

**EXAMINATION OF CHALLENGES OF TAMALE POLYTECHNIC, GHANA IN STRATEGIC
PLAN IMPLEMENTATION**

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Abstract

Development plan formulation and implementation are necessary for ensuring growth and development. Implementation challenges account for gaps between the policies enacted and the plans implemented. This informs the theme of the study which evaluates development plan implementation challenges in Tamale Polytechnic. Key issues addressed include: the effects of plan implementation challenges on development; and the measures to reduce plan implementation challenges of the Tamale Polytechnic. A descriptive survey research design was adopted with purposive sampling employed and questionnaires were used as research instruments to obtain data from respondents. It was realised that: lack of stakeholders' support for development plan activities; inadequate funds; and influences from external regulators were some of the development plan implementation challenges of the polytechnic. These can affect the achievement of the strategic plan goals of the Polytechnic. The study found that Plan implementation challenges could not affect quality teaching and learning. One of the surest ways development plan implementation challenges could be reduced in the Polytechnic is to allow collective participation of all staff in plan implementation activities. To realise the needed development, management of the Polytechnic should involve all the stakeholders of the institution in policy formulation and implementation.

Keywords: *Strategic Plan, Implementation, Implementation challenges*

INTRODUCTION

Development plan formulation and implementation are necessary for ensuring growth and development of public institutions. Most often, development plan implementations is challenged with numerous concerns. In their attempt to facilitate development activities within their jurisdictions, tertiary institutions are encouraged to initiate their own plans initiatives in line with the overall national development plan. In Tamale Polytechnic, development policy initiations and implementation have been part of its administrative activities since the institution became a full fledged Polytechnic in 1992 through the enactment of the PNDC Law 321. In spite of a number of development plans initiatives the Polytechnic has undertaken, there is still a gap between plan formulation and its implementation. The development plan implementation challenges in the Polytechnic are exemplified by its inability to adequately achieve the objectives contained in its strategic plans. To overcome these challenges, plan formulation and implementation therefore becomes a key. It is against this background that plan implementation challenges are being investigated.

Problem Statement

The life of any organization depends on its successful development plan implementation and Tamale Polytechnic is not an exception. Development plan implementation is an important aspect in the Polytechnic administrative processes toward achieving its strategic goals and objectives. It has however been observed that development plan implementation is one of the major problems confronting the Tamale Polytechnic. From 1997 up to date, Tamale Polytechnic has developed three different strategic plans to guide its development activities with the latest being the Strategic Plan 2013-2017. The main focus of this policy plan is to ensure the provision of quality education, staff and infrastructure development as well as efficient administrative systems so as to project the institution as the best in the training of middle level skilled manpower personnel in Ghana and Africa at large. However, all these formulated policies remain in the documents without much actions being taken on their execution. In each case, not much have been done on the plan implementation, which is the most important aspect in the policy making process. Several reasons may account for the plan implementation challenges. It is against this background that this study was conducted to uncover the challenges of plan implementation challenges in Tamale Polytechnic.

Research Objectives

The main objective of the study is to assess the development plan implementation challenges of the Tamale Polytechnic. The research is designed to achieve the following specific objectives.

- i. To determine the development plan implementation challenges of Tamale Polytechnic.

- ii. To explore measures to reduce development plan implementation challenges in the Tamale Polytechnic.

Research Questions

In a bid to realize the research objectives, the following questions were studied

- i. What are the development plan implementation challenges of Tamale Polytechnic?
- ii. What measures can be adopted to address the challenges of development plan implementation in the Tamale Polytechnic?

Scope of the Study

This study is designed to explore the development plan implementation challenges in Tamale Polytechnic. There is little evidence of knowledge from empirical research pertaining to plan implementation challenges confronting Tamale Polytechnic as a tertiary institution it is therefore worth studying this phenomenon.

Significance of the Study

This study is relevant in view of the fact that key stakeholders will benefit from its outcome. These include the Polytechnic and tertiary institutions in general, the government, researchers and other interested groups. For example, the study helped to identify sources of development plan implementation challenges in the Tamale Polytechnic. It also explores measures to reduce development plan implementation challenges. Through this, the Polytechnic would be able identify its short comings with regards to plan implementation challenges. As a result, development would be enhanced in the Polytechnic.

Another significance of the study is that it would help determine the effects of development plan implementation challenges on development of the Tamale Polytechnic. Since effects of development plan implementation challenges cut across all institutions and the nation at large, the finding from this research will serve as a guide to all tertiary institutions, government departments and agencies in taking effective measures to minimize the negative effects these challenges could have on their various institutions.

