

**An Examination on the Influence of Liberalization of University Education on  
the Quality of Teaching and Learning in Universities in Eastern Uganda**

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Education Planning and Economics of the School of Education and Human  
Resource Development, the Department of Educational Administration,  
Planning and Economics of Kisii University**

**December, 2020**

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I Gimuguni Lillian Nabaasa declare that this thesis entitled “An examination of Liberalization of University Education on the Quality of Teaching and Learning in universities in Eastern Uganda”, is my original work and has not been presented for a degree in any other university.

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## **DEDICATION**

I dedicate this piece of this work to my God and Creator who mapped out my life before any step came to be, to my lovely husband Mr. Gimuguni John who supported me both morally and financially all through my journey of this study. This work is also dedicated to my beloved parents Mr. Eliazar & Mrs. Juliana Rwambangye for their tireless effort to see me up to this stage and to our dear children for the inspiration. May God bless you.

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## ABSTRACT

Liberalization of education is the breaking of the governments' monopoly in the provision and managing of the education system by giving free hand to private involvement in the provision and management of education. This study was undertaken to establish the influence of liberalization of university education on the quality of teaching and learning in universities in Eastern Uganda. The study was guided by five research objectives that focused on; the profile of students, the quality of teaching staff, teaching approaches, assessment and the teaching and learning environment. The study employed a descriptive cross-sectional survey research design. The target population of the study composed of Academic Managers, academic staff and students' leaders plus National Council for Higher Education officials. A total population of 1012 was targeted from six universities and the sample size of 286 was selected. The participants were selected using both random and non-random sampling techniques that included, cluster sampling, purposive and simple random. Data was collected using questionnaires and interview guides. Quantitative data was analyzed using SPSS computer software (Version 16) to generate frequencies, percentages, mean, and standard deviation. Inferential statistics analysis was done using Pearson correlation coefficient and linear Regression analysis to determine the type of relationships and strength between liberalization of university education and the constructs of quality of teaching and learning. Thematic content analysis was done to analyze qualitative data. The data was presented objective by objective in tables and narrations. The findings also exposed that liberalization of university education has a statistically significant effect the quality of teaching and learning Eastern Uganda. It is concluded that liberalization of university education has an influence on the quality of teaching and learning in universities in this region. it is recommended that close monitoring needs to be done by National Council for Higher Education (NCHE) to ensure compliance in admission requirements, universities should provide for training of teaching staff to ensure employment of pedagogies that enhance teaching learners for lifelong learning. They should also provide for mentoring of staff, devise approaches that foster formative assessment that is done during the learning process rather than summative assessment. It is further recommended that liberalization of university education should be enhanced and encouraged because it has a great potential to improve the quality of teaching and produce the graduates that are capable of participating in growth and development.

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# **CHAPTER ONE**

## **INTRODUCTION**

### **1.0: Background to the Study**

University education provides new opportunities and is seen as a tool to achieve economic growth and development for any nation. Therefore, supportive quality teaching and learning that helps universities to carry out their teaching undertaking successfully, leading to observable contribution to economic growth, advancement and social well-being of the people in their particular countries is crucial (OECD, 2012). Quality teaching and learning can be interpreted as that process that works towards fulfilling the purpose of training individuals for employment and that system that produces graduates who fulfill their roles as workers in the existing society (Nyangau, 2014). The teaching and learning process is the major activity at any institution of learning and at a university in particular and this activity is known to be the most powerful mechanism used in education to bring about the desired changes in the learners ((Musoke, Itaaga, and Kaahwa, 2014).

The teaching and learning process is dependent on a number of elements in a support system of inputs that makes it possible for human resource development and community transformation (Education for All, 2005). The actual teaching and learning processes include time students spend learning, the methods of teaching and assessment used by the instructor to evaluate students' progress, the language of instruction and classroom organizational strategies together with the enabling support system (Musoke, Itaaga, and Kaahwa, 2014, OECD, 2012). In the knowledge driven global economy, for any countries to advance employment skills, it is necessary that consideration be made to ensure quality teaching in their educational institutions.

Variance in students' performance and achievement are attributable to differences between teachers, approaches and to institutional level variables (Alton-Lee, 2003).

University Education is becoming one of the most important drivers of economic competitiveness in an increasingly and more knowledge-driven worldwide economy (OECD, 2009). There is no doubt, therefore that teaching fulfils the aims and objectives of education, and to ensure that through the teaching process, teachers aim at stirring up learning which should be reflected in a change in the learner's behavior emanating from new knowledge acquired (Musoke, Itaaga, and Kaahwa, 2014). University education benefits the whole society and this is done through human capital formation and knowledge so it is referred to as a quasi-good (Rafeeque Ak 2015). Being considered as a quasi-good, university education should be provided by government like any other good and in many countries this had been the norm. However it reached a level when many governments faced a shortage of funds to finance university education and so could not meet the demand for it. The Government of India was facing serious shortage of funds to finance university education and grants for higher education had been reduced drastically and on the other side demand of higher education was increasing (Alam & Halder, 2016).

In most African countries, the provision of university education has been in the hands of governments or state management (Sehoole, 2004). In South Africa there has had rigorous experiences in the education system as a result of the collapse of apartheid and has been under a lot of pressure with increased demand for higher education more than what the government can handle (Asmal, 2008).

University education in Kenya started with the University of Nairobi in 1970 (Kenya-Edu.pmd, 2008) whose existence depended on public resources. The establishment of this University was focused on producing human resource that would take over the public as well as industrial jobs because university education was seen as an avenue to create and distribute wealthy and modernizing society (Boit & Kipkoech 2012). The Harambe project led to the increase in the number of students demanding for Higher education and by 1981 the number of students had increased to 7478 from 565 in 1971 in the University of Nairobi and yet many who qualified were still left out (Kenya-Edu.pmd, 2008).

University education in Uganda started with Makerere University in 1922 formed by the British government as a Technical College to serve students from the British East African Territory of Kenya, Tanzania and Uganda (Jacob *et al* (2006). Up to 1980, Uganda still had Makerere as the only institution offering University Education and every intending student looked to government to provide the university education. By then it was evident that it could not meet the demand for university education and so a number of qualifying students could not access it. It became very competitive to secure a place at Makerere and many candidates were left frustrated.

In the 1990s the policy of liberalization of educational was hatched under the framework of GATS (General Agreement on Trade and Services) in Uruguay Round in 1986- 1994 (Verger, 2008) when the free trade agreements were reached. Liberalization of education is the breaking of the governments' monopoly in the provision and managing of the education system by giving free hand to private involvement in the supplying and supervision of education in the country (Ajayi &

Akundayo, 2008). Educational liberalization has led to the increased number of institutions since any entrepreneur who has the capacity is at liberty to establish an institution. Liberalization of Education was meant to enhance the quality of University education through increased accessibility and improved management (Segawa 2007, Kasenene, 2010). Therefore liberalization is expected to not only increase the size of trained human resource but also improve the quality of the labour force.

Liberalization of university gave different experiences in different countries but for almost all of them, there was tremendous growth in terms of the number of universities, increased percentage share of private universities and increase student enrollment. In USA and Japan, this growth was believed to improve access and quality as a result of competition created but India and Malaysia it was seen as a challenge that would compromise the quality of teaching in these institutions (Ernst & Young, 2011). Liberalization allowed private, and profit motivated entrepreneurs to enter in the business of establishing universities. The entrepreneurs whose motivation is to make profit needed to have the number of students increased and this could be done by lowering the fees and the cut off points to attract as many as possible and generally having less stringent admission requirements.

Liberalization of university education included not only allowing private providers but also the introduction of private sponsorship scheme in public universities (Kenya-Edu.pmd, 2008). This increase in the number of universities and the growth in enrollment was not accompanied by growth in teaching staff and infrastructure. In Nigeria and Kenya there was a shortage of qualified staff to the extent that young professors were appointed as Vice Chancellors and teaching staff rotate between a number universities ((Oseni, 2015, Biot & Kipkoech 2012). This situation leads to a

high learner: teacher ratio and leaves the staff with less contact hours with students and limited time to carry out meaningful research and yet these are essential ingredients in quality teaching and learning in Universities.

The liberalization policy introduced in Uganda in 1981 has seen substantial growth in the establishment of universities, in both public and private sectors mainly associated with religious bodies and faiths (Cutright 2010). The Islamic University in Uganda (Moslems), Uganda Christian University (Anglican), and Uganda Martyrs University (Catholic) were the first private universities to be established in the early 1990s. Many more universities were established after that, and by 2010 the number of universities had grown to 34 (NCHE, 2011). The government of Uganda sponsors only 4,000 students annually in public Universities, which constitutes just 17% of all those who qualify for University entry and only 18 % of the 70,000 students in public Universities are government sponsored (Bunoti 2010, Okwakol, 2008). It is also reported that the public owns only 27% of the universities while the private sector owns 73% and the total university enrollment increased from 134,190 in 2006 to 198,066 in 2011, which is 44.4 percent growth (NCHE, 2013). Many universities have also opened campuses and study centers in many towns around the country. While in the past students used to compete for places in universities currently universities compete for students evidenced by adverts in the local and international media. Surprisingly this growth is without corresponding growth in space, books, computers, lab equipment and staffing (Musoke et al., 2014).

Employers in Uganda, have complained about the quality of the graduates from these universities and there is an observation that the economic growth in Uganda has not been contributed by the university-educated people but by the common man who has not studied much (NCHE, 2011, Cutright, 2010). Despite the general view that

liberalization improves quality of education through the increased supply of institutions, two decades after the liberalization of higher education in Uganda, educationists are still faced with the predicament of declining levels of quality assurance (Ssempebwa, 2009). Similarly, Kukunda (2002), claims that increased removal of government's obligation from education has led to a declining levels of service delivery. Furthermore NCHE (2013), report indicates that majority of the academic staff in many institutions are not fully qualified to handle University Education and that most PhD holders are shared among the universities, as full time employment staff. Yet every nation, invests in university education to build up and empower its citizens with the high-level competence required to practically work and change their surrounding environmental resources into fruitful commodities after graduation (Nabayego & Itaaga, 2014).

With increased enrollment in universities as a result of liberalization, Uganda should be assured of a well-equipped human resource to participate in the exploitation of resources to produce commodities to improve the wellbeing of the citizens. However the complaint of employers creates doubt on whether the teaching and learning that goes on in these universities provide for the knowledge, skills and competences needed to harness the resources. Quality teaching is enhanced by motivated staff who are given opportunities to grow their career and are well compensated for their effort in the process. However liberalization has creased the commercial aspect in the university education provision such that both government and private universities are not able to sustain their staff in a conducive atmosphere (Itaaga, 2003). As a result there has been the departure of seasoned academic staff for greener pastures due to poor remuneration, poor working conditions and limited opportunities. The staff

development is disappointingly bureaucratic with no or limited access to scholarly journals which translates into poor teaching and learning (Musoke et al., 2014).

Many employers would desire to recruit graduates that are able to contribute positively to the growth of the establishments or investments for them to earn the deserved profits. However if the graduates do not have the required skills and competences the option is to import labour from other countries. This results in graduate unemployment which seems to be high and rising in Uganda and may have potential to create more challenges for the economy and the country. This could have sprung from the fact the quality of teaching and learning in these institutions is deficient in practical skills to transform their local environmental resources into useful work and effective contribution to national growth (Nabayego & Itaaga, 2014).

The study intended to establish the perceptions on the influence of liberalization of university education on the quality of teaching and learning in universities in Eastern Uganda. Eastern Uganda was the first place in Uganda where a private university was established and since then it has attracted a number of universities and university campuses making the most appropriate region to carry out this study.

## **1.2: Statement of the Problem**

Universities through teaching and learning are expected to produce educated and skilled human resource that would exploit available physical resources such that useful commodities are produced. University students' achievement depends on adequate interaction received from the instructors by employing methods that are learner centered and assessment that fosters the kind of attitudes, skills and knowledge that learners need to tackle the kind of tasks and challenges that are likely to be faced in the life of work (Sambell 2011). However employers in Uganda complain about inadequate practical skills and poor attitude towards work among the

graduates (NCHE 2013). This has results in graduate unemployment on one hand and the preference of labor from other countries by employers on the other. This is a very unpleasant situation for the country since it leads to inadequate exploitation of resources, production at excess capacity and poor standards of living that may result in political unrest. When Celebrating 50 years of existence on June 29<sup>th</sup> 2013, the then Vice Chancellor of Makerere lamented that of the students who graduated in 2011, only 33% were able to find employment in the formal sector. (Musoke *et al* 2014).

The introduction of liberalization of education in Uganda was meant among others to meet the increased human resource demand that was not being met by the one university that existed at that time. Since liberalization increased the number of suppliers of the teaching and learning opportunities, it is expected to improve the quality of teaching and learning and subsequently the quality of product or the graduates. However the complaints by the employers in Uganda leaves a lot of unanswered questions to the quality of education being offered in these universities. Most of the studies that have been done on liberalization of education, have concentrated on the central region yet the Eastern part also contributes to the number of graduates that are being churned out in the market.

This study attempts to establish whether liberalization of university education affects the quality of teaching and learning in universities in Eastern Uganda in terms of the methods employed in teaching and assessment of students together with the environment under which the students study.

### **1.3 Purpose of the Study**

The main aim of this study is to examine the relationship that liberalization of university education has with the quality of teaching and learning in selected universities in Eastern Uganda.

### **1.4: Objectives of the Study**

- i. To analyze the consequence of liberalization of university education on the profile of students entering the universities in Eastern Uganda.
- ii. To establish the influence of liberalization of university education on the quality of academic staff in universities in Eastern Uganda
- iii. To examine the upshot of the Liberalization of university education on the quality of teaching methods used in universities in Eastern Uganda.
- iv. To investigate the outcome liberalization of university education has on the quality of assessment process of students in universities in Eastern Uganda.
- v. To investigate the influence of liberalization of university education on the quality of teaching environment in universities in Eastern Uganda

### **1.5: Research Questions**

- i. What consequences does liberalization of university education have on the profile of students entering the universities in Eastern Uganda?
- ii. How does liberalization of university education influence the quality of academic staff in universities in Uganda?
- iii. What upshot is reflected by the liberalization of university education on the quality of teaching methods in universities in Eastern Uganda?
- iv. What outcomes does liberalization of university education have on the quality of assessment of students in universities in Eastern Uganda?

- v. How has the liberalization of university education influenced the quality of teaching and learning environment Universities in Eastern Uganda?

### **1.6 Research Hypothesis**

The researched employed research hypotheses on top of the questions because the study intended to investigate the effect of liberalization on the quality of teaching learning and to find out the level of significance of the effect of university education liberalization on the quality of teaching and learning.

**Ho1.** Liberalization of university education has no consequence on the profile of students entering the universities in Eastern Uganda.

**Ho2.** Liberalization of university education does not influence the quality of academic staff in the universities in Eastern Uganda.

**Ho3.** Liberalization of university education has no upshot reflected on the quality of teaching methods the universities in Eastern Uganda.

**Ho4.** Liberalization of university education does not have any outcome on the quality of assessment of students in the universities in Eastern Uganda.

**Ho5.** Liberalization of university education does not influence the quality of teaching and learning environment the universities in Eastern Uganda.

### **1.7: Assumptions of the study**

- i). The respondents would be honest in their response to the questions asked such that the information received on the effect of liberalization of education on teaching and the learning process would be dependable.

ii). It would be easy to access all the intended respondents in the various institutions and that they will be willing to respond to the questions asked about the effect of liberalization of education on teaching and learning in the respective universities.

ii). The respondents would take seriously the questions asked and will reflect on them to give the most accurate answers in order to have enriched results.

### **1.8: Significance of the Study**

This study might be significant to a number of stakeholders that may include but not limited to the following:

The results of the study may be helpful to university managers, in making decisions on enrollment of students, recruitment and retention of staff, and infrastructural development in order to ensure quality teaching and learning is offered in their institutions. It might also help the academic staff to be creative about how based they can have the learning take place by adopting approaches that are learner centered in order to produce properly groomed graduates.

The findings of this study are expected to be helpful to the ministry of education officials and the universities' management to realize their role in quality assurance in these institutions if universities are to make the contribution of producing graduates that will participate significantly to economic development in the economy. They may be led to appreciate the need to support the learners and the teachers in order to ensure that each learner benefits from the teaching and the learning process.

The results might also help government to appreciate the quality levels set by National Council for Higher Education (NCHE) such that it is facilitated to not only

set the standards but also monitor closely the kind of approaches used and the facilities available for effective learning to take place in order to produce productive graduates with skills that are demanded by the market.

The universities may be led to appreciate the need to carry out regular tracer studies of the graduates in order to get a feedback about their performance that will help them not only to maintain quality but also improve their performance. This should help them to structure their programmes and focus more on what the curriculum will produce for the market. They would need to look at not only the infrastructure but also the quality of students entering the universities, the approaches used and the time students interact with their lecturers.

Since university education is a spring board for social -economic transformation and development of any economy, it would be very important for the government to establish whether the education offered in the universities in Uganda meets the objectives. This might facilitate the development and establishment of policies that will ensure quality. This study will help to reveal the situations in these institutions such that more effort is put on the process that students go through in these Universities.

It may be a feed back to stakeholders to understand what the students go through in the universities such that they can also give accurate information and technical advice that will help the institutions improve on their service delivery to their students.

## **1.9: Scope of the Study:**

### **1.9.1 Geographical Scope**

The study was carried out in selected universities in Uganda with specific reference to Eastern Region. Uganda is one of the East African countries, bordered by Kenya to the East; South Sudan to the North; Democratic Republic of Congo to the West and Tanzania to the South and with Rwanda to the South West. The country is located on the East African plateau between latitudes of 4 degrees North and 2 degrees South and Longitude 29 degrees East and 35 degrees to the East and on average lies at about 1,100 meters above sea level with an estimated population of about 41,171,881. The Eastern Region of Uganda has a number of universities and university campuses both public and private that include: Islamic University in Uganda, Busoga University, Livingstone International University, Kumi University, Uganda Christian University, Busitema University and campuses of other universities. The Eastern region where the study is focused is where the first ever private university was established after the introduction of liberalization of university education in Uganda.

### **1.9.2 Content Scope**

The study focused on the effects of liberalization of education on the quality of teaching and learning with specific reference liberalization on the profile of the admitted students, the quality of teaching staff in terms of qualification, professionalism, methods of teaching and learning employed by lecturers and facilitators in universities, students assessment of the teaching and learning processes and the teaching and learning environment, in universities in Eastern Uganda.

### **1.9.3 Time Scope**

The research concentrated on the previous ten years in Uganda from the time the liberalization policy was employed. This period has seen the establishment of more

than 30 universities both Public and private. Both private and public universities have established subsidiary campuses over the country and public universities have introduced private sponsored students' scheme in the establishments.

#### **1.10: Limitation of the Study**

This study, like any other study experienced some challenges that may need mention at this level. The study sought opinions of the respondents in much of its content and the truthfulness of the respondents could not be predicted. This was mitigated by triangulation done using of different instruments and the selection of different categories of respondents from different institutions.

The study was carried out in Eastern Uganda and it may not be applicable in other parts of the country so cannot be used to generalized the situation in Uganda. The study also used students' leaders to represent all the students of these universities. However this might not be a good represent the opinions of all the students.

The other challenge was the restricted entry in some institutions where special permission had to be sought; this created some delays in the research process especially data collection. The researcher tried to seek for permission early enough from relevant officers and organs to avoid and this helped to ensure that data was collected in good time.

#### **1.12: Theoretical Framework**

The quality of education in universities is considered to be a type of production system, which should be recognized on the basis of appropriate theories (Zhang & An, 2010). The study relied on a conceptual model using the Student Development theory. The student development model explain the need to provide an environment

that will increase the students' involvement in the learning process and looking at the effect liberalization would have in creating such an atmosphere.

### **1.12.1: Student Development Theory**

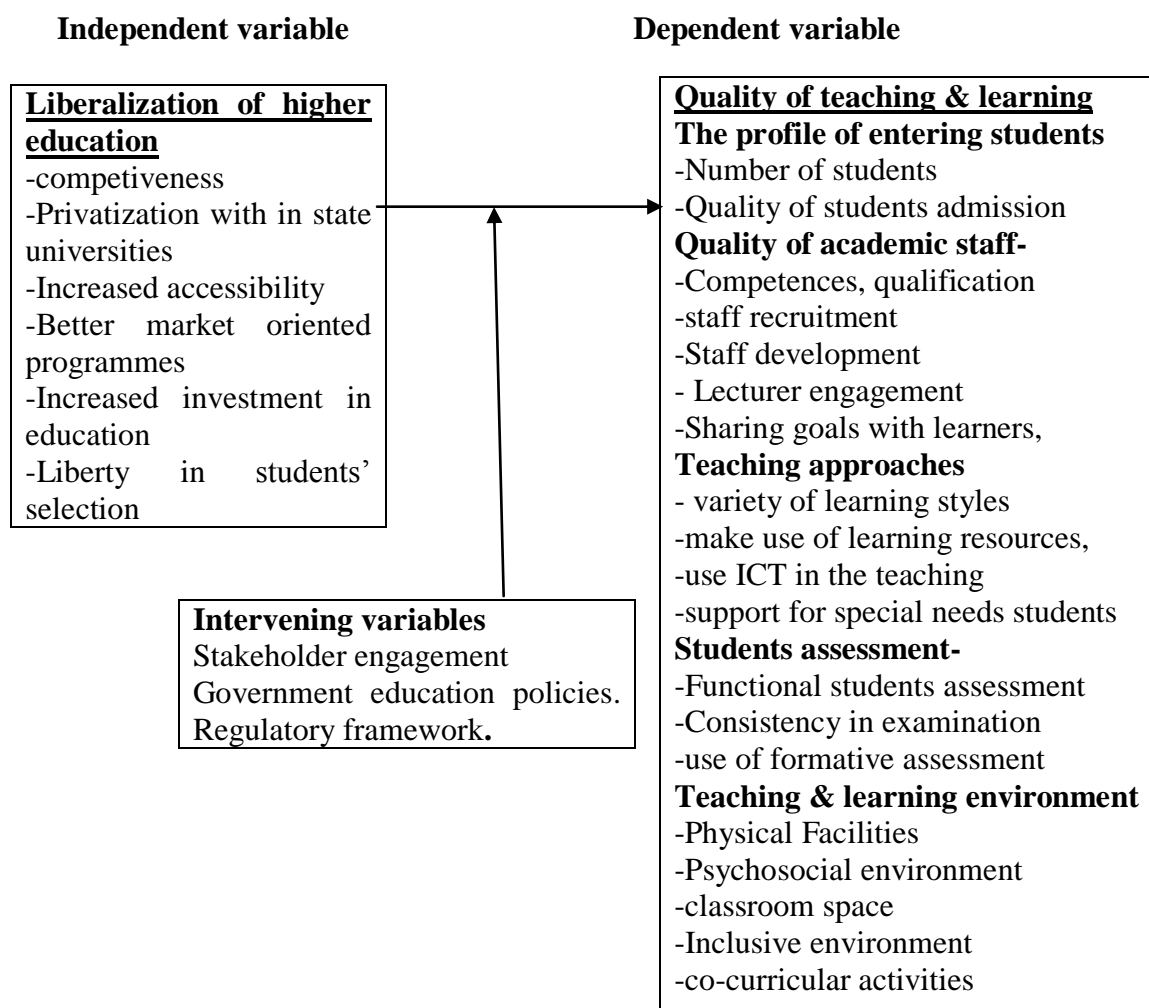
The study relied on the Student Development Theory (Astin, 1999) which is based on the students' involvement intended to mean the amount of energy that a student devotes to the academic experience. The theory emphasizes what the student does and how he/she behaves more than what he/ she feels as an important aspect of education. Learner centered approaches to teaching are recommended by this theory for students to benefit from the learning experience. Astin explains that involvement means the investment of physical and psychological energy in the learning process. Students' involvement further includes the different degrees of participation in given activities that enhances the amount of students' learning and personal development associated with it in any educational programme. The argument of involvement would imply that learning is more effective when the learners get involved in different activities that give them experiences with hands on practical encounter in the teaching and learning process. This will help them to acquire skills that they will live with and so will contribute more effectively to development and national building in any nation.

### **1.13: Conceptual Framework:**

The conceptual Framework shows the relationship between the dependent and independent variables, the dependent variable being the quality of teaching and learning and the independent variable being Liberalization of university education. Liberalization is reflected in the competitiveness among universities as a result of opening the space, and increased accessibility to university education by relaxing the restrictions of university education and removing the monopoly power of university education ownership and management that originally belonged to only government. It

is also indicated by the introduction of private sponsorship of university education within the public universities, the existence of subsidiary campuses and study centers by the existing universities, private funding where the government contribution to university education has been reduced over time. Liberalization is also seen in the view that universities are at liberty to select students with minimum regulation from government.

**Conceptual framework on the relationship between the variables.**



**Figure 1.1: Conceptual Framework the study; Adopted from tentative Model which visualizes various indicators of quality of education (Kourago, 2010)**

The quality of teaching and learning is seen from the perspective of the profile of students entering the university as a major input, teaching methods (pedagogy) by looking at the approaches which are learner centered. The quality of teaching is also seen from the perspective of the quality of the academic staff in terms of their qualifications and competences, ability to share goals with the learners and their availability to facilitate learning and engage in research. Quality teaching is also explained by the existence of functional, objectivity and consistence in examinations and setting achievable assessment goals that are compliant to the statutory regulations. Finally the quality of teaching and learning is also seen from the perspective of the teaching and learning environment provided by the university education.

There are moderating variables that affect quality of teaching and learning in universities specifically the regulatory framework provided by the government to ensure quality and stakeholder engagement together with government policies. The government of Uganda established the Universities and other Tertiary institutions Act of 2001 that intended to widen accessibility, improving the environment for fairness, make certain that quality is maintained and offer guidance in the establishment and management of these institutions.

#### **1.14: Abbreviations And Acronyms**

**AHELO-** Assessment of Higher Education Learning Outcomes

**AQAP** - Academic Quality Assurance Policy

**DAAD-** Deutscher Akademischer Austausch Diennst

**DVC (AA)-** Deputy vice Chancellor, academic Affairs

**EFA** – Education for All

**ENQA-** European Association for Quality Assurance

**ESSP-** Education Sector Strategic Plan.

**GATS** - General Agreement on Trade and Services

**HSC-** High School

**IUCEA-** The Inter- University Council of East Africa

**IUIU-** Islamic University in Uganda

**IUQA-** Inter University Quality Assurance

**ICT-** Information Communication Technology

**LIU-** Livingstone International University

**NDP-** National Development Plan

**NUC-** National University Commission

**NCHE-** National council for Higher Education

**OECD-** Organization for Economic Co-Operation and Development

**PDP-** Parallel Degree Programmes

**PEAP-** Poverty Eradication Action Plan

**PSSP-**Privately Sponsored Student Programmes

**PTA-** Parents’ Teachers’ Association

**SPSS-** Statistical Package of Social Sciences

**TQM-** Total Quality Management

**UACE-** Uganda Advanced Certificate of Education

**UCE** – Uganda Certificate of Education

**UCU**- Uganda Christian University

**UNESCO**- United Nations Education, Scientific and Cultural Organisation

**UNICEF**- United Nations Children’s Fund

**USA**- United States of America

### **1.15 Definition of Key Terms**

**Eastern region:** is the region that lies to the East of the River Nile comprising of Busoga, Bukedi, Bugisu, Sebei, Teso and Karamoja. This area also borders with Kenya to the East and South Sudan, to the North East.

**Liberalization:** is an economic policy that involves the relaxation of restrictions to allow private players in the economic activities.

**Liberalization of education:** involves breaking of the governments' monopoly in the provision and managing of the education by giving free hand to private participation in the supplying and supervision of education in the country.

**Liberalization of university education:** Is the relaxation of laws or restrictions or to allow freedom on the entry into the university education market and reducing government monopoly in the provision of university education in order to increase accessibility and allow private players in the sector.

**Quality:** quality is seen as the ability to offer what was promised which is usually reflected in the vision, mission and core values.

**Quality Teaching:** quality teaching is the action of a person who facilitates learning in and outside class that involves the facilitation of the development and acquisition of knowledge, skills, values, and attitudes. The quality of teaching also is looked from the extent to which facilitators/ lecturers use approaches that are student centered and involve students in the learning process.

**Quality learning:** **quality** learning means the acquisition and development of knowledge, skills, values and attitudes through conducive environment, learner - centered approaches teaching and assessment relevant content that produce employable output that contribute positively to national building.

**Subsidiary University Campuses:** These are regional centers which universities establish to offer University education in other locations in order to increase access and catchment areas of their influence.

**University Education:** the type of acquisition of knowledge that is attained in Universities through teaching, research and community participation usually done in post-secondary education.

## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.1 Introduction**

This chapter presents a review of literature related to liberalization and the quality of teaching and learning Universities. It includes a review of literature organized according to the themes related to the objectives and research questions of the study. The literature review highlighted the related literature on the quality of teaching and learning in university in view of the liberalization policy that has led to the growth of Universities in the region and leading others to open various campuses all over the country which need a lot of regulation.

#### **2.2 Reviewing the Literature under the Themes**

The literature review for the study was done according themes derived from the research objective of the study which are based on the constructs of quality of teaching policy.

##### **2.2.1 Liberalization and the Profile of Students**

Students are sometimes perceived as a raw material in the process of education (UNESCO, 2005). The quality of university education is influenced to a greater extent by the abilities and the motivation of the kind of students it enrolls and retains. There is a general belief that; how much a university succeeds relates significantly to the academic preparation students go through and the achievement they make before they enter university (Kahsay, 2012). This would mean that the quality of learning will depend on the quality of students that any educational institution will admit. The admission processes and procedures that universities use in selecting the students they enroll in different programs of study have an impact on the quality of teaching and

learning and the augmenting of their mission. This therefore means that to make quality university output there is a need for good quality learners.

The quality of inputs (students) inevitably influences the quality of teaching and learning processes and eventually the quality of outputs (graduates) of any institution. This explains why the National Council Higher Education has set minimum requirement for admission of students in every education institutions NCHE (2014). Therefore it makes sense to be aware that the home environment, pre- university preparation reflected in the intellectual capacities of students, make a lot of difference in the type of learners that will appear in the learning process. Liberalization of university education avails greater responsibility to the recipients of education since each learner is at liberty to choose a program and a university to attend from. Education has been considered as a free public good over the years thereby giving it a very low value. However liberalization of university education, where the students and their parents have to fund their education, helps to bring greater responsibility and accountability in the operations of the universities (Alam & Halder, 2016; Selenica, 2018). Students are likely to demand for value for money and this will ensure greater efficiency and quality in teaching with liberalization.

There seems to be a link between the children's early learning experiences and family background and achievement at higher level ,(Rogers & Rhodes , 2014) .Rogers and Rhodes assert that there are observed differences in achievements starting in infancy and continuing into the high school and colleges between young people of different races, ethnicities, and socioeconomic classes in USA. With liberalization of Education accessibility is improved and so many children go to school even at lower levels in primary and secondary as a result universities receive more students.

Many declarations and conventions internationally consider education as a human right and that all children have a right to a quality education (Selenica, 2018). Quality education involves having healthy learners, who are ready to participate and learn, supported by their families and communities. In this respect, quality education also refers to the involvement of learners whose learning takes place in safe environment that is protective, gender-sensitive, and provide adequate resources and facilities UNICEF (2000). It is further indicated in the UNICEF report that the content should be reflected in relevant curricula and materials for the acquisition of basic skills, especially in the areas of literacy, numeracy and skills for life development, which encourage the promotion of peace. A research carried out in United States raised doubts about the quality of undergraduate learning in the United States, (Arum. & Roksa , 2011). Arum & Roksa revealed that a large number of the students were making it to college with minimal experience to pains taking academic work required in university education. The learners in most of these universities could only afford a modest investment of effort and little or no significant improvement in skills like writing and reasoning. This was accounted for by the fact that students are taught by fewer full-time tenured faculty members as a result of rapid growth of university education.

More young people than ever before are knocking on the door to higher education globally because of the liberalization policy operating in different countries but to a greater extent the less economically privileged are finding difficulty in gaining access to university education (Selenica, 2018). The access to higher and University education in Uganda has been boosted through liberalization of higher education and sustained government sponsorships in public Universities ESSP 2007-2015 (2008). This led to increased student enrolment in higher education by 15% from 108,295 in

2004 to 137,190 in 2006 that increased to 198,066 in 2011(NCHE 2013). The five Public universities by 2006 enrolled 60.4% (56,005) while the private ones took 39.6% (36,600) of the total University registrations. Bailey, Cloete and Pillay (n.d) discovered that Students who do not meet the criteria for government funding are admitted through the private sponsorship scheme or to the other universities and tertiary institutions. State scholarship therefore is extremely competitive and primarily favors students from the privileged socio-economic strata whose parents can afford good secondary schools. These children are highly motivated and receive considerable support from their parents and are likely to score highly even at university. Bailey, Cloete and Pillay further asserted that the 4000 students who access public universities on government scholarships are mainly those from well to do families which are seen from the secondary schools they attended. For example, in the 2004/05-2006/07, 47% of the students admitted at Makerere University for state sponsorship were from the 25 most prominent and extremely-selective schools. This is made worse by the fact that this group receives ‘free’ university education including tuition, lodging, feeding and other welfare costs, and they are also admitted to the professional courses such as law and medicine. This further increases the socio-economic gap between the urban rich and the rural poor.

Liberalization of education has opened the sector to international competition including both academic and students but also international universities have gained access into the country without any hindrance. Liberalization of university Education in Uganda has not only increased accessibility of university education to Ugandan students but has seen many students from neighboring countries joining major private universities Okwakol (2009). The private universities that joined the education sector as a result of liberalization have provided opportunities to those students that would

be considered as failures to also access university education but on private sponsorship. As for whether this university education is worth the sacrifice their families are making is yet to be determined.

According to Kayongo, (2010), the increased demand for University education places a lot of pressure on educational entrepreneurs and managers in making investment decisions that would be conducive for customers without setting restrictive conditions especially in admission. In some Kenyan universities, the part-time programmes are given more consideration because they have an advantage to the universities in helping to get the much desirable revenue and offer extra payment to the part-time academic staff. Consequently the students enrolled officially by the Joint Admissions Board have raised concerns about the low qualification the students enrolled to the similar programmes on self-sponsorship, which they suppose, compromises on quality of academic values (Kilonzo, 2011). However there is no proof that students who join universities will lower grades are less competent in handling university education.

Liberalization policy in Uganda resulted in a systematic decline in the role the state plays in providing university education as a social service to the people, instead market access philosophy penetrated and gained control in the provision of university education (Nantege, 2007). There is a need however to ensure and maintain quality teaching and learning in universities and so care needs to be taken on the profile of students at the time they are entering the university in terms of minimum qualifications, and size of intake in universities (IUQA, 2010). The admission and selection process needs to provide for control measures to ensure that the right and qualified students are selected for university education. This study intends to assess whether the minimum admission qualifications, as prescribed by the National Council for Higher Education, are maintained in the selection process in these universities.

That the education provided in the lower levels has seen increased enrollment over the years, but the amount of time and resources spent per student has fallen; consequently, most institutions have seen a drop in program quality during this period and so stakeholders are called upon to prioritize and support investment in lower education programs (Rogers & Rhodes, 2014). Rogers & Rhodes further advocated for the improvement in the quality of learners that would be ready for University education.

A report by UNICEF (2000) identifies five aspects of quality education that include: the profile of learners ,learning environment, the subject content , processes and the learning outcomes founded on the aim of providing education to the whole child. The quantity of children who participate is secondary are concerned with simply filling spaces in schools with students to whom it is not significant if no real learning took place. Thus, the quantity of time of school is a virtually helpful but a conceptually uncertain substitute for the processes that take place there and the outcomes that result. In that sense, it could be regrettable if the quantitative aspects of education turn out to be the main focus of concentration in recent years for policy makers and many quantitatively inclined social scientists (UNICEF, 2000).

Findings in a study on the admission in Ethiopian universities indicated a positive and significant relationship between the students' university entry examination scores and their performance in year one (Kahsay, 2012). These findings show that students who entered university with good grades perform better than those with lower grades. This means that such students strain the academic staff to provide for remedial classes and may lead to attrition that is wasteful in terms of financial resources and time. Liberalization of university education encourages the admission of any candidate that has two principal passes irrespective of the strength of the passes.

Enrollment should ideally be guided by the available facilities in any institution but with liberalization and profit motivated universities, many have compromised optimal quality and accessibility. Some universities are overwhelmed with large numbers of students who apply for admission and they end up admitting more students than their capacity (Buzindalddde, 2000, Bunoti, 2010). The desire for university education and the knowledge that to enter university one needs high grades has made students to be examination oriented without the development of creative, critical thinking and analytical skills (Bunot 2010). This leaves them unprepared for university education. Students depict immature characteristics and given the university freedom, majority end up making unwise decisions.

University education in Uganda was entirely a public good and provided only by the State until 1987. This presented a challenge because the number of students qualified to go the university was over and above what the government could handle (Kasenene 2010). It was then that the Public Private Partnership and liberalization policies were introduced with a hope to improve the provision, quality and accessibility of education. Kasenene further asserts that despite these developments the quality and ease of access of higher education has continuous fallen short of stakeholders' expectations. Bailey, Cloete, and Pillay (2011) eluded that in the Poverty eradication Action Plan (PEAP) it is proposed that tertiary education should be enhanced to expand the enrollment of students in terms of numbers, establishment of bursaries for poorer students, including orphans, the introduction of students' loan scheme, and improvement in curriculum and facilities. This argument above does not put into consideration preparedness of students for university education and the implication it would have on the quality of teaching and learning in the university.

### **Gaps identified**

The literature reviewed does not reflect the profile of students in terms of awareness about the university education, the qualification and eligibility for the university requirements.

The literature reviewed was mainly on public universities and using case study methods and the current study used cross-sectional survey design.

### **2.2.2 Liberalization and the Quality of teaching staff**

The academic attainment of students, after entering universities mainly depends on the kind of interaction they get with their lecturers. The role of academic staff, in this regard is important in enhancing students' learning through quality teaching. Quality teaching requires teaching staff who possess suitable training, capability and understanding in addition to being highly motivated and committed to performing their teaching and instructional roles that may be assigned to them (Kahsay, 2012).

Quality teaching has become a global issue to contend with especially with the liberalization policy and the encouragement of profit motivated universities (OECD, 2008). the private and profit motivated universities, ensure that most faculty members teach far more classes than the public universities because their focus is on teaching and not research but also they aim at cost effectiveness by cutting costs (Bennett D.L., Lucchesi and Vedder (2010). University education should emphasize raising the level of employable skills, improved knowledge to benefit society (OECD, 2008). The existence of graduate unemployment, however, brought debates on the quality of teaching with emphasis on teaching staff. In Netherland an agreement was signed in 2008 to subject all teaching staff to professional skills training in order to ensure quality (OECD, 2008). In United States, the National Effective Teaching Institute has embarked on re training teachers for effective teaching amidst numerous private

universities as a result of liberalization of University education (Felder & Brent, 2010). This has been done after realizing that most instructors are never taught about teaching and so they just copy and do what they experienced with their teachers. Therefore the training of teachers and engaging them in scholarly teaching and scholarship teaching and learning plus informal classroom research has been one major activity in this institute.

University education offered should be that which links students to the world of work because in most cases it is the reason that many people invest in education of their children. Rogers & Rhodes, (2014) argue that quality education is that which avoids offering education that disconnects the youth from the public because this is very costly in terms of poverty, skill levels and adult unemployment. While the youth who drop out are typically blamed for it, the fund urges that there should be a reframe to recognize and address the general forces at play in society at large. The fact is, many students are pushed out of educational institutions because they are well thought-out to be complicated, deteriorating, or precarious, often because of subtle biases or single occurrences; others face difficult life events, such as having a child or a death in the family, which make a standard school day not possible to keep up. A dedicated staff that will be patient with students and make every effort to keep children in school in order to get gainful benefits from them, is what is required in the universities. With liberalization however, as already noted, staffs are not available due to the fact that they work as full time staff in many universities (NCHE, 2013).

The importance of staff development and training programs that enhance the quality of education in universities should not be ignored. The United States America government, in response to state inducement financial support, created a Student

Performance Improvement Program which integrates the professional improvement of staff with an appraisal and peer-review structure, mentoring for academic staff, and an unusual recompense system based on a career hierarchy (Rogers & Rhodes, 2014). The program compensates teachers for developing their instructional skills, meeting student-achievement goals, and assuming leadership roles. The career ladder involves three years of mentoring for new teachers and evaluations by peers and administrators. This indicates that training should not only be measured by the paper qualification attained and the time spent trainings but also through reflection in students' performance .While there has been increased demand for academic staff as a result of liberalization there is need to investigate whether it has been accompanied by staff development strategies.

The quality of teaching personnel is one of the aspects of quality education in universities and other institutions. Teachers are thought consist of one of the most important learning resources to be in charge of making sure that positive change in the lives of students as regards to skill acquisition, mental and moral development are achieved and maintained (Ajayi and Akundayo, 2008; ENQA, 2009)) . Quality of education in private universities need to focus on having highly trained and competent lecturers engaged in the teaching and learning process. Ajayi and Akundayo, further argue that besides, highly-qualified lecturers, a range of staff development programmes should be put in place to ensure self enhancement and self-growth of lecturers occur. One of the most vital assets for quality education is a well-qualified and motivated academic staff that may be on teachers as individuals or on the entire supply of teachers in an institution or country as a whole (UNESCO, 2005). The quality of a teacher is looked at in terms of understanding, skills, attitudes and morale that are relative to overall working conditions in respect to the work situation at any

educational institution. Bunoti (2010) argued that most lecturers in some Universities lack pedagogical skills to effectively facilitate the higher order thinking skills that are needed to transform communities. Bunoti also argued that there are areas that need close supervision like research and internship, and that the number of students per supervisor is very high (20-24) which may not be appropriate for quality work.

Each individual institution needs to ensure that quality is maintained because each promises the public to offer the best. According to the report by the European Association for Quality Assurance (ENQA, 2009), each individual institution is expected to have policies and guidelines to ensure quality and standards of programs that need periodic reviews and monitoring. It is further reported that each institution needs to encompass ways of ensuring that the academic staff is competent and skilled to teach effectively. The study carried out by The National Council for Higher Education (NCHE, 2011) however indicates the number of people with Master's Degree and PhD has been on increased, but statistics in many institutions show that majority of the academic staff are not fully qualified to handle university education. The report also further revealed that most PhD holders are shared among the universities, campuses and study centers as full time employment staff which may have an implication on the quantity and quality of time given to students. NCHE study further revealed that only 11% of the academic staff has PhD which is below the acceptable standards by the same Council. This means that there has been no proper manpower planning in Uganda to cater for the increased demand for university education that has occurred as a result of liberalization. This may have an influence on the quality of university education given the fact that teaching staff is a very key factor if quality teaching has to be achieved and assured.

Universities need to consider seriously the quality of academic staff they employ. The kind of staff employed should be that which will endeavor to have appropriate contact hours with students as prescribed in the curriculum. Astin (1999) acknowledges that student time is a very important resource in their endeavor and effort to gain as much as possible from university education. Astin indicates that much as university administrators focus on the increase and provision of financial resources; the theory of student involvement, suggests that the most valuable institutional resource may be student time and the students' achievement in terms of developmental goals. Austin further argued that students' achievement is a direct function of the time and effort that they dedicate to activities intended to produce these gains. How much a student gains from a specific subject will depend on the time spent at activities like listening to professors' talk about that subject, reading books about it, and discussing it with colleagues. This means that for quality to be achieved universities need to provide for great opportunities for students to spend enough time interacting with the subject matter under the supervision and instruction of qualified and competent staff. The available staff, needs to have the capacity and experience to keep the students engaged in the activities that will develop the skills for lifelong learning.

The liberalization policy brought in entry of new and private entrepreneurs in the provision of University education. Most of these private universities depend on fees for the financing of their activities and this is just 29% of the actual cost of maintaining a student at the university (Bunoti 2010). This has resulted in cutting down on expenditure on facilities, quantity of staff and building repairs. Universities have a responsibility to provide right information to the public about the courses they offer, the anticipated learning outcomes, the credentials awarded, the instruction, learning and evaluation procedures used, together with the learning opportunities available to their students (ENQA, 2009). This information needs to be truthful,

unbiased, purposeful and easily accessible and institutions should avoid using it merely as a marketing tool. Private universities, however, are competing with each other, and one wonders whether the information given by these universities to the government and the general public is accurate and objective.

Universities need to know that it is of paramount importance that Institutions ensure that their staff deployment and selection processes and the minimum necessary level of competence are given the attention needed. This should be done by ensuring that the teaching staff is knowledgeable and understand adequately the subject matter they are teaching, and should have appropriate skills to effectively facilitate learning of the students they interact with. This means that teaching staff of any institution should be given opportunities to develop and extend their teaching capacity and skills to the level acceptable. The University of Ghana Special Reporter (2009) emphasizes that all academic staff should have the required academic qualification to effectively teach university students and efforts should be made by every institution to encourage their professional development. Every university should have a special unit responsible for ensuring that the high caliber staff is employed if the quality teaching has to be ensured and maintained.

Graduates who score highly in most universities are retained to be part of the teaching staff without pedagogical training in how to handle the subject matter in relation to teaching. Many institutions are keen to avail professional advancement to faculty and care needs to be taken to ensure that the training is not disconnected from the educational programme objectives (Hénard & Roseveare, 2012). It would be helpful for every university to provide for pedagogical training in the teaching materials for all PhD level doctoral preparation curriculum (Robinson & Hope, n.d). Thus a well-designed programme for professional advancement needs to be a result of a joint

reflection on the quality of teaching and learning that is aligned with university values, identity and the expectations of the faculty. The teaching staff therefore should be availed opportunities to not only develop their teaching but also extend research capacities as well as upgrade their skills. The academic staff that underperformed should be given opportunity to improve their skills to an acceptable level; and institutions should not hesitate to eliminate those who continue to demonstrate ineffectiveness (The University of Ghana Special Reporter, 2009). This suggestion requires that universities have enough qualified staff but also have sufficient supply of trained and qualified academia from which they can draw more teachers whenever need arises. In cases where the staff is even shared between institutions it becomes difficulty to even think of availing staff development opportunities or discipline to those who are not performing well.

Each university needs to ensure that it is not only be the specific instructors who are concerned about quality, but also Deans, heads of programmes and other stakeholders who are drivers of transformation. Hénard & Roseveare, (2012) stress that even with the growth of higher education, the collaborative process provides a firm foundation for influencing pedagogical competencies that teachers are called to develop an the support that will be necessary as well as the help to build joint obligation across faculty to the goal of improving teaching quality. When this is properly clarified it will also make it easier to institute the instruments and support procedures teachers really require to generate real improvements in teaching quality.

Quality teaching is seen as the ability to offer what was promised which is usually reflected in the vision, mission and core values and it is displayed in three dimensions of input, process and the output ( IUCEA/ DAAD, 2010). Emphasis is made on the quality of teaching and learning that should focus on learner oriented methods and

embrace the principle of adult learning since majority of the students are actually adults. This means that lectures should be empowered with capacity to create a teaching and learning environment that provides individuals with opportunities to participate responsibly in the learning process as indicated by the Student Education Theory. Therefore quality inputs include well qualified and competent academic staff, of sufficient sizes in terms of the mix in qualifications, experience and attitude to give enough time to the learning experience to provide for meaningful choices by learners. Professor Mamdan, however, in A National Conference organized by the Graduate Studies and Research in Makerere, said that liberalization has led to the decline in the quality of higher education. Mamdan argued that since the opening up to privately sponsored students in the early 1990s, intellectual life at the university has been reduced to a mere classroom activity; academicians read less and have turned teaching to corporate power point presentations (Bunoti, 2010). Many faculty members have qualifications below the minimum standard set by the government, especially in the upgraded and newly established universities. Majority of the teaching staff are inexperienced and are just beginning graduates who are teaching in most universities in Ethiopia (, 2012).

Quality teaching determines the quantity and effectiveness of learning by students that takes place and the extent to which their learning translates into a variety of individual, societal and developmental benefits (Grima, 2008). This level of quality requires emphasis to be put on stimulating pedagogy that will be helpful in ensuring quality teaching and learning. Seniwoliba & Yakubu (2015) revealed that an enthusiastic staff development programme that aims at enhancing pedagogical skills will help academic staff to clarify and adjust not only their behavior and attitudes but also value systems, skills and competencies. Possession of pedagogical skills helps

the staff to develop their knowledge and improve the quality of the delivery of their teaching tasks.

Grima (2008) further asserts that this improvement provides liberty for teaching to lay emphasis on application of understanding, examination, synthesis and evaluation on top of remembrance and plain understanding. It also opens up opportunities for learning experiences that help pupils to build up unique and social skills and attitudes as they interrelate by collaborative discussions, learning to be responsible for their actions, using different ways of communication. So, teachers don't have to be constrained with examinations, and they can proceed to explore the use of cross-curricular, analytical and thematic activities, which give opportunity to learners to know-how the different areas of information connect. Any reform in education should aim at employing a more fascinating, pleasant and significant teaching and learning experience to students such that they find learning exciting (Gram, 2008). Quality education, therefore should involve academic staff that is competent to involve activities in learners' experiences that will give them opportunities to interact with information in order to develop skills that will help them to be creative. Indeed students' involvement in leaning activities that facilitate their interaction with information that helps them to develop skills will encourage them to be creative and thus contribute to national development and according to the Students Development theory.

Liberalization policy implementation in many countries has led to increased enrollment and creation of numerous campuses and this would require further professional help for academic staff to be able to cope with the increased numbers. The administrative staff should provide for proper recruitment and promotional procedures which include not only teaching, but research and service to community

and staff appraisal systems based on fair objectives criteria (IUQA, 2010). It is further articulate that the quality of the program is reliant on the relationship between learners and academic staff and so staff should be made to employ a variety of learning approaches to ensure the desired outcome are achieved and also put in place various assessment techniques to match the intended results.

Educational liberalization policy in East Africa has led to rapid growth of the number of and enrollment levels in higher institutions of learning in recent times (Boit &Kipkoech, 2012). This expansion led to recruitment crisis to the point that the search for lecturers was extended to Europe and North America in addition to the use of part time staff as a cost cutting measure. Boit &Kipkoech further revealed that liberalization of university education created a challenge of the employment of Masters' level staff requiring further training and in breeding of staff that could have a perpetuated effect of poor quality. As a result, the Inter University Council of East Africa (IUCEA, 2013) felt it necessary to ascertain that this increase in higher education enrollment does not compromise the quality of the very education being offered.

The government of Kenya, between 1985 and 1990, still held to providing university education and so two other universities were established amidst limited resources that caused a lot of unrest which led to the closure of the universities for two years in 1985 (Boit &Kipkoech 2012). By the time the universities opened again in 1987, it was obvious that the government was financially unable to handle all the demand for university education because there was intense overcrowding in public universities and lack of adequate teaching facilities (Kenya-Edu.pmd, 2008). The liberalization policy came in at this time as a condition by donors that insisted that university education should be provided at the market price and it limited the numbers to public

universities despite the number of those who qualified. This intervention by the donor community is seen as creation of a direct market for private universities. With this situation, the question of quality teaching and learning becomes paramount so a need for an investigation in these universities. Boit and Kipkoch, (2012) revealed that liberalization in Kenya was done in phases but on the second double-intake admission of 1990, there was a problem of staff shortage in most public and private universities that led to the recruitment of staff with lower academic qualifications. Employment of personnel with masters' degrees straight from universities' graduate programmes was the order of the day. The universities were still not able to fill all the unfilled positions from local staffing particularly in disciplines such as Science and Technology including Medicine.

While it was evident that most universities in East Africa did not have enough teaching staff there was an exodus of qualified staff to find teaching positions in other countries. Bakabulindi, (2007) exposes that there was a large outflow of staff to other sectors and countries such that the few lecturers who remain are clogged with teaching and marking. As a result these lecturers neither have enough time to do research nor to relate with students. The students in turn complain about the inaccessibility of supervisors which makes them delay to graduate. The staff is perpetually discontented to the extent of striking. Bakabulindi further revealed that many of those teachers who remain are not of impeccable quality and that there is still a large number of staff without postgraduate training and research experience, to say nothing of professional training in teaching methods. The result is that teaching methods are formal, involving rote learning and recall of information on the part of the students, to the neglect of critical thinking, discussion and creativity (Kajubi, 2001). Kajubi further shows that many of those staff who remain, because of low

salaries are part timing in different other institutions which makes it very difficult to inspire commitment especially in private institutions yet quality education defines the number of subjects taught and the time allotted to each subject. Quality teaching therefore requires that the teaching staff avail themselves to the students more and those who are competent to handle them.

Meaningful learning takes place when students work together in teams. Felder and Brent (2009) maintain that effective learning takes place when students actively participate in the learning process and so they advocate for active learning in class and cooperative learning where students are grouped in working teams. This is consistent with student development theory that explains effective teaching that enhances achievement in the education process. Felder and Brent affirm that an extensive body of research confirms the effectiveness of cooperative learning in universities and other institutions of higher learning require adequate time allotted to students' engagement in the teaching and learning activities.

Compared to students taught traditionally, cooperatively-taught students are inclined to display superior grades on common tests and greater diligence. Felder and Brent further affirm that through graduation, such students demonstrate better analytical, imaginative, and critical thinking skills, together with deeper perspective of learned material. Lecturers should therefore be equipped to arrange for cooperative teaching in their classes because such students display better inherent enthusiasm to learn and make meaningful accomplishments and show better associations tendencies with peers along with more optimistic attitudes toward subject area (Felder and Brent). When students are helped through these experiences of cooperative teaching and learning they will be able to take charge of learning and this will reduce anxiety, and improve self-esteem.

Most universities take their best performing students as teaching assistants whom they introduce to teaching in classes without training to handle classroom work. Rogers & Rhodes, (2014) advocate that support be provided to such teachers or lecturers in order for them to produce quality work. It was further argued that time and again those new or struggling lecturers feel secluded and anxious, without peers, or appropriate mentors and yet the quality of both their work experience and their teaching can be enhanced all the way, through the support, training and resources. Indeed universities should enhance the skills of such staff to ensure quality teaching through partnership with other teachers and this may be significant in building teaching skills as well as the ability to recognize and solve problems. Emphasis therefore needs to be put on training and mentoring of the academic staff in universities in order to get better and uphold the quality of education. While the main objective behind liberalization of university education was said to be quality enhancement, this objective is not fulfilled since in most educational institutions quality compromise is noticed as regards staff who are not properly qualified (Alam and Herders, 2012). It is further argued that these staff is paid low salaries in order for the proprietors to earn considerable amount of profit which may have some effect on the quality of the teaching and learning.

One of the indicators of quality is the achievement made by the graduates that includes the expected outcomes, the standards, knowledge, skills, and attitudes (IUCEA/DAAD, 2010). The academic staff should provide an experience for students to be able to operate adequately in their field of study and eventually to find jobs easily. However in Uganda as indicated in the (NCHE, 2011) report that most employers find that most graduates do not have the hands on skills and experience and

so prefer to import labor from other countries. Quality in this situation is seen in terms of effectiveness, value for money and being able to meet the demands of educational consumers (Biarrett, 2006). Therefore this study intends to find out whether the processes that students go through at the universities could be responsible for this kind of situation and to find out whether universities bother about stakeholder feedback and satisfaction as far as the graduates are concerned. University administrators may need to uphold targeted educational opportunities that meet the needs of students, which many schools fail to address.

The National Development Plan attaches significant importance to science, technology and innovation, and tertiary education in development and attaining socio-economic revolution requires uninterrupted enhancement in the way commodities are created and delivered within the economy (Government white paper 2010). This can be realized through accelerated use of functional technology, research and innovation. The process through which students go is highly determined by the quality of the academic staff that they interact with. The government white paper (2010) identifies a number of factors that enhance performance of the science and technology innovation sector in the National Development Plan (NDP). In order to improve the quality of university education output university education should include research, adequate financing for Research and Development (R&D) appropriate formal and informal education and training, collaboration mechanisms between planners, research institutions, industry and academia; competent and sufficient personnel. All these should be evident in these universities if the product is to be relevant to societal needs. Information about their existence in the universities of Eastern Uganda is yet to be established.

## **Identified Gaps**

1. The study in universities in Eastern Uganda endeavor to discover the extent to which teaching staff engage students into practice in order to ensure quality education is offered.
2. The study looked at the provision of mentorship opportunities to develop skills and competences and staff development programs that aim at enhancing pedagogical skills through a cross- sectional survey design.

### **2.2.3 Liberalization and the quality of teaching methods (pedagogy)**

The Teaching process done by lecturers together with students' learning are vital to higher institutions of learning in addition to research and community outreach. The quality of student's learning, the experiences they go through, and the depth of learning achieved by students, depends greatly on the quality of teaching methods employed by the teachers (Maulu Nega 2012). The teaching and learning process is the one that brings the curriculum to life and determines what happens in the classroom and subsequently the quality of the learning outcomes. The child-centered and thought-provoking pedagogical approaches are believed to encourage cooperative learning and the development of critical thinking skills that will enhance quality learning among university students (Bakkabulindi 2007).

Liberalizations of Education open space for the entry of private providers of higher education Bunoti 2010). Mpaata (2010), in support of the entry of private players, claims that the quality of High education is affected by among others changing cultures of universities, increasing competition brought about by increased number of universities, rising from costs and unpredictable crises. The crucial issue is for countries to develop employment skills through quality teaching within educational

institutions. National and international discussions prompt institutions, both private and public to put quality teaching on their agenda (OECD, 2009). Hazelkom (2013) indicates that University education is seen as an engine of the economic growth and so its quality is believed to be a vital indicator of competitiveness. Universities are expected to produce educated and skilled manpower that would explore and exploit the available resources so that useful goods and services for use by man are produced. Therefore the teaching and learning process that produces such skilled manpower is a key input in the development process (Musoke, Itaaga & Kaahwa, 2014). This means that at this level where the public expects universities to produce graduates that are ready for employment, the methods used should be those that engage students to develop skills which make them productive in the world of work. It is further presupposed that the growth of a global labor market relies on graduates and employer confidence in the quality and comparability of qualifications. This argument therefore implies that if a country or society has to move on the ladders of growth and development, there is a need to consider approaches employed to ensure that quality of teaching and learning takes place in their universities.

Quality teaching provides for teaching techniques that do emphasize application of knowledge, investigation, synthesis and evaluation that goes beyond recall and simple understanding (Grama, 2008). Quality in teaching is that which opens up opportunities of learning experiences for learners to develop personal and social skills and attitudes as they work together by sharing, discussing, using diverse forms of communication and accommodating diversity. These kinds of teaching techniques would make learning more interesting and enjoyable by the learners and meaningful to the teaching and learning experience. Professionalism and productivity is measured

in teaching, research and service. Robinson & Warren (2001) argued that mediocre teachers tell; good teachers explain; superior teachers demonstrate while great teachers inspire. The question to answer is whether the universities in Uganda have the kind of teachers that would inspire their learners exploits their potential.

There has been impressive growth in university education globally that has seen high enrollment growth in many countries. According Ernst& Young (2011), India experienced an enrollment growth of 13.8 % of 2001-2011. This came from the belief that the private sector could play an important role in attaining the desired 30% growth by 2020. Ernst& Young further noted that in USA, between 1999 and 2008 the enrollment growth of higher Education rose from 71% to 83% as a result of allowing participation of private and profit motivated institutions and this accounted for 77% of the universities by 2008 and so private sector enrolls about three quotas of the total number of university students. It was further acknowledged that this trend has increased competition and led to the improvement of quality of university education. Malaysia has had the same experience with the private sector contributing about 54% of the university enrollment and this has helped to bridge the gap between the demand and supply of university education. This argument has made education to be looked at as any other economic good yet the nature of education does not fit this description well because of the nature of the elasticity of supply of the inputs. The end result may not be improvements in the quality but a compromise as has been seen in some countries like settings up of infrastructure training qualified staff take time.

The growth of private higher education in USA has increased enrollment and outpaced the traditional non- profit institutions with the main focus being placed on the measurable skills of the graduates that pass the cost benefit test and relevance of students in the labor market using the attained education (Bennet *et al* 2010). This

global growth in university education has been attained through a number of strategies that include opening up of subsidiary campuses all over the country, distance learning and on line study centers among others (Ernst& Young, 2011). For example Education Management Cooperation, the 2<sup>nd</sup> largest in the USA has 45 campuses in one district and 20 in another and has a total enrollment of 136,000 by 2009 (Bennet *et al* 2010).

In United States emphasis is put on training of instructors in the most appropriate methods that would induce effective learning meant to improve on the teaching strategies (Felder & Brent 2010). The goals of the training are to help participants learn new ways of course planning, teaching and assessment techniques. The global concern that higher education is no longer a public but a private good that has to compete in the market requires that proper training for instructors be done in order to produce a quality product (Altbach. P., Reisberg.L. & Rumbley, 2009). The participants in the National Effective Teaching Institute have reported that the training has made a significant effect on the way of setting learning objectives, involving students in active learning and working in teams to ensure individual accountability (Felder & Brent 2010). In this vain, therefore training of university academic staff would be of paramount importance to ensure quality teaching and learning processes. Staff training is a costly venture that private institutions may hesitate to engage in. This study intends to find out how liberalization has enhanced the training of staff.

There has been an increasing awareness of quality teaching and learning bearing in mind that there exists diversification of higher education providers, multiple campuses and competing institutions and different categories of students (OECD 2009). This requires a teaching process that is driven by professionals who are trained in pedagogy and have the ability to link up-to-date knowledge with the classroom

teaching. The Australian government has made an attempt to raise the quality of teaching across universities having graduate employment as a major indicator of quality teaching (OECD 2009). So the desire for the State is for universities to take their students to the job market and help them to become responsible citizens. Yet according to Zhang & An, (2010), in the USA, public assessments and international comparisons of university and higher education institutions tend to overstress research, and to use research performance as a measure of a university's worth, ignoring to address the quality of teaching (OECD, 2009). Needless to say, engagement of academic staff in research is one way of helping staff to acquire skills to teach in an appropriate way that will inspire students.

Education, seen through the teaching and learning process, is one of the most sought after services and has been around since human origin and is viewed as a mechanism in promoting the social- economic, political and cultural advancement of any society or nation (Hazelkom, 2011). The quality of teaching emphasizes learning for societal development, through the support of life skills, substantial cognitive learning outcomes, learning for human realization, training for the world of work and learning for social improvement or transformation (EdQual, (2006). The learning should therefore be able to equip graduates with employable skills that are needed in the world of work making employers comfortable with the graduates.

University graduates are entering a world of work that is characterized by greater ambiguity, speed, threat and intricacy working (OECD 2012). University education, and the mode of learning while at university, will need to prepare and equip students for entry into such an environment with appropriate skills, knowledge, values and attributes to flourish in it. Universities across the globe are more and more pushed to find means of proving their value not only in the training of students, also in how they

are linked to business and industry. Learning rooted in working life could help institutions to deduce and respond pedagogically to the challenges of this situation, using other forms of teaching and learning patterns, like project-based learning (OECD, 2012). The argument further indicates that this requires a change in the role of higher education teachers in addition to being subject expert, they are now required to have effective pedagogical skills for delivering student learning outcomes. As a practical measure, many institutions have implemented specific teaching and learning strategies and designed mechanisms and instruments to improve the quality of education.

Since 2008, the Catholic University of Portugal has made quality teaching a deliberate precedence through an extensive participatory procedure of systematic self-assessment of the strengths and weaknesses of the university that led to development of a strategic plan for the period of 2009-2013 (OECD, 2012). The strategic plan focused on quality teaching perspective being responsible for quality curriculum. This was done through capacity building among staff attained from conferences and workshops. Mentoring sessions and tutoring of students through pedagogical coordination and improvement in curriculum planning and assessment was also done to enhance quality delivery by teaching staff. The provision for mentoring and tutoring workshops would be helpful to faculty to refresh themselves on the more appropriate approaches to enhance the development of skills among university graduates. The study will investigate whether liberalization has helped universities to make room for mentoring and tutoring workshops aimed at improving the skills of staff to handle students' learning in Eastern Uganda.

Learning should focus not only on the expansion of educational opportunities but also on the ability to translate learning experience into significant development for an

individual and society that should reflect in the ability to integrate useful knowledge, reasoning ability, skills, and values (Barret *et al*, 2006). The focus of quality education therefore, should be on actual learning outcome, rather than upon enrolment, continued involvement in organized programmes and completion of certification requirements. This can be achieved by the use of active and participatory approaches which would be helpful in assuring learning acquisition reaches its full potential.

According to Porter (2012) it was agreed in United States that learning involves the development of critical thinking skills that involve application, analysis, synthesize and evaluating of information acquired and experienced. This should be guide to develop a belief system and to direct a course of action in making the appropriate decisions the life of the learner. Therefore University teaching and learning should transform students to be better at critical thinking when graduating compared to when they entered. Facilities that relate with the goals and objectives together with proper learning strategies should be put in place in order to ensure quality teaching and learning (IUCEA, 2010). The teaching and learning approaches should be adapted to carter for the critical thinking skills acquisition if a country is to benefit from university education. Liberalization has encouraged the establishment of profit motivated universities where operational costs need to be kept low. So one wonders whether care is taken to ensure that investment in re - skilling of the staff through refresher courses is done for all faculties in order to be equipped them to handle the students in an adequate way to develop the required skills.

Nations need to put emphasis on educating their citizens or else they will be left behind both politically and economically. The need to educate the citizens has a resulted in great desire to increase enrollment to higher education, in countries where

historically participation rates have been very low, and remarkable increases of working adults learners pursuing higher education qualification yet maintain their jobs ( Fehnel 2002; Schoole, 2004). Fehnel also asserts that opportunities have been made possible by new delivery approaches that include evening and weekend classes as well as the significant growth in distance education programming. With liberalization and the desire to increased enrollment that has come with it, some universities have introduced three semester program, introduced weekend and evening classes without necessarily increasing the number of academic staff. This increases the work load on the staff though it gives staff an opportunity to earn more and also shortening of the semesters yet the content to be covered remains the same. This has made it clear that governments could no longer meet this augmented demand. Given these different categories of students there is a need to think through the teaching approaches that meet their needs all at the same time.

Felder and Brent, (2009) revealed that higher education discovered Total Quality Management (TQM) in the 1980s and quickly fell in love with it and declared that it could provide a standard for improving every facet of collegiate performance from fiscal management to classroom instruction. The authors noted that many university campuses experimented with TQM, but this did not go well with faculty members who preferred to do things in the old conservative way and this led to having fairly little impact on what takes place in most classrooms. This disagreement by the faculty was seen to turn what should be a combined effort to improve the quality of education into a power struggle between the faculty and administrators. The consequence is that the introduction of TQM to the campus may work against the cause it was intended to promote. Such strategies that may help to improve and ensure quality in education appear offensive to the faculty members which hinders quality.

The theory of The Student Development Theory emphasizes that students' involvement in academic affairs will determine how much they benefit from education's teaching and learning (Astin, 1999). Involvement is seen as the amount of physical and psychological energy that students devote to academic experience and so the theory emphasizes that what a student does and how he/she behaves are important aspects of education, more than what he/ she feels. That means that methods that persuade students' actively to participate in the learning process will make educational experience more beneficial to learners than those which are teacher oriented. Astin, further explains that the amount of student learning and individual improvement linked with the involvement and participation in different activities, depends on the engagement of students in terms of the amount of time spent studying (quantity) and the level of comprehension (quality). Kouraogo (2010) also admits that in quality education we expect to see learners who actively participate in institutional activities, are well behaved and can work effectively without close supervision.

The argument of involvement would imply that learning is more effective when the learners get involved in different activities that give them experiences with hands on practical encounter in their learning. This means that teaching staff need to employ approaches that include activities that require students to personally participate in the learning processes. The argument is that this will help them to acquire lifelong skills and so will contribute more effectively to development and national building. (Astin 1999) acknowledges that students who do not get involved usually neglect studies, spend little time on campus and abstain from co-curricular activities and this affects their learning. Thus it is helpful to understanding that the level of involvement of students in the Universities in the process of teaching and learning that should eventually determine the development of these students in terms of what they are able

to do after the experience at the University. The concern of the study is to investigate whether liberalization enhances approaches that encourage students' participation in the teaching and learning processes since such methods require the availability of lecturers as well as learners. Quality education includes good teaching which is seen as training that leads to valuable learning, which in turn means comprehensive and lifelong attainment of the knowledge, skills, and values that may have been set by the instructor or the institution to be conveyed to the students (Felder and Brent, 2009).

Schoole, (2004) stresses that many countries have opened their education sectors to private providers so as to meet the increased demand for higher education. This, Schoole attributes it to the knowledge explosion seen in the introduction of many nontraditional learning areas. As a result every student has a variety of choices and every university has a number of competitors. On the other hand teaching approaches that are teacher-centered are not likely to produce learning outcomes of good quality among learners, yet when instructors adopt the facilitative transformational approach to teaching, their quality student learning will be improved (Zeruhun, Beishuizen and Vavos, 2011).

There is a relationship between the methods of teaching and the assessment approaches. Teachers who use the principal of teaching as transmitting knowledge and so the use of teacher oriented approaches will require students to reproduce facts during assessment (Zeruhun, *et al*, 2011). Universities and educational institution are places where children of special abilities develop, learn and grow together through inclusive education system. Universities provide a system that focuses on quality education that allows students to develop and mature in learning environments that are supportive and challenging at the same time, which cultivate in them to be confident, have a good sense of worth and prepare them to strive ahead yet feel a

sense of responsibility towards others in their community (Grima, 2008). The profit motivation of now numerous and private universities and the establishment of campuses with the focus on attracting as many students as possible at minimum costs, an enquiry needs to be done on whether efficiency is maintained in order to get quality output that meet the labor market demand.

Education for All monitoring report (2005), revealed that for parents taking their children to school depends on the judgments they make about the quality of teaching and learning provided and upon whether attending school is worth the time and cost for their children and for themselves. The report indicates that the instrumental role of education is to help individuals achieve their personal objectives that may be economical, social and cultural in order for them to be helpful to society. The report further asserts that education helps learners advance creatively and develop the ability, acquire awareness, and attitudes necessary for accountable and fruitful citizens. Given the expectation of educational institutions it is important that, analysts and policy makers should not ignore the issue of quality of education offered in these institutions. Since effective outcome will mostly be received from having increased involvement of students it is important that teaching approaches be given due consideration especially with liberalization that gives every university considerable autonomy. This study aims at examining the whether the appropriate methods are employed in the universities after the liberalization policy establishment.

Quality learning is done through the provision of trained teachers who use child-centered teaching approaches in well-managed classrooms and are skilful in assessment to facilitate learning and reduce disparities (UNICEF Report, 2000). This would eventually lead to outcomes that encompass knowledge, skills and attitudes, that are linked to national goals for education and positive participation in society.

Therefore quality determines how much (content) and how well children / students learn (pedagogy) and the extent to which their education translates into a range of personal, social and developmental benefits - knowledge and skills (UNICEF Report, 2000). The study done on the hypothesis that active learning results in an improvement in student performance demonstrated, that significant performance improvements are mainly seen in the academically weaker students in the class than for the stronger students (Bullard, Felder & Raubenheimer, 2008). Nevertheless most students in private universities are those who have not scored highly enough to be admitted in public universities on government sponsorship and so employing child centered approaches would be very helpful to produce better performance and better learning. Therefore quality teaching approaches that ensure learning of all categories of students are seen as key input in the development of skilled manpower that will contribute to the national development (Itaaga, 2003). If any Society or nation has to develop, emphasis must be put on the quality of teaching and learning in universities because universities are seen as a major player in national development. .

University education supports reduction of poverty through training a qualified and compliant labor force that includes high level professionals like, technicians, business leaders, and teachers, and builds the capability to produce and use the generated knowledge (Bailey, Cloete, and Pillay, 2011). Information is needed about whether this assertion has been fulfilled through the education provided by the private and public universities in Eastern Uganda and whether the quality of students admitted in these universities propels this kind of output.

The teaching needs to have tighter connections with working life through different intellectual projects provide reliable opportunities to learn both standard and specialized competencies as well as to build pathways for employment after

graduation. Learning that is rooted in working life could help institutions to understand and respond pedagogically to the challenges of this atmosphere, using forms of teaching and learning patterns, like project-based learning (OECD, 2012). Nabayego & Itaaga, (2014) observed that the level of interactive learning is minimal in Ugandan universities that include mainly the utilization of tasks chosen and proscribed by teachers. Nabayego & Itaaga further noted that learners' independent and practical learning using activities that are environmental-based is insignificant in most universities in Uganda. Yet every nation invests in university education to build up and enhance its populace with the ability desired to work and transform resources in the surrounding environment into creative employment. Since liberalization of university education was to increase its accessibility to as many students as possible, it would be expected that universities should produce graduates that are able to transform the resources in the environment into useful commodities, through the teaching and learning that takes place. However most of the graduates are not practical enough as is reflected by the high level graduate unemployment faced in Uganda (Nabayego & Itaaga, 2014). This study, therefore sought to investigate the teaching approaches used in the universities in the face of liberalization of university education.

### **Identified gaps**

1. Pedagogical skills, approaches and expertise provided in the universities in Eastern Uganda effective for teaching and learning.
2. Studies concentrated in public universities and the current study focused on both public and private and the teaching and learning strategies and mechanisms to improve the quality of education.

3. Studies focused on national level intervention in ensuring mentorship and tutoring of students through training and workshops but the current study concentrated on the strategies by individual universities.

#### **2.2.4 Liberalization and the Quality of Students' Assessment**

The assessment of students by the teacher is an essential part of every child's education and a key element in ensuring a quality teaching and learning cycle and this is because a teacher's feedback helps pupils build confidence, understand learning goals and stay alert on the advancement and achievement (IUCEA, 2014). Therefore to develop correct skills in learners, they need to be taken through adequate feedback experiences' in their learning process (Wilson & Scalise 2006). Black & William, (1998) contend that effective assessment can play a powerful role in the learning experience as learners receive appropriate and timely feedback from the assessment of their learning. However Wilson and Scalise, (2006) revealed that many instructors prepare good learning materials and organize good learning experiences but neglect effective formative assessment that would be used to reinforce learning which would give learners the opportunity to revise their thinking.

Effective learning is where a learner is an active partner in the teaching, learning, and assessment processes and so approaches to assessment and to ensure his/ her active participation should be adopted (Struyen, Dochy, & Janssens, 2002). . Struyen *et al* recommends that self and peer portfolio approaches in assessment should be employed as opposed to the conventional assessment of multiple choice and essay questions. There is a need to improve from the traditional methods where students are not supposed to see their completed examination after handing in and allow them to view their work and know the feedback given (UMass, n.d). The assessment of student that encourages active and sustained student engagement in the teaching and

learning process is thought of to enhance quality of student learning experience ( Kahsay, 2012). Struyen *et al.*, (2002) advocates for the assessment approaches that foster the integration of assessment together with teaching and learning in order to involve students in active participation that focuses on both the process and outcome of learning. The liberalization of university education led to increased enrollment and in some cases a high teacher: pupil ratio and with less qualified staff it may be difficult to employ these methods of assessment that involving for both teachers and students.

Nicol, (2007) also recommends that peer assessment should be encouraged because it leads to a movement of learners from being dependent on the teacher to being able to generate their own feedback in the learning process that involves the integration of self-assessment, peer and teacher feedback and self-regulated learning. This study intends to find out whether liberalization of university education has to encourage these approaches in their teaching and learning processes. Assessment is an important strategy in helping teachers adjust instruction, and also measure students' achievements as well as their progress. Therefore formative assessment given on daily basis will give learners feedback on relative performance through face to face interaction, written comments and problem solving projects (North West Evaluation Association, 2014). This assessment should be done during the teaching process so as to ensure effective learning takes place. Effective, quantity and useful feedback that focuses on learning goals rather than marks will enhance quality learning in universities (Nicol, 2007). Feedback from assessment is seen as a process which is fully integrated into learning and teaching process and builds gradually overtime with active students' involvement (Sambell, 2011). Sambell further acknowledges that assessment plays a significant task in the quality of learning by availing information

on how students have learned, how they can improve their learning and keep track of their progress and success and also equip students to be able to undertake learning and assessment independently. Participation of students in their assessment will enhance their learning and the achievement attained. This can be achieved through formative assessment which helps tutors not only to ensure quality as a requirement by the university but also to enable students, judge themselves on their performance in order to improve (Nicol & Mactarlane, 2006).

While assessment is seen as a tool that fosters the kind of attitudes, skills and knowledge that learners need in order to tackle the tasks and challenges learners they face in their lives, university assessment is seen as a distortion because of the emphasis it puts on certificates, grades and awards instead (Sambell 2011). Students should be helped to benefit from assessment, by encouraging them to be reflective learners who set their learning goals at the beginning of the semester which they return to and reflect on based on what they would have achieved (UMass n.d). This means that lecturers should engage students so as to help them promote quality learning and one wonders whether this is being done in universities in Uganda. The current study sought to find out how far students are engaged in such processes as to set their own learning goals in universities in eastern Uganda.

Assessment has been looked at as a tool through which learning is measured after teaching and learning process has taken place (Nicol & Mactarlane 2006). This view however has changed given the argument that formative assessment should be part of the learning process and part of the classroom practice. Nicol & Mactarlane contend that formative assessment promote students engagement if embedded in the teaching and learning thus providing a forward feedback rather than retrospective feedback, which is more positive in helping students in achieving their potential. They argued

that this can be done through asking questions to assess their general knowledge before presenting the current problem. Therefore there is need to ensure proper engagement of students through student faculty interaction, active and collaborative learning experiences and involvement in extra curricula activities. This requires direct involvement of students in the learning process by the teacher and faculty members. Liberalization in most countries has caused a shortage of teaching staff to the point that academic staff is shared between universities. This leaves room to doubt whether these lecturers have enough time to engage students in their learning processes using the formative assessment approaches.

Students should be active participants in their learning process and assessment should provide an opportunity for them to regulate their learning. Quality learning involves students engagement in self-regulated learning explained by the conceptual model which asserts that learners need to set their goals for learning, monitor, regulate and control them together with the contextual environment (Bulter & Winne 1995). This level of participation will also make the teacher very passive and may be difficult to direct learning to the required level for the specific courses that universities offer. Since most programs have definite curricula giving high level freedom to students may be misleading. Rust (2002), alludes that assessment is very vital in students learning and that most of the English speaking countries including UK, USA, Newland and South Africa, have seen a paradigm shift from focusing on teaching to focusing on learning. This has also led to the focusing on assessment to help students demonstrate their ability. Therefore priority areas in universities should be to match assessment to learning outcomes. This study intended to investigate how universities in Eastern Uganda have adopted the approach of involving students in the assessment of their learning as a way of ensuring quality.

There are two approaches to learning that students could adopt in their learning process, that is surface approach, deep approach and strategic that will be determined by the assessment strategy (Struyen *et al* 2002). Struyen *et al* argued that students who adopt surface approach prefer teaching and assessment which supports that approach while those who prefer deep approach will like courses which are challenging intellectually and allow them to demonstrate their understanding. Rust (2002) articulates that there is need in the universities to ensure that work load is realistic and that assessment system is not threatening like surface learning would provide for. Rust also recommends that continuous assessment be given sufficient time and effort and this will provide formative assessment and feedback at regular intervals. He argued that assessment criteria should be clear and known to the students beforehand.

The common feedback given in universities is post facto in a sense that it is delivered by teachers as an after event tied up with students getting grades (Sambell, 2011). One thing to note is that there is little evidence that this kind of feedback has made good difference to the quality of work students produce because it comes too late to make students improve. Furthermore in most universities the scripts that students use to write their examinations are never given back to them so can never be used to improve their performance. Sambell also asserts that this kind of post facto assessment makes students look at themselves as passive recipients of tutor given knowledge instead of looking at assessment as having implications on their future learning. What students aim at in this case is to work to ensure they get score highly because the assessment can never be used to create or induce learning. Nicol, (2006) contended that students need help to make their own judgment about the quality and impact of their work if they are to benefit from the feedback given through

assessment. The students centered approaches that are done through active, cooperative, and inductive learning work, are no doubt superior to the traditional teacher centered approaches to teaching and they work more effectively in inducing quality learning (Bullard, Felder & Raubenheimer, 2008).

There is a growing concern about the quality of students' learning experiences in the universities regarding the way assessment and feedback giving is done that affects the completion rate and retention of the students and formative assessment has been primarily recommended as the best in ensuring quality learning (Nicol 2007). Rust (2002) believes that formative feedback that allows learners to regulate their learning will enrich students' learning experiences. Much as formative feedback would help learners to be responsible for their learning most academic staff do not use this approach mainly because they have no experience with it themselves. Struyen *et al* (2002) stresses that there is a need to employ an integration of assessment strategies that will promote effective teaching and learning from a single test score to a wide range of abilities and outcomes. This would be very good for the university students since the emphasis should on the skills and lifelong learning that is crucial in the world of work.

Therefore employing teaching approaches that enhance these qualities would be the best that any student would experience at this level. The shortage of staff with limited contact hours that they have with students due to their work load and availability, may not allow them to have time to take the students through these experiences. The reason why this study was done was to try and investigate how the situation is in the universities in Eastern Uganda.

Students through their lives in school have been subjected to different approaches to assessment. Struyen *et al*, (2002) contended that the way students perceive assessment requirements has a strong relationship with the approach to learning that the students will adopt to in time of study. Struyen *et al* argued that students are supposed to be active, reflective and self-regulating learners and so assessment approaches are supposed to stimulate these activities during the learning process. Liberalization of university education which led to increased enrollment, resulting in large classes creates a room for investigation on how far formative assessment is employed.

The constructive alignment model by Biggs 1999 cited in Rust (2002), identifies three stages for effective learning to take place and these include: identification of learning outcomes, designing appropriate assessment tasks and then designing appropriate learning opportunities. He concludes that the choice of the learning approach by students depends on the design of the course and the assessment strategies used. Well known is the fact that assessment is done by most universities but large student numbers, greater diversity and reduced staff- student ratio have had a negative effect on formative assessment practices (Nicol 2007). Nicol also states that increased students' numbers reduces the opportunity for students to clarify what is expected of them, reduces feedback on assignment and leads to an increased emphasis on summative assessment. In most cases in Uganda, liberalization has led to increased students numbers and there is a need to find out the effect of this on the assessment approaches and the effect on the quality of teaching and learning.

Formative assessment is the kind that is specifically intended to generate feedback on performance to improve and accelerate teaching (Saddler, 1998). Any practice in the learning process needs to receive feedback or else there will be no or little learning. One of the controversies that have continued to exist in institutions is the practicing of

wrong skills without feedback, and the feedback comes late and is put together in just one score (Wilson & Scalise, 2006). Liberalization should encourage the process of assessment gives students an opportunity to have an experience that support quality learning by increasing the engagement of learners. Brown, (1997) cited in Rust, (2002) argued that if one wants to change the way students learn, one needs to change the method of assessment. This means that the faculty should deliver high quality information about students learning, encourage peer dialogue and the analysis that gives the teacher information that can shape the teaching. This requires a lot of time between faculty and learners which may be a challenge in Uganda given the fact that many faculty members have a number of universities to attend to.

University education should provide for the use of formative assessment in order to allow students to be self-regulated effective learners who are persistent, resourceful and confident. Each university should endeavor to give their students an opportunity to participate in evaluation of their learning process. When students get involved in the assessment and evaluation of their own work it gives them an opportunity to monitor their own progress and that of their peers which is a key goal in lifelong learning. The quality education in universities expected to accompany liberalization should manifest this aspect of teaching.

### **Identified gaps**

1. The study focused on the perception about the use of formative assessment in the teaching and learning process in Eastern Uganda to build confidence in the learners in relation to the liberalization of university education.

2. Formative assessment is seen as an effective way of enhancing teaching and learning but this study focused on its implementation in the liberalized education system in Eastern Uganda.

### **2.2.5 Liberalization and the quality of Teaching and Learning Environment**

The teaching and learning environment is a significant aspect of a teacher's skill in promoting learning. Learners would find it difficult to concentrate on academic content if they are not at ease in the classroom. It is not easy for learners as well as teachers to focus well on teaching and learning process if the environment is negative, there possibilities of being ridiculed, and chaotic (New York State Teacher Practice Rubrics). The opening and running of programs by universities should put into consideration the availability of minimum facilities and services. There will be noticeable consequences in quality of the teaching learning process in the university in the absence of infrastructure and other basic facilities. In a study carried out in USA it was revealed that the quality of school a student attends determines the level of earning later in life (Betts, 1999). Betts affirms that institutions which have sufficient resources are likely to have their graduates earn highly in their working time. The resources identified included teacher education and experience, books per student, and the time spent in school. The teaching and learning environment enables individuals to participate in the learning process responsibly and so enough lecture and seminar rooms, laboratories and sufficient library and library space need to be in easy reach for the learners in any give university or campus (IUCEA, 2010).

The quality of school buildings share the same effect with other educational institutional quality issues, like the availability of adequate teaching aid materials and textbooks, working environment for students and teachers, and the capacity of teachers to carry out definite instructional approaches (United Nations Children's Fund -UNICEF, 2000). Every university should ensure that there is easy access to lavatories, clean water supply, classroom space and furniture because they all have influence on the vital learning levels of students (UNICEF, 2000). The assessment of the quality of education is always judged based on the location and condition of learning environments. According to (Barret *et al*, 2006) a number of elements are emphasized to imply effective educational institution to include: an orderly school environment; instructional guidance, and use of the available learning materials among others.

Lombardi, Crag, Capaldi and Gater , (2000) expressed the notion that America likes the idea of excellence and so most activities and events are ranked including university education. He acknowledges that America has many ways to express passion for placing things in structured lists. This quest of the best signifies the obligation to defining and measuring the quality that underlies the ranking and appreciation that competition tends to drive individuals and organizations towards higher performance. Liberalization as a policy is meant to increase competition such that every institution works hard towards improving its quality in every way. Lombardi *et al* further declare that, with all of enthusiasm for identifying number one, there is a significant amount of debate over precisely what is measured when defining what is referred to as the best. Therefore universities of the topmost quality are expected to do most things very well and have environments that present excellent ambiance. Other institutions will achieve highly on some essentials but not as well on

all. Research seems to be one of the indicators of performance in universities and yet some may not take it seriously. This study looked at the quality of the facilities available to facilitate students learning universities in eastern Region of Uganda.

Enrollment in USA Higher Education has grown significantly in between 1986 and 2008 from 300,000 students to 1.8 million students respectively as a result of encouraging private institutions (Bennet, Lucchese & Vedder, 2010). Many universities and higher institutions of learning have established subsidiary campuses for example; Education Management Corporation and Career Corporation had 45 and 90 campuses respectively by 2009. The challenge with profit motivated universities and institutions is that their customer service orientation focuses on keeping tuition reasonably low while minimizing administrative costs and yet making attempts to maintain a competitive environment. Some universities consist of multiple campuses, each governed independently with its own curriculum and student body. Others have geographically diverse campuses that function as a single institution. Given such a situation, it would be of paramount importance to ensure that regulations are still put in place to monitor that quality is maintained, (Rogers & Rhodes, 2014).

Most private universities do not find it difficult to define quality as do the complex structures of public institutions, but The Johns Hopkins University is an instructive example (Lombardi, 2000 *et al*). The university has various schools spread over a wide geographic area from north Baltimore to Washington, D.C. University however operates as one institution with the same governance and one structure, and the output of the faculty in all of the university's schools form part of The Johns Hopkins institutional data. This kind of operation requires highly skilled managers to be able to deliver quality services without compromising. Uganda has a number of Universities that have taken this strategy and so this study intended to establish whether quality

has been maintained as campuses and study centers have been opened all over the region. The extent to which students learn in an educational institution is influenced by their exposure to resources.

Astin's, (1990) contended that the Resource Theory of pedagogy is favorite among administrators and policymakers in which the term resources includes a variety of ingredients understood to enhance student learning. These resources according to him include physical facilities such as laboratories, libraries, and audiovisual aids. The resources also include human resources like competent faculty members, counselors, and support personnel, and financial resources that consist of pecuniary aid, endowments, and external research funds. In effect, the resource theory maintains that if sufficient resources are put together in one place, student learning and development will occur. He alludes that many college administrators deem the attainment of these assets as their most vital duty in an educational institution. However the advocators of the content theory also argue that students' learning and development depend principally on experience with the right subject matter (Astin's, 1990). In Uganda all courses and course outlines need to be accredited by the NCHE. With this prominence on course content, the proponents of this theory tend to accept as true that students learn by being present in class to attend lectures, doing the impressive assignments, and working in the library to the extent that written and oral presentations by the student are used as learning and assessment tools.

While Liberalization in India is seen to increase competition among educational institutions through charging of lower fees but and making local institutions internationally competitive, it has led to low quality education due to inefficient faculty and environment (Amandeep, 2016). Amandeep also argued that due to over emphasis on competition a number of colleges and universities award false degrees

and take bribe to clear students for examinations. The limited capital of most private institutions puts them in a disadvantaged position in the face of competition from reputable ones making their certificates less valuable as compared to the world recognized certificates.

One can imagine that the major setback in providing a conducive environment is logistics challenges and the extent to which such challenges can be handled amidst the current rapid program and enrolment expansion across universities (Kahsay, 2012). Kahsay observed that the reasons for the absence of laboratory establishments in some universities are attributed to the delay in the construction of the planned buildings and students were seen using temporary toilets available in some universities. This shows that the universities opened and run programs with no consideration of availability of the adequate infrastructure for quality learning to take place.

While education is a right learners should learn in safe environment that is protective, gender-sensitive, and provide adequate resources and facilities that enhance the learning (UNICEF, 2000). Research carried out at the pre collegiate level (Rosenshine, 1982) cited in Astin (1999) suggested that learning will be maximized when the learning environment is planned to support active involvement by the student. The theory of student involvement encourages educators to center more on what learners. The study concluded that the extent to which a student is motivated and how much time and energy he devotes to the learning process will determine how much learning and development will occur. This means that in the endeavor to pursue quality teaching and learning quality facilities that include laboratories, books, and other tangible facilities should also be put into consideration.

Parental participation is key to student performance, but it is also imperative to improving school culture, working environment, and overall student accomplishment (Rogers & Rhodes, 2014). Rogers & Rhodes further state that beyond Parents and Teachers Associations' meetings, parents and the public need to support educational institutions and help them achieve excellence by ensuring the good ambiances of their institutions. Local leadership should institute systems to incorporate parents and community members into the decision-making process both at the community and institutional level. With this partnership approach, parents are more than welcome to be part of essential partners in making educational institutions work.

Accessibility to sufficient and up to date facilities is one of the indicators that quality education is being offered (Ajayi and Akundayo, 2008) and so much as the government control over private universities has been relaxed it is important that care be taken to ensure that quality in this respect is not compromised with. Ajayi and Akundayo acknowledged that through the National University commission (NUC), the Federal government in Nigeria has to ensure sure that the teaching-learning atmosphere is made conducive to providing satisfactory and modern facilities. Modern facilities in this context include sufficient classroom space, computers, recreational amenities, and instructional materials. Congested classrooms in both public and private universities, insufficient library and laboratory facilities among others need to be guarded against if learners are to make appropriate achievements. The availability of these amenities in the private universities will go a long way towards guaranteeing quality education.

Ajayi and Akundayo (2008) recognized that quality may be sacrificed for profit with the liberalization policy that encourages the entry of private universities because, potentially, they may not produce the expected quality of education, since the proprietors are business entrepreneurs who want big returns on their investment with the cost and returns-recovery plan. With the potential shortcomings leveled against liberalization of education, the question now is: how can quality be guaranteed in the education arrangement while private universities blossom. There is evidence of deteriorating infrastructure in most institutions of higher learning that reflects in congestion in classrooms, libraries, laboratories (including computer ones), offices, among others (Bakabulindi 2007) . For instance the recommended laboratory space per student is 0.25 square meters, but among the 29 surveyed in this study none of the studied institution had achieved that standard. Computers were seen to be highly inadequate even when every student is supposed to have a computer at his disposal. It was discovered that there was an institution where a single computer was shared between 388 students while the best institution provided one computer per eight students (Bakabulindi, 2007). The current study intended to focus on universities in Eastern Uganda and to found out the extent to which facilities enhance quality teaching and learning.

Liberalization policy has led to the increased enrollment of students in Ugandan universities and this increase is not proportionate to the facilities. For instance availability of small libraries which are poorly stocked with majorly outdated books is a common occurrence in some Ugandan universities (Bunoti , 2010). Universities and other institutions need to satisfy themselves that resources available for the support of students learning are adequate and appropriate for each programme offered in order to ensure quality (ENQA 2009). Increasing accessibility and expanding of university

education alone is not sufficient for education to contribute fully to the development of the individual or society. Therefore increasing the number of universities does not necessarily lead to the development of a nation and so emphasis needs to also be put on the improvement of the quality of teaching and learning environment.

Astin (1999) advises that Administrators and faculty members must be aware of the effect every institutional policy and practice like time table; set of laws on class attendance, academic probation, and policies on office hours for faculty, student orientation, and advisory services can affect the way students use their time they dedicate to educational pursuits. Furthermore, administrative decisions about many nonacademic issues such as the location of new buildings like halls of residence and student unions; residency regulations; the plan of recreational and living facilities; work and study schemes; number and type of co- curricular activities. Also guidelines regarding participation; the frequency, type, and cost of cultural events; roommate assignments; financial aid policies; the relative attractiveness of eating facilities on and off campus; can significantly have an effect on how students spend their time and energy.

One of the factors that influence much time student's stay at school is the student's residence. Living in campus residences positively relates to retention, and this positive effect all types of students regardless of sex, race, ability, or family background (Astin, 1999). It is obvious that students who live in residence halls have more time and opportunity to get involved in all aspects of campus life. Therefore universities should ensure that they avail halls of residences to help students benefit more from the university environment. Indeed simply by eating, sleeping, and spending their waking hours on the college campus, residential students have a better chance than do none resident students of developing a strong recognition and

affection to undergraduate learning life. Resident students join social associations or participate in extracurricular activities and so are not likely to drop out. Participation in sports, particularly inter- university sports, has an especially pronounced, positive effect on persistence. One of the most interesting environmental factors that affected retention is holding a part-time job on campus. Although it might seem that working while attending classes takes time and energy away from academic pursuits, part-time employment in an on-campus job actually facilitates retention. The student is spending time on the campus, thus increasing the likelihood that he or she will come into contact with other students, professors, and university staff. Universities pursuit of quality teaching and learning should involve providing for such opportunities to their students.

University education has attracted the greater part of enrolment than other registered tertiary institution that is 67.5% and 32.5% respectively. This trend shows the significance parents, students and communities attach to university education. In the same document it is indicated that public funding to Universities has been declining overtime, and so does not match the increasing student numbers. As a result, a lot of pressure has been put on the resources both physical and human in the universities this may have an effect on the quality. This has led public universities to charge fees to private students in order to break even which has not been sufficient either because of the high unit cost of a university student.

### **Identification of Gaps in the Current Study**

Many studies have been done on the liberalization and the quality of education in higher institution and universities in Uganda and other countries the current study concentrates on the effect of liberalization on the quality of teaching and learning.

Some studies have been done on influence of Liberalization on the management of universities and Higher Education in Uganda as a whole and concentrated mainly in central region and on government universities but the current study focused on the Eastern region which hosts the first ever private university in Uganda after the introduction of the liberalization policy.

Another gap was identified in the classroom. Most studies look the general performance of the education sector but the current study concentrated specifically on the liberalization of University education with reference to on the areas that affect the major activity in the university which is teaching and learning. This is done by looking at the profile of the students admitted, the quality of teaching staff as inputs and then the teaching and assessment approaches as the process plus the teaching and learning environment as part of the enabling environment.

### **2.3 Regulatory bodies and the relationship between liberalization and quality of education**

Since quality determines the quantity and the method through which learners learn and the degree to which their education translates into a range of individual, societal and developmental benefits, (Grima, 2008) emphasizes policy issues that include policy dialogue which should arrive at relevant balanced set of aims describing what and why the learners should learn.

The importance of education is reflected in two aspects of its contribution to the international economy in terms of the value of annual trade and the labor factor market (Calderon and Tangas, 2004). Calderon & Tangas further identified the key principles of GAT that guide the international economy on the management of education as a traded service which include; market access, national treatment and the most favored national principle. Hazelkom (2013) argued that the growth of a global

labor market relies on graduates and employer confidence in the quality and comparability of qualifications. The increasing presence of private entrepreneurs, who aim at profit maximization, requires recognized regulations to safe guard quality. These developments have transformed the quality from being a concern of institutions to being driven and regulated by the governments. This makes it necessary for any government to put in place regulatory measures to monitor what is being offered in every university or institution even when the control has been reduced.

University education has been renowned to play a significant part in the provision of high-level skilled manpower in the advancement of the economy (Ajayi and Akundayo, 2008). This implies that care has to be taken because with liberalization, private entrepreneurs are allowed to involve themselves in the provision and managing of university education. The danger with private entrepreneurs is that their focus is profit maximization. Consequently, a lot of measures have to be put in place to guarantee that the products of the private universities abide by the societal needs.

Concerning this the government of Nigeria, established the National Universities Commission (NUC) as a regulatory agency of the universities to ensure that the standards laid down are firmly adhered to without compromise (Ehiametalor, 2005). Ehiametalor contended that the role of the NUC is to ensure adherence to acceptable standards in academic affairs of higher institutions of learning. Liberalization of education only gives rights to private education suppliers to avail the service but the Federal Government in Nigeria is still in control of the university system (Ehiametalor, 2005; Ajayi and Akundaayo, 2008). However these strategies seem to concentrate on private universities and yet public universities have opened their doors to private sponsorship scheme. In Uganda similar regulations exist and this study intended to find out whether the universities in Eastern Region are compliant to them.

The Dakar Framework for Action World Declaration and the Regional Framework for Sub-Saharan Africa together with the Regional Conference on Education for All for Sub-Saharan Africa, 1999 agreed that accessibility and quality and equity, and capacity were to be the priority areas of focus in the education sectors (Barret *et al*, 2006). Barret *et al*, articulates that the subscribers to the Dakar Framework for Action dedicated themselves to working towards improving the quality, accessibility and inclusiveness especially in achieving gender equality within basic education and meeting the learning needs of disadvantaged groups, mostly those with disabilities. The Dakar Framework for Action placed great importance on quality by lighting learning outcomes as key indicators of education quality and inclusion of life skills in basic education curricula.

One of the responsibilities of NUC in Nigeria in relation to improving quality in the university structure is preventing these universities from establishing unlawful campuses all over the place (Okojie, 2007, Ajayi and Akundayo, 2008). In Uganda many private as well as public universities have established campuses in other regions of the country with the principle aim of increasing accessibility of university education to as many as possible. The National Council for Higher Education (NCHE) was set up to ensure that no campuses and universities are accredited before they are licensed to operate. This study hoped to investigate the influence the Council has on these institutions as regards the quality aspect in the licensing process. Bunoti (2010) acknowledges that the Government of Uganda has re-affirmed its obligation to improving the quality of higher education. It has introduced two policy instruments to change the country's higher education system: they include the education strategic investment plan 1998 – 2003, and The education Sector Strategic Plan 2009 – 2015. These policy documents, Bunoti affirms, aim at modernizing, diversifying and

making Uganda's education more aggressive, attractive, service oriented and appropriate to society and to the development goals in Uganda. This was necessary with the liberalization policy to ensure that quality is maintained. This study will endeavor to find out the extent to which this has been done in relation to Eastern Uganda.

The Education Sector Strategic Plan 2004-2015 ESSP (2008) had three purposes one of which was to help the Ministry discharge its duty, which is "to support, guide, coordinate, regulate and promote quality education and sports to all persons in Uganda for national integration, individual and national development;" as indicated in the Post Constitutional Restructuring of the Ministry of Education and Sports, Final Report of May 1998. One of the issues embedded in the revised ESSP of 2007-2015 is the fact that Uganda must create a supply of vastly knowledgeable and skilled people to deal with the emerging economy and which will contribute towards increasing wealth because educated people generate more wealth, bring in more income and pay more taxes. Therefore there is a need to have suitable and sufficient higher education and research institutions providing a mass of skilled and expert people, in order to ensure the needed development of industries and new technologies which are responsible for the eradication of poverty.

The government is therefore committed to having University education that enhances the growth of new information communication technologies, which transform the way information is developed, acquired and circulated. This calls for technology transfer, capacity building, emergence of local materials, training and research and accessing knowledge to all (ESSP 2007-2015). To ensure Equity the government introduced Quota System of admission for government sponsorship to University Education (ESSP 2007-2015). Besides, the subsector has also developed a Strategic Plan for

Higher Education that has established a Quality Assurance Units and through National Council for High Education has imposed a minimum requirement in Public universities for delivery of academic programmes.

In the National Council for Higher Education Quality Assurance Framework for Ugandan Universities research is one of the criteria for assessing the quality of a university (NCHE, 2011). Research is noted to be one aspect that makes the university education different from other institutions of learning. The percentage of the budget a university is expected to devote to research is 10% of its annual expenditure. However many Universities have not met this requirement yet and so research is not prioritized and may have an effect on the quality of the output. The Ministry of Education and Sports resumed financial support for research in public universities.

The government of Uganda established the universities and other Tertiary institutions Act of 2001 that aimed at widening accessibility, improving the environment for equity, ensure quality and provide guidance in the establishment and management of these institutions. Furthermore, the National council for Higher Education was established by the Act of Parliament to receipt, and process applications, monitor and evaluate these institutions, ensure minimum standards are maintained, setting standards for admissions and advising government on policy among others (Barley *et al*, 2005).

Kasenene (2010) cited by Bunoti (2010) noted that the establishment of private-public partnership in 1990 to help improve accessibility to higher education has continued to fall short of stakeholder expectations in many sub Saharan countries

including Uganda. She further acknowledges that the number of students admitted does not correspond with available resources in that there is limited library space and the stocked books in some universities are outdated.

A tracer study, revealed that. the liberalization process brought in a number of players in the University sub-sector which has led to increased number of universities and campuses, enrollment, The purpose of this study is to establish whether the above have had an implication on the quality in terms of the profile of the entering students, quality of staff, facilities and resources and the teaching and learning process.

## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

#### **3.1 Introduction**

This chapter presents the research methodology that guided the study. It describes how desired information concerning liberalization of university educational and the quality of teaching and learning in public and private university education in Uganda was extracted. It consists of the research design, area of study, study population, sample size, sampling techniques, research methods, research instrument, data collection procedure, validity and reliability. It also includes the measure of research variables, data analysis and ethical issues.

#### **3.2 Research Design**

The study adopted a descriptive cross-sectional survey research design where both quantitative and qualitative approaches were employed. The design was chosen because the study intended to collect data from the respondents of same categories but from different institutions. The study also sought to get information from respondents about their opinions on the influence of liberalization of university education on the quality of teaching and learning only once during the study. Qualitative was used on the non-numerical data while quantitative was used on the numerical data.

#### **3.3 Study Area**

The study was carried out in Eastern region of Uganda that lies to the East of the river Nile that includes Busoga, Bugisu, Teso and Bukedi regions. This region borders Kenya to its East and has had a rapid growth of universities and university campuses to cater for the population. The first ever private university of Islamic University in Uganda is located in this region and currently, public universities have been opened

up with campuses of a number of other private universities. The growth of private universities in Eastern Region is attributed to liberalization policy in Uganda that has witnessed the massive growth of private universities as well as opening up of other public universities in the education sector especially in the last two decades.

### **3. 4: Study Population**

The population for this study comprised of Academic Registrars because they are the academic managers and charge of the teaching and learning in the universities. The study also included the Deans and Heads of Departments since they are the immediate supervisors of the teaching and learning and they also participate actively in the process of teaching. It also comprised of academic or teaching staff because they are the direct implementers of the curriculum in the teaching process. Guild Officials were included in the study to represent the students' body and they are the recipients of the teaching and knowing that the constituents they represent on the guild are the different classes in the university. Other categories of leaders were included to provide for triangulation and be able to assess other aspect of the learning environment apart from class parameters in the universities in Eastern Uganda. The study also involved National Council for Higher Education (NCHE) staff members since it is the regulatory body for higher institutions of learning and participates in the monitoring of the teaching and learning processes. NCHE has three directorates so the study sought of select one from each. At the time of the study, Eastern region comprised of five universities of which four are fully flagged universities, one is a university Constituent College which were selected for the study. Consideration was made for only those that have existed for more than ten years for better assessment.

The different categories and population sizes are indicated in table 3.1

**Table 3.1: Showing the Total Population of the Study**

<b>University Name</b>	<b>Academic Registrars</b>	<b>Faculty Deans</b>	<b>Teaching Staff</b>	<b>Students leaders</b>	<b>Sub-total</b>
Busitema	1	6	123	35	<b>165</b>
Busoga	1	6	76	32	<b>115</b>
Kumi	1	5	65	31	<b>103</b>
Islamic University	1	5	227	128	<b>361</b>
Livingstone International	1	3	55	42	<b>101</b>
Mbale University College (MUC)	1	5	119	39	<b>164</b>
NCHE	3	-	0	0	<b>3</b>
<b>Total</b>	<b>9</b>	<b>30</b>	<b>665</b>	<b>307</b>	<b>1012</b>

Source: Academic Office records, 2017

Table 3.1 shows the target population from the different universities per category from which the sample size was derived as indicated and the officials from the National Council for Higher Education.

### **3.5 Sampling Techniques**

The study used both random and non-random sampling techniques to get a representative sample size from a cross-section of the population that fulfilled the requirements enumerated by Kothari (2004). The researcher used purposive sampling, cluster sampling, simple random sampling. Eastern region of Uganda was purposefully selected because the first private university was established in the region and also most of the studies done on liberalization and education have been done in the Central region and other parts. The universities were purposefully selected basing

on the legal status and those that had existed for ten years and above and each formed a stratum (Amin, 2004; Koul, 2009).

Cluster sampling was used to select categories of respondents appropriate to the study that included; Academic Registrars, Deans of Faculties, Heads of Department plus teaching staff and students' leaders. The Academic Registrars and Deans in each stratum were purposefully selected because of the position they held in the process of teaching and learning as key informants. The teaching staff and the students' leaders were selected on the basis of proportionate stratified sampling technique because of the different numbers from different universities and then simple random sampling technique was used to select the individual elements (Kothari, 2004). The NCHE officials were also purposefully selected because of the positions they held in the area of study as key informants.

### **3.6 Sample Size determination**

Using Krejcie and Morgan table of sample size selection (1970) a total of 279 respondents was determined and then using proportionate stratified sampling technique, the size for each category was determined in order to cater for proper representation since universities had different numbers per category as indicated in table 3.2.

Proportionate stratified sampling technique formula

$$S = s/N * n \quad /N *s$$

Where

S = the sample size of the stratum

s = is the population size of each strata

N= is the size of total population

n = is the sample size of the entire population

Since the Academic Registrars, Deans and NCHE officials were purposefully selected, the proportionate stratified technique was used to determine the sample size

of teaching staff and students' leaders and eventually the total sample size of 286 was selected.

**Table 3.2 Sample Size and Selection**

<b>University/ Category</b>	<b>Busitem</b>	<b>Busog</b>	<b>Kum</b>	<b>IUIU</b>	<b>LIU</b>	<b>MUC</b>	<b>NCHE</b>	<b>Sampling technique</b>
Academic Reg.	1	1	1	1	1	1		Purposive
Deans	6	5	3	5	4	5		Purposive
Teaching staff	22	27	15	58	12	29		Random sampling
Students' Leader	7	10	7	33	9	9		Random sampling
<b>NCHE officials</b>							3	Purposive
<b>Total</b>	<b>29</b>	<b>49</b>	<b>29</b>	<b>101</b>	<b>29</b>	<b>46</b>		<b>286</b>

It can be observed that a sample size of two hundred eighty six was selected from the total population of 1012 using the different sampling techniques.

### **3.7. Methods of Data Collection**

The data collection methods are the means used in gathering information to address the critical questions in the study (Kothari, 2004). There are two major data collection methods that the researcher used in the current study and they include: Quantitative by the use of questionnaire and qualitative data collection methods by the use of Interviews.

The questionnaires were used to collect data from a larger population of the teaching staff and students' leaders from the different universities. This also provided an opportunity for the respondents to give their opinions without bias that would otherwise be influenced by the presence of the researcher. The interview guides were

used to collect in-depth information that reflected the opinions held by the key informants.

### **3.7.1 Quantitative data collection Method**

This quantitative data collection method used employed standardized questionnaire tools that were administered to respondents. A questionnaire is a set of questions that may be printed or typed in a specific arrangement that are meant to be responded to by the participants (Kathori, 2004). Using questionnaires provided an opportunity to the respondent to answer the questions without the bias of the interviewer. The researcher administered questionnaires on the selected academic staff and students' leaders. This gave the respondents adequate time to provide responses that were well thought through. This method was also convenient because it was easy and convenient to reach a good number of the respondents using the survey method and questionnaires. Bearing in mind that this was a large number of respondents who are scattered in different places of the campuses of the institutions, the questionnaires provided a reliable method of collecting data easily.

The questionnaire comprised of the first section which collected data on demographic characteristics of the different categories of participants from different institutions and second section comprised of the continuous questions collected data on the relationship between the two variables of liberalization of university education and the quality of teaching and learning. The researcher used two sets of a questionnaire for the different categories of respondents. The questionnaires were used to collect quantitative data as recommended by Mugenda and Mugenda (2003) in order to triangulate with the data from the other method. All the items in this section were

close ended based on the five point Likert Scale, ranging from five to one as follows: 5= strongly agree, 4= agree, 3= neutral , 2= disagree and 1= strongly disagree.

### **3.7.2 Qualitative data collection Method**

The interview method of data collection includes presentation of oral-verbal questions which can be through personal interviews or telephone interviews (Kathori 2004). The researcher employed interviews with the aim of getting specific information from the participants using the interview guide. The researcher interviewed the Academic Registrars, Deans of faculty in the selected universities and the NCHE officials. The interview method was used because it offered greater flexibility to both the respondents and the researcher opportunity to rephrase the questions whenever it was necessary. (Kathori 2004). The importance of in-depth interviews provided much more detailed information than what was available through other data collection methods. This method was chosen because it provided the researcher with information that helped to understand the perception of the respondents about the quality of teaching and learning in universities as related to the liberalization policy in Uganda and particularly in Eastern Region.

### **3.8: Validity of the instruments**

Leary (2001) explains validity to mean the degree to which the measurement method actually measures what it is anticipated to measure. To measure validity the researcher discussed the instruments with the supervisors and colleagues to ascertain the instruments' face, construct and criterion validity in measuring the relationship between liberalization of university education and the quality of teaching and learning in Universities. The researcher ensured that the research instrument covered all the aspects of the phenomenon under study as specified in the conceptual framework in Figure 1.1. The researcher discussed the questionnaires with the supervisors and

colleagues to assess its contents, exactness, relevancy and consistency in relation to the objectives of the study. The level of correctness of the instruments was also determined through computation of content validity index (CVI) by the Content Validity Index formula  $\text{Content Validity Index} = \frac{\text{Number of items stated valid}}{\text{total Number of items}}$  (Amin 2005). The value of content validity index was 0.799 which indicated that the instrument is valid and good enough to measure what was intended (George and Mallery's, 2003). Furthermore the use of more than one data collection method helped the researcher to triangulation in order to enhance the quality of the findings (Amin 2005, and Kothari (2010).

### **3. 9: Reliability**

Reliability refers to the uniformity, or dependability of a measurement technique and it is concerned with the consistency or stability of the score obtained from a measure or assessment over time and across settings or conditions (Lear 2001; Marczyk, DeMatteo, Festinger, 2005)). In order to test for reliability, the instruments were pre-tested using the test- retest approach by administering the questionnaires to the two categories of respondents in one of the university campuses in Mbale Municipality and test again after one month. The pre-tested results were used to assess the reliability of the instrument using correlation coefficient which is a statistical analysis that tells about the relationship between two variables (Marczyk et al, (2005) the correlation coefficient was .86 for the staff questionnaire and 0.84 for students. With these values the instrument was considered reliable.

### **3.10: Data collection procedures/ process**

After the approval of the proposal, an introductory letter was obtained from the School of Post Graduate of Kisii University Eldoret campus that introduced the researcher to the National Council for Science and Technology in Uganda for

Research Ethics consideration. After due considerations and analysis of the proposal by The National council for Science and Technology in Uganda (NCST) a letter permitting the researcher to collect data from the different institutions was issued.

An introductory cover letter was attached to the research instruments explaining the purpose of research and assuring the respondent of the confidentiality involved with the consent form. The researcher distributed questionnaires to the different universities and collected them at agreed time after receiving permission from the administration. Appointments made with the key informants in the universities and NCHE officials through telephone conversations. After collecting the data, the completed answered questions were coded, edited and entered in the statistical packages for processing and analysis. Analysis and interpretation were done and discussions and recommendations made and finally a report was written and submitted to the supervisors.

### **3.11: Methods of Data Analysis**

The quantitative data collected using questionnaires was coded and themes were identified in the qualitative data. After the coding and the themes identification the data was interpreted using descriptive, analytical and interpretive approaches. The data on demographic characteristics and profile of respondents was analyzed by the use of frequency and percentage distributions.

The quantitative data collected using questionnaires was organized and using Likert scale, the raw data was transformed into numerals to facilitate counting and tabulation according to specific objectives, research questions and hypothesis. The data was transferred to SPSS data editor for analysis, it was categorized and organized for statistical processing. Descriptive analysis was employed to describe the diverse variables under study and it included frequency tabulation, mean, and standard

deviation. A number of statistical analyses used included Pearson correlation coefficient to test the hypothesis, the linear regression analysis to determine the level of significance of the influence of the liberalization of university education on the quality of teaching and learning and to establish the effect of liberalization of university education on quality of teaching and learning

The qualitative data was interpreted through content and thematic analysis and presented through narration and verbatim quotes from the interviews of the key informants.

### **3. 12: Ethical Considerations**

The researcher made every effort to follow the laid down procedures for carrying out the study and involved the University to ensure that all was done according to the acceptable ethical standards and guidelines. The researcher also availed all the necessary information to the respondents to help them make informed decisions by signing the consent form, in the process of making choice to participate in the study. She ensured maximum confidentiality of the views of respondents and anonymity of respondents was maintained by coding the questionnaires.

## **CHAPTER FOUR**

### **PRESENTATION, ANALYSIS, INTERPRETATION, AND DISCUSSION OF THE FINDINGS**

#### **4.1: Introduction**

In this chapter presents the presentation, an analysis and interpretation of the study findings was done. The first part of this chapter deals with the demographic characteristics and the response rate of respondents. This was followed by an analysis of study variables such as: gender, designation of the respondents, qualification (highest level of education) and the name of the university. This was followed by an observed analysis of findings beginning with correlation analysis, followed by descriptive findings, content analysis and finally regression analysis.

After sorting and coding, data was entered into a computer and data examination was done using SPSS version 16. Descriptive statistics like frequencies, percentages, mean, and standard deviation were used to generate reports that were later discussed. Inferential statistics such as correlation analysis were used to determine the relationship between liberalization of university education on the quality of teaching and learning in universities in Eastern Uganda. Regression analysis was engaged to establish the degree of the effect of liberalization of university education on the quality of teaching and learning in universities in Eastern Uganda.

The findings from the interviews with the Academic Registrar's, Deans and members National Council for Higher Education on the effect of liberalization of university education on the quality of teaching and learning in universities in Eastern Uganda. The presentation, analysis and interpretation of the findings were organized and presented objective by objective.

## **4.2: Response Rate**

It was important for the research to start by ascertaining the response rate from the questionnaires as well as the interviews before embarking on the analysis of the findings. This was done to ensure that the findings were representative enough of the sample that had been decided on. The total number of questionnaires distributed was 249 and the number of questionnaires returned was 232 which represent 93% return rate and all questionnaires returned were fully filled by the respondents. A survey response rate that is above 80% is good enough and helpful in ensuring representation (Cassell and Symon, 2004).

The key informants that were selected were 37 and out of these, 15 interviews were carried out, which is a 40.5% response rate. Each respondent was assigned a code from AD1 to AD 13 of the respondents from the universities and NC1 to NC2 from NCHE.

## **4.3: Demographic characteristics of the respondents**

The researcher made effort to find information about the background of the respondents who participated in the study from the alternatives given in the questionnaires. The information was given as indicated in tables 4.2.1 to 4.2.5 which present the demographic data of the respondents who participated in this study. This included gender, designation, education level of respondents, the name of the institution and the findings are detailed below:

### **4.3.1: Gender of the Respondents**

The item required the respondents to indicate their gender for both the staff and the students' leaders and the responses are as revealed in the table below.

**Table 4.1: the table showing the gender composition of the participants**

<b>Gender</b>	<b>Frequency</b>	<b>Percent</b>	<b>Cumulative Percent</b>
Male	166	71.6	71.6
Female	66	28.4	100.0
<b>Total</b>	<b>232</b>	<b>100.0</b>	

**Source: Field data, (2018)**

From the table above it is indicated that majority of the respondents were male given a 71.6 % while female were represented by 28.4% of the total number of respondents. This indicates that there are relatively fewer females in university staff and students' leaders since the study focused on the Academic staff and student leaders.

#### **4.3.2: Designation of the Respondents**

The item required the respondents to indicate the positions that represented their responsibilities in the universities for both the teaching staff and the students' leaders as indicated in the table below:

**Table 4.2: Showing the Designation of Respondents**

<b>Designation</b>	<b>Frequency</b>	<b>Percent</b>	<b>Cumulative Percent</b>
Parliamentarians	36	15.5	15.5
Guild cabinet	21	9.0	24.5
Class coordinator	18	7.8	32.3
HOD	22	9.5	41.8
Teaching staff	135	58.2	100.0
<b>Total</b>	<b>232</b>	<b>100.0</b>	

**Source: Field data, (2018)**

From the table above the majority of the respondents were academic staff with 58.2 as teaching staff and heads of department represented by 9.5%. Of the students majority represented by the parliamentarians at 15.5% who represent all the different classes in the universities followed by guild officials and cabinet members represented by 9.0%. Guild Parliamentarians' in most universities are a representative of all the different courses while guild cabinet is the executive body of the students' leadership team. Class coordinators usually represent the different programmes offered. This is good for the study because it provides an appropriate representation of the students' body and since the students are the major stakeholders in the teaching and learning process they provide the best analysis point.

On the other hand the academic staff provided for two categories of designations and that is teaching staff with a 58.2% and the heads of departments of 9.5%. It was discovered that most universities in Eastern Uganda have Heads of department leading the different sections of the academic divisions. Teaching staff were the majority since there are the ones involved in the actual teaching and so have the relevant information concerning teaching and learning. In every academic institutions the number of teaching staff are the majority and they are the ones that facilitate learning and so provide the best point of analysis and their responses would be authentic.

#### **4.3.3: The Name of the University the Respondents Came From**

The respondents were asked to indicate the universities they were from by writing down the name of the university and their responses are indicated in the table 4.3 below.

**Table: 4.3 showing the responses on the names of the respondents Universities**

University Name	Frequency	Percent	Cumulative Percent
MbaleUniversity College	41	22.4	22.4
Kumi University	24	12.9	35.3
Islamic University	94	24.6	59.9
Busitema University	44	23.3	83.2
Livingstone	29	16.8	100.0
Busoga	00	00	100.0
<b>Total</b>	<b>232</b>	<b>100.0</b>	

**Source: Field data, (2018).**

From table 4.3, it was noted that the greater percentage of the respondents were from Islamic University in Uganda (IUIU) with the percentage of 24 followed by Uganda Christian University at 22.4%, 23 % from Busitema, 16 % from Livingstone University and Kumi having the least number of 12.9%. However Busoga University had no respondents represented in this study though it was one of those selected to participate in the study. IUIU was the first private university in Uganda followed by Uganda Christian University (NCHE, 2006) and so it has the biggest number of faculty and students compared to the rest of the universities. Kumi has been in operation for about 10 years but has not grown substantially and has not been chartered so students are hesitant to join such a university. Busoga University was one of the sampled but could not participate because in the very year of the study, its license was revoked by government due to failure to meet the required standards. This made the remaining staff and students to hesitate from participating in the study even when the instruments were distributed.

#### **4.3.4: Highest level of education of the respondents**

The respondents were asked to indicate their highest level of education by ticking from the options given from certificate to PhD and the students who had not

graduated were to have that shown as well. Their responses were as shown in the table below:

**Table 4.4: Highest level of education of staff**

<b>Educational qualification</b>	<b>Frequency</b>	<b>Percent</b>	<b>Cumulative Percent</b>
PhD	9	5.6	5.6
Masters	118	74.6	80.2
Bachelors	29	18.3	98.5
Diploma	2	1.5	100.0

**Source: Field data, (2018).**

From the table; 4.4 it was observed that 74.6% of the respondents had Masters Degrees in various disciplines while 5.6% had PhDs, 18.3% had Bachelors and only 1.5% have diplomas. A small proportion had diplomas because at the university it rare to find diploma holders participating in the teaching and this small portion is from from universities which offered certificate courses. Majority of the teaching staff have Masters because that is the minimum requirement to teach in a university provided by the National Council for Higher Education (NCHE, 2006). The 5.6% with PhD in this part of the country is below the country average of 11% and is also below the minimum requirement by NCHE.

#### **4.4. Scale Type Questionnaire**

In this section, descriptive in the form of percentages, means and standard deviation are presented to demonstrate the feedback from respondents on the standing of students' profile, the quality of teaching staff, the quality of teaching approaches, the quality of assessment and the teaching and learning environment. The feedback from the respondents were deliberated on a five-point Likert scale, with dimensional value of 1= strongly disagree, 2=Disagree, 3= Undecided (uncertain), 4=Agree and 5=

strongly agree. To make interpretation easy, ranges of values were re-assigned to each scale as indicated in table 4.6:

**Table 4.5: Values Level of standard Deviation Interpretation**

<b>Values</b>	<b>Level of agreement</b>	<b>Interpretation</b>	<b>Interpretation</b>	<b>Interpretation</b>
4.01 - 5.00	Strongly Agree	Very satisfactory	Very common	Very high
3.01 - 4.00	Agree	Satisfactory	Common	High
2.01 - 3.00	Disagree	Fairly satisfactory	Rare	Low
1.01 - 2.00	Strongly Disagree	Not satisfactory	Very Rare	Very low

Standard deviation was indicated to have a cutoff point of 1 such that if the value was below one (1), it means that there is no much variation in the responses, and if is above one (1) it implies that there is much variation. To analyze the data collected in line with the objectives, research questions and hypothesis of the study, statistical procedures were carried out using SPSS version 16 software.

#### **4.5: The Status of Liberalization of University Education in Uganda**

The status of liberalization of university education in Uganda was determined by requiring respondents to give their views about the indicators of liberalization of university education in relation to universities in Uganda. The investigation in this section was based on the assumption that university education in Uganda has been liberalized and that the respondents can be able assesses the indicators of this phenomena that has taken place over the years. This section therefore assesses the status of liberalization of university education in particular as evidenced by different indicators with particular reference to Eastern Uganda.

The respondents were expected to give their opinion on ten constructs as indicated in the questionnaire. The outcome revealed that the respondents had varied opinions and were presented as percentages as indicated in Table 4.6.

**Table 4.6: Opinion on liberalization of university education in Uganda**

<b>Statement</b>	<b>SA</b>	<b>A</b>	<b>UD</b>	<b>D</b>	<b>SD</b>	<b>Mean</b>	<b>SD</b>	<b>Comment</b>
A1. All universities have the same minimum entry requirements	32.3	33.6	8.6	20.3	5.2	3.6	1.26	High
A2.The university & Tertiary institutions Act has made it easy for the establishment of private universities.	28.4	46.6	15.1	6.5	3.4	3.9	0.999	High
A3.There is increased number of private universities.	59.5	28.9	4.7	5.2	1.7	4.3	0.92	Very high
A4.Public universities have opened up to private sponsorship scheme	34.5	42.2	12.5	7.8	3.0	3.9	1.02	High
A5.Higher education provision is more of a business than a social service	19.0	40.5	16.4	18.1	6.0	4.3	1.16	Very high
A6.There is increased accessibility & enrollment to university education.	26.3	47.0	19.0	5.2	2.6	3.89	0.94	High
A7.Formation of subsidiary campuses for universities has increased	28.0	43.5	16.8	10.8	.9	3.89	0.974	High
A8.University education is privately funded in both private and public universities	25.4	44.4	12.9	12.5	4.7	3.7	1.115	High
A9.Admission procedures in universities are quick and efficient.	11.2	34.9	24.1	23.7	6.0	3.2	1.111	High
A10.There is improved relationship between the university and the stakeholders	9.5	40.5	33.2	12.1	4.7	3.3	0.997	High

From the table, 66% of the participants agreed that with liberalization, all universities have the same minimum entry requirements while 25% said that it not common to have the same entry requirements and 8.6% saying that is least common to have

universities having the same entry requirements. The calculated mean value of the (M= 3.6, SD =1.26) universities having the same minimum entry requirement is high and the standard deviation indicated that there is much variation. This is consistent with the responses for the dean AD 6 who said that ‘minimum requirements are as per the NCHE guidelines of five passes at O’ level and two principal passes at A’ level. Respondent AD4 said that ‘there is no difference between what is taken as minimum requirements compared to public universities’. However the informant AD 2 said that ‘Public universities take the best students leaving the low level grades to be competed for by the private universities’.

The requirements for enrolment or admission for a degree course one needs to have scored at least 2 principal passes at Uganda Advanced Certificate of Education (UACE) obtained at the same sitting or its equivalent or should have passed mature age entry examinations with a 50% mark, in according to the Minimum Entry Requirements for Admission to Universities or Other Tertiary Institutions Regulations, (2007). Another option is a possession of a diploma in a relevant field to the applied for course. The National Council for Higher Education was established by the Act of parliament no. 5 of 2011 to among others, to ensure quality of education in higher institutions of learning by designing quality assurance systems. This body ensures that all universities abide by this regulation of the minimum entry requirements. However the admissions’ Boards of the different universities are free to set their own minimum entry requirements at every academic year.

The opinions regarding “the role of University & Tertiary Institutions Act in the establishment of private institutions” majority of the respondents rated it highly where 28% and 47% strongly agreed and agreed respectively. However there is a 15% were undecided while 10 % disagreed. The calculated mean (M= 3.9, SD= 0.999) this

shows the role of University & Tertiary Institutions Act in the establishment of private institutions is rated highly and the standard deviation shows that there is no much variation. However the respondent AD1 asserted that;

The proprietors were motivated by the desire to provide Quality Christian Higher Education in Uganda since most universities provide theoretical education this university would provide for critical thinking. It was to create opportunities for students who qualify for university education especially from the East and the North but cannot be absorbed in the public universities.

The respondent AD4 affirmed that the reason for starting the university was the realization of the gap because 'there were no universities in the region' at the time.

Majority of the participants alluded to the fact that liberalization is reflected in the increase in the number of private universities. 26.3% strongly agreed, 47.0 agreed while 19.0 were not sure. However 4.7 % were undecided while 7% disagreed. The calculate mean ( $M= 4.7$ ,  $SD= 0.09$ ) the magnitudes of the mean values is a sign that respondents strongly agree there has been an increase in the number of universities and the Standard deviation shows that there is no much variation. This is in agreement with the response from one of the interviewees, AD6 who said that 'liberalization of education and the increased demand for higher education has favored the establishment of private universities in Eastern Uganda'.

From the findings, 77% of the participants indicated that there has been an opening up of public universities to private sponsorship scheme came in Uganda. 13 % was not sure while 10% disagreed. The calculated mean ( $M=3.9$ ,  $SD=1.02$ ) the size of the mean values points out that respondents agreed to the fact that public universities have introduced private sponsorship of students with in these government owned institute and the standard deviation indicates a there is much variation.

This is consistent with the response from the respondent AD6 who said that public universities have opened up for private sponsorship because of the 'increased demand

for high education and increased number of students qualifying for higher education and also the need to increase income for the universities’.

The outlook of the respondents on the construct that “higher education is more of a business venture than a social service” which should be availed to all citizens 60% agreed, 16.4 were not sure while 18% disagreed and 6% strongly disagreed. The calculated mean ( $M=4.3, SD = 1.16$ ). The magnitudes of the mean values as regards higher education becoming more of business venture than a service, the status was very high and the standard deviation indicates much variation. This suggests that respondents look at higher education as a profit making activity. This is consistent with the response from the respondent AD5 who said that ‘it is a social service because emphasis is put on quality than quantity though private institutions tend to operate as business entities’. The participant AD4 said that ‘it is a social service but also must be cost effective’. Also the AD12 confessed that ‘this is a public university, however to some extent money making is a motivator’. This is consistent with (Twebaze, 2015), whose stressed that commercialization of education in Uganda has been accelerated by liberalization and privatization of educational institutions which was a result of the failure of the government to sufficiently finance public education. Twebaze further observed that commercialization of education has not spared universities because many universities take on more students than they can handle in order to make as much money as possible.

From the findings it was indicated by 73% of the respondents that there was an increased accessibility and enrollment in universities in Uganda. However 27% of the participants did not agree while 19% were undecided, 5.2% disagreed and 2.6 strongly disagreed. The magnitude of calculated mean ( $M= 3.9$  and  $SD= 0.94$ ) alludes

that accessibility and enrollment in universities in Uganda is satisfactory and the Standard Deviation indicates that there is no much variation. This is in agreement with what respondent AD7 said that ‘because of the privatization policy many universities have been opened and as such there is laxity in the admission procedures to accommodate more students’. The response from AD4 indicated that ‘yes, there is easy access, more demand by the public for university education which has been brought nearer to the clients and the provision of different modes of study’. The Education Sector Strategic Plan 2004–2015 augmented an increase in tertiary enrolment over the next decade of 92.3% and it was expected that 52% would happen during the period 2010-2015. This growth in enrollment was partly credited to the liberalization of the education sector across different countries in the Sub-Saharan Africa which raised the rate of educated citizens to a standard level in most of the countries (Tibarimbasa, 2010).

Findings in Table 4.7, disclosed that respondents who agreed showed that the formation of the subsidiary campuses for universities has increased 72%, 16.8% were non-committal while 19% disagreed. The size of the calculated mean ( $M=3.9$ ,  $SD=0.974$ ) shows that formation of subsidiary campuses had increased is common in Uganda’s universities. The standard deviation shows that there no much variation in the respondents’ views. This is in agreement with the response from the dean and the Registrar who eluded that opening up of subsidiary campuses was to ‘due to the need to bring services nearer to the people in various regions’ and to capture customers’.

The respondent AD8 said that;

the issue of opening up subsidiary campuses was within the original strategic planning of the university that aimed at having constituent colleges in the four regions of the country to serve the people equitably.

The respondent AD1 said that ‘the university does not have a plan to start subsidiary campuses because of the complex in managing them that may compromise the quality of education offered’. From this response, it can be predicted that the establishment of subsidiary campuses is seen as a potential danger I compromising the quality of education.

Findings in Table 4.11 indicate that most of the respondents agreed that the funding of university education is done mainly through private contribution in both private and public universities with a magnitude of 69% and 12.9% of the participants were not sure about the funding levels while 17.3% disagreed. The scored mean value of funding of university education being done mainly through private contribution in both private and public universities as indicated was 3.7, and standard deviation was 1.115. This implies that the status of funding of university education is done mainly through private contribution in both private and public universities are high and there was much variation in the responses. This is consistent with the response from one of the key informants, AD5 who asserted that ‘university education is mainly funded by private sponsorship because government has reduced its contribution to private institutions’. The findings are in agreement with Twebaze, (2015) observations that commercialization of education in Uganda came in as a result of liberalization and privatization of education and has made education more accessible to students who would have never had an opportunity to attain university education.

The magnitude of the percentage of those who agreed at only 46% of the respondents shows that the admission procedures are quick and efficient shows that it is not very highly appreciated. This means that 54% do not agree that liberalization is reflected in the quick and efficient admissions procedures in Uganda’s universities. Of these 24% is non-committal to the assertion probably because they do not know the better way.

The scored mean value of existence of quick and efficient admissions procedures in Uganda's as indicated in Table 4.7 was 3.2, and standard deviation was 1.11. This shows that the status of existence of quick and efficient admissions procedures in Uganda's is high and there was much variation in the responses.

From Table 4.7, respondents gave diverse views on the construct 'there is improved relationship between the universities and the stake holders'. The intensity of the percentage was moderate with 50% agreeing to the statement while 33% are not sure and only 17% disagreeing. The size of the calculated mean ( $M=3.9$ ,  $SD=0.974$ ) shows that the status of improved relationship between the universities and the stake holders is high and the standard deviation shows that there is no much variation in the respondents' views. This is not different from the answer from respondent AD6 indicating that 'our relationship is cordial and we consult them to update our syllabus in order to meet market demands'. Informant AD5 said that 'there is good relationship. We learn from each other and share issues about business in higher education'. While the respondent AD4 said that 'the relationship is competitive as well as collaborative. The university has to compete for students and staff but also collaborate in research'. AD12 also affirmed that 'universities relate with stakeholders, through alumni association, collaborations, linkages, sponsorship arrangements and input results like UCE and UACE'.

In an attempt to establish the relationship between the study variables, a correlation coefficient analysis was made at 5% significance level. The Table 4.7 shows a summary of the Pearson product moment Correlation Coefficients showing the relationships between the study variables.

**Table 4.7: The relationship between the liberalization and the quality of teaching and learning**

Variable	1	2	3	4	5	6
1. Liberalisation of education	Pearson Correlation 1					
	Sig. (2-tailed)					
2. Profile of students	Pearson Correlation .573**	1				
	Sig. (2-tailed) .000					
3. Quality of teaching staff	Pearson Correlation .350**	.517**	1			
	Sig. (2-tailed) .000	.000				
4. Quality of teaching approaches	Pearson Correlation .503**	.593**	.611**	1		
	Sig. (2-tailed) .000	.000	.000			
5. Quality of assessment	Pearson Correlation .522**	.533**	.464**	.578**	1	
	Sig. (2-tailed) .000	.000	.000	.000		
6. Quality of t/l environment	Pearson Correlation .319**	.376**	.416**	.505**	.283**	1
	Sig. (2-tailed) .000	.000	.000	.000	.000	

*Note.* \*\*. Correlation is significant at the 0.05 level (2-tailed).

From Table 4.7, the statistics (Pearson Correlation = .573\*\*,  $p = .000$ ) imply that at a 5% significance level, there is a significant positive correlation between liberalization of university education and the profile of students entering the university in Eastern Region. The significance of the liberalization of university education on the profile of students entering the university through increased accessibility through offering more space for eligible and qualified students. According to Selenica, (2018) more young people than ever before are knocking on the doors of higher education globally because of the liberalization policy operating in different countries.

Likewise the statistics for the other variables; (Pearson Correlation = .350\*\*,  $p = .000$ .) imply that at a 5% significant level, there is a significant correlation between liberalization of education university and the quality of the teaching staff in university in Eastern Region. The significance of the liberalization of education on the quality of teaching staff affects the quality of staff since there is limited involve in publication and research, mentorship and availability of senior staff in these universities. Yet time

and again new lecturers feel secluded and anxious, without peers, or appropriate mentors which can influence the quality their teaching (Alam and Herders, 2012).

Further, the statistics (Pearson Correlation = .503<sup>\*\*</sup>,  $p = .000$ ) imply that at a 1% significance level, there is a significant moderate and positive correlation between liberalization of education university and the quality of the teaching approaches in Eastern Uganda. The significance of liberalization on the quality of teaching approaches is seen in the collaborative methods, reflective thought, and adequate feedback, but they use less of ICT and teaching materials. This is consistent with Porter (2012) who posited that in United States that learning involves the development of critical thinking skills which is the primary purpose of university education. Students need to be taught to learn how to learn and this involves teaching them using methods that will enhance skills and creativity. This will enable the graduates to be able to participate in various productive engagements even when they get employment.

In order to determine the relation between liberalization of university education and the quality of teaching and learning participants were asked for their opinions on the different parameters as reflected in the research questions indicated in the following subthemes;

#### **4.6:0: Liberalization of university education and the profile of students.**

In order to determine the influence of liberalization of university education and the profile of students entering the university in Eastern Region in Uganda and to answer the research question which stated that: How does liberalization of university education affect the profile of students entering the university? In this study, ability and inspiration of received students; their enrollment and quality in terms of requirements, capability and enthusiasm are considered as essential input elements for

universities. The investigation in this section is based on the assumption that it is essential to ensure quality of inputs as pre requisite for quality teaching and learning to take place. This section therefore starts with assessment of the state of preparedness of students entering the universities in Eastern Uganda, and the instruments used to determine entry qualification of students in the face of liberalization.

The respondents were required to give their attitude on six constructs as provided for in a questionnaire and presented as percentages as indicated in Table 4.8.1.

**Table 4.8.1: Opinions about liberalization of university education and the profile of students**

Statement	SA	A	UD	D	SD	Mean	SD	Comment
	5	4	3	2	1			
1a. Students have the required qualification to enter universities.	22.0	50.4	15.5	7.3	4.7	3.7	1.024	High
1b. Information about universities can easily be accessed	23.7	38.8	15.1	17.7	4.7	3.5	1.166	High
1c. Entry to university has specific cut off points for specific courses.	37.5	33.2	11.2	10.3	7.8	3.8	1.255	High
1d. Subject combinations are not considered during admission.	5.6	17.2	16.8	32.8	27.6	3.4	1.217	High
1e. Easy access to university has led to increased laisses faire attitude to A' level students.	8.6	35.3	25.9	21.6	8.6	1.14	1.052	Rare
1f. There is increased enrollment of students from rural schools	8.6	32.3	32.3	20.3	6.5	3.16	1.052	High

From the findings, 72% agreed that students who enter universities have the required qualifications for university education and 28% did not agree. This shows that the students who enter the universities have the minimum entry requirements. The calculated mean ( $M=3$ ,  $SD= 1.024$ ) showing that the respondents' opinion indicate that even with liberalization students who are enrolled in universities have the required entry requirements.

To triangulate these quantitative data from the questionnaires that were administered to teaching staff and students' representative, structured interviews were conducted with the Academic Registrars, Deans of Faculty and NCHE officials. The analysis of the interview data supports the findings that admitted students have the minimum qualifications. When asked whether students admitted have the required grades; all the key informants admitted that both private and public universities admit students with minimum qualification according to the provisions of NCHE. One of the respondents, (AD3) said that;

The university ensures that certificate holders are admitted for diploma programs, diploma holders or two Principal passes at A'level are admitted for degree, in other words those who have met the requirements of NCHE criteria and the university also conducts interviews for all the candidates.

However much as these private universities admit candidates who have minimum qualifications they do not get those with very good grades as one of the interviewees said; AD9 said that 'rarely do we get those with very good A- level grades like A or B'. Liberalization has also brought in another category of students that used not to be considered much before just as informant AD8 said;

We now have a category of students who are of the working class that come in with either diplomas to do bachelors or that come in with bachelors to do post graduate, these students usually prefer to have weekend or evening programs.

These mature students are usually highly motivated and focused and this facilitates the process of teaching and learning. This is in agreement with Kahsay's , (2012) observation that the quality of university education is strongly related to the pre-university preparation in academics and therefore the extent to which universities admit students that qualify for the courses they are admitted for has implication on the quality of teaching. Kahsay further asserts that the success of a university in the teaching and learning process has a relationship with the abilities of the students admitted and retained.

In Uganda the preparation is done by attending the two years of High School education where anyone that scores two Principal passes qualifies to join university for a degree course. However a research carried out in United States raised doubts about the quality of undergraduate learning in the United States, (Arum & Roksa, 2011). Arum & Roksa discovered that a big number of the candidates made it to college with minimal understanding to the pains taking academic work. That is why it is very important that effort be made to ensure that the prepared students are admitted to the university or else the quality of teaching and learning will be compromised.

The deans of faculties did not have different views; AD6 said that 'the university receives students with good grades for example; Education teaching subjects should have at least a D and law at least a C'. Dean AD5 asserted that 'they usually have good quality but majority are average'.

The results are consistent with the assertion by Bailey, Cloete, Pillay, (n.d) who discovered that students who do not meet the criteria for government funding are admitted through the private sponsorship scheme or to the other private universities. Bailey *et al* also observe that State scholarship is extremely competitive and primarily

favors students from the privileged socio-economic strata whose parents can afford good secondary schools leaving out many eligible students. Before liberalization many qualified students would not find space in the only public university that existed at the time. This also agrees with the argument that Kenya Joint Admissions Board sets Minimum qualifications each year for each program in order to scale down number of students that can be enrolled in public universities and only those having the certain particular scores in specific subjects are eligible to join particular courses (Wabwoba and Mwakondo, 2011).

Until 1988 Makerere University was the only university in Uganda. In 1988 and 1989 Islamic university in Uganda and Mbarara University of Science and Technology were established respectively. Today we talk of over thirty universities both public and private that are licensed. Another unique characteristic that existed was that only government sponsored students attended public university education until 1990 when public universities introduced the private sponsored students' scheme and now all the nine public universities provide for privately sponsored students. This has widened the profile of students in that students that would not have gained entry into universities now are being competed for by the different universities. This is in agreement with argument by Duczmal, (2006) that the number of privately sponsored students in both public and private higher institutions of learning in Poland exceeded the number of sponsored students.

Liberalization opened space for entry of private providers into the education market and since each university aims at getting as many students as possible, there is a concern that the minimum qualification of students entering the university could be lowered. However the results indicate that whether on government or private sponsorship; one has to meet the minimum requirements provided by National

Council for Higher Education. One of the Deans, AD 5 specified that ‘students received are generally of good quality, though not of very high grades.’ She further asserted that ‘the minimum qualification for any student to be admitted is a score of two (2) Principal passes at A’Level and five (5) passes at O’ Level’.

This is consistent with Schoole’s, ( 2004) assertion that with respect to cooperation in higher education and right of entry to universities in particular in Southern African countries, affiliate states agreed to propose to universities to work towards harmonization, uniformity, and ultimate standardization of university entry requirements. The National Council for Higher Education in Uganda has provided for the minimum qualification to enter university. All the sampled universities are aware of this requirement and there is effort to abide by it.

Kahsay, (2012) emphasizes that Education Training Policy (ETP) requires that for a students to be eligible for admission in Public University in Ethiopia, he/she must have completed two years of preparatory studies and taken the university entrance examination. The degree to which students have been equipped for university education is to be deliberated by the University Entrance Examination (UEE). The study findings obtained in a selection of universities in Ethiopia could however suggest that in the selection tool of (UEE) used by the Ministry of Education, lots of students join the public universities irrespective of having sufficient preparation in their academic studies. This predicament is even more severe in private higher education institutions (Kahsay, 2012). In Uganda NCHE assumes that anyone who scores two principal passes at A’level is prepared enough for university education. This is consistent with Kahsay, (2012) observation that students’ performance in their university education is significantly correlated with their University Entrance Examination scores, attitude, value orientation, admission preferences and inspiration.

Responses on the second construct about the accessibility of information about universities by the clients 62% agreed that information is easily accessed, while 15% are not sure and 22% said it not easily accessible. This implies that the majority of the respondents agreed that there is easy accessibility to information about universities. The calculated mean ( $M= 3.5$ ,  $SD= 1.166$ ) means that the information about universities is now easily available for anyone who needs it and can be used in decision – making. The standard deviation indicates that the responses of different participants did not differ much from the mean.

Analysis of interview data revealed that top university management , deans and NCHE officials were in agreement with the findings .When they were asked about how information about the university is availed to intending students, respondent AD3 said that;

Information about the university is availed through Joint Admissions Board (a government board that carters for public universities) forms, print media adverts, calling for applications for different schemes and career talks carried out in some schools by the university officials.

This is consistent with the comment by AD4 who said ;

information about the university is passed on through school visits by the university officials and media, websites and brochures that are distributed to the community and so it is easy for anyone to get information about the university’.

One other respondent, AD9 did not have a different view he said that ‘we use newspapers, radios and churches and sometimes the current students help to attract new ones. So we make every effort to give them a good experience during their time at the university’. This means that universities now make sure that they make students happy such that they can reflect the university outside to be able to attract new students.

A similar view regarding the availability of information about university is held by the Deans had a similar view that information is passed on through school visits, community engagement and media which are done regularly. This means that information about universities regarding what they offer is easily available in all media and frequent school visits by university officials. This is usually done aggressively to attract as many students as possible. Before liberalization there was no effort to pass on information in such a rigorous manner but competition has compelled universities to reach out to students in various parts of the public to attract students. This means that majority of the respondents held the opinion that all students who enter university are eligible for university education.

From the findings it is indicated in table 4.8.1 above 80% agreed to the fact that specific courses have specific qualification or entry points to university while 11% are not quite sure about this and 18% disagree. The calculated mean ( $M=3.8$ ,  $SD = 1.255$ ) implies that specific courses indeed have specific entry requirements. This means that the selection of students to different courses depends on the specifications set for each course.

From the findings, 23% agreed to the construct that during admissions the subject combinations offered by students at a lower level are not put into consideration, 17% are not sure while 60% disagreed indicating that combinations are considered during the admissions of students in the university. The calculated mean ( $M=3.4$   $SD= 1.127$ ) implies that combinations are considered during the admissions process and the opinions do not diverge much from the mean.

From the findings in table 4.8.1, 43.9% of the respondents asserted that easy access to university has created a *laissez faire* attitude among A'level students with no much effort put in, 30.2% disagree, and 25.9% indicated that they are not sure about the

situation. Which indicates that majority of the respondents agreed that laissez faire attitude has been created as a result of easy access to university education. The calculated mean (M= 1.1, SD= 1.052) showing that easy access to university education as a result of the liberalization policy makes students to have a carefree attitude knowing that they will get to the university with minimum effort.

The data analyzed from the interviews on the view that easy accessibility to university as a result of liberalization has caused A'level students to have a laissez faire attitude revealed that the top administrators had varying views. Respondent, AD3 revealed that

It is true, some mediocre students only target admission regardless of the program, but those focused and hardworking students are aware that high grade professions required higher points so they do not relax.

However informant, AD4 asserted that 'not really, despite the easy accessibility one still has to meet the benchmarks as set by NCHE and the university admissions board. Serious students have to work hard'. An interviewee AD6 response was not different because he asserted that;

Students always strive for courses which are considered to be marketable and usually the cut off points for such courses are high. Also most students would like to join government sponsorship which requires high grades and so every effort must be put in by every student to be able to get these scores.

Liberalization of university education has an influence on the accessibility of information about universities. The research results designated that greater part of the respondents approved that information is easily accessed with the magnitude of 62% while 38% did not agree. This means that students easily get information about universities through advertising since each university tries as much as possible to attract as many students as they can. Therefore any student intending and qualified to enter university is well versed with the necessary information on different universities

concerning their expectations and what they offer. This is in conformity with Kasenene, (2010) who noted that the establishment of private- public partnership in 1990 to help improve accessibility has resulted in increased number of students admitted yet this does not correspond with available resources in that there is limited library space and the stocked books in some universities are outdated.

There is a centralized student admission and placement policy in the Ethiopian higher education System and so the public universities do not have the independence to choose on the number, readiness, capability, and quality of candidates they desire to enroll into their programs (Kahsay, 2012). Kahsay further suggests that the current student enrolment and admission practices in Ethiopia are not as planned in the Education Training Policy (ETP) and so, the current student right of entry policies and procedures may impact on the quality of teaching and learning in the universities.

The research results indicate that liberalization has an influence on the subject combination offered by students at lower levels because majority of the respondents at the level of 60% disagreed to the construct that ‘during admission subject combination offered at the lower level is not considered’. This means that majority of the respondents affirm that subject combinations at A’Level are considered during the admission process. This is in agreement with the observation by one Dean (AD6) that ‘students choose combinations based on the availability of jobs’ in the market. This is consistent with what Tomlinson (n.d) said that students’ choices of both subject of study and institution are based on a range of perceptives. Tomlinson further said that individual and academic reasons and reasonably highly sensitive patterns of interest and recognition of content and pedagogic types of different subjects influence the choice of subjects at lower levels. Tomlinson noted that students use less of the market information as a guide to make their selection of institutions but they choose

on the basis of expected academic and cultural fit. Social fit may not necessarily mean that, it is what is required in the job market.

Opinions of respondents were thought concerning the increased enrollment of students from rural schools as a result of liberalization of university education. From the table 4.8.1, 43.9% of the respondents agreed that liberalization has led to the increased enrolment of students from rural schools, 26.8% disagreed and 32.3% were non-committal and so are not sure about whether there has been any increase in this rural school enrolment to universities. This means that liberalization has not encouraged the enrolment of rural students since majority did not agree. The calculated mean ( $M=3.2$ ,  $SD= 1.024$ ) shows that liberalization has not increased the enrollment of rural students which means that most of the students enrolled in universities are from urban schools. The magnitudes of the mean values indicate that respondents disagreed to the proposition, which suggests there are low levels of the occurrence of the increased enrollment of students from rural schools.

Analysis of interview data showed that the university academic administrators, regarding whether students from rural schools are given any special consideration during admissions are in agreement with the findings that no special consideration is given. One respondent, (AD3) remarked that, ‘the merit based admission does not allow predominance of a particular region in Uganda. For example, students in Health sciences come from the all parts of the country for us in government universities’. However there are views that since these universities are located in the Eastern region, they enroll mainly students from this region as indicated by informant, AD4’s view that;

It is mainly Kampala and Eastern region but the vision and mission of the

University explains the catchment area plus easy accessibility of the university and the quality of the education we offer so no special consideration is given for students from rural area.

However respondent, (AD9) asserted that ‘Teso sub region is the catchment area of the university and the neighboring districts of Kapchorwa, Kalamoja, Lango and Bugisu because most of the students come from these districts’.

The opinions of Deans were not different regarding the admission of rural students. Dean AD5 asserted that ‘mainly students from Eastern Uganda are considered due to easy accessibility but consideration is not made about where they come from’. This means that though during admission special consideration is not specifically made to attract students from rural areas; it is evident that the easy accessibility to rural areas by universities gives such students an opportunity to be admitted. Therefore liberalization has encouraged the enrollment of children from rural schools than before when the universities were located in urban areas.

The opinions indicated are in agreement with Bailey, Cloete, and Pillay, (2011) asserted that the 4000 students who access public universities on government scholarships in Uganda are mainly those from well to do families which are seen from the secondary schools they attended. For example, in the 2004/05-2006/07, 47% of the students admitted at Makerere University, for state sponsorship, were from the 25 most prominent and extremely-selective schools. Without liberalization university education would have benefits children from well to do families. This in agreement with NCHE,(2011) where it was revealed that they is a problem in the enrollment of the children from poor families since most of the tertiary education students come from the affluent families. Knowing that the biggest percentage of the poor comes from the rural areas, despite the increased access opportunities the rural children are still disadvantaged in terms of easy access university education. As a result there are

very many students who drop out after senior four especially in rural areas'. There is evidence that only merit and eligibility are considered in the selection process as one of the Administrators (AD3), argued that; Merit based admission does not allow predominance of a particular the region in Uganda. For example, students in Health sciences come from the all parts of the country'.

From the arguments above, it evident that admission to universities does not give consideration to students from rural schools, so majority of the students seen in universities are from urban or semi urban areas. Access to higher and University education in Uganda has been boosted through liberalization of higher education and sustained government sponsorships in public Universities. This led to increased student enrolment in higher education by 15% from 108,295 in 2004 to 137,190 in 2006 that increased to 198,066 in 2011(NCHE 2013). This explains Bailey,Cloete, and Pillay , (2011) argument that in the Poverty eradication Action Plan (PEAP), it is proposed that tertiary education should be enhanced to expand the enrollment of students in terms of numbers, establishment of bursaries for poorer students, including orphans, the introduction of students' loan scheme, and improvement in curriculum and facilities. Liberalization policy has seen substantial growth in the establishment of universities, in both public and private sectors even outside the capital Kampala associated with religious bodies and faiths in the last decade of the 20<sup>th</sup> century and the first decade of the 21<sup>st</sup> century (NCHE, 2010). University education has experienced a lot of changes in the in recent decades reflected in the increase in the number of students and diverse student profile (OECD, 2012).

According to OECD (2012, it also acknowledged that there has been tremendous growth in tertiary institution enrolments in the previous four decades in most regions of the world including Sub-Saharan Africa at an average rate of 8.4%. Ernst & Young

(2011) also observed that one of the challenges facing India's higher education is the disparity in the Urban-rural enrolment which indicates an increase of 23.8% in urban areas compared to 7.5% in rural areas.

#### 4.6:1: Regression Analysis of liberalization and the profile of students

In determining the consequence of liberalization of university education on the level of awareness of the profile of students entering the universities in Eastern Uganda a linear regression analysis was carried out. First, the correlation between the variables was determined as indicated in the Table 4.8.2a.

**Table 4.8.2a: Regression of liberalization and the status of the profile of students**

Model Summary									
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.573 <sup>a</sup>	.328	.326	.50382	.328	112.498	1	230	.000

a. Predictors: (Constant), Liberalize

The results (Table 4.9.2a) show that there was a statistically significant positive correlation between the degree of liberalization of university education and the level of the status of the profile of students ( $r = 0.573, p < 0.05$ ). The results (Table 4.8.2a) also reveal that the degree of liberalization of university education explained 32.8% of the variance in the status of the profile of students.

The ANOVA results (Table 4.8.2b) reveal that the prediction of the level of the status of the profile of students by the degree of liberalization of university education was statistically significant at ( $F = 112.498, p < 0.05$ ).

**Table 4.8.2b: Simple Linear Regression ANOVA**

ANOVA <sup>a</sup>					
Model	Sum of Squares	df	Mean Square	F	Sig.
1 Regression	28.556	1	28.556	112.498	.000 <sup>b</sup>
Residual	58.382	230	.254		
Total	86.938	231			

a. Dependent Variable: Sprofile

b. Predictors: (Constant), Liberalize

**Table 4.8.2c: Regression Equation**

Coefficients								
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	95.0% Confidence Interval for B	
		B	Std. Error	Beta			Lower Bound	Upper Bound
1	(Constant)	.842	.241		3.494	.001	.367	1.317
	Liberalize	.675	.064	.573	10.607	.000	.550	.800

a. Dependent Variable: Sprofile

The regression equation (Table 4.8.2c) indicates that for every unit increase in the degree of liberalization of university education the level of the status of the profile of students increased by a factor of 0.064 ( $\beta = 0.842$ ,  $t = 3.494$ ,  $P < 0.05$ ). In other words, a unit increase in the degree of liberalization of university education caused a 67.5% increase in the status of the profile of students. These results imply that liberalization opens the doors of university education to a broader demography of students; rural and urban, native and foreign, rich and poor alike than previously used to happen, where only the intelligent and haves could access higher education.

This means that the null hypothesis (Ho1) that says that ‘Liberalization has no consequence on the profile of students entering the universities in Eastern Uganda’ is rejected. Therefore the alternative hypothesis is adopted, that is, “the liberalization of university education has a significant consequence on the profile of students. This

means that with the liberalization policy in place the status of students entering universities has changed to include more illegible students than before and covering a wide range of categories.

#### **4.7.0: Liberalization of university education and the quality of teaching staff**

The research question for this objective was: How does the liberalization of university education affect the quality of teaching staff in the universities in Eastern Uganda? When students join universities, their academic accomplishments are mainly dependent on their instructors. In view of this, the role of teaching staff is central in improving student learning experiences through quality teaching. Quality teaching demands teaching staff with appropriate qualifications, professional competences, inspiration and dedication that is relevant to the level of programs they are assigned (Kahsay, 2012). In this section, analysis, presentation and interpretation of study findings were done regarding the liberalization and the quality of teaching staff. The descriptive analysis was done using frequencies, mean and standard deviation, that was followed by an empirical analysis of findings using correlation and regression analyses.

#### **4.7.1: Opinions on Liberalization and the Quality of Teaching Staff**

In order to determine the influence of liberalization of university education on the quality of teaching staff in the universities in Eastern Uganda, the respondents were required to give their opinion on eight constructs as provided for in a questionnaire. Descriptive statistics obtained from the analysis of the responses appear in the table

4.9.1

**Table 4.9.1: Opinions on Liberalization and the Quality of Teaching Staff**

Statement	SA	A	UD	D	SD	Mean	SD	Comment
	5	4	3	2	1			
2a. University lecturers have Masters as the minimum qualification.	19.4	40.5	12.5	19.4	8.2	3.4	1.2	Common
2b. Every department headed by a PhD holder	12.1	20.7	16.8	37.1	13.4	2.8	1.25	Moderate
2c. Lecturers are supported by teaching assistants.	16.4	34.5	21.1	17.2	10.8	3.28	1.24	Common
2d. Lecturers are engaged in research and publications.	14.7	46.1	17.2	17.7	4.3	3.47	1.07	Common
2e. Lecturers are all computer compliant	14.2	34.5	19.4	26.3	5.6	3.25	1.077	Common
2f. Lecturers undergo skills training every semester	3.9	26.3	22.0	32.3	15.5	3.28	1.158	Common
2g. About 65% of teaching staff are senior lecturers.	8.2	28.9	14.7	34.9	13.4	2.84	1.216	Moderate
2h. Lecturers teach in their areas of specialty	21.1	47.0	15.5	9.5	6.9	3.6	1.121	Common
2i. All lecturers belong to mentorship groups	7.8	25.9	25.0	26.3	15.1	2.85	1.191	Moderate

From the table 4.9.1, respondents were asked whether university lecturers have masters as their minimum qualifications and the results indicated that 59.9% agreed while 12% were undecided and 27.6% disagreed. The calculated mean (M= 3.4, SD= 1.2) implies that university lecturers have masters degrees as minimum qualification.

To triangulate these quantitative data from the questionnaires structured interviews were conducted with the Deans, Academic Registrars, and NCHE officials. The

results were consistent with these findings on table 4.9.1 regarding minimum qualifications of majority of the teaching staff or lecturers; respondent AD3 held that ‘one needs to have a Master’s degree to be recruited as teaching staff in this university’. This was consistent with AD9’s response that ‘majority of the staff are Masters’ holders and departments are also headed by those with Masters’. Most of the Deans had the same view that majority are masters’ holders with a few PhD. This means that in universities in Eastern Uganda majority of the lecturers hold Masters Degrees as expected by the regulatory body of National Council for Higher Education (NCHE).

This is in agreement with Ajayi and Akundayo, (2008) who maintain that the quality of teaching personnel is one of the aspects of quality education in universities. This is consistent with the report by the European Association for Quality Assurance (ENQA, 2009), contended that each individual institution is expected to have policies and guidelines to ensure high quality teaching staff with competence and qualifications to teach effectively. However the results contradict with the view by (Boit and Kipkoch, 2012) that liberalization in Kenya resulted in a problem of staff shortage in most public and private universities that led to the recruitment of staff with lower academic qualifications.

Usually, after entering universities, the academic success of students depends mainly on what students do with their instructors, although there are may be other contributing factors (Kahsay, 2012). Kahsay further observed that, the role of teaching staff is vital in improving student learning performance through quality teaching. Quality teaching demands on academic staff with suitable qualifications, professional capacity motivation and commitment that is appropriate for the level of programs they

are allotted. It is important to note that the universities of Eastern Uganda have maintained the minimum qualification of Master's Degree for their teaching staff.

The results are in agreement with the Southern African countries' regulation on registration of Private universities, to ensure that they offer standard quality of education and students receive university education from institutions that have the resources, ability and or proficiency to deliver quality programmes (Sehoole, 2004). Sehoole, also argued that this was intended to ensure that students enrolled with private universities obtain qualifications that are aligned with the National Qualifications Framework such that the education system continues on a pathway of transformation in harmony with government policy and provisions. In Uganda the establishment of NCHE by the Act of parliament was mean to regulate the operations and management of mainly private universities in order to ensure standards ensure that students in these universities receive the same quality as in public ones.

The study carried out by The National Council for Higher Education , however indicates that though there has been an increase in the number of people with Master's Degree and PhD holders in Uganda, statistics in many institutions show that majority of the academic staff are not fully qualified to handle University Education (NCHE, 2011). This agrees with what one of the respondents (AD1) who said that; 'Private universities do not have enough funds to hire competent staff so majority of the teaching staff are part timers who teach in other institutions'. He confessed that 'much as it is ideal to have enough full time staff to handle all the different specific areas, the dependence on fees to finance all their undertaking does not allow them to engage qualified staff on full time basis'.

Much as indeed the majority of the staff have Master's degree, liberalization has brought a crisis in recruitment in most universities. Rapid growth in enrollment levels experienced in East African universities in the recent times as a result of liberalization, has resulted in recruitment crisis to the point that the search for lecturers was extended to Europe and North America ( Boit &Kipkoech, 2012). Boit &Kipkoech also revealed that most universities use part time staff as a cost cutting measure, and employ fresh masters' level staffs who require further training. Therefore these part-timers are shared between universities which compromise the quality of teaching and the process of learning because the teaching staff does not give enough time to the students.

From the table 4.9.1, in the light of the construct that every department is headed by a PhD holder in the universities of Eastern Uganda, 32 % of the respondents agreed while 50.5% disagreed and 16.8% were not sure. The size of the calculated mean ( $M=2.8$ ,  $SD= 1.25$ ) implies it is not a common occurrence for departments to be headed by PhD holders.

Analysis of interview data indicated that, university academic managers and NCHE officials are in agreement with the finding as indicated in the table 4.9.1. This means that it is rare to have Phd holders as heads of department. Respondent AD3 confessed that;

Senior lecturers are the ones qualified to be elected as departmental heads but six out of ten of the HODs are in acting capacity because some departments do not have senior lecturers. The adherence level to this requirement is low because of the limitations of the wage bill to enable appointment of senior lecturers.

This was consistent with response from another informant AD9 from another university who observed that ‘majority of the staff are Masters’ holders and departments are also headed by those with Masters’. Respondent (AD2) also affirmed that;

Departments are not headed by PhD holders because they are not easy to find and those available prefer to teach in public universities. However the university encourages the staff to enroll for PhD.

The ratio of PhD is quite low in most universities as revealed by one another respondent AD8 revealed that ‘out of 44 full time academic staff only four are at senior lecturer level.

National Council for Higher Education officials held the same view regarding the ratio of PhD holders to the rest of the staff. The NC1 said that ‘the ratio of PHD to other staff is still very low, may be at about 30% compliance level’. NC2 said that ‘the compliance levels to adherence to the NCHE requirement as far as PhD is concerned is to a small extent’. Another respondent remarked that;

Private universities do not have enough funds to hire competent staff so majority of the teaching staff are part timers who teach in other institutions. Much as it is ideal to have full time staff at PhD level to handle all the different specific areas, the dependence on fees to finance all undertaking does not allow us to engage qualified staff on full time basis.

These results imply that quality of teaching based on the qualification of teaching staff in the universities in Eastern Uganda is endangered by scarcity of capable and qualified teaching staff. This means that majority of the universities including public ones in Eastern Uganda do not have enough qualified staff to head departments and so they operate below the required standards by the NCHE the regulatory body for higher education.

From these findings, there is a clear pattern that indicates that there is a very small proportion of staff with PhD. This is in agreement with the revelation from the study carried out by the National Council for Higher Education that only 11% of the academic staff in Ugandan universities has PhD which is below the acceptable standards (NCHE, 2011).

This is consistent with Bakkabulindi, (2007) observation that most universities do not have enough teaching staff because most qualified people find their way out of the country. Bakkabulindi, further noted that many of those teachers who remain are not of impeccable quality and that there is still a large number of staff without postgraduate training and research experience, in addition to inadequate professional training in teaching methods. The result is that teaching methods are formal, involving rote learning and recall of information on the part of the students, to the neglect of critical thinking, discussion and creativity (Kajubi, 2001:). This means that students are not given the best experience and since their achievement and success depends on the quality of instructors, the quality of teaching may be affected. PhD lecturers are capable of helping students to advance in critical thinking through research undertaking and exposure to adequate information. A shortage of this category of teaching staff undermines the quality of teaching offered in these universities.

Reisberg and Rumbley, (2011) agrees that though there is growth of university education, most universities in Ethiopia do not have the funds to successfully oversee or mentor the many new and inexperienced lecturers. Reisberg and Rumbley also discloses that less than twenty percent (20%) of the present instructors in universities hold masters' degrees and less than four percent (4%) are PhD holders, underscoring the inadequate knowledge with scholarship. This means that though liberalization has increased the number of staff employed in universities, it has led to slow improvement

in the ranks of academic staff. At a level of PhD, an academic staff is experienced in handling the content that would adequately support students learning to enable them acquire skills needed in the world of work. These results imply that quality of teaching based on the qualification of teaching staff in the universities in Eastern Uganda is endangered by scarcity of qualified and experienced teaching staff. While NCHE requires that universities ensure that departments are headed by PhD holders it is evident that not all universities are compliant.

In order to ensure quality teaching the government of Netherlands, required all universities to sign an agreement at the start of 2008, whereby new teaching staff are obliged to exhibit professional teaching skills which were acquired through attending a 200-hour professional training (OECD, 2009).

The research findings revealed that most universities do not have a good percentage of their lecturers at senior level. This is in conformity with Boit & Kipkoch (2012) who reveals that liberalization in Kenya was done in phases but on the second double-intake admission of 1990, with no adequate preparation and this created a recruitment challenge in most public universities and they ended up seeking to import teaching staff. It is also consistent with reflection made by Reisberg and Rumbley (2011) that the growth of university education as a result of liberalization of education in Ethiopia has seen the difficulties to fill many teaching vacancies given the shortage of sufficient competent Ethiopians to fill these vacancies. Reisberg and Rumbley further divulges that, the movement of individuals from one university to another or out of higher education altogether is pervasive throughout Ethiopia.

Furthermore there is high staff turnover at all levels, driven by the desire to improve earnings and to move from rural toward urban areas. Constant staff turnover affects the university's capacity to operate efficiently and to manage long-term planning and development. Kahsay, (2012) discloses that the new and upgraded universities are working with no minimum requirements in terms of number, qualification, teaching experience and ability of staff. Universities are compelled to assign fresh graduates to teach superior courses for which they may not be fully qualified. Universities in Eastern Uganda experience the same challenge of shortage of qualified staff yet it is a major indicator of quality teaching. This reveals that there is a mismatch between human resource planning and the establishment of the universities. This certainly affects the teaching and learning leading to incompetent graduates that employers complain about.

From table 4.9.1a, the findings revealed that 16.4% of the respondents strongly agreed that lecturers are supported by teaching assistants in ensuring effective and quality teaching, 34.5% agreed, 21.1% were undecided 28.% disagreed. This indicates that the respondents agreed showing a moderate level of having teaching assistants supporting lecturers in their teaching. The calculated mean ( $M=3.2$ ,  $SD=1.24$ ) implies that it was moderately agreed that the lecturers in these universities are supported by the teaching assistants. This also means that about a half of the respondents disagreed to that proposition.

Analyses of interview data indicated that Academic Registrars, Deans and NCHE officials held a divergent view that liberalization of university education has not encouraged the provision of teaching assistants to assist lecturers in their teaching engagements as one of the respondents, (AD8) said;

While the university has some teaching assistants, they do not necessarily support the lecturers but they are also given a full teaching load each. Teaching staff is not enough so universities cannot have teaching assistants for each lecturer and each course.

Another one, AD3 also said that

all teaching staff regardless of rank preside over tutorials (this forms 80% of the content coverage method) and so there is no need for tutorial or teaching assistants as we only need persons qualifying to be appointed in teaching positions.

While some universities have experienced increased enrollment one respondent AD1 commented that ‘the university has small classes and so there is no need to hire teaching assistants who would increase the cost’. Furthermore, informant, AD9 divulged that ‘lecturers have no one to help them in their teaching because the university does not provide for tutorial assistants’.

A similar observation was made by the Deans, (AD7), said that ‘the university has a category of staff called Graduate fellows, these are usually former students who excel in their performance, but they are also allocated classes like any other teaching staff’. This implies that actually while universities have teaching assistants, they do not perform the duties they are expected of them in assisting students to have an in-depth understanding of the content. They also teach like any other lecturer, are given equal teaching load to handle and this leaves the gap unfilled that this category are supposed to fill and the purpose for which they are employed. Teaching assistant are supposed to engage students at a deeper level and help them to internalize the content that is usually presented by the senior lecturers. Liberalization has changed the land scape in this field leaving an unfilled gap in the academic arena. Akhtar (n. d) argued that the biggest problem that is not easy to resolve is the quality of higher education which is usually not linked closely with the quality of higher qualified academic staff.

Therefore, it is difficult to talk about quality of teaching and learning in universities without talking about the qualification of the faculty members.

The employment of teaching assistant meant to provide for tutorials is not being done in almost all the universities selected and so lecturers as well as teaching assistants be in charge of over tutorials as well as lectures. The shortage of staff does not allow universities to engage teaching assistants in running tutorials. This indicates that many lecturers do not receive support from teaching assistants and this undermines the professional growth process of teaching staff in these universities.

Respondents' views on the construct that "all lecturers belong to mentorship groups", only 33.6 agreed (7.8% strongly and 25.9% merely agreeing), 41.4% disagreed and 25% were undecided or not sure. This means that majority of the respondents did not agree that all lecturers belong to mentorship groups. The calculated mean ( $M=2.85$ ,  $SD=1.191$ ) implies that not all the lecturers belong to mentoring groups.

The interview data analyzed indicated that the key informants regarding whether the mentoring of lecturers was being done was in agreement with the findings as indicated on the table 4.10.1a showing that not all lecturers belong to mentorship groups which means that there is no proper mentoring provision in the universities.

One of the respondents, AD3 revealed that;

Lecturers are mentored by associating themselves with the senior academic staff in their disciplines and faculty gets scholarships for PhD studies through collaborations'. Senior lecturers are allocated courses to teach with junior staff and are encouraged to write research papers jointly. But there is no structured mentorship provided.

Informant, (AD8), lamented that ‘most of the lecturers we have are full time staff in other universities and so they come in here to teach and go away. To have them involved in any other activity is very difficult.’ there is a great need to support teachers or lecturers in their teaching in order for them to produce quality work. Given that most universities have teaching assistants, the need for mentoring is very crucial yet it is lacking even in public universities in Eastern Uganda. Yet Rogers & Rhodes, (2014) contended that time and again new or struggling teachers or lecturers feel secluded and anxious, without peers or appropriate mentors. The quality of both their work experience and their teaching can be enhanced all the way through the support, training and mentoring. This is in conformity with Reisberg and Rumbley (2011) who reasons that though there is growth of university education, most universities in Ethiopia do not have the funds to successfully oversee or mentor the many new and inexperienced lecturers.

Zakrajsek, (2014) emphasizes that with his experience of two decades in higher education, to be truly of high-quality at teaching one needed support from the colleagues. Zakrajsek acknowledged that he came to recognize very fast the true importance of his colleagues in developing his proficiency as an educationalist because different colleagues helped him from different fields of study for him to be an all-round teacher. The results from this current study reveal that there is hardly any mentorship of lecturers which undermines the quality of teaching and learning process in the universities in Eastern Uganda. This is made worse by the fact that most people who teach have not been trained in any professionalism to help them teach effectively.

As regards the issue that “lecturers are engaged in research and publications” the findings indicate that 61% agreed (with 14.7 strongly and 46.1% merely agreeing), while 24% disagreed and 17.2 were undecided. This implies that majority of the

respondent were in agreement that lecturers engage in research and publication. The scale of the calculated mean ( $M= 3.4$ ,  $SD= 1.07$ ) shows a slightly high and so implies that lecturers engage in research and publication.

The structured interviews were conducted on the key informants to triangulate the results and the responses indicated divergent views. When the respondents were asked whether liberalization has enhanced the lecturers' engagement in research and publications; the respondent, AD4 simply said 'it is very poor'. On the other hand respondent, AD1 asserted that;

Engagement in research and publication is low but all deans have published and the rest are being encouraged through regular research trainings. The cost of research and publication is restrictive and only PhD holders are publishing but every teaching staff has access to a projector, computer and a tablet to assist them to carry out research.

However informant, AD9 confessed that 'the involvement of lecturers in research and publication is generally low'. These responses were in agreement with those from Deans who indicated that research and publication engagement of lecturers is at a low rate in most universities because teaching staff are overloaded with teaching.

The NCHE officials held the same view regarding the involvement of staff in research and publication. The NC1 revealed that: 'Teaching staff averagely gets involved in research and publication because they are hampered by other factors like incentives'.

From these responses, it is evident that there is minimum research and publication engagement by the lecturers and as indicated it is because the lecturers are busy teaching the big load which leaves no room for research and also lack of enough resources to carry out this kind of research. This means that private universities do not provide enough resources for lecturers to participate in research and publication which could be explained by the failure to prioritize.

Governments in every way look forward to the contribution of university education in the fulfillment of its role as a major agent in the achievement of the Millennium Development Goals (Nwankwo 2004). Lecturers are expected to develop this potential fully by involving not only in teaching in the classroom but also in facilitating in knowledge formation through research and publication. Nwankwo advocates that lecturers need to make significant contribution to national development through research in science and technology, social and human sciences that will lead to the advance creation of new knowledge, together with cultural development and to the solving of the societal problems for sustainable development.

As regards the relationship between liberalization of university education and lecturers' engagement in research and publications, the findings indicated that 61% agreed while 24% disagreed and 17.2 were undecided. This means that liberalization enhances the lecturers' engagement in research and publication. The analyzed data from interviews as indicated by the key informants reveals varying opinions. It is evident from these results that engagement of lecturers in research and publication is not adequate and yet this is one of the major activities of universities.

The perspectives of the officials from the regulatory body also indicate that involvement in the Research and Publication by lecturers is at low level because of funding deficiencies. The NC1 revealed that; teaching staff averagely get involved in research and publication because they are hampered by other factors like incentives'.

From these responses, it is evident that there is minimum research and publication engagement by the lecturer as indicated it is because the lecturers are busy teaching the big load which leaves no room for research and also lack of enough resources to carry out this kind of research. Research is expected to be one of the core pillars of the university system and lecturers need to get involved in publication of research

findings in reputable journals in order to disseminate the findings to stakeholders but studies show that this has sharply dropped over years due to heavy teaching responsibilities and teaching in various institutions (Siringi, n.d ).

Reisberg & Rumbley, (2011) reveals that a large number of staff is without postgraduate training and research experience, to say nothing of professional training in teaching methods. Furthermore, a number of academic staff is on the move to find educational opportunities overseas which leads to 'brain drain' because the universities cannot afford to facilitate their research and publication requirements. This leaves the remaining staff overloaded with additional teaching responsibilities, as a result a wide range of development and research projects are often left to be undertaken by inexperienced and less-qualified staff (Bakkabulindi, 2007).

Since the introduction of private sponsorship in the early 1990s, intellectual life at the university has been reduced to mere classroom activity; academicians read less and have turned teaching to corporate power point presentations (Bunoti, 2010). Most universities have made a provision that if professors wish to obtain tenure, more time must be located to research and publishing and less on updating information and skills for teaching adult learners (Robinson & Hope). This is consistent with, Reisberg & Rumbley, (2011) who observed that, the movement of individuals from one university to another or out of higher education altogether is persistent throughout Ethiopia. Staff turnover takes place at all levels, driven by the desire to improve earnings and to move from rural toward urban areas. Constant staff turnover wreaks havoc on an institution's capacity to operate efficiently and to manage long-term planning and development.

The results presented in the table 4.9.1 indicate that 48.7% agreed to the issue that “lecturers are all computer compliant”, 31.9% disagreed and 19.4% were not sure about the statement. This implies that majority of the respondents do not agree that the lectures are all computer compliant. The degree of the calculated mean ( $M= 3.25$ ,  $SD = 1.077$ ) is moderate implying that majority do not agree that lecturers are computer compliant.

The key respondents were asked whether liberalization has encouraged teaching staff to improve their competence through computer compliance in their teaching, informant AD8 confessed that;

While the university is moving towards e- learning implementation, a good numbers of lecturers are not computer compliant. Most of them can use computers in preparation to teach but very few can use them in their teaching, in fact less than a half use power point projectors.

On the other hand the one the respondent AD2 revealed that ‘every lecturer has access to the projector, computer and tablet to aid them in their teaching’. Also the informants AD3 and AD4 revealed that the “compliance is high, very compliant” respectively’. Dean AD10 affirmed that ‘in my institution there is excellent computer compliance because our motto is “Technological University in heart of Africa”. There is evidence that most lecturers are compliant in the use of computers but there is no evidence on the application of this knowledge in the teaching and learning process. Yet students clearly value tutors and lecturers who know their subject well, engaging students in an interesting, linking the abstract academic matter to real-world and stimulate them into reading further on a subject (The Higher Education Academy, 2014).

When respondents were asked about the opinion on whether lecturers undergo skills training, the results indicate that only 30.2% of the participants agreed that while majority of the participants 47.8 % disagreed with 22.0% undecided about the notion. The magnitude of the calculated ( $M= 3.2$ ,  $SD= 1.158$ ) implying that lecturers do not undergo skills training every semester or regularly and so do not have regular improvement on their teaching skills.

Interview data analyzed indicate that top administrators, deans and NCHE, are in agreement with the finding that most universities ensure training for skills enhancement. Respondent said that;

The university ensures that skills training are enhanced through sponsoring some staff to go for further studies, organizing internal scientific writing seminars, and tutorial /problem based learning workshops plus assessment workshops.

One of the interviewees, AD4 said that ‘training is organized regularly because they are budgeted for and provided for in the work plans’. Another respondent, AD1 asserted that ‘the university organized professional development trainings every semester with facilitators from the United States of America’. However participant, AD9 confessed that ‘so far minimum attempts have been made’.

Respondents were asked about the measures the university had in ensuring that skills training is enhanced given the liberalization of university education; dean AD7 revealed that ‘the major skills training undertaken are research training a year’. He however said that ‘every semester each department is encouraged to organize at least one training’. Dean AD 11 said that skills’ training are enhanced through workshops and seminars held every semester’. NC1 said that ‘all private universities have well laid down staff development programs. However they lack the funds to train’. While NC 2 said that ‘it is to a very small extent that skills enhancement training is done in universities’.

This means that liberalization has not lead to skills enhancement quality teaching through training even when programs are made therefore, there is limited skills enhancement needed for students to be able to come out with the required skills needed.

From the results only 30.2% of the participants agreed that lecturers undergo skills training while majority of the participants 47.8 % disagreed with 22.0% undecided about the notion. This means that liberalization has not lead to skills development therefore lecturers teach without adequate skills needed for teaching. One of the deans (AD7) revealed that ‘the major skills training undertaken is one research training per year’. He however said that ‘every semester each department is encouraged to organize at least one training ’. For other universities skills enhancement is done by sponsoring staff for further studies like one of the respondent, (AD3) of a public university, said that; ‘The university ensures that skill training is enhanced through sponsoring some staff to go for further studies, organizing internal scientific writing seminars, and internal training in Problem Based Learning workshops plus assessment workshops’. Yet one professor affirmed that a Masters or Ph.D. degree does not comprise of the effective teaching practices. He emphasized that, this type of training should be provided for by the university or college that hires the graduate expected to teach (Robinson & Hope).

National Council for Higher Education expects universities to provide for staff development as indicated by the response from one of the officials, NC1 that ‘all private universities have well laid down staff development program’ but he was quick to note that ‘most universities lack the funds to train’. This results in very limited skills enhancement through training. Another respondent from the NCHE (NC2) acknowledged that; ‘it is to a very small extent that skills enhancement training is

done in universities'. This is in agreement with revelation by (Nantege, 2007) that generally teachers at higher institutions especially universities are not well-motivated and not facilitated to develop professionally. This is something that is of great concern as regards the quality of teachers.

Hénard and Roseveare, (2012) emphasized the provision of opportunities for professional development as being important in preparation of staff for teaching. These activities are correlated with the quality of teaching and students' learning. This is in agreement with Ajayi and Akundayo's, (2008) argument that, besides highly-qualified lecturers, a range of staff development programmes should be put in place to ensure self-improvement and self-growth of lecturers to occur in order to boost the quality of education in any institutions.

Universities in Eastern Uganda do not provide sufficient opportunities for staff professional development. This implies that lecturers teach without adequate skills needed for students to be able to come out with the required skills. Rogers & Rhodes, (2014) highlights the importance of staff development and training programs that improves the quality of education in universities. Rogers & Rhodes declared that, in USA, a Student Performance Improvement Program was created, and it integrates the professional improvement of staff with an appraisal and peer-review structure, mentoring for academic staff, and an unusual recompense system based on a career hierarchy.

The results are also consistent with the observation by (Reisberg & Rumbley, 2011) that many of the best academic staff and those holding managerial positions in Ethiopian universities are on the move to find opportunities for professional development in the current situation and can only find them available abroad through

state and donor agency programs. Furthermore, Hénard & Roseveare, (2012) affirms that a well-designed professional advancement programme is an outcome of a collaborative manifestation of the quality of teaching and learning, associated with university values, identity and faculty expectations. This reflection requires time, passion, enthusiasm and honesty and it assumes that, on top of the concern for individuals, other players should also be interested in transformation to ensure quality teaching and learning process.

As regards the relationship between liberalization of university education and lecturers teaching in their areas of specialty, majority agreed that lecturers teach in the areas of specialization with percentage level of 68.1% while 17.4 disagreed and 15.5 were not sure about it. This implies that liberalization augments the teaching by the lecturers in their areas of specialty. This is consistent with the submission of one of the respondents (AD3) that; “subject allocations to lecturers are based on professional competences for clinical training and teaching in basic Science courses is coordinated by those who have acquired Masters Degrees in those subjects”. Another participant, (AD4) observed that ‘subject allocation is based on the level of qualification, seniority and practical experience’. There is evidence to show that subjects are allocated according to areas of specialization and government through the National Council for Higher Education that subject be allocated according to the areas of specialty as indicated by one of the interviewees NC 1 that; ‘to a large extent this is observed that subject allocation in universities is done according to areas of specialization and this is due to the NCHE requirements on programme accreditation. This means that effort is made by universities to ensure that lecturers teach in their areas of specialization. This is consistent with Hénard and Roseveare, (2012) who observation that whether teachers have spent their careers in academia or have broad knowledge and skills as

practitioners, the key challenge for quality teaching is to widen their expertise in specific subjects into excellent teachers.

The findings regarding whether lecturers teach in their areas of specialty were consistent with the response from one of the interviewees (NC 1) who said that

To a large extent this is observed that subject allocation in universities is done according to areas of specialization and this is due to the National Council for Higher Education requirements on programmes accreditation.

This means that effort is made by universities to ensure that lecturers teach in their areas of specialization.

#### 4.7.2 Regression of liberalization on quality of teaching staff

In determining the influence of liberalization of university education on the quality of teaching staff in universities in Eastern Uganda a regression analysis was done and the results are indicated in Tables 4.9.2a to 4.9.2c:

**Table 4.9.2a: Model Summary on liberalization and the quality of teaching staff**

Model Summary									
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.350 <sup>a</sup>	.122	.118	.68313	.122	32.038	1	230	.000

a. Predictors: (Constant), Liberalize

b.

The results (Table 4.9.2a) show that there was a significant positive correlation between the degree of liberalization of university education and the quality of teaching staff in the universities in Eastern Uganda ( $r = 0.350$ ,  $p < 0.05$ ). The results (Table 4.9.2b) further indicate that changes in the degree of liberalization of university education explained 12.2% of the variance in the level of the quality of teaching staff.

An ANOVA test (Table 4.10.2c) revealed that the prediction of the level of the quality of the teaching staff by the degree of liberalization of university education was statistically significant ( $F = 32.038, p < 0.05$ ).

**Table 4.9.2b: ANOVA for the Simple Linear Regression of Liberalization on Quality of Teaching staff**

Model	Sum of Squares	Df	Mean Square	F	Sig.
1 Regression	14.951	1	14.951	32.038	.000 <sup>b</sup>
Residual	107.334	230	.467		
Total	122.285	231			

a. Dependent Variable: Teaching staff

b. Predictors: (Constant), Liberalize

**Table 4.9.2c: Regression Equation**

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	95.0% Confidence Interval for B	
	B	Std. Error	Beta			Lower Bound	Upper Bound
	1 (Constant)	1.315	.327				4.023
Liberalize	.488	.086	.350	5.660	.000	.318	.659

a. Dependent Variable: Teachstaff

The regression equation (Table 4.9.2c) indicates that for every unit increase in the degree of liberalization of university education, the quality of teaching staff improved by 48.8% ( $\beta = 1.315, t = 4.023, p < 0.05$ ). This indicates that the null hypothesis (Ho2) that “liberalization of university education does not influence the level of the quality of academic staff in the universities in Eastern Uganda” is rejected. Thus the alternative hypothesis is accepted that; “the degree of liberalization of university education predicts the level of the quality of teaching staff in universities in Eastern Uganda”. These findings probably mean that liberalization dictates certain minimum standards as seen in Table 4.10.1a in response to the market forces. These minima are

likely to impact significantly by raising the quality of teaching staff through the staff training and employment of qualified and experienced staff than before.

#### **4.8.0: Liberalization and the quality of teaching & learning approaches**

In this section analysis of the third specific objective of the study was done. The research question for this objective was: how does liberalization of university education affect the quality of teaching & learning approaches in universities in Eastern Uganda? In this chapter, an analysis and interpretation of study findings was done followed by an empirical analysis of findings starting with descriptive analysis of the findings, followed by content and correlation analysis and finally regression analysis. Data was sorted and coded and cleaned in order to be analyzed using SPSS software version 16. To generate reports for interpretation and discussion of research findings descriptive statistics were employed. Inferential statistics was used to determine the relationship between liberalization of university education and the quality of teaching and learning approaches in Eastern Uganda. Regression analysis was engaged to test the hypothesis and to determine the level of the effect of liberalization of university education on the quality of teaching and learning approaches in eastern Uganda.

#### **4.8.1: Opinions liberalization and quality of teaching & learning approaches**

In order to determine the influence of liberalization of university education on the quality of teaching and learning approaches in the universities in Eastern Uganda, the respondents were required to give their opinion on ten constructs as provided for in a questionnaire. Descriptive statistics obtained from the analysis of the responses appear in the table below Table 4.10.1

**Table 4.10.1: Liberalization and the quality of teaching & learning approaches.**

Statement	SA	A	UD	D	SD	Mean	SD	Comment
	5	4	3	2	1			
3a. The teaching promotes life-long learning	20.7	48.7	14.7	10.3	5.6	3.69	1.285	High
3b. students are encouraged to interact and discuss the content collaboratively	20.3	53.0	12.1	11.2	3.4	3.75	1.013	Common
3c. suitable support is provided for learners with specific learning needs	9.9	37.5	22.4	25.4	4.7	3.22	1.082	High
3d. Lecturers use ICT to enhance their teaching & learning	13.8	45.3	14.7	20.7	5.6	3.4	1.128	Frequent
3e. Appropriate instructional materials are used to facilitate learning	9.5	37.9	26.7	21.1	4.7	3.26	1.042	Frequent
3f. Teaching includes specific training in collaborative group work	16.4	45.3	20.7	13.8	3.9	3.77	1.14	High
3g. Approaches used facilitate the acquisition of employable skills by the learners	7.8	53.9	18.5	17.7	2.2	3.47	0.944	Frequent
3h. Students get adequate feedback on their performance	17.7	56.0	14.7	8.6	3.0	3.77	0.943	Common
3i. Methods used in teaching promote critical reflective thinking	15.5	48.3	13.4	15.9	6.9	3.5	1.140	High
3j. Students have a strong sense of involvement in the process of setting specific learning goals	18.5	35.3	15.9	22.4	7.8	3.34	1.032	High

From Table 4.10.1a, respondents gave diverse opinions on the construct that ‘with liberalization teaching promotes lifelong learning 69.4% agreed, 16% disagreed while 14.7% were not sure. This means that majority of the respondents held the opinion that teaching in universities in Eastern Uganda promote long life learning. The

calculated mean ( $M=3.6$ ,  $SD= 1.285$ ) implies that the university teaching promotes life-long learning which is very important in education at this level. Since the extent of the mean is not exactly equal to 5 then the Pearson chi- square analysis was computed.

The results are consistent with Gram, (2008) who asserts that quality in teaching is that which opens up opportunities of learning experiences for learners to develop personal and social skills and attitudes as they work together by sharing, discussing, using diverse forms of communication and accommodating diversity. Furthermore EdQual, (2006) contended that currently the quality of teaching emphasizes learning for community advancement, through the support of life skills, considerable cognitive learning outcomes, learning for human fulfillment, and grounding students for the employment together with learning for social progress or change. The findings also agree with findings indicated in UNICEF Report that quality learning is done through the provision of trained teachers who use child-centered teaching approaches in well-managed classrooms and are skilful in assessment to facilitate learning and reduce disparities (UNICEF, 2000).

Kyemandwa Patrick: This however contradicts the findings from the study carried out by Twebaze, (2015) where it was observed that an aspect of commercialization of education has come in as a result of liberalization and privatization of education which has led to unnecessary prominence on academics in education at the cost of other domains such as the affective and the psycho-motor domains. Twebaza also noted that it is because the government and media are inclined towards giving importance to performance in public examinations when grading schools which has led schools to neglect other areas that are of a co-curricular nature. The result of this is that schools and universities are graduating people with fantastic grades who can

barely perform or be dependable citizens. This could be the reason why employers are complaining that graduates do not have the right attitude towards work.

Peete. (2014) argued that the 21st century life is marked by fast and steady revolutions therefore students will be required to be repeatedly trained in order to adapt to fresh contexts, prospects and technologies right through their lives. Peete further said that for students to flourish, they will have to know how to effectively navigate changing careers, learning latest jobs, roles and relations as they go. Therefore teaching using approaches that facilitate lifelong learning is the way to go because the world of work is dynamic and needs people who are able to keep learning. NC1 said that; ‘most private universities aim to employ appropriate teaching methods but the staff ratios exhaustive teaching may be the issue’.

There are greater expectations in many countries from the graduates of university education. The demand for skilled professionals, who are skilled in teaching has increased greatly in China because of a combination of improvement of welfare standards, establishment of one-child generation together with high expectations by parents for their only child (Calderon & Tangas, 2004). Problem Based Learning teaching approach has been described as an effective method that should be encouraged especially in undergraduate classes. This teaching approach was observed to significantly increase in understanding as compared with transmittal lecture and causes an improvement in long-term retention including improvement communication skills and confidence in their ability to have interpersonal relationships (Cutucache and Dahlquist, 2014). Russia’s higher institutions ensure that they recruit the best teachers by taking them through competitive recruitment procedures which include a proposal that should indicate among others the publications and the experience of having employed modern pedagogical approaches to teaching (OCED, 2009). This

makes it paramount to employ methods of teaching that will provide for lifelong learning since the world of work is very dynamic so graduates are looking for jobs and those being employed need to be empowered to take on the challenge.

Concerning the question that “students are encouraged to interact and discuss the content collaboratively”. The majority of respondents (73%) agreed while 27% did not agree. The magnitude of the calculated mean ( $M = 3.75$ ,  $SD = 1.013$ ) shows that majority of the respondents hold the opinion that students are encouraged to interact and discuss the content collaboratively.

Pertaining to the issue that “suitable support for learners with special need is provided”, respondents had varied opinions. 47% agreed while 27% disagreed and 22% were not sure. The magnitude of the calculated mean ( $M=3.2$ ,  $SD= 1.082$ ) implies that it is not a very common occurrence in these universities to have the special needs students catered for but more or less the same magnitude is being held by those who say that the support is given.

Analysis of the interview data showed that the responses from key informants concerning the provision for students with special needs by the universities in the face of liberalization were consistent with the findings on table 4.10.1. Surprisingly one of the informants, (AD3) revealed that ‘there are no students with special learning needs and so there has been no need to provide for such students’. Another key respondent, AD4 said that ‘there is lecturer supervisor and peer guidance is encouraged through discussions’. However another interviewee, AD9, revealed that ‘at least the university has ensured provision of ramps in all the rooms where such students may interact’. The deans had similar opinions, for example respondent, AD5 revealed that ‘when students with special needs are identified, staff is informed to monitor progress of these students’ while, AD10 affirmed that ‘remedial classes are organized for any

such students'. From the findings, it is evident that in universities in Eastern Uganda, liberalization has not enhanced the adequate facilities for students with special needs yet it is a NCHE requirement.

On the issue that "lecturers use ICT to enhance their teaching and learning" process, majority agreed to the proposition with 59.1%, while 37.2 % disagreed and 14.7% were non-committal. This implies that most lecturers are ICT compliant in their teaching and this is believed to enhance teaching. The calculated mean ( $M= 3.4$ ,  $SD= 1.125$ ) indicated a high magnitude.

On the issue that liberalization of university education influences the use ICT to enhance teaching and learning process by the lecturers, the analyzed interviews data from Academic Registrars and deans were in support of the findings on table 4.10.1. Respondent, AD2 of one of the private universities said that; the niche of the university is technology and so, from the onset, the university provides each student with e- books through the issuing of kindles to all the students". ICT is also emphasized in public universities as one of the interviewees, AD3 affirmed that;

ICT has been helpful in ensuring quality teaching since it enables sharing of the time tables by e- mail, the use of electronic books, research enabler by use of internet, convenient and clean teaching by use LCD projectors and computers. ICT enables Skype teaching hence reducing on the prospect of absenteeism or missing of lectures.

One other respondent, AD9 revealed that there is no option to the use of ICT because this is the "dot com" world when he said that; 'It is difficult to measure how ICT is helpful in ensuring quality teaching and learning, but surely everybody is doing something because it the way to go'. To ensure that all universities embrace ICT government has made provision for fiber optic connection. This was revealed by one of the respondents from National Council Higher Education (NC1) who asserted that

the; 'the use of ICT is coming up forcefully through fiber optic connectivity. However there is need for more advanced level of ICT equipment like SMART boards and the teaching aids'.

This means that every university is making effort to employ ICT in their teaching and the government has also put in place measures to ensure compliance by providing fiber optic connectivity for all universities. This was consistent with the response from one of the Dean, AD6 who said that;

The use of ICT in university is highly emphasized because it enables access to various sources of reading materials and so enhances research capacity

The Dean emphasized that; 'its use in teaching makes provision for hands on and practical experiences that helps the students to learn on their own'. The use of ICT is emphasized in aiding quality teaching and learning in most universities and government enforces it by ensuring all universities are connected through fiber optic connectivity. However much as the use of ICT is appreciated and government has put in place proper connectivity most lecturers are not yet conversant with the use of the modern technology in the teaching approaches and learning and so there is no visible benefit yet.

Concerning the issue that appropriate instructional materials are used to facilitate learning 47% of the respondents agreed that they are being used, 26% disagreed while 27% were undecided about the same. With a moderate calculated mean ( $M= 3.2$ ,  $SD=1.042$ ) meaning that majority did not agreed that appropriate instructional materials to facilitate learning are used. This means that liberalization has not enhanced the use of appropriate instructional materials that implied that quality teaching and learning are compromised.

The interview data analysis regarding the issue that liberalization of university education promotes the use of appropriate instructional materials to facilitate learning. The findings were in agreement with the responses from key informants. Respondent AD8 had a similar view when she said that;

Lecturers never place orders for any special teaching materials apart from those provided by the university that are generalized. Lecturers argue that, at this level their work is to lecture and not to teach. So long as they have paper for their handouts and some who may use projector, no special instructional materials are used and because of this situation it becomes difficult to assess the utilization of specific instructional materials.

At times lecturers seem to expect students to provide the instructional materials themselves as indicated by the response from one of the deans; Dean (AD6) revealed that ‘modules have been produced and students are asked to produce instructional materials’. Dean AD5 also said that ‘materials are available normally in the first lecture so that students get information on how they are to be taught’. However Dean AD10 revealed that ‘instructional materials are used to demonstrate the applicability of information to students’ while Dean AD11 affirmed that ‘they are used to demonstrate the access of resources and information’. From these responses it is evident that specific instructional materials are not commonly used which is not good for any quality teaching. This is also seen because the lecturers are part timing in different universities and so the process of preparing materials for teaching may be too cumbersome for them.

Opinions of the respondents regarding the construct that ‘teaching included specific training in collaborative group work’ 62% of the respondents agreed, 17% disagreed while 21% were non-committal. This means that majority of the respondents held the view that teaching included training in collaborative groups. The calculated mean M=

(3.77. SD= 1.14) implies that with liberalization teaching includes training in collaborative group work given to learners.

Further analysis of the interview data was done and it revealed that liberalization of university education encourages the teaching that embraces specific training in collaborative groups; the findings were consistent with the results indicated on table 4.10.1 above. Responding to the question concerning the provision of specific training in collaborative groups, the Academic Registrar (AD3), asserted that;

Problem Based Learning (PBL) is predominantly used which encourages students to form small groups- (10-15) students for tutorials. They generate learning objectives, develop learning issues, do self-study and report back to their small groups.

Many lecturers find it convenient to use collaborative method because it is very appropriate since it leaves most of the work to be done by students on their own. The Deans had the same opinion as one of the deans (AD5) agreed that, ‘students are given assignments in their different groups which are discussed in class regularly through presentation’. The NCHE official (NC1) did have divergent views but was concerned about the quantity of the teaching staff in his comment that said that ‘a good number of private universities aim at employing appropriate teaching methods but the staff ratios to students to do exhaustive teaching may be the issue’.

Concerning the question that liberalization of university education influences the lecturers’ tendencies to encourage students to interact and discuss the content collaboratively, the best part of respondents 70%% agreed, while 30% did not agree. This implies that majority of the respondents agreed that liberalization of university education influences the level at which students are encouraged to interact and discuss the content collaboratively. The findings are consistent with the response from one of the Academic Registrars (AD2) said that; ‘Teaching emphasized in their university

encourages participation of students through interactive studying and through discussions. This is mainly to create independent learning and creative thinking'. This is in agreement with Chan, (2010) who asserted that it is necessary that teachers interact with students in class because there will be immediate feedback received from students regarding their quality of teaching.

Furthermore, the participants in the National Effective Teaching Institute reported that the training that they undertook made a significant effect on the way of setting learning objectives, involving students in active learning and working in teams to ensure individual accountability (Felder & Brent 2010). Reid, (2009) also puts emphasis on the use of questions to help keep the students engaged and in control of their learning. Reid argued that questions should be designed well to keep the discussions going on by avoiding such questions that may present one correct answer to include those that help students to move from the better answer to one which is more academic. The findings contradict with Twebaze (2015), assertion that commercialization of education in Uganda that has been as a result of liberalization which has led to overcrowding in educational institutions. Twebaze said that most educational institutions have no limit on how many students they can take in because of the desire to get more money from the many students they admit. This means that there is strain on the facilities in the institutions and many students are deprived of the chance to get personal attention from teachers. Using ICT in the teaching process helps in ensuring participation of learners in the teaching and learning process. Leupen,& Burt, (2009) describe the process they take their students through to ensure participation by emphasizing the involvement of students in posting beginning inquiries on the class website, by having students present materials at every get-together of the class, including preparing posters for open exhibition and discussion.

Regarding the construct that liberalization of university education encourages the 'teaching that embraces specific training in collaborative group work' 62% of the respondents agreed, 17% disagreed while 21% were non-committal. This means that majority held the view that liberalization of university education encourages the teaching that enhances the training through collaborative groups. This is consistent with the observation by interviewee, (AD3), who asserted that; 'Problem Based Learning (PBL) is predominantly used which encourages students to form small groups- (10-15) students for tutorials. They generate learning objectives, develop learning issues, do self-study and report back to their small groups'. From these results it is evident that effort is being made by the universities to employ appropriate approaches to teaching and learning. The results are contradicting the observation made that escalating student numbers, as a result of liberalization as well as the diverse course necessities together with diminishing research activities have directly affected the quality of teaching/learning activities and in the overall their quality of educational output (Kilonzo, 2011)

One of the Dean (AD5) agreed that 'students are given assignments which are discussed in class regularly by presentation'. However results on a study done concerning the value attachment to the different teaching approaches by students were surprising in that despite the fact that the course objectives and format were suited for the use of cooperative and active learning students rated lecturing highly and the provision for students to work with others in group discussions was valued less (Weimer, 2009). This is consistent with the argument that a meaningful learning experience must put into consideration the learner's individual world focused on reflection and meaning, as well as the collective world that is collaborative and

knowledge-focused, associated with a purposeful and systematic educational environment (Garrison & Archer, 2000)

Concerning the issue that ‘approaches used facilitate the acquisition of employable skills by the learners’ 61 % of the respondents agreed, 18.5% were undecided while 19.5 disagreed. This implies that slightly above average of the respondents agreed that the approaches used facilitate the acquisition of employable skills. The magnitude of the calculated mean places it at a high level ( $M= 3.4$ ,  $SD= 0.944$ ).

Triangulation of the quantitative data from the questionnaires that were administered to teaching staff and students’ leaders was done using structured interviews conducted with the Academic Registrars and Deans of faculty; their responses were consistent with the results presented on Table 4.10.1. When asked whether approaches employed enhanced the acquisition of employable skills: one of the respondent (AD1) of one the private universities proudly to said that;

About eighty six percent of our students already have been employed in different organizations in the country based on the tracer study carried out. This has been possible because of the way they have been trained by emphasizing the acquisition of employable skills. Those lecturers who do not engage students are eliminated.

The other administrators held the view that the task of development of employable skills is supposed to include the whole university and not only teaching staff and so it is a responsibility of many stakeholders and not only lecturers as indicated by one of the respondents, AD3 asserted that;

Ensuring that development of employable skills in students is not the task of lecturers alone but all other stakeholders including the curriculum designers who should ensure that it is competent based.

The other respondents agree that effort is usually put to develop employable skills as Academic registrar AD4 revealed that ‘emphasis is put on practical and class discussions’. The Academic Registrar AD9 did have different view and said that; ‘employable skills are developed through supervision especially in field work, school practice and community involvement’.

The Deans had a similar view; Dean AD5 also observed that;

Lecturers ensure that students develop employable skills through participation in short courses to enhance skills of staff in this kind of pedagogies.

This is in agreement with what the Dean (AD6) who said ‘the lecturers focus on student centered methods of teaching. This enables students to have hands on’. Deans AD10 and AD11 also asserted that ‘employable skills are developed through mentorship and face to face discussions’ The response for NCHE officials indicate that effort is being made by all universities. NC1 said that

This is a hot topic in Uganda. Policies are being put place to advance areas of skilling Uganda; but the barometer is to have a structured framework for innovative students’ placement.

This implies that the perceived view is that efforts are being made to ensure that employable skills and acquired by students during their university interactions with faculty members.

Concerning the issue that liberalization of university education encourages the use of approaches that facilitate the acquisition of employable skills by the learners, 61 % of the respondents agreed, 18.5% were undecided while 19.5 disagreed. This implies that of the majority of the respondents agreed that liberalization of university education has influenced the use of approaches that facilitate the acquisition of employable skills. The one of the key respondents, (AD1) of one of the universities was proud to

say that; ‘about eighty six percent of their students already have been employed in different organizations in the different parts of the country, from the tracer study carried out’. He emphasized that this had been possible because, ‘We ensure that all our lecturers to employ methods that engage students and those who do not engage students are eliminated’. The respondent believes that this has been possible because of the way they have been trained by emphasizing the acquisition of employable skills. This is in agreement with what one of the deans (AD6) said that ‘the lecturers focus on student centered methods of teaching. This enables students to have hands on’. This is consistent with (OECD 2009), where it is emphasized that higher education requires a teaching process that is driven by professionals who are trained in pedagogy and have the ability to link up-to-date knowledge with the classroom teaching. The Australian government has made an attempt to raise the quality of teaching across universities having graduate employment as a major indicator of performance amidst liberalization of education (OECD 2009). So the desire for the State is for universities to take their students to the job market and help them to become responsible citizens.

The development of employable skills among university students who would soon be employees is a complex process that requires the involvement of many stakeholders because it involves holistic approaches. One of the respondents, (AD3) interviewed revealed that; ‘ensuring the development of employable skills in students is not the task of lecturers alone but is supposed to be tackled by the curriculum designers as well as the whole university administration’. Lecturers ensure that students develop employable skills through participation in short courses to enhance skills of development. Twebaze, (2015) asserted that this has resulted in universities passing students with high class degrees but many times the performance of such graduates in

the world of work is found deficient leaving a good number of graduates lingering unemployed or underemployed because what their academic transcripts depict is not what they merit or are competent to do in reality. This agrees with the results from the tracer study done by NCHE in which employers confessed that one of the problems faced in recruitment of university graduates is a mismatch between grades and output on top of the high cost of orientation training and the employers recommended that there is a great need to redesign curriculum to embrace appropriate skills (NCHE, 2015).

Furthermore Bunoti (2010) observed that many university students of the humanities think university education in Uganda has limited value it offers compared to the money paid because there are numerous graduates leading to unemployment even of those who stand out with very good grades. Bunoti said that most students feel that the teaching approaches used are too hypothetical, that lead to preparation of job seekers and not job makers. Bunoti, however, noted that students of the engineering, Education and vocational studies find work easily in either formal or inform markets. This is in agreement with the revelation of the Tracer study done by NCHE which revealed that 72.5% of students in the Science oriented courses get jobs in the first year compared to 53.3% in the humanities yet most of the universities offer Arts and social Science courses. This means that sciences which are mainly practical result in skills that make the graduate employable A study done by the inter University Council for East Africa –IUCEA, (2014), revealed that in the East African partner states employers decried the shortage of skills in university graduates that seek for jobs. While many university graduates are unemployed, employers confessed that there are major vacancy gaps in their work places because of failure to find relevant

skills in the graduates seeking for the jobs and that these gaps cause the business problems in the form of cost, quality and time.

On the question that 'students get adequate feedback on their performance' 73% of the respondents agreed, 15% were no sure while 12% agreed . This means that majority are in agreement to the proposition that students get adequate feedback on their performance. The calculated mean ( $M=3.77$ ,  $SD= 0.943$ ) implying that adequate feedback is given to students on their performance. Since the magnitude of the mean is not five, it means that some respondent held a contrary view and so chi- square analysis was done to compute the opinions specified by the different categories of participants. The chi-square results revealed that there is a significant difference in the opinions given by respondents from different designation ( $X^2=42.865$ ,  $f=24$ ,  $p=0.010$ ).

The top administrators also have related views on the subject on how the universities ensure that feedback is given to students on their performance amidst liberalization of university education; Academic Registrar (AD2) who affirmed that "the main feedback is given in the course of learning and through tests". This is also consistent with the response from Academic Registrar (AD8) who also said that;

Actually it is provided for in the academic hand book that lecturers give feedback to students about all continuous assessments conducted in the semester three weeks before the final examination. This helps the students to know how much effort to put in as they prepare for their final examinations.

The main feedback to students work assessment is done through the display of students' test and assignment marks. This was indicted by most of the respondents interviewed. The Academic Registrar (AD3) said that 'course work marks are displayed before end of semester examinations and results statements are issued on

semester basis after Senate has approved results'. All administrators agreed that students results are displayed such that the scores are used as a motivation to work hard but also to help resolve any anomaly as indicated in the response of one Academic Registrar (AD4) observed that;

Feedback is given after entering the results in the Enterprise Resource Planning (ERP) system which is accessible to all students and also revising the questions to rectify the anomalies.

Academic Registrar (AD9) also was in agreement and said that 'course work and test results are given to students and sometimes discussed together'.

The other aspect of Feedback is that students demand for it and the lecturers have to comply since liberalization has provided for self-sponsorship. The Deans were also in agreement and affirmed that with liberalization students' demand for the feedback as observed by one of the deans (AD7);

Because students pay for themselves, they demand for value for their money and so require having feedback as soon as assessment is they completed'. Dean AD6 also affirmed that 'we have Enterprise Resource Planning (ERP) system, where results are uploaded every semester and so students login in to access their results and get feedback.

This means that to students, lecturers together and top administrators, feedback means display of marks which is given too late to influence the quality of teaching and learning. There is no definite way in which NCHE as a regulatory body ensures that feedback is given to students. When asked about the role of NCHE in ensuring that students get feedback about their learning, NC1 responded was that;

In all accredited programmes universities are required to demonstrate evaluation and assessment including students' feedback on the teaching and tracer studies after graduation among others.

This means that feedback assessment is supposed to be done and it is included in the curriculum designing before any programme is accredited. There is evidence that feedback given is about marks and not necessarily competences in terms of knowledge acquired and skills development which are very crucial in the development of employable skills.

Regarding the question that liberalization of university education has a bearing on the students getting of adequate feedback on their performance, 73% of the respondents agreed, 15% were no sure while 12% disagreed. This means that majority are in agreement to the proposition that liberalization enhances the level at which students get adequate feedback on their performance. This is in agreement with the response from the academic Registrar (AD2) who affirmed that; ‘the main feedback is given in the course of learning and through test’. This is also consistent with the response from one of the deans (AD7) who confessed that; ‘because students pay for themselves, they demand for value for their money and so require to have feedback as soon as they complete the assessment’

Liberalization has empowered students to demand for their rights and participate in academic programs as one of the respondents (AD8) also affirmed that; actually it is provided for in the academic hand book, that is given to students at registration, lecturers give feedback to students on all continuous assessments conducted in the semester, three weeks before the final examination’. This helps the students to know how much effort to put in as they prepare for their final examinations. This is also in agreement with what the another informant, (AD3) said that ‘course work marks are displayed before end of semester examinations and results statements are issued on semester basis after Senate has approved results’. Wilson & Scalise (2006) revealed that potentially useful assessment is that embedded in the teaching process with

feedback given and received at the same time. Wilson & Scalise further said that assessment can greatly enhanced learning when the structure on which it is based is consistent with the recognized assessments employed in accountability assessments sessions institutional or national level. Most universities are autonomous in the assessment approaches and the way in which feedback is given to students. This leaves room for quality assurance since each university is its own judge.

From the table, 64% agreed to the view that, ‘methods used in teaching promote critical reflective thinking’, 13.4% were non-committal while 23% disagreed. With the calculated mean (3.5, SD= 1.140) showing that majority of the respondents assert that the methods used promote critical reflective thought.

Further analysis was done on interview data from key informants were asked about how liberalization of university education the university promotes teaching approaches that encourage critical reflective thinking among students, interviewee (AD2) said that;

Every semester lecturers are taken through professional training on the modern teaching methods; with facilitators from USA. There is also regular evaluation of lecturers on their performance based on these trainings.

Another respondent, (AD3) declared that ‘Self Directed Learning (SDL) creates lifelong learning and critical thinking’. This agrees with that the one of the Deans, AD5 who said that ‘through engaging students in case studies which sometimes are utilized in the role play and moot court promotes critical reflective thinking’. Informant, AD6 observed that ‘lecturers ensure that they engage students in all the Bloom’s Taxonomy levels of learning such as projects, discussions, Socratic methods of teaching, debates, quizzes among others’. Participants, AD10 and AD11 affirmed that promotion of critical reflective thinking among students is done through tests and

open discussions. This implies that the perception is that lecturers employ teaching approaches that encourage critical reflective thought in their teaching.

This contradicts with the revelations by Marc (2010) that education done in Uganda reflects the type inherited from colonialists where encouragement of critical thinking was not one the aims of colonialist education. Marc further urges that university graduation was regarded as encouragement to the elite, and normally the prerequisites of that position were appreciated over any ability to carry out societal or profitable transformation. One of the respondents, (AD12) asserted that “employable skills are enhanced through industrial training and practical training through workshops”. Engaging of students in the learning process helps them to get involved in learning activities and to develop positive emotional character and they are to select tasks that relate to their competencies, initiate action, and put forth strong effort and concentration in the implementation of learning tasks with enthusiasm and interest (Chapman , 2003). This is consistent with Porter’s, (2012) argument that there is a general consensus that developing critical thinking is one of the most important purposes for university and college education as a measure of students learning. Porter further asserts that while students are expected to acquire and develop specific knowledge and thoughtfulness of their academic major discipline, the capability to engage in critical thinking ought to occur transversely in all fields, thus providing a suitable inter-institutional gauge of learning outcomes. The effort made by the universities in Eastern Uganda to provide for approaches that enhance critical thinking will help improve the employability of the graduates.

On the question that 'students have a strong sense of involvement in the process of setting specific learning goals' respondents had varied opinions. 53.8% agreed, 15.9% were not sure, 30.2% disagreed while. The calculated mean ( $M= 3.4$ ,  $SD=1.032$ ) imply a relatively high occurrence of the involvement of the students in setting learning goals.

The analysis for the interview data showed that the responses from Academic Registrars and deans contradicted the findings that students are involved in the setting of learning goals. When asked whether liberalization encourages the involvement of the students in the setting of specific learning goals, Academic Registrars and other administrators' responses included: respondent (AD3) asserted that 'students set their own learning objectives and not goals as such when the study problem is presented to them'. Informant (AD9) said that 'this level of involvement of students has not yet been attempted'. The rest of the university administrators and Deans confessed that 'the setting of specific learning goals by students is not applicable in their universities'. Apart from Dean AD10 and AD11 who said that 'it is done through their personal participation'. This means that students are not involved in setting of learning goals but are required to submit to those available by the curriculum designing. Therefore effort is never made to ensure that learning goals are shared with students.

On the question that liberalization of university education influences the involvement of students in the process of setting specific learning goals, 54% respondents agreed, 46% disagreed. This means that majority of the respondents hold the view that liberalization enhances the use of methods that involve students in the setting of their learning goals. This is in consistence with ( Nicol & Macfarlane-Dick, 2007) argument that students can only achieve from the setting of learning goals if they appreciate those goals, presume some ownership of them, and can evaluate the

progress. Nicol & Macfarlane-Dick also emphasize that, in educational settings, appreciating goals means that there must be a logical extent of relationship between the core goals set by students and the goals initially set by the teacher. This is logically crucial, given that it is the students' goals that serve as the criteria for self-regulation. Except for one of the respondents, (AD3) who asserted that 'students set their own learning objectives and not goals as such when the study problem is presented to them', the rest of the university administrator and Deans confessed that the setting of specific learning goals by students is not applicable in their universities. Bunoti (2013) advocated for deliberate efforts intuitions to communicate their goals, vision and mission, to students so that they participate in the goal achievement procedure throughout their course; communicating goals will possibly have a significant influence on the accomplishment of learning outcomes.

University teaching process should be learner centered knowing that the graduates are being prepared for the world of work where lifelong learning is paramount. Basheka, Muhenda and Kittobe (2009) strongly advocate for Outcome-Based Education (OBE) approach teaching for all higher education institutions that focuses on what learners really learn and how well they learn it. Lecturers need to employ learner centered approaches to their teaching for them to have a significant impact on their students. Barkley, (2009) argued that Student Engagement Techniques is an all-inclusive resource that offers college teachers a vibrant model for appealing learners and involves many strategies, that have been verified to assist teachers from a different disciplines and institutions to inspire and motivate their learners. The focus of teaching therefore should be on what the learners should know, comprehend, and exhibit. The teaching and learning process should focus on pre-determined outcomes to be achieved determined by existent life needs and guarantee integration of

knowledge, competence and dependability. One of Makerere’s prominent academicians, Professor Mamdan lamented that, privatization has led to the decline in the quality of higher education intellectual life at the university and has been reduced to mere classroom activity; academicians read less and have turned teaching to corporate power point presentations (Bunoti, 2010).

#### 4.8.2: Regression of liberalization on the quality of teaching approaches

In determining the effect of liberalization of university education on the quality of teaching and learning approaches in universities in Eastern Uganda, a regression analysis was computed/ done.

**Table 4.10.2a: regression of Liberalization on the quality of teaching approaches**

Model Summary									
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.503 <sup>a</sup>	.253	.249	.56457	.253	77.768	1	230	.000

a. Predictors: (Constant), Liberalize

The results revealed that liberalization of university education was significantly related to the level of the quality of teaching and learning approaches employed in university education in Eastern Uganda ( $r = 0.503$ ,  $P < 0.05$ ) as shown in table 4.10.2a. This means that changes in the degree of liberalization of university education explained 25.3% of the variance in the level of the quality of teaching approaches. This may imply that lecturers now employ more involving approaches that create reflective thinking, and encourage collaborative discussions by the learners.

**Table 4.11.2b: A Simple Linear Regression**

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	24.788	1	24.788	77.768	.000 <sup>b</sup>
	Residual	73.311	230	.319		
	Total	98.099	231			

a. Dependent Variable: TleachApp

b. Predictors: (Constant), Liberalize

A simple linear regression analysis was done to show the statistical significance. A simple linear regression analysis revealed that the prediction of the degree of liberalization of university education by the level of the quality of teaching and learning approaches was statistically significant ( $F=77.768$ ,  $P < 0.05$ ) as indicated in table 4.10.2b.

**Table 4.10.2c: Regression Equation**

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	95.0% Confidence Interval for B	
		B	Std. Error	Beta			Lower Bound	Upper Bound
		1	(Constant)	1.139			.270	
	Liberalize	.629	.071	.503	8.819	.000	.488	.769

a. Dependent Variable: TleachApp

As indicated in table 4.10.2c, the regression equation showed that for every unit enhancement in the degree of liberalization of university education, the level of the quality of teaching and learning approaches improves by a factor of 0.629 ( $\beta=1.139$ ,  $t=4.215$ ,  $P < 0.05$ ). This means that liberalization of university education has an influence on the teaching approaches used. This suggests that the null hypothesis ( $H_03$ ) which stated that liberalization of university education does not affect the quality of teaching approaches was rejected. Instead the alternative hypothesis was

adopted that is “the degree of liberalization of university education significantly predicts the level of the quality of teaching approaches in university education in Eastern Uganda”. This implies that better approaches are used in universities than before because every university makes sure it provides a good experience for the students as much as possible than before and endeavors to out compete in order to attract more students than before when there was no competition.

#### **4.9:0: Liberalization of university education and the quality of assessment**

This section analyses the results from the forth specific objective of the study, and gives the interpretation of findings from the research question. The research question for this objective was: what effect does liberalization of university education have on the quality of assessment in universities in eastern Uganda. Assessment of student in universities is well thought-out as one of the aspects of fostering quality of teaching and learning. Student assessment that ensures continued student involvement in learning is assumed to augment quality of student learning experience (Kahsay, 2012).

In this section, respondents were asked about their views concerning quality of the Student assessment practiced in the universities in Eastern Uganda. An empirical analysis of findings was done starting with descriptive, followed by correlation and content analysis of the findings and finally regression analysis. Data was coded and cleaned after sorting it in order to be analyzed using SPSS software. Descriptive statistics were employed to generate reports for interpretation and discussion of research findings as indicated in the table 4.10.1. Inferential statistics like correlation analysis was used to determine the association between liberalization of university education on the quality of assessment in universities in Eastern Uganda. Regression analysis was engaged to test the hypothesis and thus establish the level of the effect of

liberalization of university education on the quality of assessment in universities in Eastern Uganda

#### 4.9.1: Opinions on liberalization and the quality of assessment

In order to determine the influence of liberalization of university education on the quality of assessment in the universities in Eastern Uganda, the respondents were asked to give their views on eleven constructs as availed in a questionnaire. Descriptive statistics obtained from the analysis of the responses appear in the table below Table 4.11.1

**Table 4.11.1: Liberalization of university education on the quality of assessment**

Statement	SA	A	UD	D	SD	Mean	SD	Comment
	5	4	3	2	1			
4a. Assessment of students is done at the end of every semester.	56.9	25.9	7.8	5.6	3.9	4.26	1.075	Very common
4b. All students are subjected to continuous assessment	47.4	34.1	10.3	3.9	4.3	4.16	1.048	Very common
4c. Examinations are centrally moderated for all the campuses of a specific university	30.6	39.7	13.8	12.1	3.9	3.8	1.116	Common
4f. Students receive feedback after every assessment.	29.3	42.7	15.1	9.1	3.9	3.8	1.016	Common
4g. Peer assessment is used in the university	7.3	30.6	27.6	24.6	9.9	3.0	1.167	Common
4h. Assessment is integrated in teaching and learning	23.3	47.0	15.5	10.3	3.9	3.7	1.047	Common
4i. Assessment approaches help to improve learning rather than marks or grades	22.4	46.6	13.8	10.8	6.5	3.68	1.130	Common
4j. Universities use tests as a mode of continuous assessment.	32.8	47.8	9.9	6.0	3.4	4.0	0.991	Common
4k. The assessment criterion is clear and known to the students.	32.3	47.0	10.3	6.5	3.9	3.97	1.019	Common
4l. Assessment feedback is given to students during the learning process.	25.9	42.7	16.4	9.9	5.2	3.76	1.106	Common
4m. Students get involved in the assessment of their own work	15.1	37.1	18.1	17.2	12.5	3.4	3.498	Common

The findings concerning the construct that “assessment of students is done at the end every semester 56.9% strongly agreed, 25.9% agreed, 7.8% were not sure while 9.5% disagreed. This means that greater part of the respondents agreed (82.8%) to the fact that assessment is done at the end of every semester. The calculated mean ( $M= 4.26$ ,  $SD= 1.075$ ) imply a very high occurrence of assessment at the end of every semester. However, 17.3% of the respondents did not agree and since the mean value is not equal to five a chi square and analysis computed to find the significance of the opinions of the different categories of participants. The chi-square analysis results indicated that the opinions given by respondents from different categories were not significant.

The analysis of the interview data revealed that the key informant had varied responses from the findings. When asked about the regularity of assessment the responses of academic registrars were varied and they included: interviewee, AD8 confessed that;

On average each course is supposed to have assessment at three levels and so for every one month students are assessed’. Students demand to know from the onset when the assessment is supposed to be done. Gone are the days when surprise tests were used in universities’ asked why this was the case, students demand for value for their money now that they finance their own education.

Another one the other respondent, AD3 from a revealed that:

‘Pre- testing is done at the beginning of the course to establish the teaching-learning needs of the class. There are weekly tests during the course of teaching to assess the achievement, and progressive tests at the end of a particular course and then finally examinations’.

Each university seems to have its own way of assessing students because Academic Registrar AD4 said that;

Test week is the 8<sup>th</sup> week of the semester, when course works are administered at least twice in a semester and then end of semester examinations.

Assessment of students is done mid- semester and end of semester and academic year.

The deans held a similar view and it included; Dean AD5 asserted that ‘assessment is done twice in the eighth week of the semester and in the 14<sup>th</sup> week’. However, Dean AD 10 and AD11 revealed that ‘assessment is done at the beginning of the semester, in the middle and at the end of every semester’. There is evidence that with liberalization of university education each university has its own assessment procedures that may be based on the nature of the program.

On the construct that ‘all students in universities are subjected to continuous assessment’, 81.5% agreed, 8.2% disagreed while 10.3% were not sure. This means that majority of the respondents agreed that all students in universities are subjected to continuous assessment. The magnitudes of the mean values ( $M=4.16$ ,  $SD= 1.048$ ) indicate that majority of the respondents agreed, which suggests that there is a high level of continuous assessment of all students in universities.

As is also evidenced from the table on the issue that ‘examinations are centrally moderated for all campuses of specific universities’ with 30.6% strongly agreed, 39.7% agreed while 3.9% strongly disagreed and 12.1% disagreed with 13.8% not being sure. This implies that the best parts of respondents are of the view that examinations for the different campuses and departments are centrally moderated. The calculated mean ( $M= 3.8$ ,  $SD= 1.116$ .) means that the examinations are moderated centrally to ensure that all campuses do similar examinations.

Findings on Table 4.11.1 further point out that on average the majority of the respondents by and large agreed to the construct that ‘students receive feedback after

every assessment' with 72.0% agreed, 13.0% disagreed while 15.1% were none committal. This means that on average most of the respondents agreed that students receive feedback after every assessment. The calculated mean ( $M= 3.8$ ,  $SD= 1.016$ ) implies that students get feedback after every assessment. Since the magnitude of the mean value is not exactly five, the chi-square analyses were computed to find out the significance of the opinion of respondents from the different categories.

From the table 7.3% strongly agreed, 30.6% agreed to the construct that 'peer assessment is used in universities', 9.9% strongly disagreed, and 27.6% disagreed while 24.6% were not sure. This implies that majority of the respondents (63%) were of the view that peer assessment is not used in universities. The calculated mean ( $M= 3.0$ ,  $SD= 1.167$ ) on average peer assessment is not used in universities. The opinions given by the different categories of respondents were statistically computed using Pearson chi-square to measure the significance of the results.

The interview data analyzed shows that the top administrators and deans regarding whether the peer assessment methods are used in the universities in Eastern Uganda and were consistent with the findings in the table. Academic Registrar (AD8) said that;

Peer assessment has not been used much in the universities because academic staff has a view those students is not competent to make genuine assessment of their colleagues work and so it is done by very few departments or sections'.

However Academic Registrar (AD4) said that 'whenever peer assessment is used it helps to identify the gaps in teaching and answering of legal questions and this helps lecturers to improve their teaching'. She further noted that 'it enables students also to realize their weaknesses and improve'. Dean AD 6 said that 'peer assessment is

affected during group discussions as the students make comments on their friends work'. Dean AD10 affirmed that 'peer assessment is done because it promotes exchange of ideas and new knowledge is shared '.

The findings regarding the influence of liberalization of university education on the use peer assessment in universities 37.9% agreed, 62.1% disagreed, and implying that liberalization of university education has not favored peer assessment. Yet (Chan 2010) argued that self and peer assessment are excellent ways to lessen teachers' workload and assist students' to build up self-reflection, assess critically and make proper judgment and therefore be more accountable for their own learning. One of the administrator confessed that (AD2) "peer assessment has not been used in the universities because academic staff have a view that students are not competent to make genuine assessment of their colleagues work". However the administrator in UIIU (AD4) said that; Whenever peer assessment is used it helps to gaps in teaching and answering of legal questions and this helps lecturers to improve their teaching'. it enables students also to realize their weaknesses and improve.

The findings regarding the issue that liberalization of university education provides for students involvement in the assessment of their own work, 52.2% agreed and 47.8% was non-committal while 29.3% did not agreed. This implies liberalization of university education influences the involvement of students in the assessment of their own work.

The analysis of interview data form key informants revealed different views from findings on table 4.11.1 are for instance NC1 who said that; Self-assessment is a requirement according to section S99 (1) of the Act. NCHE is moving to urge universities to carry out self-assessment have them peer reviewed. Training and skills

improvement is being sponsored but the, implementation is really at a very low level'. This means that much as self-assessment is recommended by NCHE and it is agreed to be helpful in skills improvement, it not being done in most universities in Eastern Uganda. Students are likely to be interested in learning when they have an opportunity to participate in the assessment task. If students are to be given this opportunity to participate in the assessment it is important that the assessment criterion be that the learning outcomes are known and achieved (Rust, 2002).

This is in agreement with the response by one of Deans, who said that students get involved in the assessment of their work (AD5) 'through discussions either individually or as a group during group presentations as they make their comments'. Nicol & Macfarlane-Dick (2007) observed that most teachers 'transmit' feedback messages to students about what is correct and erroneous in their academic work, about its strengths and weaknesses, and students use this knowledge to make successive improvements. Nicol & Macfarlane-Dick however noted that there are a number of problems with this communication view when used in formative assessment and feedback since the assessment is entirely in the hands of teachers, then it is tricky to see how students can become empowered and build up the self-regulation skills required to prepare them for learning outside university and all the way through life.

In the light of integrating assessment in the teaching and learning process, respondents had differing views in that 23.3% strongly agreed, 47% agreed, 14.2% disagreed, while 15.5% were not sure. The calculated mean ( $M= 3.7$ ,  $SD=1.047$ ) implies that on average majority of the respondent agreed that assessment is integrated in the process of teaching and learning.

Regarding the integration of assessment in the teaching and learning process, respondents had differing views. Findings indicated that majority of the respondents agreed that liberalization of university education enhances integration of assessment in the teaching and learning process in universities in Eastern Uganda. This is consistent with the observation by Chan (2010), that it is often helpful to assess students early in the course on their previous understanding of the subject matter, their assessment perception, and their learning potential, in order to discover any probable challenge that may negatively influence students' learning. Chan asserts that when students receive this feedback early, they will be able recognize their weaknesses and have more time to put them right and this would also give feedback to teachers to adopt more effective methods in their teaching or to offer additional support targeted particularly to these students with challenges.

The findings on whether liberalization promotes continuous assessment' 81.5% agreed, 18.5% did not agree. This means that majority of the respondents agreed that liberalization of university education enhances continuous assessment in universities in Eastern Uganda. These results are supported by Wilson & Scalise (2006) who argued that effective assessment practices can play an influential role in the learning experience, leading to great improvement of an average to the top third of the class – but only if certain conditions are fulfilled such as aligning students' tasks with learning goals, and ensuring that students receive meaningful and timely feedback on their performance, in addition to targeted follow-up.

This is consistent with the response from the interviewee, (AD3) who asserted that 'continuous assessment compels students to devote all their efforts towards the course which by default enables them to master the subject'. Another respondent, (AD4) also revealed that continuous assessment 'reinforces learning and gives feedback on the

way forward for the teacher and that is why it is emphasized'. The use of course work assignment, practicing laboratories, in writing papers, and doing quizzes and test in an attempt for students to practice what they have learned is common in universities education as a method of giving feedback he work, done by students, sometimes in the form of a grades because a more comprehensive feedback is frequently restricted by resource constraints (Wilson & Scalise, 2006). All programmes accredited by NCHE are required to indicate how assessment will be done in the course of implementation as was revealed by one of the officials (NC1) that; In all accredited programmes universities are required to demonstrate evaluation and assessment including students' feedback on the teaching and tracer studies after graduation among others, but it only indicates the number of assessments and the scores it will take. There is no evidence, however, that NCHE makes a follow up on this matter so each university is at liberty to implement what is comfortable for it, so most of the assessment is summative in form of tests at end of a specific period.

On the construct that 'Assessment approaches help to improve learning rather than marks or grades' 22.4% strongly agreed , 46.6% agreed 10.8% disagreed, 6.5% strongly disagreed while 13.8% were non-committal. This means that majority of the respondents agreed that assessment approaches help to improve learning rather than marks or grades. The magnitudes of the mean values ( $M=3.6$ ,  $SD= 1.130$ ) implies that majority of the respondents agreed, which suggests assessment approaches used help to improve learning rather than marks or grades.

The views of the respondents on construct of whether 'Assessment approaches help to improve learning rather than marks or grades' 69% agreed, 32% did not agree. This means that liberalization of university education influences the use of assessment approaches that focused on learning rather than the marks scored. The analysis of

interview data from key informants revealed different view from response from findings.

The results indicate that marks are displayed to induce hard work just one of the administrators in public university (AD3) said who said that; Publishing results on the notice boards makes the students to work hard so that their names are not projected among the weak ones and that ‘course work results and scripts are given back to students and this helps them to aim higher if they did not do well. This implies that it is the fear to be projected as weak students that compel them to work hard but not the desire to learn. Nicol, (2006) observed that assessment tasks should be intended to make certain that students use their study time in creative ways: tasks should encourage ‘time on task’ (in and outside class), should lead to a more even distribution of study effort and should employ students in deep learning instead of surface learning and should communicate apparent and high expectations. Nicol also noted that the useful provision of feedback to students on their academic work should be of adequate quantity, timely, it should center on learning not just marks, it should be linked to assessment criteria and be comprehensible, and should be an instrument for students to use to make improvements in their work.

It has been argued, that assessment in Universities and other Higher Education institutions has been so distorted by an overemphasis on certificates and the rationalization of grades and awards that the central the supporting of learning and yet the purpose of assessment and feedback is help students keep track of their progress and succeed by helping them recognize any gaps between current performance and required accomplishment. Viewing assessment this way will indeed qualify the purpose for assessment as learning (Sambell and ESCalate, 2011). The findings from a study in Ethiopian public universities revealed that the existing continuous

assessment practice is inhibitive by scarcity of resources and facilities in universities (Kahsay, 2012). Kahsay further noted that students complain a lot about their grades to the administration which requires the instructors to give students a passing grade. This is common in private universities where students pay fees in an effort to ensure that they are not made to repeat to pay more.

From Table 3.11.1; respondents gave diverse opinions on the construct that 'Universities use tests as a mode of continuous assessment 32.8% strongly agreed, 47.8% agree 9.4, % disagreed while 9.9% were not sure. This means that majority of the respondents held the opinion that Universities use tests as a mode of continuous assessment. The calculated mean ( $M=3.4$   $SD= 0.991$ ) implies that Universities use tests as a mode of continuous assessment.

The results revealed that, liberalization of university education favor the use of tests as a mode of continuous assessment in universities. From the table 80.6% agreed, 9.4% disagreed while 9.9% were not sure, implying that liberalization of university education influences the use of tests as a form of assessment. This is consistence with the response from interviewees (AD3) that 'tests are administered on a weekly basis'. The dean (AD5) from one of the private universities affirmed that 'tests are used frequently in various topics'. This was in agreement with the results from the study done on Ethiopian Universities where students observed that, end-of course examination results or grades are the most frequently used method of assessment followed by written comments and these help the teachers to use the suggestions to reflect on their teaching to make improvements. The most effective feedback was noted to be that which focuses on students' learning outcomes because of its appropriateness for making improvements immediate (Zeruhun, Beishurzen & Van Os 2011).

When asked how liberalization influences effectiveness of continuous assessment in enhancing quality teaching, the Academic Registrar had the following responses: respondent AD3 asserted that;

Continuous assessment emphasized because compels students to devote all their efforts towards the course which by default enables them to master the subject’.

The (AD4) also revealed that continuous assessment ‘reinforces learning and gives feedback on the way forward for the teacher’. This was consistent with Academic Registrar (AD9) response that ‘continuous assessment is very effective because it encourages students to read more’.

The views of the deans were not different. The deans responses was not different that included: Dean AD5’ continuous assessment makes it possible to monitor improvement in addressing questions’ while Dean AD 10 asserted ‘that continuous assessment increases students’ commitment and participation in their study’.

The findings on whether liberalization promotes continuous assessment’ 81.5% agreed, 18.5% did not agree. This means that majority of the respondents agreed that liberalization of university education enhances continuous assessment in universities in Eastern Uganda. These results are supported by Wilson & Scalise (2006) who argued that effective assessment practices can play an influential role in the learning experience, leading to great improvement of an average to the top third of the class – but only if certain conditions are fulfilled such as aligning students’ tasks with learning goals, and ensuring that students receive meaningful and timely feedback on their performance, in addition to targeted follow-up.

This is consistent with the response from the participants, (AD3) who asserted that ‘continuous assessment compels students to devote all their efforts towards the course which by default enables them to master the subject’. Respondent, (AD4) also revealed that continuous assessment ‘reinforces learning and gives feedback on the way forward for the teacher and that is why it is emphasized’. The use of course work assignment, practicing laboratories, in writing papers, and doing quizzes and test in an attempt for students to practice what they have learned is common in universities education as a method of giving feedback he work, done by students, sometimes in the form of a grades because a more comprehensive feedback is frequently restricted by resource constraints (Wilson & Scalise, 2006).

All programmes accredited by NCHE are required to indicate how assessment will be done in the course of implementation as was revealed by one of the officials (NC1) that; In all accredited programmes universities are required to demonstrate evaluation and assessment including students’ feedback on the teaching and tracer studies after graduation among others, but it only indicates the number of assessments and the scores it will take. There is no evidence, however, that NCHE makes a follow up on this matter so each university is at liberty to implement what is comfortable for it, so most of the assessment is summative in form of tests at end of a specific period. Findings in Table 4.11.1 further point out that on average the majority of the respondents agreed to the construct that ‘The assessment criterion is clear and known to the students.’ with 32.3% strongly agreed, 47.0% agreed, 3.9% strongly disagreed, 6.5% disagreed while 10.3% were not sure. This means that majority of the respondents agreed that the assessment criterion is clear and known to the students.

From the table 25.9% strongly agreed, 42.7% agreed to the construct that ‘Assessment feedback is given to students during the learning process, 9.9% strongly disagreed,

and 15.1% disagreed while 16.4% were not sure. This means that the bulk of the respondents (69%) held the view assessment feedback is given to students during the learning process. The calculated mean ( $M= 3.76$ ,  $SD= 1.106$ ) implies that on average assessment feedback is given to students during the learning process. However the fact that the mean value is not precisely equal to '5' indicates that, a number of respondents think otherwise.

When the respondents were asked about how assessment feedback is given to students the interview responses were consistent with the findings on table 4.11.1 and they included following: Respondent, AD8 said that;

the kind of immediate feedback given to students is the one of oral questions which usually gives the teacher an assurance that the subject matter has been understood by a section of students. This is not very effective since only a few students respond given the nature of the lecturers that seem to have limited time to concentrate because they are moving to the next institution to teach”.

Also informant, AD3 said that ‘publishing results on the notice boards makes the students to work hard so that their names are not projected among the weak ones. One interviewee, AD9 agreed the argument and said that ‘both the marks and scripts are given ask to the students after every assessment’ asked whether liberalization has an influence on this, he was quick to say that ‘there is freedom now and students usually demand to get immediate feedback’. He further asserted that ‘this helps the students to contact lecturers for any query they would want to know’.

The deans’ response as regards the effectiveness of giving feedback in enhances quality teaching and learning as follows: Dead AD6 said that ‘course work results and scripts are given back to students and this helps them to aim higher if they did not perform well. For examinations only results are given back’. This is in agreement

with response from the Dean AD7 that ‘course work results and scripts are given back to students and this helps them to aim higher if they did not do well in course work’. However this feedback seems to be only looking at marks and not necessarily at learning. Findings were well thought-out to indicate that liberalization of university education is favorable toward students’ receipt of feedback after every assessment. From the table 73% agreed that students receive feedback after every assessment 3.9% strongly disagreed, 9.1% disagreed while 15.1% were none committal. This means that liberalization of university education enhances the receipt of feedback by students after every assessment.

The findings are in agreement with Chan, (2010) who contended that feedback plays a significant role in the learning process of students, mostly if students can be given feedback at the beginning of their learning process this will aid them to recognize their own challenges and get better in their learning. Chan however, noted that, with large classes, academic staff may not have time to give thorough and productive feedback to every student and so most teachers typically can only manage to give general feedback to their students especially on written assignments. One of the major aspects of skill attainment involves awareness of results where Individuals acquire skill much more swiftly if they obtain feedback concerning the rightness of what they have done and in case of a mistake it is important that the nature of the the mistake be made known clearly and in time. (Wilson & Scalise, 2006).One Administrator (AD8) said that; ‘the kind of immediate assessment given to students is the one of oral questions which usually gives the teacher an assurance that the subject matter has been understood by a section of students’. The same administrator confessed that ‘this is not very effective since only a few students respond and given the nature of the

lecturers who seem to have limited time to concentrate because they are moving to the next institution to teach’.

The results revealed that, liberalization of university education are necessary in ensuring that assessment feedback is given to students during the learning process. From the table 68.6% agreed to the construct that ‘Assessment feedback is given to students during the learning process, 41.4% did not agree. This is consistent with the response from the administrator of a public university (AD3) that; ‘publishing results on the notice boards makes the students to work hard so that their names are not projected among the weak ones. ‘Course work results and scripts are given back to students and this helps them to aim higher if they did not do well’. Given this response, however this feedback seems to be only looking at marks and not necessarily at learning yet Chan, (2010) contended that feedback plays a significant role in the learning process of students. Chan believes that if students can be given feedback at the beginning of their learning process it will aid them to recognize their own challenges and get better in their learning.

Effective assessment believed to provide for choice assessment advocated by the constructivists, includes; the incorporation of assessment in the teaching and learning and involving of students as active and knowledgeable participants that moves away from single test- score marks to a more expressive assessment measuring a variety of abilities and outcomes (Struyven., Dochy & Janssens 2002). There is no evidence that this level of assessment is being employed in the universities in Eastern Uganda although as a result of liberalization. The same old methods of assessment are being employed.

On the issue that “Students get involved in the assessment of their own work” 15.1% strongly agreed, while 37.1 % agreed and 18.1% was non-committal while 29.3%disagreed. This implies on average students get participants in the assessment of their own work. The calculated mean (M= 3.4, SD= 3.498) indicated a moderate magnitude. The results showed that there is no significant difference in the responses given by different categories of respondents.

The analysis of interview data form key informants revealed different views from findings on table 4.11.1 are for instance NC1 who said that;

Self-assessment is a requirement according to section S99 (1) of the Act. NCHE is moving to urge universities to carry out self-assessment have them peer reviewed. Training and skills improvement is being sponsored. This was in agreement with NC2 who said that, ‘implementation is really at a very low level’.

This means that much as self-assessment is recommended by NCHE and it is agreed to be helpful in skills improvement, it not being done in most universities in Eastern Uganda.

#### **4.9.2: Regression of liberalization on the quality of assessment**

In determining how liberalization of university education relates to the quality of assessment in public and private universities in Eastern Uganda, a regression analysis was done as indicated in the tables 4.11.2a to 4.11.2c;

**Table 4.11.2a: Model summary of liberalization on the quality of assessment**

<b>Model Summary</b>									
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.522 <sup>a</sup>	.273	.269	.61030	.273	86.211	1	230	.000

a. Predictors: (Constant), Liberalize

The results revealed that there was a significant positive correlation between the degree of liberalization of university education and the level of the quality of learning assessment in universities in Eastern Uganda ( $r=0.522$ ,  $P= 0.05$ ). The changes in the degree of liberalization of university education explained 27.3% of the variance in the level of the quality of learning assessment in Universities in Eastern Uganda.

**Table 4.11.2b: Simple Linear Regression analysis**

ANOVA <sup>a</sup>						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	32.111	1	32.111	86.211	.000 <sup>b</sup>
	Residual	85.668	230	.372		
	Total	117.779	231			

a. Dependent Variable: Assessment

b. Predictors: (Constant), Liberalize

A simple linear regression analysis was done to show the level of statistical significance. A simple linear regression analysis done revealed that the prediction of the level of the quality of learning assessment by the degree of liberalization was statistically significant ( $F=86.211$ ,  $P< 0.05$ ) as shown in table 4.11.2b.

**Table 4.11.2c: The regression equation**

Coefficients <sup>a</sup>								
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	95.0% Confidence Interval for B	
		B	Std. Error	Beta			Lower Bound	Upper Bound
1	(Constant)	1.107	.292		3.789	.000	.531	1.682
	Liberalize	.716	.077	.522	9.285	.000	.564	.868

a. Dependent Variable: Assessment

The regression equation indicated that for every unit increase in the degree of liberalization of university education the level of the quality of learning assessment improved by a factor of 0.716 ( $\beta= 1.107$ ,  $t= 3.789$ ,  $P< 0.05$ )

Therefore the null hypothesis (Ho4) which stated that; “liberalization of university education does not affect the quality of learning assessment methods in universities in Eastern Uganda” was rejected. Thus the alternative hypothesis was accepted that is, “the degree of liberalization of university education predicts the level of the quality of learning assessment approaches in universities in Eastern Uganda”. This means that liberalization of education leads to improvement in the approaches used than before probably because of the competition created by the existence of many institutions. The fact that students pay for their education they demand for assessment of their learning in order to receive value for the money.

#### **4.10: Liberalization and the quality of Teaching and learning environment**

The research question for this objective was: how does liberalization of university education affect the quality of learning environment in universities in Eastern Uganda? In this chapter, an analysis and interpretation of study findings was done. This was followed by an empirical analysis of findings starting with descriptive analysis, followed by correlation analysis and finally regression analysis.

Data was sorted and coded and cleaned in order to be analyzed using SPSS software 16 version. Descriptive statistics were used to generate reports for interpretation and discussion of research findings. Inferential statistics like correlation analysis was used to determine the relationship between liberalization of university education on the quality of learning environment in universities in Eastern Uganda. Regression analysis was done to determine the level of the effect of liberalization of university education on the quality of learning environment in universities in Eastern Uganda.

##### **4.11.1: Liberalization and the quality of teaching and learning environment**

In order to determine the influence of liberalization of university education on the quality of learning environment in the universities in Eastern Uganda, the respondents

were expected to give their view on nine constructs as given in a questionnaire. Descriptive statistics obtained from the analysis of the responses appear in the table Table 4.12.1

**Table 4.12.1: Liberalization on the quality of teaching and learning environment**

Statement	SA	A	UD	D	SD	Mean	SD	Comment
	5	4	3	2	1			
5a. The university has seminar rooms for lecturer interaction with students	17.7	32.3	16.8	17.3	15.9	3.4	3.597	High
5b. Lecture rooms are maintained clean and have good aeration.	19.4	46.6	12.1	13.8	8.2	3.55	1.187	High
5c. Laboratories and computer facilities are adequate.	12.9	28.9	17.2	27.2	13.8	3.0	1.187	Moderate
5d. Library facilities are adequate and accessible to all students	12.1	30.6	16.8	28.0	12.5	3.02	1.270	Moderate
5e. Lecturers organize the physical environment to accommodate all student learning needs.	11.6	33.6	23.7	22.0	9.1	3.7	1.167	High
5f. There is enough classroom space to accommodate all students	15.5	31.5	17.7	24.1	11.2	3.16	1.267	Moderate
5g. Recreational facilities are adequate for all students to participate	11.6	26.7	19.8	29.3	12.5	2.96	1.237	Low
5h. University has designated areas for relaxation after lectures	12.5	27.6	18.5	25.0	16.4	2.95	1.237	Low
5i. Lecture rooms are accessible to students with special needs.	14.3	24.7	20.3	19.9	20.8	2.92	2.360	Low

The opinions regarding the construct that “the University has seminar rooms for lecturer interaction with students” 17.7% of the respondents strongly agreed where

32.3% agreed. However there is a 16.8% were undecided while 17.3 disagreed and 15.9 strongly disagreed. The calculated mean ( $M= 3.4$ ,  $SD= 3.597$ ) shows that on average (50%) of the respondents agreed the university has seminar rooms for lecturer interaction with students. However 50% of the respondents also have a different view. Interviews with Academic Registrar were supportive of these findings.

The findings reveal that only 50% of the responded agreed that liberalization of university education enhances the availability of seminar rooms for lecturer interaction with students in universities. This means that liberalization of university education enhances the availability of seminar rooms on average. This is consistent with the response from the interviewees, (AD3) that ‘the university has made provision for adequate teaching space’. One of the deans (AD7), however, confessed that ‘there is always room shortage but university handles the space shortage by availing tents for students to hold discussions’. This is consistent with the observation by Reisberg & Rumbley (2011) that, with the growth of university education, the buildings of lecture room space, extension of library collections, addition of computer labs, and the increase of electronic networking, lag behind the enrollment growth. Reisberg & Rumbley further noted that global agencies were helping the government to build up new amenities and infrastructure. Bunoti, (2010) also observes that students complain of missing lectures owing to clashes in the teaching timetable for rooms, lecturers’ absenteeism, power cuts and strikes. Bunoti further noted that examinations timetables have 3 sessions a day and run from Monday to Sunday due to lack of space making the examination period very stressful.

From the findings, liberalization of university education influences the maintenance of clean lecture rooms with good aeration. This implies that liberalization of

university education has an influence on the maintenance of clean and well aerated lecture rooms. This is in agreement with the response from the one of the interviewees, (AD4) that ‘the university ensures availability of clean environment and adequate teaching and learning facilities’. Furthermore the respondent, (AD3) of one of the universities also asserted that ‘the university ensures good environment by providing reliable power for lighting and powering the projectors, and availing chairs that are appropriate for writing and there is adequate space with good aeration of the rooms’.

The findings also reveal that majority of the respondents argued that with liberalization of university education, it has not been easy for the university lecturers to organize the physical environment to accommodate all students’ learning needs. This implies liberalization has not enhanced the level of lecturers’ organization of the physical environment to accommodate all students’ learning needs. This is consistent with Cutright, (2010) who detected that issues concerned with the enhancement of quality in higher education in Uganda, while at the same time significantly increasing participation in higher education leads to the realistic suppositions that many essential resources like institutional managerial ability, the availability of competent faculty, and living and learning space for students are inadequate to meet anticipated needs.

The findings are also in agreement with IUCEA (2010) who acknowledges that the teaching /learning environment enables individuals to participate in the learning process responsibly and so enough lecture and seminar rooms, laboratories and sufficient library and library space need to be in easy reach for the learners in any given university or campus. Most top administrators confessed that it not easy to avail adequate physical environment to accommodate all students. For example one of the respondents, AD12 asserted that ‘it is quite difficult especially in a situation of

constrained funding'. This is in agreement with the findings in the study on Ethiopian universities indicating that there are inadequately facilities and student support services to run the different programs offered by the universities to ensure quality teaching and learning with the increased enrollment of students that came as a result of privatization (Kahsay, 2012). This is presented as one of the major problem facing many universities in Eastern Uganda as well as Ethiopia.

This means majority of the respondents hold the view that liberalization of university education has not enhanced the availability of enough class room space to accommodate all students. This is in agreement with the response from the dean (AD6) who said that 'it has not been very easy to provide adequate learning environment because it very costly since most of the funds come from students to meet the different demands of the university. The Academic Registrar (AD3) confessed that 'it is not easy at all because of the high cost involved'. This is consistent with Bunoti, (2010) observed that lecture rooms are quite small for the number of students and the seats are inadequate as a result students lose time by transferring chairs from one room to another and occasionally attend class while standing with a spill over on the verandas. Bunoti also affirmed that, provision has not been made to have sound proof lecture rooms; therefore lecturers are disrupted by heavy rain, Guild campaigns and mowers. Quite often lecturers are put off because of intolerable noise.

The analysis of the interview data from top administrators, deans and NCHE officials were in agreement with the findings regarding the fact that liberalization of university education enhances the availability of seminar rooms for lecturer interaction with students in universities. Respondent, (AD3) said that 'the university has made provision for adequate teaching space'. The Academic Registrar AD2 said that 'the

space is enough because we have maintained few students. But I know many universities are struggling with space'. Another informant, AD9 confessed that issues of space are just being worked on.

This implies that universities make effort to keep the environment clean and this partly because of existence of competing institutions that may attract students. This completion has been created by the liberalization policy because before this policy the only public university had no other to compare or compete with.

The opinions regarding the construct that, "Laboratories and computer facilities are adequate' 31.8% of the respondents agreed, and 41% and disagreed and 17.2% were not sure. This means that only 42% held the opinion that laboratories and computer facilities are adequate and so majority (58%) did not agree to. The calculated mean (M= 3.0, SD=1.187) implies that on average respondents did not agree that laboratories and computer facilities are adequate.

From table 4.13.1, the findings indicate that, 12.1% strongly agreed to the construct that 'Library facilities are adequate and accessible to all students, 30.6% agreed, 12.5 % strongly disagreed, and 28.0 % disagreed while 16.8% were not sure. This implies that majority of the respondents (57%) were of the view that library facilities are not adequate and accessible to all students. The calculated mean (M= 3.02, SD= 1.270) implies that library facilities are inadequate and inaccessible to all students.

Interviews data from with top administrators were supportive of these findings on table 4.12.1 regarding whether liberalization of university ensures the adequate accessibility library facilities the respondent, (AD2) stressed that 'the library facilities are not adequate therefore the university has maintained a small number of students and it is mitigated by availing students with kindles that help them to access e-

resources.’ The rest of the key informants held a similar view that library resources are not adequate in the universities. Most of these universities in Eastern Uganda do not have adequate library facilities even when it is a requirement by NCHE as revealed by the officials from the Council; NC1 said that;

NCHE requires that all universities to provide for library facilities under schedule 4 of the quality assurance Framework where they do not exist, universities are required to obtain money for these facilities.

Asked about whether liberalization of university enhances the adequate provision of laboratories and computer facilities, these findings were consistent with the results in table 4.13.1 included: Dean AD6 that ‘it is not easy to ensure quality computers and laboratories because of the big number of students in some subjects that overwhelms the computer labs’. Provision of computer facilities and laboratories has proved difficult for most of these universities like top administrators confessed; respondent, AD9 affirmed that ‘it is not easy for a private university due to finance problem’. This means that these facilities are not enough in most universities and there is no enforcement by the NCHE. It is evident that universities are always given time to look for money to avail these facilities.

The findings reveal that only 50% of the responded agreed that liberalization of university education enhances the availability of seminar rooms for lecturer interaction with students in universities. This means that liberalization of university education enhances the availability of seminar rooms on average. This is consistent with the response from the interviewee, (AD3) that ‘the university has made provision for adequate teaching space’. One of the deans (AD7), however, confessed that ‘there is always room shortage but university handles the space shortage by availing tents for students to hold discussions’. This is consistent with the observation by Reisberg & Rumbley (2011) that, with the growth of university education, the buildings of

lecture room space, extension of library collections, addition of computer labs, and the increase of electronic networking, lag behind the enrollment growth. Reisberg & Rumbley further noted that global agencies were helping the government to build up new amenities and infrastructure.

From Table, respondents gave diverse opinions on the construct that 'There is enough classroom space to accommodate all students 15.5% strongly agreed, 31.5% agreed 35.3,% disagreed while 17.7% were not sure. This means that the respondents have varying views on the construct that there is enough classroom space to accommodate all students. Those who were not sure pointed to the uncertainty about availability of enough classroom space. The calculated mean ( $M=3.16$ ,  $SD= 1.267$ ) implies that on average there is enough classroom space to accommodate all students but some respondent had different views.

There is evidence that classroom space is not enough to accommodate all students just like one of the Academic Registrars (AD3) confessed that 'it is not easy at all because of the high cost involved'. This is consistent with the response of Academic Registrar AD9 who said that, 'our classrooms are not yet well equipped to be called "good environment'. the amazing thing is that the Regulatory body officials are aware that the classroom space is not adequate in most of these universities as evidenced by the response from one of the officials who said that 'the adequacy and cleanliness of the learning environment is disparate, some universities try but for the majority it is poor'.

This means that majority of the respondents hold the view that liberalization of university education has not improved the availability of enough class room space to accommodate all students. It is evident that with liberalization, private providers of

university education do not have enough resources to provide for the adequate classroom space to accommodate all students.

On the issue that “University has designated areas for relaxation after lectures” 30.1 % agreed and 18.5% was non-committal while 41.4% disagreed. This implies that majority of the respondents did not agree that university has designated areas for relaxation after lectures. The calculated mean ( $M= 2.95$ ,  $SD= 1.237$ ) indicated a moderate magnitude.

Interview data from Academic Registrars, Deans and NCHE officials analyzed supplemented the findings on table 4.12.1. This implies that majority of the respondents did not agree that university has designated areas for relaxation after lectures. The only available facility in some universities is a football field as indicated by one of the deans. One of the deans (AD6) said that ‘the university has sports field which is used for interclass competition and is also used for legal aid activities to the university community. Another respondent, (AD4) affirmed that ‘the university has a volley ball and football pitches and also provides for indoor games’. The same view was held by respondents that the universities are mindful of the need for relaxation facilities and so effort is being made to put aside resources to ensure compliance as one of the respondents, (AD9) revealed that ‘sports facilities like fields, balls, and logistics needed for the various games are being worked on in the university’. NCHE official also indicated that the council has tried to encourage every university to provide for the relaxation facilities; NC1 said that;

NCHE requires that all universities to provide for recreational facilities under schedule 4 of the Quality Assurance Framework where they are lacking, universities are expected to make every effort to obtain the needed money to avail these facilities.

From the table, 40.7% agreed to the construct that lecture rooms are accessible to students to students with special needs, 40 % disagreed while 20.3% were not sure. This implies that majority of the respondents (60.3%) did not agree that lecture rooms are easily accessed by students with special needs in the university. The calculated mean (M= 2.92, SD= 2.360) implies that is moderate to low.

The findings revealed that liberalization of university education have not enhanced easily access to lecture rooms by students with special needs in the university. This means that liberalization of university education does not have much influence on the easy accessibility of lecture rooms by students with special needs. This is in agreement with responses from Administrators of most universities indicated that special needs students are not provided for as far as facilities are concerned

**4.10.2: Regression of liberalization on the quality of teaching and learning environment.**

In determining the consequence of liberalization of university education on the quality of teaching & learning environment in universities in Eastern Uganda, a regression analysis was taken as presented in Tables 4.12.2a to 4.12.2c

**Table 4.12.2a: Regression of liberalization on the quality of teaching and learning environment**

Model Summary									
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.319 <sup>a</sup>	.102	.098	.87955	.102	26.041	1	230	.000

a. Predictors: (Constant), Liberalize

The result of the regression indicate that there is a significant positive correlation between the level of the quality of the teaching and the learning environment and the degree of liberalization of university education in Eastern Uganda ( $r=0.319$ ,  $P< 0.05$ ). Changes in the level of liberalization of university education explained 10.2% of the quality of the teaching and learning environment in universities in Eastern Uganda.

**Table 4.12.2b: Linear Regression analysis**

ANOVA <sup>a</sup>						
Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	20.145	1	20.145	26.041	.000 <sup>b</sup>
	Residual	177.928	230	.774		
	Total	198.074	231			

a. Dependent Variable: Environment

b. Predictors: (Constant), Liberalize

A simple linear regression was done to show the level of statistical significance. The results revealed that the prediction that the level of the quality of teaching and learning environment by the degree of liberalization was statistically significant ( $F=26.041$ ,  $P< 0.05$ ) as presented in table 4.12.2b

**Table 4.12.2c: Regression Equation**

Coefficients <sup>a</sup>								
Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.	95.0% Confidence Interval for B	
		B	Std. Error	Beta			Lower Bound	Upper Bound
1	(Constant)	.999	.421		2.373	.018	.169	1.828
	Liberalize	.567	.111	.319	5.103	.000	.348	.786

a. Dependent Variable: Environment

The regression equation was used to show the level of significance. The results revealed that a unit intensification in liberalization of university education improves

quality of teaching & learning environment in universities by a factor of 0.567 ( $\beta=0.567$ ,  $t=2.373$ ,  $P<0.05$ ) as displayed in table 4.12.2c. This means that liberalization of university education is a significant determinant of quality of teaching & learning environment in universities in Eastern Uganda.

Therefore the null hypothesis ( $H_0$ ) that “the degree of liberalization of university education does not affect the quality of the teaching and learning environment” was rejected. Thus the alternative hypothesis was adopted meaning that the degree of liberalization of university education significantly predicts the level of the quality of teaching and learning environment in universities in Eastern Uganda. This means that effort is being made by each university to improve the teaching and learning environment probably because there is stakeholder involvement than before and demand for accountability.

## CHAPTER FIVE

### SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

#### **5.0: Introduction**

This chapter presents the summary of the earlier chapters, including the purpose of the study, the procedure employed in collecting and analyzing data, as well as the major findings. It also includes the major conclusions in relation to the specific objectives and research questions of the study as well as the recommendations made by the researcher that could create awareness of various education stakeholders in Eastern Uganda and Uganda as a whole in order to enhance the liberalization policy. It is believed that this will improve the quality of graduates through improved teaching and learning in universities in Eastern Uganda.

#### **5.1: Summary of the findings**

The study under consideration sought to investigate the effect of liberalization of university education on the quality of teaching and learning in Eastern Uganda: a perspective of public and private universities.

This study involves research that intended to find out the effect of the Education Liberalization policy on the quality of teaching and learning in University Education with reference to universities in Eastern Uganda. The study adopted a descriptive correlation cross-sectional survey design and both quantitative and qualitative approaches were employed (Amin, 2005 and Creswell, 2009). The study population of 1012 was considered from which an estimated number of participants of 279 was drawn and these included: Academic Registrars, Deans of faculty, Heads of department, teaching staff, students' leaders and officials from the National Council Higher Education. The sample size from the target population was determined using Krejcie and Morgan 1970 table of sample size determination. The researcher used

three sampling techniques that included; cluster sampling, simple random sampling and purposive sampling. The data was collected using questionnaires and interview guides.

The data collected was cleaned, coded, sorted and arranged and entered into SPSS computer application and descriptively analyzed using frequencies, percentages, means and standard deviation. Pearson correlation coefficient was used to test the hypothesis, and the linear regression analysis to determine the level of the statistical significance of the effect the liberalization of university education on the quality of teaching and learning, based on findings from the questionnaires. Qualitative data was analyzed and interpreted through content and thematic analysis and presented through narration and verbatim quotes from the interviews of the key informants.

The findings of the study were presented, preceded by of the demographic characteristics of the respondents. This was followed by descriptive statistics using the frequencies, mean and standard deviations. The Pearson correlation coefficient was also used to determine the relationship between the variable and the level of significance. The findings from the interviews with Academic Registrars, Deans, and officials from NCHE on the effect of liberalization of university education on the quality of teaching and learning in universities the Eastern Uganda was also analyzed.

The findings of the study indicated the effect of liberalization of university education on the quality of teaching and learning in universities the Eastern Uganda is significant. The main findings were as indicated below:

1. Liberalization of university education was found to have a significant effect on the profile of students entering the university. Therefore liberalization is a significant determinant of the profile of students entering the university. Liberalization of university education has increased accessibility of students; the illegible students with minimum qualification according to NCHE are easily absorbed. However the study findings reveal that students at lower levels have developed a *laissez faire* attitude knowing that they need minimum grades to enter into a university. More students and of different categories have had access and there is more awareness created about university education by the students than before.

2. The results show that liberalization of university education affects the quality of teaching staff in the universities in Eastern Uganda significantly. Therefore liberalization of education has positive, significant influence on the quality of teaching staff in the universities. Every university makes every possible attempt to employ qualified staff with a minimum qualification of Master's degree with a few having PhD according to NCHE regulations. However the findings indicate that the staff is not involved in research and publications because of the big load handled by the teaching staff due to teaching in different universities and inadequate funding to undertake research. The inadequate funding also affects the extent to which the staff undergoes training for skills enhancement and staff mentorship.

3. The findings indicated that liberalization of university education significantly affects the quality of teaching and learning approaches in the universities in Eastern Uganda. This means that liberalization of university education is a significant determinant of the quality of teaching and learning approaches in universities in Eastern Uganda. Training staff in pedagogical approaches has not been a priority for universities due the resources involved but the findings indicate that staff make effort

to employ approaches that are learner centered and that encourage involvement of students in their teaching.

4. The outcome of the study also shows that liberalization of university education has a significant effect on the quality of assessment approaches in universities in Eastern Uganda. This implies that liberalization of university education is a significant determinant of the quality of assessment in the universities in Eastern Uganda. Liberalization has created a situation where majority of the students especially in private universities fund their own university education and so demand for proper and timely assessment which is integrated in the teaching in form of continuous assessment. However it was discovered that there is still emphasis on the summative assessment reflected in the emphasis being put on final examinations.

5. Liberalization of university education was found to have a significant effect on the quality of teaching & learning environment in universities in Eastern Uganda. The increase in the number of students enrolled was overwhelming for some universities and so have inadequate facilities like library, computer laboratory and recreational facilities. Some universities have such low numbers of students that they are not able to break even, which has been brought about by liberalization and the supply of education by private entrepreneurship.

### **5.3: Conclusions**

Conclusions of the study were made based on the objectives and research questions and focused on the findings of the study in relation to the discussions done in chapter five.

### **5.3.1: Liberalization of University education and the profile of students**

The first objective of the study was to find out the consequence of the degree of liberalization of university education on the level of the status of the profile of students entering the universities in Eastern Uganda.

From the findings it is concluded that liberalization of university education has a statistically significant effect ( $F= 0.112.898$ ,  $P< 0.05$ ) on the status of the profile of students entering the university in Eastern Uganda. From the findings it is concluded that a unit enhancement in the degree of liberalization of university education leads to a significant improvement in the level of the status of the profile of students entering the university in Eastern Uganda by 32.8%.

The findings in both Tables 4.7.1 and 4.7.2 are in tune with both local and global empirical studies related to the effect of liberalization of university education on the level of the status of the profile of students entering the university. The information about universities is easily available and universities are now easily accessed to all the eligible students that desire and qualify to join universities can now enter university ready to be taught and to learn than before.

### **5.3.2: Liberalization and the quality of teaching staff.**

The second objective of the study was: To establish the influence of liberalization of university education on the quality of academic staff in universities in Eastern Uganda.

The findings from the study are concluded that liberalization of university education leads to a statistically significant effect ( $F=32.038$ ,  $P< 0.05$ ) on the quality of teaching staff in the universities in Eastern Uganda. From the findings of the current study it is

revealed that universities in Eastern Uganda do not have enough qualified academic staff that would enhance quality teaching and learning.

The findings in both Tables 4.8.1 and 4.8.2 are in harmony with both local and global empirical studies correlated to the effect of liberalization of university education on the quality of teaching staff in the universities. Thus for any need to improve the quality of teaching staff in universities, government may enhance the level of liberalization of university education since it creates some level of competition and the need to remain in the market.

However the qualitative data indicated that most universities in Eastern Uganda do not have enough qualified academic staff because liberalization of university education has caused duplication of the service in different institutions and the few qualified staff are shared between the different universities. Besides the universities do not have enough resources to train and enhance the skills of those employed. There is critical shortage of PhD holders leaving the few that exist to work as full time staff in more than one institution. Generally liberalization has the potential to improve the quality of teaching staff and so support needs to be given to the policy implementation.

### **5.3.3: Liberalization and the quality of teaching approaches**

The third research objective was; to examine the upshot of the Liberalization of university education on the quality of teaching methods used in universities in Eastern Uganda.

From the findings of the current study it is concluded that liberalization of university education has a statistically significant effect ( $F=77.768$ ,  $P<0.05$ ) on the quality of teaching and learning approaches in universities in Eastern Uganda. From the findings

of the study, it is concluded that an improvement in the liberalization of university education will lead to a significant improvement in the quality of teaching and learning approaches. The findings in both Tables 4.10.1 and 4.10.2 are consistent with both local and global empirical studies related to the liberalization of university education on the quality of teaching and learning approaches. This because there is diversification of supervisor that ensures the right approaches are employed. There is evidence that universities in Eastern Uganda are making effort to employ participatory approaches in the teaching and learning process which are believed to be more effective in ensuring lifelong learning and development of employable skills.

#### **5.3.4: Liberalization and the quality of assessment**

The fourth objective of the study stated that: To investigate the outcome liberalization of university education has on the quality of assessment process of students in universities in Eastern Uganda.

From the outcome of the present research it is concluded that liberalization of university education has a statistically significant effect ( $F=86.211$ ,  $P < 0.05$ ) on the quality of assessment approaches in universities in Eastern Uganda. From the results of present study it is concluded that any enhancement in the degree of liberalization of university education will result in significant upgrading in the level of the quality of assessment approaches in universities of Eastern Uganda.

The findings in both Tables 4.11.1 and 4.11.2 are consistent with empirical studies related to the effect liberalization of university education on the quality of assessment approaches in universities. The global classification of universities compels them to work on their operations in order to maintain the name and attract more students. Since students pay for their education, they require to be assessed in a more specific and formative way that enhances learning than before. However the qualitative results

indicate that assessment is mainly summative and still focuses on grades, certificates and awards instead of enhancing learning.

### **5.3.5: Liberalization and the quality of the teaching environment**

The fifth research objective stated that: To examine the effect of liberalization of university education on the quality of teaching environment in universities in Eastern Uganda.

The findings of the present study, lead to the conclusion that liberalization of university education has a statistically significant effect ( $F=26.041$ ,  $P < 0.05$ ) on the quality of teaching & learning environment in universities in Eastern Uganda. From the findings it is concluded that an augmentation in the degree of liberalization of university education will result in significant advancement in the level of the quality of the teaching and learning environment in universities in Eastern Uganda.

The findings in both Tables 4.12.1 and 4.12.2 are in agreement with empirical studies related to the effect liberalization of university education on the quality of teaching and learning environment in universities since liberalization of university education avails more resources in the sector that helps to build capacity and infrastructure. Also liberalization in most countries leads to establishment of regulatory bodies that ensure precise quality facilities are set up and maintained to provide for quality teaching and learning in universities than before.

### **5.4: Recommendations**

This section of the study presents the recommendations drawn from research findings, discussions and conclusions. The recommendations are presented in this section objective by objective.

#### **5.4.1: Liberalization and the profile of students .**

From the study findings and the empirical studies related to the theme, the researcher made the following recommendations:

Though there is a claim that all universities admit eligible and well qualified students, the National Council for Higher Education needs to keep close monitoring of universities to ensure compliance of the admitted students since each university appears to be carrying out its own admission. This will ensure that the right qualities of students that can cope with the university expectations are admitted.

#### **5.4.2: Liberalization and the quality of teaching staff.**

From the study findings about the theme, the researcher recommends following:

Basing on the argument that, the quality of teaching personnel is one of the major aspects of quality education in universities, it is important that managers in private universities, ensure that the teaching staff is competent and qualified to teach effectively through regular trainings and refresher causes. This may ensure that students enrolled with private universities obtain qualifications that are aligned with the National Qualifications Framework such that the education system continues on a pathway of transformation as those in public universities.

All universities should make a good percentage of their budget to cater for staff development focusing mainly on PhD and the ministry of education should avail scholarships to enhance further training of staff since the study revealed that there is a critical shortage of competent staff.

NCHE and the Minister of state for Higher education should ensure that universities are monitored more closely on the staff qualifications and competences in their areas

of specialization and should require that there is a program and planning to meet the required standards of staff with PhDs in the specific areas.

University managers need to provide for mentorship because most lecturers come from universities and start teaching with no measure of competences apart from the fact they attained good classes of degrees. Mentoring groups should be established to help enhance competences.

It is suggested that universities should encourage and support the teaching staff in carrying out individual as well as institutional research in order to increase the body of knowledge and also improve the quality of staff. The results of such studies can then be peer reviewed to qualify for publication in internationally recognized journals. This will give staff experience that will enable them enhance quality teaching and learning which produce graduates that can contribute significantly to the development of the country at large and the region in particular.

#### **5.4.3: Liberalization and the quality of teaching approaches**

From the study findings on quality of teaching approaches being used the researcher made the following recommendations:

All lecturers should be exposed to a detailed pedagogical training program in the effective and modern approaches to teaching such that they do not just focus at the transfer of knowledge but helping students to learn how to learn and acquire knowledge from where it can be found. Lecturers should be encouraged to use those methods that emphasize learning for social development, through the support of life

skills, learning for human fulfillment and preparation for the world of work together by facilitating discussions and use of diverse forms of communication.

Lecturers should be taken through professional training on the modern teaching methods that enhance critical reflective thinking and Self Directed Learning that create lifelong learning. This should be followed by regular evaluation of lecturers based on these trainings. Lecturers should also be availed with opportunities to have a national as well as international exposure with colleagues and experts that will help them get skills to handle the students of the 21<sup>st</sup> Century that need to cope with global changes and development needs of the country. This can be done should collaborations with international universities or universities in other countries that are at high ranking in the international ranking order.

With liberalization where every university is autonomous NCHE should go beyond ensuring universities have lectures with the required qualifications to ensuring that students are taken through learning processes that are driven by professionals who are trained in pedagogy and have the ability to link up-to-date knowledge with the classroom teaching. Therefore government through the regulatory bodies should make an attempt to raise the quality of teaching across universities having graduate employment as a major indicator of performance amidst liberalization of education.

Amidst commercialization of university education that seem to have come with liberalization, lecturers should be encouraged to interact with students in class by creating teams that can discuss together because they will be able to get immediate feedback from students regarding their quality of teaching. Lecturers also should learn how to set learning objectives that will involve students in active learning and

working in teams to ensure individual accountability. Emphasis should be put on the use of questions to help keep the students engaged and be in control of their learning.

There is need for collaboration between universities such that the sharing of ICT installations is made possible. The government should also invest in these equipment's to supply to universities as a way of supporting the initiative and ensuring that all Ugandan students are getting the same quality of education.

#### **5.4.4: Liberalization and the quality of assessment**

The following recommendations based on the study findings on the quality of assessment approaches:

It will be helpful to assess students early in the course about their perceptions and their learning potentials. This will help the instructors to discover any probable challenge that may negatively influence students' learning and make plans to work on it early. Also feedback should be given to students early such that, they are be able recognize their weakness and potentials in order to have more time to put them right and make use of them respectively. Early assessment will also give feedback to teachers to adopt more effective methods in their teaching or to offer additional support targeted particularly on students with challenges.

When assessing and reviewing curriculums for universities, NCHE should make sure that early assessment is provided for as an integral part of the teaching and learning process rather than focusing on a single test score. This integration of assessment in the teaching and learning should involve students in active participation that focuses on both the process and outcome of learning, and should be descriptive assessment based on a range of abilities and not just ability to recall.

University course curricula should also make provision for peer assessment, which is not being used in most of the universities. Since peer assessment leads to a movement of learners from dependence on the teacher to being able to generate their own feedback in the learning process, every lecturer should provide for this assessment in the process of teaching. This will enhance the integration of self-assessment, peer and teacher feedback and self-regulated which will be more productive and helpful to the learners.

Lecturers should be encouraged to use formative assessment that is given on a daily basis rather than waiting to have it done in the middle or end of the semester. This will give learners effective and useful feedback on their relative performance through face to face interaction, written comments and problem solving projects.

#### **5.4.5: Liberalization and the quality of the teaching environment.**

The researcher made the following recommendations on the quality of the teaching and learning environment:

There is a critical shortage of classroom space to the level that some use tents as lecture rooms. The government, through its regulatory bodies should prevail over universities to ensure adequate classroom space is provided and maintained. Government should make provision to support private universities in the acquisition of infrastructure through availing soft and long term loans since the major problem is the fact that the development of infrastructure is very expensive for the private universities.

It recommended that universities in Eastern Uganda should enter corroborations instead of competing with each other such that they procure materials like computers

and library books and equipment in order to purchase in bulk and be able to benefit from discount and share the transport costs.

The government should empower the University Councils of these universities to ensure that adequate funds are allocated to key requirements for quality teaching like computers and library books and other teaching and learning materials.

It is recommended that NCHE should monitor closely the provisions for students with special needs because they do not seem to provide for by most universities. Given that acquiring these provisions is expensive, government should buy uniformly and supply to the private as well as public universities on credit.

It also recommended that Government through the Ministry of education and sports and particularly the section of Higher Education and the regulatory bodies like NCHE avail information about seeking for international funders that can partner with some of these universities in order to fill the gaps in the budgets.

#### **5.5: Contribution of the study:**

This research is the first one to study the about liberalization of university education on specifically the quality of teaching and learning in universities in Eastern Uganda and at national level. Other studies have looked at the whole country and generalized education while others have restricted themselves to funding.

Compared to other studies this research brings out the potential that liberalization has on the quality of teaching and learning. While many other studies seems to down play the role of liberalization and its significance in the quality of education, this study

brings out the positive role of liberalization and the potential it has in enhancing quality teaching and learning.

This study reveals that individuals have the potential to fund their university education and provide quality service compared to the belief that university education is very expensive and unaffordable by ordinary citizens. This study shows how enrollment has increased and the citizens are able to provide the resources needed to maintain staff and avail the entire necessary infrastructure to ensure quality teaching and learning.

The study brings out the great need to have proper monitoring of both public and private universities to ensure compliance because of the great desire to make profit by proprietors and government officials that comes with liberalization.

#### **5.6: Areas of Further Research**

1. It is recommended a comparative study can be done the effect of pre-university academic preparation on the accomplishment of students at the university by focusing on students retention and completion rate in the light of liberalization in order to test their readiness for the rigorous university studies.
2. A study should also be done on the implication and the risks of independent admission of students by different public and private universities for privately sponsored students as compared to the joint admissions for public universities for government sponsored students.
3. It is also recommended that a study be done on the factors responsible for the sizes and shapes of the catchment areas of universities given the fact that each region has a number of universities.

4. It is recommended that further study can be done on educational liberalization and the quality of research undertaking and output since the current study was on teaching and learning.
  5. A similar study could be done on the liberalization of education on the quality of teaching and learning in other Tertiary Institutions since this research concentrated on universities.
  6. A similar study could be done on the rapid growth of education on the quality of teaching and learning in secondary schools in Uganda since the current research was restricted to liberalization of university education.
  7. It is recommended that a similar study be done in other parts of the country such as North, West and Central since this study selected the Eastern Region of Uganda.
  8. It is recommended that a study be done on the level of satisfaction of students on assessment methods employed by different universities and their effectiveness in enhancing learning.
  9. Further research can be carried out on the effect of Liberalization of education and the quality of management of Higher education and how this may have a bearing on the quality of teaching and learning since the current study concentrated mainly on teaching staff.
  10. A similar study could be done on the effect of liberalization on the universities' community outreach since the current study was restricted to teaching and learning.
- A comparative study needs to be done on the implication of virtual library and hard books library.

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## APPENDICES

### APPENDIX I: QUESTIONNAIRE FOR ACADEMIC STAFF

Dear Sir/ Madam.

I am a PhD student of Kisii University conducting a study on the Liberalization and the quality of teaching and learning in the Universities in Eastern Uganda. I am honored to invite you to be part of this important study and I request that you complete this questionnaire as indicated in each section. Kindly answer the questions as honestly as possible and the information you give will be kept confidential and used for academic purposes only.

Thank you so much

**Lillian Nabaasa Gimuguni**

#### SECTION A: BACK GROUND INFORMATION

**Instruction:** For each of the items in this section, kindly tick (✓) in the box that represents the right option and where necessary, specify accordingly.

##### 1. Sex

i). Male  male

##### 2. Duration of service within this Institution

i). Less than one year  ii). 1-5 years

iii). 6-10 years

iv). 11-15 years  More than 15 years

##### 3. Designation

i) . Dean of faculty  Head of department

ii). Teaching staff  Course coordinator

##### 4. Highest level of Education (qualification).

i). PhD  Master's Degree

iii). Bachelor's Degree  iv. Diploma

*Liberalization of Higher education is the relaxation of laws or restrictions to allow freedom of entry into the education market and reducing control by the government in order to increase accessibility to education by availing more space to students.*

Please indicate the extent to which you agree with the following statements by ticking ( ✓ ) appropriately

Key: 5= strongly agree, 4=Agree, 3= Undecided, 2=Disagree and 1= strongly disagree

s/n	Item	Scores				
	<b>SECTION B</b>					
	<b>Liberalization of university education</b>	5	4	3	2	1
1	All universities have the same minimum entry requirements					
2	The university & Tertiary institutions Act has made it easy for the establishment of private universities.					
3	There is increased number of private universities.					
4	Public universities have opened up to private sponsorship scheme					
5	Higher education provision is more of a business than a social service					
6	There is increased accessibility & enrollment to university education.					
7	Formation of subsidiary campuses for universities has increased					
8	University education is privately funded in both private and public universities					
9	Admission procedures in universities are quick and efficient.					
10	There is improved relationship between the university and the stakeholders					
	<b>SECTION C : Students' profile</b>	5	4	3	2	1
1	Students have the required qualification to enter universities.					
2	Information about universities can easily be accessed					
3	Entry to university has specific cut off points for specific courses.					
4	Subject combinations are not considered during admission.					
6	Easy access to university has led to increased laises faire attitude to A' level students.					
7	There is increased enrollment of students from rural schools					
	<b>SECTION D: The Quality of University Teaching Staff</b>	5	4	3	2	1
1	University lecturers have Masters as the minimum qualification.					
2	Every department in these universities is headed by a PhD holder					
3	Lecturers are supported by teaching assistants.					
4	Lecturers are engage in research and publications.					
5	Lecturers are all computer compliant					
6	Lecturers undergo skills training every semester					
7	About 65% of teaching staff are senior lecturers.					
8	Lecturers teach in their areas of specialty					
9	All lecturers belong to mentorship groups					
	<b>SECTION E :The Quality of Teaching and Learning Approaches</b>					
1	The teaching promotes life-long learning					
2	students are encouraged to interact and discuss the content collaboratively					
3	suitable support is provided for learners with specific learning needs					

4	Lecturers use ICT to enhance their teaching & learning					
5	Appropriate instructional materials are used to facilitate learning					
6	Teaching includes specific training in collaborative group work					
7	Approaches used facilitate the acquisition of employable skills by the learners					
8	students get adequate feedback on their performance					
9	Methods used in teaching promote critical reflective thinking					
10	Students have a strong sense of involvement in the process of setting specific learning goals					
	<b>SECTION F :The Quality of Assessment in Universities</b>	5	4	3	2	1
1	Assessment of students is done at the end of every semester.					
2	All students are subjected to continuous assessment					
4	Students receive feedback after every assessment.					
5	Peer assessment is used in the university					
6	Assessment is integrated in teaching and learning					
7	Assessment approaches help to improve learning rather than marks or grades					
8	Universities use tests as a mode of continuous assessment.					
9	The assessment criterion is clear and known to the students.					
10	Assessment feedback is given to students during the learning process.					
11	Students get involved in the assessment of their own work					
	<b>SECTION G : The Quality of Learning Environment</b>	5	4	3	2	1
1	The university has seminar rooms for lecturer interaction with students					
2	Lecture rooms are maintained clean and have good aeration.					
3	Laboratories and computer facilities are adequate.					
4	Library facilities are adequate and accessible to all students					
5	Lecturers organize the physical environment to accommodate all student learning needs.					
6	There is enough classroom space to accommodate all students					
7	Recreational facilities are adequate for all students to participate					
8	University has designated areas for relaxation after lectures					
9	Lecture rooms are  accessible to students with special needs.					

Adopted from Guidelines for Program Assessment-IUCEA/ CHE/NCHE/TCU/DAAD 2010

## APPENDIX II: QUESTIONNAIRE FOR STUDENT'S LEADERS

Dear Sir/ Madam.

I am a Phd student of Kisii University conducting a study on the Liberalization and the quality of teaching and learning in the Universities in Eastern Uganda. I am honored to invite you to be part of this important study and I request that you complete this questionnaire as indicated in each section. Kindly answer the questions as honestly as possible and the information you give will be kept confidential and used for academic purposes only.

Thank you so much,

**Lillian Nabaasa Gimuguni**

### SECTION A: BACK GROUND INFORMATION

**Instruction: For each of the items in this section, kindly tick (✓) in the box that represents the right option and where necessary, specify accordingly.**

#### 1. Sex

i). Male  ii). Female

#### 2. Year of study

i). Year one  ii). Year two   
iii). Year three  iv). Iv) Years four   
(v). Year five

#### 3. Designation

i) . Parliamentarians  ii). Cabinet member   
iv). Class Coordinator

#### 4. Faculty

i). Business & Management  ii). Social Sciences

iii). Medicine  iv) Education

v) Other (specify)

.....

*Liberalization of Higher education is the relaxation of laws or restrictions to allow freedom of entry into the education market and reducing control by the government in order to increase accessibility to education by availing more space to students.*

Please indicate the extent to which you agree with the following statements by ticking (✓) appropriately

Key: 5= strongly agree, 4=Agree, 3= Undecided, 2=Disagree and 1= strongly disagree

s/n	Item	Scores				
	<b>SECTION B</b>					
	<b>Liberalization of university education</b>					
1	All universities have the same minimum entry requirements					
2	The university & Tertiary institutions Act has made it easy for the establishment of private universities.					
3	There is increased number of private universities.					
4	Public universities have opened up to private sponsorship scheme					
5	Higher education provision is more of a business than a social service					
6	Increased accessibility & enrollment to university education. e					
7	Formation of subsidiary campuses for universities has increased					
8	University education is privately funded in both private and public universities					
9	Admission procedures in universities are quick and efficient.					
10	There is improved relationship between the university and the stakeholders					
	<b>SECTION C : Students' profile</b>					
1	Students have the required qualification to enter universities.					
2	Information about universities can easily be accessed					
3	All admitted students are legible for university education					
4	Entry to university has specific cut off points for specific courses.					
5	Subject combinations are not considered during admission.					
6	Students mind about future university courses when choosing A 'level combinations.					
7	Easy access to university has led to increased laissez faire attitude to A' level students.					
8	There is increased enrollment of students from rural schools					
	<b>SECTION D: The Quality of University Teaching Staff</b>					
1	University lecturers have Masters as the minimum qualification.					
3	Lecturers are supported by teaching assistants.					
5	Lecturers employ computer skills in teaching					
6	Lecturers undergo skills training every semester					
7	Most teaching staff are senior lecturers.					
8	Lecturers teach in their areas of specialty					
9	All lecturers are belong to mentorship groups					
	<b>SECTION E :The Quality of Teaching and Learning Approaches</b>					
1	The teaching promotes life-long learning					
2	Students are encouraged to interact and discuss the content collaboratively					
3	Suitable support is provided for learners with specific learning needs					
4	Lecturers use ICT to enhance their teaching & learning					
5	Appropriate instructional materials are used to facilitate					

	learning								
6	Teaching includes specific training in collaborative group work								
7	Approaches used facilitate the acquisition of employable skills by the learners								
8	Students get adequate feedback on their performance								
9	Methods used in teaching promote critical reflective thinking								
10	Students have a strong sense of involvement in the process of setting specific learning goals								
	<b>SECTION F :The Quality of Assessment in Universities</b>								
1	Assessment of students is done at the end of every semester.								
2	All students are subjected to continuous assessment								
4	Students receive feedback after every assessment.								
5	Peer assessment is used in the university								
6	Assessment is integrated in teaching and learning								
7	Assessment approaches help to improve learning rather than marks or grades								
8	Universities use test as a mode of continuous assessment.								
9	The assessment criterion is clear and known to the students.								
10	Assessment feedback is given to students during the learning process.								
11	students get involved in the assessment of their own work								
	<b>SECTION G : The Quality of Learning Environment</b>								
1	The university has seminar rooms for lecturer interaction with students								
2	Lecture rooms are maintained clean and have good aeration.								
3	Laboratories and computer facilities are adequate.								
4	Library facilities are adequate and accessible to all students								
5	Lecturers organize the physical environment to accommodate all student learning needs.								
6	There is enough classroom space to accommodate all students								
7	Recreational facilities are adequate for all students to participate								
8	University has designated areas for relaxation after lectures								
9	Lecture rooms are accessible to students with special needs.								
10	Student support services (induction, tutoring, counseling) are evaluated for their contribution to effective learning.								

Adopted from Guidelines for Program Assessment - IUCEA/ CHE/NCHE/TCU/DAAD 2010

## **APPENDIX II: INTERVIEW GUIDE ADMINISTERED TO ACADEMIC REGISTRARS, AND DEANS**

This Interview guide is intended to collect data on the effect of Liberalization on the quality of teaching and learning in the Universities in Eastern Uganda.

**Gimuguni Lillian Nabaasa**

### **Background information**

What position do you hold in this university?

- a. For how long have you worked here?
- b. What is your highest level of qualification?

### **Section A: Education Liberalization**

1. What has favored the opening up of this private university in Eastern Uganda?
2. There has been an increase in the number of private universities. What do you think has been the reason for this?
3. There is thinking that higher education in private universities is more of a business than a social service. What is your opinion about this?
4. How do you compare the admission procedure in private and public universities?
5. There is a feeling that there is easy access to university education than ever before. What explains this trend?
6. How do you relate with other stakeholders? Why?

### **Section B: Students' profile:**

1. What type of students in terms of grades does the university receive?
2. There is a thinking that the easy accessibility of university education makes students at A' level to have a laissez faire attitude towards their academics? What is your take on this?
3. How is information about this university availed to intending students?

### **Section C: The quality of teaching staff:**

1. What are the minimum qualifications of the majority of the lecturers in this university?

2. How does the university provide for tutorial assistants?
3. How would you rate the teaching staffs' involvement in research and publications?
4. How computer compliant are lecturers in this university?
5. How is the mentoring of lecturers done here?

**Section D: The quality of teaching and learning involves the use of appropriate teaching methods:**

1. How are students encouraged to interact and discuss the subject content collaborative?
2. How is the use of ICT helpful in ensuring quality teaching & learning?
3. With the increased number of students in universities today which methods are being used in teaching?
4. How is the use of instructional materials enhanced in facilitating lecturers in the teaching?
5. How does the university ensure that feedback is given to students on their performance?

**Section E: The learning process is never complete unless assessment has been done;**

1. How effective is continuous assessment in enhancing quality teaching?
2. How is peer assessment used in promoting quality teaching in the university?
3. How is assessment feedback given to students? In which way do you think this method of conveying feedback is helpful in the teaching process?
4. In which ways are students involved in the assessment of their own work?

**Section F: Learning environment;**

- a. How does the university ensure good environment in the classroom to promote effective teaching?
- b. What Recreation facilities do you have that facilitate learning?
- c. How easy is it to provide a good teaching / learning environment like lecture rooms, Laboratories, Computer labs?
- d. How adequate are Laboratories and computer & library facilities?

## **APPENDIX IV: INTERVIEW GUIDE FOR NCHE OFFICIALS**

This questionnaire is intended to collect data on the effect of Liberalization on the quality of teaching and learning in the Universities in Eastern Uganda.

**Gimuguni Lillian Nabaasa**

### **Background information.**

- a. The department you belong in the Council?
- b. For how long have you worked at the Council
- c. What is your highest level of qualification?

### **Section B: Students' profile:**

1. What considerations are made during admissions in both private and public universities?
2. How is information about these universities availed to intending students?

### **Section C: The quality of teaching staff:**

1. What are the minimum qualifications of the majority of the lecturers in these universities in Eastern Uganda?
2. What is the rate of staff who is PhD holders?
3. How liberalization of university education is affected the rate at which teaching staff get involved in research and publications in universities in Eastern Uganda?

### **Section D: Teaching methods employed by the universities:**

1. How has the liberalization of education facilitated the use of ICT in ensuring quality teaching & learning in Universities in Eastern Uganda?
2. How has liberalization of university education helped in ensuring development of employable skills?
3. How do does the Council ensure that feedback is given to students in the face of liberalization of university education?

### **Section E: Assessment approaches used;**

1. In your view how effective the enhanced effective assessment of students given the liberalization of university education?
2. What provisions are made for peer assessment in the universities during curriculum development?
3. How are tests used as a mode of continuous assessment in this university?

**Section F: Learning environment;**

1. How has liberalization of university education ensured good environment in the classroom to promote effective teaching in Eastern Uganda?
2. It is important that universities provide for recreational facilities for students. What is the compliance rate in Eastern Uganda universities in the face of liberalization?
3. How easy is it to provide a good teaching / learning environment like adequate space in lecture rooms, Laboratories, and Computer labs?

**APPENDIX V: KREJCIE AND MORGAN TABLE OF SAMPLE SIZE  
DERTERMINATION**

Table 3.1									
<i>Table for Determining Sample Size of a Known Population</i>									
N	S	N	S	N	S	N	S	N	S
10	10	100	80	280	162	800	260	2800	338
15	14	110	86	290	165	850	265	3000	341
20	19	120	92	300	169	900	269	3500	346
25	24	130	97	320	175	950	274	4000	351
30	28	140	103	340	181	1000	278	4500	354
35	32	150	108	360	186	1100	285	5000	357
40	36	160	113	380	191	1200	291	6000	361
45	40	170	118	400	196	1300	297	7000	364
50	44	180	123	420	201	1400	302	8000	367
55	48	190	127	440	205	1500	306	9000	368
60	52	200	132	460	210	1600	310	10000	370
65	56	210	136	480	214	1700	313	15000	375
70	59	220	140	500	217	1800	317	20000	377
75	63	230	144	550	226	1900	320	30000	379
80	66	240	148	600	234	2000	322	40000	380
85	70	250	152	650	242	2200	327	50000	381
90	73	260	155	700	248	2400	331	75000	382
95	76	270	159	750	254	2600	335	100000	384

*Note: N is Population Size; S is Sample Size* *Source: Krejcie & Morgan, 1970*

## APPENDIX VI: RESEARCH PERMIT FROM IUIU

Organisation of Islamic Cooperation  
Islamic University In Uganda



منظمة التعاون الإسلامي  
الجامعة الإسلامية في أوغندا

### Office of the University Secretary

**Our Ref:** US/153/4

**Date:** 28<sup>th</sup> August, 2018

Ms. Gimuguni Lillian Nabaasa (DED/00116/14)  
Uganda Christian University, Mbale College  
P.O. Box 189  
Mbale-Uganda.  
Tel: 0774682635.  
Email: [lillianguguni@yahoo.com](mailto:lillianguguni@yahoo.com)

Dear Ms. Nabaasa

**RE: PERMISSION TO CONDUCT PHD RESEARCH AT THE ISLAMIC UNIVERSITY IN UGANDA (IUIU)**

Reference is made to your letter dated 3<sup>rd</sup> July, 2018 regarding the above subject matter.

This is to inform you that permission has been granted for you to carry out your research at the Islamic University in Uganda, Main Campus-Mbale for the period of four weeks from 1<sup>st</sup> September, 2018 to 15<sup>th</sup> October 2018.

However, you should note the following terms and conditions of engagement;

1. You are expected to abide by all the University rules and regulations, including the dress code.
2. The data collected is solely to be used for academic purposes; you are expected to maintain utmost confidentiality.
3. The University does not have any financial obligation on researchers.
4. You will get in touch with the Director, Research Publication and Innovation for any other information.
5. You will be expected to submit a copy of your final dissertation to the office of the Director, Research Publication and Innovation, at the end of the research.

Please note that our staff/students are supposed to participate in line of your questionnaire.

Thank you,

Lukyamuzi Hussein  
**UNIVERSITY SECRETARY**

cc: Rector, Vice Rector (A.A), Vice Rector (F&A), Academic Registrar  
,, Director, Research Publication and Innovation (IUIU)

**APPENDIX VII: RESEARCH PERMIT FROM LIVINGSTONE  
INTERNATIONAL UNIVERSITY**



**LIVINGSTONE  
INTERNATIONAL  
UNIVERSITY**

Building the Nations of Africa

P.O. Box 994 Mbale, Uganda  
Plot 4/6 Reuben-Napwoli Road,  
Namakwekwe  
Telephone: +256 792 548464

**Deputy Vice Chancellor  
of Academic Affairs.**

[www.livingstone.ac.ug](http://www.livingstone.ac.ug) | Email: [info@livingstone.ac.ug](mailto:info@livingstone.ac.ug) | [admissions@livingstone.ac.ug](mailto:admissions@livingstone.ac.ug)

To: Lillian Nambasa Gimuguni  
UCU, Mbale University College

Date: March 22, 2018

RE: ACCEPTANCE LETTER TO CONDUCT RESEARCH WITHIN LIVINGSTONE  
INTERNATIONAL UNIVERSITY

Dear Lillian,

Praise God!


Thank you for your letter and I would like to let you know that your request to conduct research within LivingStone International University has been accepted.

I believe LivingStone International University staff and students will help you access all needed data to successfully complete your research work on "*Educational Liberalization and the Quality of Teaching and Learning: a perspective for Public and Private Universities in Eastern Uganda.*"

I trust that the Administrators in charge of the Academics, academic staff and student leaders will help you get necessary information for your research project.

Thank you so much and do hope that this permission will help you indeed.

  
Henry Buregea  
Deputy Vice Chancellor for Academic Affairs



**APPENDIX VIII: RESEARCH PERMIT FROM KUMI UNIVERSITY**

**KUMI**

P.O. Box 178, Kumi - Uganda  
Kumi - Ngora Road,  
Landline: +256 392001391  
Mobile: +256 782991 448



**UNIVERSITY**

Email: [ar@kumiuniversity.ac.ug](mailto:ar@kumiuniversity.ac.ug)  
Or: [ku@kumiuniversity.ac.ug](mailto:ku@kumiuniversity.ac.ug)  
Website: [www.kumiuniversity.ac.ug](http://www.kumiuniversity.ac.ug)  
Website: [www.lib.kumiuniversity.ac.ug](http://www.lib.kumiuniversity.ac.ug)

**OFFICE OF THE ACADEMIC REGISTRAR**

15<sup>th</sup> Nov 2018

Madam Gimuguni Lillian Nabaasa,  
Academic Registrar,  
UCU- Mbale.

**RE: PERMISSION TO CARRY OUT A PHD RESEARCH PROJECT WITH OUR SENIOR STAFF**

Your request for the above exercise was received and considered positively.

You are accordingly informed that you can go ahead with the exercise.

I wish you Success.

..... *J.Y. Opon* : ..... 16.11.2018

J.Y Opon

Academic Registrar

*"Godliness and Excellence for Servanthood"*

## APPENDIX IX: RESEARCH PERMIT FROM BUSITEMA UNIVERSITY



**BUSITEMA  
UNIVERSITY**  
*Pursuing Excellence*

P.O. Box 236 Tororo, Uganda  
Gen: +256 - 45 444 8842  
Dir: +256 - 45 444 8864  
Fax: +256 - 45 443 6517  
Email: ar@acadreg.busitema.ac.ug  
Website: www.busitema.ac.ug

OFFICE OF THE ACADEMIC REGISTRAR

### INTERNAL MEMO

TO : All Staff and Students

FROM : Academic Registrar *Mabaasa 08/01/2018*

C.C : Deputy Vice Chancellor  
University Secretary

DATE : 8<sup>th</sup> January 2018

SUBJECT: **PERMISSION TO COLLECT DATA – BY MS. GIMUGUNI LILLIAN  
MABAASA DED/00116/14**

Ms. Gimuguni Lillian Mabaasa is a Doctor of Philosophy student Reg No DED/00116/14 from Kisii University, Kenya. Her research topic is "Educational Liberalization and the Quality of Teaching and Learning: A Perspective of Public and Private University Education in Eastern Uganda".

The purpose of this memo is:

- (i) To introduce Ms. Mabaasa to you and;
- (ii) To request you to accord her support by providing the required data.

Thank you for your cooperation.

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Our Vision: "A center of Academic and Professional Excellence in Science, Technology and Innovation".

**APPENDIX X: RESEARCH PERMIT FROM UGANDA CHRISTIAN  
UNIVERSITY**



**UGANDA CHRISTIAN  
UNIVERSITY-Mbale University College**  
A Centre of Excellence in the Heart of Africa

Office of the Academic Registrar

25<sup>th</sup> March 2018

Gimuguni Lillian Nabaasa  
Kisii University  
Eldoret Campus

Dear Mrs. Gimuguni,

**Re: Permission to Carry Out Research**

Greeting in the name of the Lord Jesus Christ.

Following your request to carry out research in Uganda Christian University Mbale University college on the topic: *Liberalisation of University education: a Perspective of public and private universities in Eastern Uganda.*

I am Pleased to inform you that your request has been granted.

By copy of this letter I request the Heads of department to accord you the necessary assistance

Yours sincerely

  
PP Rose Badaza Nakheza



Coordinator, Research and Post Graduate.

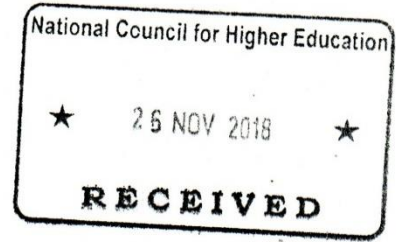
**APPENDIX XI: RESEARCH PERMIT FROM NATIONAL COUNCIL FOR  
HIGHER EDUCATION**

*DRDD*  
*Please handle*  
*26/11/18*

*HE RAP*  
*Please handle*  
Gimuguni Lillian Nabaasa  
c/o Uganda Christian University  
Box 189  
Mbale

The Executive Director  
National Council for Higher Education  
P. O. Box 76,  
Kyambogo, Kampala

Dear Sir,



Re: Request for Permission to Carry Out Research.

I am Gimuguni Lillian Nabaasa PHD student in the faculty of Education And Human Resource Development of Kisii University specializing in Educational Planning and Economics . I am carrying out a study on: **Educational Liberalisation and the Quality of Teaching and Learning: Perspective of Public and Private Universities in Eastern Uganda.**

As part of my study I am supposed to carry out a research and submit a report to the university. NCHE has been selected to participate and take part in this study.

The purpose of this letter is to request for permission from you sir and any assistance to get access to five members especially involved in monitoring and evaluation and ensuring that quality is maintained in universities by filling a structure questionnaire.

I would also request to access any records that relate to the state of universities in including; enrollment, staffing and infrastructure adherence in the universities.

I hope my request will meet your kind consideration.

Yours sincerely,  
*Lillian Nabaasa*  
Gimuguni Nabaasa Lillian

0774682635

*Noted*  
*2*  
*The student has been informed to proceed with her data collection*  
*Thanks*  
*AD*  
*30/11/2018*

**APPENDIX XII: RESEARCH PERMIT FROM UGANDA NATIONAL  
COUNCIL FOR SCIENCE AND TECHNOLOGY**



**Uganda National Council for Science and Technology**

*(Established by Act of Parliament of the Republic of Uganda)*

**Our Ref: SS160ES**

**22<sup>nd</sup> May 2018**

Ms. Lillian Gimuguni Nabaasa  
Principal Investigator  
Uganda Christian University  
**Mbale**

Dear Ms. Nabaasa,

I am pleased to inform you that on **26/06/2018**, the Uganda National Council for Science and Technology (UNCST) approved your study titled, **Educational Liberalization and the Quality of Teaching and Learning: A Perspective of Public and Private University Education in Eastern Uganda**. The Approval is valid for the period of **26/06/2018 to 26/06/2021**.

Your study reference number is **SS160ES**. Please, cite this number in all your future correspondences with UNCST in respect of the above study.

Please, note that as Principal Investigator, you are responsible for:

1. Keeping all co-investigators informed about the status of the study.
2. Submitting any changes, amendments, and addenda to the study protocol or the consent form, where applicable, to the designated local Research Ethics Committee (REC) or Lead Agency, where applicable, for re-review and approval prior to the activation of the changes.
3. Notifying UNCST about the REC or lead agency approved changes, where applicable, within five working days.
4. For clinical trials, reporting all serious adverse events promptly to the designated local REC for review with copies to the National Drug Authority.
5. Promptly reporting any unanticipated problems involving risks to study subjects/participants to the UNCST.
6. Providing any new information which could change the risk/benefit ratio of the study to the UNCST for review.
7. Submitting annual progress reports electronically to UNCST. Failure to do so may result in termination of the research project.

Please, note that this approval includes all study related tools submitted as part of the application.

Yours sincerely,

Musa Kwehangana  
For: Executive Secretary

**UGANDA NATIONAL COUNCIL FOR SCIENCE AND TECHNOLOGY**

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**LOCATION/CORRESPONDENCE**

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P. O. Box 6884  
KAMPALA, UGANDA*

**COMMUNICATION**

**TEL: (256) 414 705500  
FAX: (256) 414-234579  
EMAIL: [info@uncst.go.ug](mailto:info@uncst.go.ug)  
WEBSITE: <http://www.uncst.go.ug>**

## APPENDIX XIII: EQUATION OF QUALIFICATION



SERIAL NO: 10954

# **Commission for University Education**

## **Recognition and Equation of Qualifications**

CUE/10/9/1/Vol. 420

6<sup>th</sup> June, 2018

Deputy Director (Academics & Student Affairs)  
Kisii University  
Eldoret Campus  
P. O. Box 6434 – 30100  
ELDORET



Attn: Prof. Edmond Were

RE: **RECOGNITION OF QUALIFICATIONS/INSTITUTIONAL  
ACCREDITATION**  
(Lilian Gimuguni Nabaasa)

Thank you for your letter dated 31<sup>st</sup> May, 2018 in which you requested the Commission for University Education to recognize the following qualifications and confirm the accreditation status of Makerere University in Uganda:

- Bachelor of Arts with Education
- Master of Education

It is hereby confirmed that Makerere University is a recognized institution in Uganda. The qualifications awarded by the said institution are also recognized in Uganda and by convention in Kenya.

Kindly note, however, that recognition of qualifications to foreigners is by protocol if the foreigner is legally in Kenya.

**GILBERT W. OPANGA**  
**FOR: COMMISSION SECRETARY/CHIEF EXECUTIVE OFFICER**

GWO/mm

NB:

- *The Commission is not accountable for the authenticity of the certificate or the identity of the certificate holder presented for recognition and/or equation.*

*Quality: The Agenda*

Redhill Rd., off Limuru Rd., Gigiri,  
P.O. BOX 54999-00200 Nairobi, