pull of graduates into other regions and countries upon completion. Again, while some universities have created a specific unit to promote lifelong, learning, an assessment of the existing programmes show limited target to local industrial workers and other Small and Medium Enterprises. Thus, universities need to orient academic programmes to the industrial activities and other local businesses in their surrounding communities to stimulate the retention of graduates upon completion.

CHAPTER FIVE

SUMMARY OF FINDING, CONCLUSIONS AND RECOMMENDATIONS

5.0 Introduction

Higher education continues to develop its role as a partner in community development. As this role expands, and as stakeholders have demanded greater accountability, institutions of higher education must be able to provide justification for the resources they dedicate to this area. Institutions located in communities may find that they play larger roles in their community's development efforts as there may be a lack of other major entities to drive and support them. This study was designed to assist in the identification of the elements necessary for successful community development and to identify the role or potential roles higher education institutions could play in these endeavors. The study was intended to understand our situation and dynamics here in Ghana focusing on the university's catchment area. This study looked at the role of the university in facilitating development around its catchment localities/areas and determine the essential elements of effective community development as well as higher education institutions in prioritizing their resources as they look to participate in community development efforts. Each expert surveyed was an assembly member within the La Nkwantanang Madina Municipal Assembly. This study also discussed the implications the findings have on national policy on the role of higher education institutions. The current chapter has been divided into four sections: Summary of the Study, Conclusions, Recommendations, and a Chapter Summary.

5.1 Summary of Findings

The purpose of the study was to identify the general efforts by higher education institutions in contributing to community development as well as the forms of engagements. It also drew attention to the university's contribution in the context of economic, social and cultural aspects of development. The study employed an interpretive and qualitative research paradigm. A qualitative approach collecting and analyzing these experiences was deemed the best fit for this study. Qualitative methods capture the lived experience of participants as well as their 'life-worlds' which Berg (2009) describes as "...emotions, motivations, symbols and their meanings, empathy, and other subjective aspects associated with naturally evolving lines of individuals and groups" (p. 16). The process is largely exploratory, so generalizations cannot be made. The participants were also limited to assembly members in La Nkwantanang Municipality. Despite these limitations, the

Community Capitals Framework (Flora & Flora 2008) was utilized and it was determined that those elements where consensus was gained were primarily in the areas of build and human capital. Priority areas were determined that included elements of infrastructure and economic/workforce development. Those areas considered to fall within the guidelines of social capital were identified by the respondents.

Before an institution of higher education can assess the effectiveness of their involvement in community development, administrators must be able to determine the essential elements of an effective program. The significance of the study was based on the ever-growing interest in the accountability of resources and a need for universities to be able to substantiate their investment in community development efforts. Without methods for assessing current development efforts, higher education institutions are unable to fully know if they are meeting the needs of their community.

In an effort to reach group consensus, a qualitative research method, in-depth interviews, was selected. This method allows participants from the municipality to participate in a semi-structured interviews which consist of several key questions that help to define the areas to be explored, but also allows the interviewer or interviewee to diverge in order to pursue an idea or response in more detail. This interview format provides participants with some guidance on what to talk about, which many find helpful. The flexibility of this approach, particularly allows for the discovery or elaboration of information that is important to participants.

Assembly members from various electoral areas located in La Nkwantanang Madina Municipality were contacted to conduct the interview. The desired sample of 20 participants were identified and asked to participate in the survey. Out of these 12 assembly members and 3 university officials participated in the interview process.

The study set out with the following objectives:

Objective One examined stakeholders perspective on the role played by UPSA in their community development efforts in catchment areas; Objective Two examined the communication strategies UPSA employ when undertaking community development interventions; Objective Three explored the University's strategies and plans for the community they operate in; Objective Four was linked to the nature of community development interventions undertaken by the University in

the catchment area and Objective Five explored the challenges that UPSA faces in its community development efforts within La Nkwantanang Madina and its environs

In view of objective one community capacity building was identified as one of the roles played by UPSA. However, the community leaders were of divergent views on what they considered necessary in capacity building. On the frontier of infrastructural development, UPSA has been able to build structures such as ICT Lab and Library at the La Nkwantanang Basic School. In relation to the relationship between the University and the Community it came to light that the relationship between the two stakeholders is poor. Critical analysis of the extracts from the interviewees shows that there is lack of cooperation between the University and the Community. Most of the projects and other forms of development undertaken by the University was not known by leaders of the community. The stakeholders in the community were not taken into consideration when embarking on the projects. The University officials asserted that the University was obligated towards community development. In contrast, majority of the Community Leaders unanimously opined that the UPSA was voluntarily obliged to carry out any community development.