LITERATURE REVIEW

Development as the process is generally referred to as an attempt leading to growth into higher, fuller, and mature conditions (Cummings & Worley, 2008; Thompson (1981; and Fletcher, 1976). In contemporary parlance, development is interpreted to be a process of desirable changes in

the achievement of a multiplicity of goals. Students of development administration view development as the dynamic change of a society from one state of being to another without positing a final mature condition (Cummings & Worley, 2008). Realising development goals requires effective planning.

In-depth literature on development plan suggests that it has been viewed in several ways by different scholars. Marshak (2006) and Henry (1986:243) summarised development plan as a set of programmes designed by a government, institution, body or individual with the ultimate objective of improving its socio-economic environment. It is one that has been formulated at strategic decision level in an organisation and implemented at the operational level to bring about an end to an existing development gap or gaps. Based on this, Hoover, Giambastista, Sorenson, and Bummers (2010), concluded that development plan implementation involves activities that are carried out in the light of established process of converting financial, material, technical and human inputs into outputs – goods and services. Development plan implementation involves a wide variety of actions such as issuing and enforcing directives, disbursing funds, making loans, assigning and hiring personnel (Edward, 1980).

With its vision to develop into an institution of excellence for the running of HND, certificate and degree programmes relevant to National Development with emphasis on its socio-economic environment (Tamale Polytechnic Strategic Plan, 2008), Tamale Polytechnic had developed a number of strategic plans since 2003. The most recent strategic plan implemented had been the 2008 to 2012 strategic plan. Against this background, it is worth evaluating the challenges that impinged on the successful implementation of the plan.

Challenges Associated with Development Plan Implementation

Makinde (2005) identified some problems that affect plan implementation in developing countries. Among them are: inadequate definition of goals; over-ambitious policy goals; and choice of inappropriate organizational structure in implementing plan. Inadequate definition of goals makes a policy to lack clarity, internal consistency and compatibility with other policy goals with the result that the successful implementation of such a plan becomes problematic. This is a problem of communication. Goal definition varies in developing countries because people disagree about the objectives of a given programme or and do not care to define such objectives because the objectives are not to their advantage. In some other instances, the policy makers assume that they know the needs of the target groups and therefore see no reason for clarity of goals (Chia & Holt, 2008)). With regard to over-ambition in policy formulation, many policies tend to be over-ambitious, sweeping and fundamental in nature. This is as a result of some of those countries being influenced by special conditions that affect how programmes and

policy goals are decided. Implementation problem occurs when the desired result on the target beneficiaries is not achieved. These critical factors are communication, resources, dispositions or attitudes, and bureaucratic structure

(Marshall & Cashaback, 2001). The four factors operate simultaneously and they interact with each other to aid or hinder policy implementation. Fourie and Jooste (2009) have also found that plan implantation fails because “the work force does not understand the organization’s strategy and the organisation strategy is not effectively communicated to the workforce” (p. 60).

Communication is an essential ingredient for effective implementation of public policy. Through communication, orders to implement policies are expected to be transmitted to the appropriate personnel in a clear manner while such orders must be accurate and consistent. Inadequate information can lead to a misunderstanding on the part of the implementers who may be confused as to what exactly are required of them. In effect, implementation instructions that are not transmitted, that are distorted in transmission, that are vague, or that are inconsistent may cause serious obstacles to policy implementation. Conversely, directives that are too precise may hinder implementation by stifling creativity and adaptability (Marshall and Cashaback, 2001).

Chia and Holt (2008) argued that implementation gap is as a result of many factors, which could arise from the policy itself, the policy maker, or the environment in which the policy has been made. Implementation gap can arise from the policy itself when such a policy emanates from government rather than from the target groups. By this, it means that planning is top-down. And, by implication, the target beneficiaries are not allowed to contribute to the formulation of the policies that affect their lives Marshall and Cashaback (2001) confirmed the non-effectiveness of this policy when he admitted that the policy on education has failed to be effective as a result of defective planning process, political constraints, financial constraints and statistical deficiencies.

