

Research on Ghana's Higher Education Regulatory Framework and Academic Values

This questionnaire is designed to gather your views on how Ghana's higher education regulatory framework influences academic values such as institutional autonomy, meritocracy, and academic freedom. Your responses will be kept strictly confidential and used solely for academic research purposes. Please answer all questions honestly.

* Indicates required question

1. Gender *

Mark only one oval.

- Male
- Female

2. Age *

Mark only one oval.

- 25–34
- 35–44
- 45–54
- 55+

3. Position/Role: *

Mark only one oval.

- Lecturer/Professor
- Administrator
- Other (please specify).....

4. Years of experience in higher education *

Mark only one oval.

- Less than 5 years
- 5–10 years
- 11–20 years
- More than 20 years

5. How familiar are you with Ghana's higher education regulatory frameworks (e.g., Universities Act, National Accreditation Board guidelines)? *

Mark only one oval.

- Very familiar
- Familiar
- Somewhat familiar
- Not familiar

6. To what extent do you think these regulatory frameworks promote academic autonomy within universities? *

Mark only one oval.

- Very high extent
- High extent
- Moderate extent
- Low extent
- Not at all

7. How effectively do Ghana's higher education regulations safeguard merit-based recruitment, promotion, and recognition of staff? *

Mark only one oval.

- Very effectively
- Effectively
- Moderately effective
- Ineffective
- Not at all

8. To what degree do you think academic freedom (teaching, research, and expression) is protected under current regulations? *

Mark only one oval.

- Fully protected
- Largely protected
- Partially protected
- Poorly protected
- Not protected

9. Please briefly explain your response to Question 8 *

10. In your view, how balanced is the relationship between state oversight and institutional autonomy in Ghanaian universities? *

Mark only one oval.

- Very balanced
- Balanced
- Moderately balanced
- Poorly balanced
- Not balanced at all

11. Which of the following statements best reflects your view? *

Mark only one oval.

- State regulation strengthens institutional quality and accountability
- State regulation constrains institutional autonomy and innovation
- Both: state regulation provides oversight but limits autonomy
- Neither/Other (please specify.....)

12. How much influence do you think administrators and academic staff have in shaping university policies despite state regulations? *

Mark only one oval.

- Very high influence
- High influence
- Moderate influence
- Low influence
- No influence

13. In your experience, are there conflicts between government directives and institutional priorities? *

Mark only one oval.

- Always
- Often
- Sometimes
- Rarely
- Never

14. Please provide an example of a situation where state regulation conflicted with institutional autonomy: *

15. What do you consider the main challenges in maintaining academic autonomy in Ghanaian universities? (Select all that apply) *

Check all that apply.

- Government interference
- Resource constraints
- Market-driven pressures (e.g., tuition, rankings)
- Bureaucratic processes
- Other (please specify) ...

16. How significant are opportunities to enhance academic freedom and meritocracy within current regulatory frameworks? *

Mark only one oval.

- Very significant
- Significant
- Moderate
- Low
- None

17. In your opinion, what strategies could universities adopt to sustain academic values while complying with regulatory requirements? *

18. Do you agree that current regulatory frameworks allow universities to innovate in research and teaching? *

Mark only one oval.

- strongly agree
- Agree
- Disagree
- strongly disagree

19. Any additional comments on how Ghana's regulatory frameworks influence academic values? *

20. *

Mark only one oval.

Option 1

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