In consideration of Objective two, it is clear that the main mode of communication strategy employed by the university is the social media (internet), followed by the Broadcast Media with least medium used being the information centres. It can however be noted that three of the community leaders were not aware of any form(s) of medium used by the University Community. With regards to Objective three, two strategies were identified from which emanates the plans the University generates for assisting the community in which it is sited. All the University Officials (100%) agreed to the use of research and observation as main means of strategizing to assist the community. This makes it the main strategy used by the University as confirmed in the extract as presented in Chapter Four. Bringing on board the voice of the community leaders on the strategies deployed by the University, it was evidential that none of the community leaders had knowledge on the strategies employed by the University.

In the light of objective four, it is evident the University has assisted the communities through the provision of free tuition in both the Junior High and Senior High Schools and this type of help falls under Formal intervention. In line with the informal nature of intervention, market women, petty traders and hawkers who largely form part of SMEs were identified and free training in basic accounting, book keeping among others were organized for them. In lieu of the benefits that

accrues from the various interventions, it was sad to note that most of the Community Leader were not aware of the several of interventions undertaken by UPSA hence they did not see any benefit in the intervention.

Last but not least objective of the study indicated that challenges which include but not limited to the rejection of interventions intended to solve identified needs in the community, low participation by the targeted groups in interventions designed by the university were identified. Again, there was the challenge of optimal allocation of financial resources contended for by the University project needs and that of the community. The challenges from the perspective of the Community leaders interestingly are totally different. Community Leaders see lack of coordination on the part of the university in embarking on community developments.

5.2 Conclusion

Beneficial results occur when communities with common issues and interest join forces to take their agenda to duty bearers. With the consensus found through this study, there are opportunities for communities to do the same. Gaining additional attention and assistance in the primary areas of infrastructure and economic/workforce development could allow the communities to shift more attention to elements of social capital that Atkinson (2004) identified as also playing an important role in his formula for a sustainable local economy. The data indicates there are opportunities for assistance with the primary areas of built and human capital that seem to be on the forefront of the minds of participants as well as opportunities for expansion in areas of social capital. Higher education has many of the resources for becoming a community partner in these areas. This additional investment in communities, coupled with efforts to raise awareness to those contributions the institutions already make to community development, could enhance the perception of higher education as an essential element of community development.

The perceived role (Community capacity building, infrastructural development and job creation) played by UPSA was asymptotic to the opinions of the community leaders. In relation to the relationship between the University and the Community it came to light that the relationship between the two stakeholders is poor. There is lack of cooperation between the University and the Community. The community leaders are kept in the dark with regards to the projects and other forms of developmental interventions undertaken by the University. The University officials asserted that the University was obligated towards community development. In contrast, majority

of the Community Leaders unanimously opined that the UPSA was voluntarily obliged to carry out community development activities.

In consideration of Objective two, it is clear that the main mode of communication strategy employed by the university is the social media (internet), followed by the Broadcast Media with least medium used being the information centres. Two key strategies were identified from which emanates the plans the University generates for assisting the community in which it is sited. Research and observation serve as the main means of strategizing to assist the community. It is conclusive that the community leaders do not have knowledge on the strategies employed by the University. It is also conclusive that the University assists the communities in their catchment area. Community leaders did not see benefits accruing to them from the various University projects undertaken in their localities see they were oblivious.

In its community development effort UPSA is saddled with a lot of challenges which include rejection of interventions, low participation by the targeted groups and optimal allocation of financial resources contended for by the University project needs and that of the community. Community Leaders see lack of coordination on the part of the university in embarking on community developments as a challenge. The outcome of research undertaken by universities on their related communities should be communicated to them in forms they can understand. There should be respect and mutual recognition for each other. Universities should be conversant to the culture and dictates of the communities surrounding them so as to provide the kind of leadership required of them.

5.3 Recommendations

1. Management of the institution should organize training for community leaders on the use of the various communication channels used by the university in disseminating their information.
2. There should be conceptualization of university – community partnership to help the universities know exactly what the community need/require in order to aid in their development. University administration should be properly oriented on the need to facilitate community development.
3. University Authorities and community leaders should engage more on how to develop catchment areas of the institution.