Strategies to Address Development Plan Implementation Challenges

Towards a successful policy implementation, therefore, consideration should be given to the following: (a) Target beneficiaries should be involved at the formulation stage in order for them to have an input in what affects their lives. This will also give them a sense of belonging and, therefore, a sense of commitment. (b) Attention should be paid to both the manpower and financial resources which will be needed to implement the policy. (c) There must be effective communication between the target beneficiaries and the implementers of policy programmes. (d) The culture of discontinuing a policy once there is a change in government should be discouraged because even though government comes and goes, administration is continuous.

There should be continuity in policy except if the policy is found not to be useful to the people.
(e) Provision should be put in place for adequate monitoring and evaluation of projects, as poorly monitored projects will only yield undesired results.

Consensus building, improved participation and consultations among the range of stakeholders constitute an integral part of the policy formulation process right from the conceptualisation phase to the drafting of the policy. Further deepening of the process of promoting participation of stakeholders including all political parties, state and non-state actors and traditional authorities in the design and implementation of the national development agenda is an effective mechanism for promoting and consolidating broad national ownership (Marshall & Cashaback, 2001).

Salas, Wildman and Piccolo (2009) suggested that the best way out is to approach the implementation process with maximum flexibility taking into consideration the fact that many assumptions and probabilities characterize policy formulation techniques. As a matter of fact, they clearly stated that the formulation and implementation of policies are not completely distinct phases of activities and that there is no definite end to plan implementation. They arrived at this conclusion as a result of new demands that usually emerge after new tensions might have been generated as a result of implementation of new policies. Jokisaari and Nurmi (2009) put it that sometimes, new demands emerge that have to be transmitted to the policy making machinery; they are then processed and transformed into one or more policies that in turn have to be implemented.

RESEARCH METHODOLOGY

Research Design and Methods

The study adopted a descriptive survey design to investigate the development plan implementation challenges of Tamale Polytechnic. A quantitative approach to investigate the development plan implementation challenges in the Polytechnic. Questionnaire was designed assist in the collection of the data from the respondents.

Data Sources

In order to enrich the study, data was obtained from two main sources namely; primary and secondary sources. According to Mouton (2001), primary sources of data allow more informed judgment about the quality and usefulness of information a researcher intends to use for his or her study. The primary sources of data were obtained mainly from field studies. These include information received from respondents through the analyses of their responses. This constituted the main source of data that was used by the researcher in the study. Inline with Stewart and

Karmins (1993) assertion that researchers often use secondary data to enrich their information by obtaining data from existing works of others, the study also employed secondary data from relevant sources.

Data Collection Tools

The researchers used the questionnaire for the collection of the data. The questions used in the questionnaire were mainly closed-ended questions and administered to respondents that was selected for the study. The closed ended questions offered respondents enough time and space to provide appropriate answers to the questions by choosing from possible options made available to them in the questionnaire.

Target Population and Sampling Type

The target population of the study comprised the staff of the Tamale Polytechnic. The Polytechnic has a staff population of 480, which comprises 229 academic staff and 251 administrative staff. Stratified random sampling was used to proportionally assign the sample size to both the academic and non-academic staff. After the proportional allocation, the individual respondents from both strata had then been purposively chosen.

Sampling Size Determination

The sample size was determined based on the staff and student population of the Tamale Polytechnic. The purpose of this study formulae for calculating a sample size is shown below, this is to obtain some level of precision, the level of confidence, and the level of variability in the attributes being measure (Miaoulis and Michener, 1976).

$$n = \frac{N}{1 + N(e)^2}$$

At 95% confidence level selected, 95 out 100 samples have the true population value within the range of precision, and error (e) = 100% - 95% = 5% = 0.05.

Where, N = 480 = Staff population of the Tamale Polytechnic.

$$n = \frac{480}{1 + 480(0.05)^2}$$

$$n = \underline{218}$$

Proportional allocation of sample size (n_i) to each stratum (academic staff and administrative/support staff) was performed through stratified random sampling method;

$$n_i = n \frac{N_i}{N} \text{ as follows:}$$

N =Population size (480)

N_i = Strata Population Size ($i=1, 2,$)

n = Sample size (218)

For N_1 =Academic Staff Population (229),

$n_1=104$ =Academic Staff Sampled and for

N_2 =Administrative and Support Staff Population (251)

$n_2= 114$ = Administrative and Support Staff Sampled

Tables 1 and 2 show the stratum sample size, composition and categories.

