

ABSTRACT

The extent of faculty development in private higher institutions in Ghana.

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The success of every higher education institution is evidenced by its effectiveness in achieving its institutional goals as specified in the form of attributes or institutional outcomes. Guided by the Institutional Outcomes Mapping of a private university as the framework, this research assessed the achievement of how faculties are developed in the three core attributes: Training, Coaching, and Mentoring in the private tertiary institutions in Ghana. In this research the sample population was 348 as at May 2022 where data was collected. This study employed a descriptive design utilizing a 5-point Likert-type scale questionnaire and was distributed to 348 respondents. Self-constructed questionnaires were used to gather data which were analyzed with SPSS 23 for descriptive statistics. The study utilized a quantitative research design, particularly the descriptive-correlation research design. The results showed that the respondents have high levels of Training ($M = 3.70$ $D = 0.59$), Coaching ($M = 3.64$ $D = 0.53$), and Mentoring ($M = 3.71$ $D = 0.58$). The findings showed the status of effectiveness of the universities in achieving its institutional learning goals for its faculties at the end of each academic year. Results are evidence to inform institutional

planning as the university maintains its best practices and addresses the areas that need improvement.

The success of every higher education institution is evidenced by its teaching and learning effectiveness as part of achieving the institutional goals. Faculty development maintains the results if not improving and the mechanism by which Lecturers are obtained unless the cause of educational deficiencies is a problem. Many believe faculty development is considered an ideal systematic training for managing public and private lecturers for their progression. The study results showed *good* training, coaching, and mentoring.

Keywords: faculty, training, mentoring, coaching