4. Finding of the study should be shared with higher education managements to help in the development of a well-defined strategy for community development within the catchment areas as well as the mandate of the institution
5. There should be regular durbars between the universities and their related communities to aid good partnership and serve as a platform where the communities can air their views.
6. Community members are encouraged to employ tactful mechanisms to bring the university onboard regarding their own development issues.

5.4 Suggestions for Future Research

1. A similar study is encouraged that refines the research questions to ask what opportunities the stakeholders see for higher education to be involved in community development. This would have the potential to identify potential partnerships for higher education.
2. A similar study should be completed in an area with a different composition of economy to highlight similarities and differences.
3. A comparison study should be completed using a peri urban community in order to analyze similarities and differences.
4. A similar should be conducted to develop greater understanding to better establish current needs in communities within the catchment areas.
5. Future research could explore the impact and nature of engagement activities universities carry out with community members within their catchment areas.
6. Further study should be undertaken covering all the public universities in Ghana on the same topic as current study.

5.5 Chapter Summary

This chapter intended to summarize the current study and present a summary of the answers to each of the research questions. Also included in the chapter were a list of conclusions which were drawn from the data collected for each research question. Recommendations for both further research and practice were also presented. Both sets of recommendations were guided by established research and the findings of the current study.

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APPENDIX A

Interview guide for University Officials

Introduction

This interview session seeks to solicit information on the role of universities in promoting development in their catchment areas using UPSA as a case. Please, the work is purely academic and so issues of confidentiality are held in high esteem. Kindly provide as candid information as possible.

Issues to guide the interview session:

Objective 1-Examine stakeholders' perception on the role played by UPSA in their community development efforts in catchment areas

1. What are stakeholders' perceptions about the university's role in community development?
2. Is the University's voluntarily oblige to the community?
3. Explain whether the university has a voluntary relationship with the community?
4. In what ways does the relationship between the community and the university manifest in terms of their shared identity, values and social responsibility?
5. Discuss the level of cooperation among the university and the community?

Objective 2- Examine the communication strategies UPSA employ when undertaking community development interventions

1. What are some of the communication strategies that the university employs?
2. How does the university employ public awareness when embarking on community development interventions?
3. What have been some of the successes using these communication strategies?

Objective 3- Explore the University's strategies and plans for the community they operate in?

1. What strategies and plans has the University pursued to develop the communities they operate in?
2. How has each of these identified strategies being employed?
3. Explain how the university's activities are in touch with the community?
4. What mechanisms has the university employed to increase admissions of students from the catchment areas?
5. How has the university's research and service role benefitted the community?

Objective 4- Ascertain the nature of community development interventions undertaken by the University in the catchment area.

1. What types of intervention is the university implementing to improve the catchment area?
2. How is the interventions benefiting the community?
3. What are the interests of the parties in the community development intervention?
4. Explain how the university engages informal networks within the community to strengthen their collaborative role?
5. Outline some tailored made educational interventions the university uses for the various target groups (women, children, aged, etc)

Objective 5- Explore the challenges that UPSA faces in its community development efforts within La Nkwantanang Madina and its environs

1. Where do you place the community in terms of the challenges the university face? (Relationship, language barriers)?
2. Explain some key challenges the university faces in its community development efforts?
3. How does each of these identified challenges affect the community development interventions?

APPENDIX B

Interview guide for community members

Introduction

This interview session seeks to solicit information on the role of universities in promoting development in their catchment areas using UPSA as a case. Please, the work is purely academic and so issues of confidentiality are held in high esteem. Kindly provide as candid information as possible.

Issues to guide the interview session:

Objective 1-Examine stakeholders' perception on the role played by UPSA in their community development efforts in catchment areas

1. What are stakeholders' perceptions about the university's role in community development?
2. Is the University's voluntarily oblige to the community?
3. Explain whether the university has a voluntary relationship with the community?
4. In what ways does the relationship between the community and the university manifest in terms of their shared identity, values and social responsibility?
5. Discuss the level of cooperation among the university and the community?

Objective 2- Examine the communication strategies UPSA employ when undertaking community development interventions

1. What are some of the communication strategies that the university employs?
2. How does the university employ public awareness when embarking on community development interventions?
3. What have been some of the successes using these communication strategies?

Objective 4- Ascertain the nature of community development interventions undertaken by the University in the catchment area.

1. What types of intervention is the university implementing to improve the catchment area?
2. How is the interventions benefiting the community?
3. What are the interests of the parties in the community development intervention?
4. Explain how the university engages informal networks within the community to strengthen their collaborative role?
5. Outline some tailored made educational interventions the university uses for the various target groups (women, children, aged, etc)