Table 1: Academic Staff for the 2011/2012 academic year

Staff Categories	Staff Population	Staff Sampled
Senior Lecturers	4	3
Lecturers	58	29
Instructors	160	68
Technicians	7	4
Total	229	104

Table 2: Administrative and Support Staff for the 2011/2012 academic year

Staff Categories	Staff Population	Staff Sampled
Senior Member	17	7
Senior Staff	36	19
Junior Staff	199	88
Total	251	114

Data Collection Quality Assurance and Ethical Considerations

The researcher adhered to important ethical procedures as required by standard research so as to ensure quality of the study. Clearance was sought from the authority of the Tamale Polytechnic before the actual commencement of the research. In addition, the questionnaire which the researcher used as instrument for the study was explained to the respondents. Verbal consent was also sought from respondents before administering the questionnaire. Respondents was assured of strict confidentiality by explaining to them that their identity would not be exposed during the analysis of the data or made known to the Polytechnic authority.

The data collection process was conducted through the standard data gathering procedures. The data gathered was for academic purpose and treated with much security and great confidentiality. The researcher duly acknowledged all the secondary data collected and materials used from other authors. Analyses and discussion were made based on the data collected, which subsequently guide the researcher to draw conclusion from the study. Frequency distribution, percentages, bar-chart and pie-chart was used to present the field data.

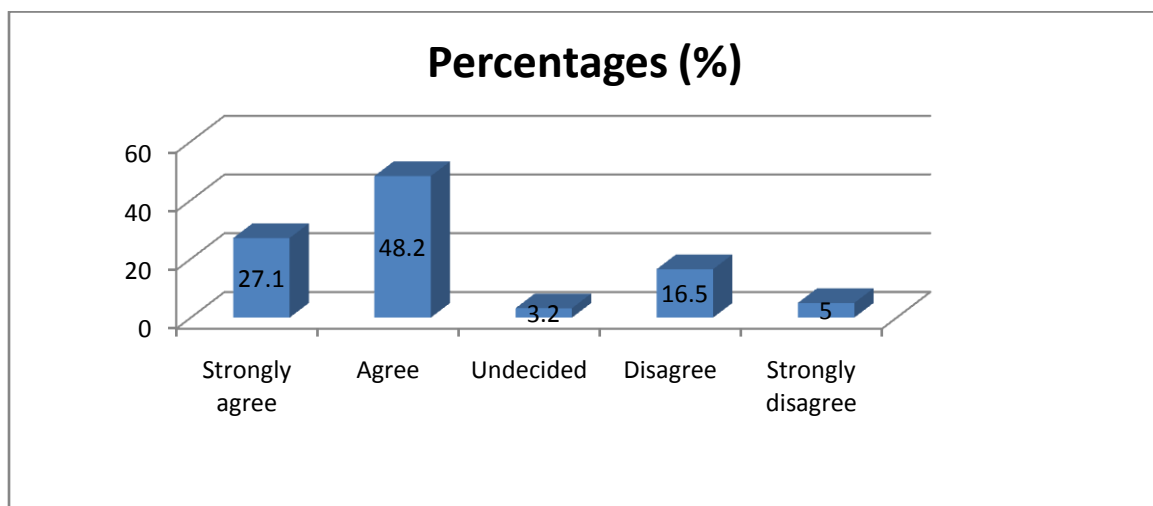
DATA PRESENTATION AND ANALYSIS

Development plan implementation challenges

In its attempt to uncover the challenges of plan implementation in Tamale Polytechnic, the study sought to achieve a number of specific objectives. Key among these was the determination of the effects of development plan implementation challenges on development of Tamale Polytechnic. This section, therefore, presents field data as a reflection of views of respondents on the objectives. In this process, a number of questions were presented to the respondents to express their views pertaining to the effects of development plan implementation challenges on the development of Tamale Polytechnic.

Respondents were made to assess the extent to which lack of stakeholder support could serve as a development plan implementation challenge in the institution. It was discovered that most of the respondents saw this as a development plan implementation challenge prevailing in the Polytechnic. Statistically, about 75.3% of the respondents expressed their agreement with the assertion that lack of stakeholder support was a development plan implementation challenge in Tamale Polytechnic. The field results are illustrated in Figure 1.

Figure 1: Lack of stakeholder support as a development plan implementation challenge



On the other hand, 3.2% of the respondents were undecided whilst the remaining 21.5% of them disagreed with the notion that lack of stakeholder support was a development plan implementation challenge in Tamale Polytechnic. By this revelation, one can tentatively state that lack of stakeholder support for policy implementation activities remains a major development plan implementation challenge in Tamale Polytechnic. This phenomenon could be emanating from lack of coordination and consultation between the stakeholders and policy implementations in the institution.

Further to the analysis of development plan implementation challenges in Tamale Polytechnic, views of respondents were elicited regarding the availability of funds to execute plan activities. That is, respondents were made to indicate if inadequate funds for the execution of plan activities were a major development plan implementation challenge in the Polytechnic. Respondents were on the affirmative as majority of them attested that inadequate funds were a major challenge confronting policy implementations. According to the field data illustrated on the Table 3, 81.6% of the respondents were unanimous on the view that this phenomenon was a challenge to development plan implementation activities.

Table 3: Inadequate funds in executing action plan activities
as a development plan implementation challenge

Variables	Frequencies	Percentages (%)
Strongly agree	70	32.1
Agree	108	49.5
Undecided	3	1.4
Disagree	28	12.9
Strongly disagree	9	4.1
Totals	218	100

On the reverse, only 14.3% of the respondents disagreed by maintaining that inadequate funds was not a challenge. The indication was that an overwhelming majority of these respondents agreed that inadequate funds were a major challenge confronting speedy implementation of development plan activities. The limited funds could be attributed to the fact that the Polytechnic mainly relies on sales of admission forms and school fees from students as the same source of funding.

Policy guidelines are essential tools to work with when embarking on institutional development plan implementation activities. In view of the important role the policy guidelines play in successful implementation of institutional policy plans, respondents were asked to assess the extent to which this phenomenon could be a major policy implementation challenge in the Polytechnic. According to the views expressed by the respondents, the failures of plan implementation activities for the development of the Polytechnic can be attributed to clear cut policy guidelines to work with. This often leads to a disconnection between policy plan and implementation process. The field data are shown in Table 4. For instance, the data indicated that 36.2% and 48.2% of the respondents chose 'strongly agree' and 'agree' respectively that lack of policy guidelines to work with is an important challenge.

Table 4: Lack of policy guidelines to work with as a development plan implementation challenge

Variables	Frequencies	Percentages (%)
Strongly agree	79	36.2
Agree	105	48.2
Undecided	8	3.7
Disagree	21	9.6
Strongly disagree	5	2.3
Totals	218	100

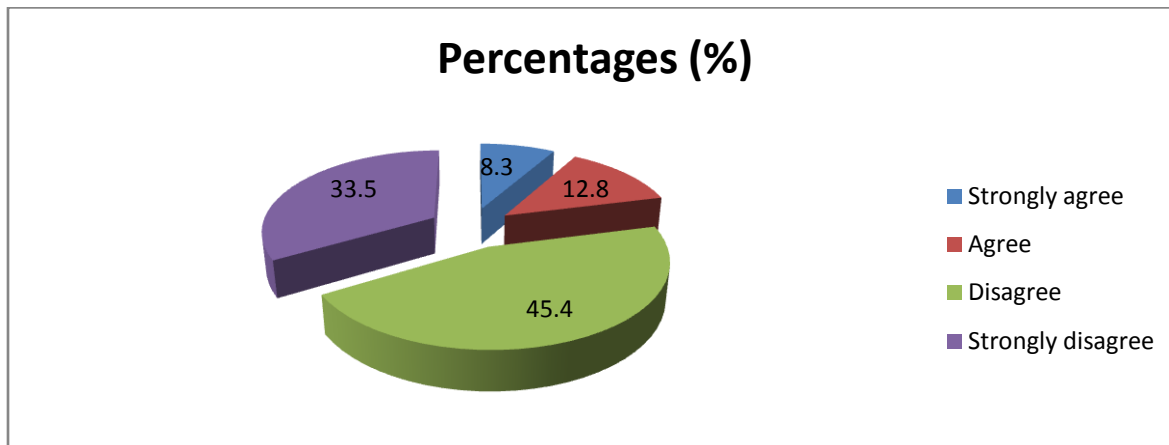
n=218

Reading further from the Table 4, it could be deduced that whereas 3.7% of the respondents were neutral, 11.9% of them suggested that they disagreed with lack of policy guidelines as being development plan implementation challenge in Tamale Polytechnic. It is therefore clear from the analysis that majority of them denied this phenomenon as being a major policy implementation challenge in the Polytechnic.

Development policy plan implementation cannot take place without the requisite personnel in place to carry the implementation activities. That is, technical hands and people with the requisite academic qualifications and experiences are needed to spearhead the implementation process. In the light of this, the study sought to identify from the respondents if lack of skilled labour was a development plan implementation challenge confronting the Polytechnic. As illustrated in the Figure 2, the respondents disagreed with lack of adequate skilled labour as being a development plan implementation challenge in the Polytechnic. As revealed by the field

data, none of the respondents chose 'undecided' whilst 21.1% of them simply agreed with lack of skilled labour as being a challenge to policy plan implementation in the Polytechnic.

Figure 2: Lack of skilled labour as a development plan implementation challenge



However, further analysis of the field data revealed that majority of the respondents who represented 78.9% disagreed with the assertion that inadequate skilled labour was a development plan implementation challenge in Tamale Polytechnic. It can be deduced that majority of the respondents felt that lack of skilled labour was not a development plan implementation challenge confronting the Polytechnic. What accounts for this revelation could be as a result of the enhanced human resource base of the Polytechnic as revealed in the analysis of staff demographic data.

The Polytechnic Law, Act 745 of 2007, identified Polytechnics as being integral parts of key tertiary institutions in Ghana. As by law, the National Council for Tertiary Education (NCTE) serves as a governing body of all the tertiary institutions in Ghana including the Polytechnics. Apart from the NCTE, other external regulators of activities of the Polytechnic include National Accreditation Board (NAB) which gives the Polytechnic the right to run new academic programmes and National Board for Professional and Technician Examination (NABTEX) which also serves as certificate awarding institution to the Polytechnic. These bodies influence policy decisions and implementations in the Polytechnic. Owing to the numerous external influence that come the way of the Polytechnic, the research wanted to assess the extent at which activities of these external regulators could serve as a development plan implementation challenge in the Polytechnic.

As shown in the Table 5, majority of the respondents were of the view that influence from external regulators was a major development plan implementation challenge confronting the

Polytechnic. According to the field data, 72.5% of the respondents 'agreed' and 'strongly agreed'.

Table 5: Influence from external regulars as a development plan implementation challenge

Variables	Frequencies	Percentages (%)
Strongly agree	63	28.9
Agree	95	43.6
Undecided	4	1.8
Disagree	47	21.6
Strongly disagree	9	4.1
Totals	218	100

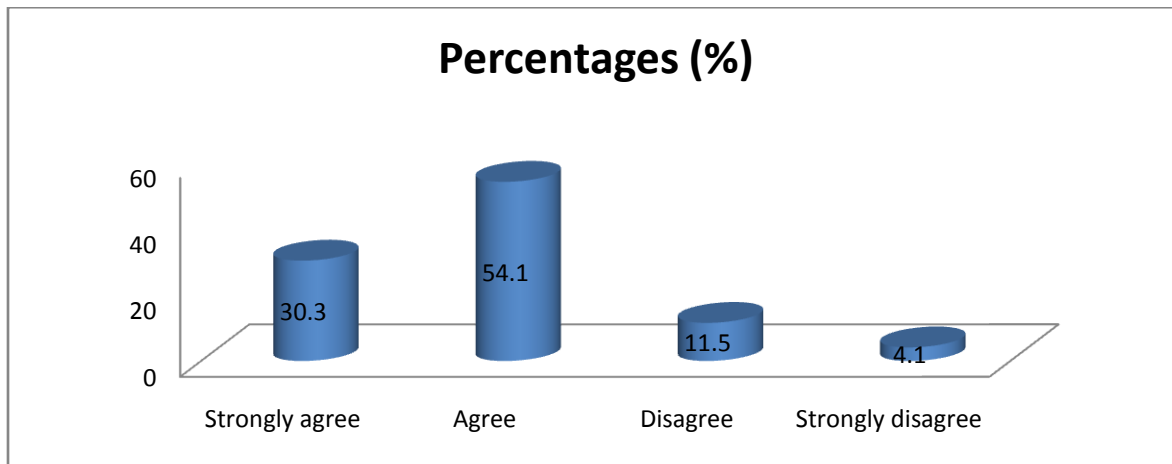
Contrary to the views of the majority of the respondents, 25.7% of the respondents also indicated their disagreement with the assertion whilst 1.8% remained neutral. By the results analysed above, one can state that one of the major challenges facing smooth development plan implementation in Tamale Polytechnic is the influence from its external regulators.

Measures to Reduce Development Plan Implementation Challenges

The administrative structure of the Polytechnic is based on decentralized system where decision making trickles down from the governing council of the institution through its sub-committees and the Academic Board which is also assisted by a number of sub-committees. By extension, this suggests that committee systems form integral parts in policy initiations and implementations in the Polytechnic. In line with the issues the study sought, respondents view on whether collective participation of staff in plan implementation activities could serve as a measure in reducing development plan implementation challenges in the Polytechnic.

In effect, it was discovered from the field data that one of the surest ways development plan implementation challenges could be reduced was to allow collective participation of all staff in plan implementation activities. This, according to the respondents, could be achieved mainly through committee systems. The field data are presented in Figure 3.

Figure3: By allowing collective participation of all staff in plan implementation activities



From the Figure 3, one can deduce that 84.4% of the respondents who constituted the majority chose 'agree' or strongly agree'. Further analysis of the results showed that none of these respondents chose 'undecided'. However, the remaining 15.6% of the respondents were of contrary view that collective participation of staff in plan implementation activities could not be a measure to reducing development plan implementation challenges in the Polytechnic. From this presentation, it can be observed that respondents agreed that if as many staff as possible were allowed to participate in plan implementation activities, it could serve as a measure to reducing plan implementation challenges in the Polytechnic. This idea could be as a result of the fact that once staff are allowed to take part in this implementation process such as through committee or individual grounds, it could offer them a sense of ownership of the project thereby motivating them to contribute effectively towards the realization of this process.

Successful implementation of developmental plan activities largely lies on the ability of the institution to afford enough financial, logistical and human resources to man the implementation process. In the light of this, respondents were asked to evaluate the extent to which an increase in income generation activities to fund plan activities could serve as a measure to reduce plan implementation challenges in the institution.

It was found that this was another possible measure to ensuring a drastic reduction of plan implementation challenges in the institution. The field results are illustrated in Table 6.

Table 6: Need to increase income generation activities to fund plan activities

Variables	Frequencies	Percentages (%)
Strongly agree	63	28.9
Agree	98	45.0
Undecided	3	1.3
Disagree	37	17.0
Strongly disagree	17	7.8
Totals	218	100

Data from Table 6 points out that 73.9% of the respondents who constituted an overwhelming majority agreed that increase in income generation activities to fund plan activities could reduce some of the plan implementation challenges in the institution.

Adequate infrastructure is critical in ensuring sound educational delivery in tertiary institutions. Key among these include classrooms or lecture theatres, workshops and laboratories for students' practical works as well as well-equipped library. In the light of this, respondents were made to evaluate the extent to which the provision of adequate logistics and infrastructural facilities could help ameliorate some of the plan implementation challenges confronting the Polytechnic. To realize this, five objective variables were presented to the respondents and the field results are shown in Table 7.

Table 7: Provision of adequate infrastructure

Variables	Frequencies	Percentages (%)
Strongly agree	77	35.3
Agree	98	45.0
Undecided	0	0.0
Disagree	30	13.7
Strongly disagree	13	6.0
Totals	218	100

From Table 7, 80.3% of the respondents agreed that adequate provision of logistics and infrastructure could help reduce plan implementation challenges in the Polytechnic. However, many of the respondents were neutral whilst the remaining 19.7% expressed their disagreement with the assertion. Since majority of the respondents agreed with the assertion, one can

categorically indicate that the provision of adequate logistics and infrastructure are some of ways plan implementation challenges in Tamale Polytechnic can be reduced.

With reference to the literature, Cummings Worley (2008) agreed that stakeholder participation in plan activity initiatives is important since it offers them a sense of ownership of the project at hand. In relation to this, the study enquired from the respondents if this phenomenon could be applicable in the situation of Tamale Polytechnic. After the analysis of the field data, it was vehemently agreed by the respondents that plan implementation challenges in the Polytechnic were more likely to reduce if management ensured that stakeholders such as staff, students, and the community and public agencies were involved in initiating plan activities. The results are shown in Table 8.

Table 8: Stakeholder participation in plan activity initiatives

Variables	Frequencies	Percentages (%)
Strongly agree	111	50.9
Agree	59	27.0
Undecided	1	0.5
Disagree	37	17.0
Strongly disagree	10	4.6
Totals	218	100

Statistically, 77.9% of the respondents who constituted the majority chose 'agree'. However, only 0.5% of the respondents chose 'neutral' with the remaining 5.3% indicating that they disagreed. The results are of indication that majority of the respondents opted for 'agree' or 'strongly agree'. Based on this, one can confirm the earlier assertion of Cummings Worley (2008) that one major way of reducing plan implementation challenges in Tamale Polytechnic was to involve stakeholders of the institution in initiating plan activities.

SUMMARY OF FINDINGS

The study sought to evaluate the challenges associated with development plan implementation challenges in Tamale Polytechnic. The following findings were revealed.

Development plan implementation challenges

In its attempt to uncover the challenges of plan implementation in Tamale Polytechnic, the study made a number of findings. Key among these was the determination of the effects of development plan implementation challenges on development of Tamale Polytechnic.

It was discovered that most of the respondents saw lack of stakeholders' support for development plan activities as a development plan implementation challenge prevailing in the Polytechnic. In this regard, 75.3% of the respondents expressed their agreement with the assertion.

The study also found that inadequate funds were a major challenge confronting policy implementation in the Polytechnic as indicated by 81.6% of the respondents. Other factors contributing to development plan implementation challenges in the Polytechnic included influence from external regulators and inadequate logistics to assist in carrying out plan activities.

However, the study revealed that lack of skilled labour was not a development plan implementation challenge in the Polytechnic and this view was expressed by 78.9% of the respondents.

Measures to Reduce Development Plan Implementation Challenges

As part of its attempt to ascertain the measures that could be used to reduce development plan implementation challenges in Tamale Polytechnic, the study established a number of findings. Specifically, it was discovered from the study that one of the ways development plan implementation challenges could be reduced in the Polytechnic was to allow collective participation of all staff in plan implementation activities.

Another important measure that could be adopted to reduce plan implementation challenges in Tamale Polytechnic was to increase income generations as suggested by 73.9% of the respondents. In relation to this was the provision of adequate logistics and infrastructure to aid plan implementation activities. About 80.0% of the respondents revealed that adequate provision of logistics and infrastructure could help reduce plan implementation challenges in the Polytechnic.

Other specific measures identified as ways to reduce plan implementation challenges in the Polytechnic was an involvement of stakeholders in plan activities and implementation. Statistically, 77.9% of the respondents who constituted the overwhelming majority agreed with the assertion. It was further identified that the provision of training needs of the people directly involved in the implementation of the plan activities, stakeholder participation and prudent leadership practices by management could serve as some of the possible measures to reduce plan implementation challenges in the Polytechnic.

CONCLUSIONS

The study evaluated the challenges associated with development plan implementation challenges in Tamale Polytechnic. With respect to the key issues in the research, the study considers the effects of development plan implementation challenges on development of the Tamale Polytechnic, sources of development plan implementation challenges in the Tamale Polytechnic and possible measures to reduce development plan implementation challenges in the Tamale Polytechnic. Lack of support of stakeholders of the Polytechnic in plan activities, inadequate funds to execute action plan activities, inadequate logistics and infrastructure and influence from external regulators constituted some of the development plan implementation challenges in the Polytechnic. The study concluded that these challenges could have adverse consequences on the development of the Polytechnic.

RECOMMENDATIONS

The above findings informed the following recommendations that would serve as bases for meaningful interventions with respect to development plan activities in Tamale Polytechnic.

The study discovered that there was lack of stakeholders' support for development plan activities and this posed enormous challenge to the development of the Polytechnic. It is therefore recommended that stakeholders be involved in the enactment of development policies of the Polytechnic. This will instil a sense of ownership into all the stakeholders thereby helping to ensure collective support and participation in plan implementation activities in the institution.

The study found that inadequate funds were a major challenge confronting policy implementations in the Polytechnic. For this reason, it is recommended that the Polytechnic should identify potential areas for income generation to help expand its sources of funding for projects in the institution. The implication is that this will help the Polytechnic to mitigate resource constraints it often experiences in its quest for implementation of development activities.

The study revealed that lack of skilled labour was not a development plan implementation challenge in the Polytechnic. This suggests that the Polytechnic is endowed with very good human resource. The recommendation is that management should engage its internal staff as consultants in development policy formulation. This will help the institution to save money from resources that would have been used in engaging the services of external consultants.

It is also the recommendation of this study that management of the Polytechnic should ensure collective participation of all staff in relation to decision making on policy enactment and

implementation process. Through this, development plan implementation challenges could be reduced in the Polytechnic so as to allow its speedy development.

This study however could not exhaustively deal with all frontiers of development plans. This means there is room for improvement so far as research is concerned. It is therefore recommended that further research be conducted to establish the missing link between policy formulations and implementation. It is also the recommendation of this study that researchers and students should conduct further research into plan implementation challenges in the local governance system in Ghana.

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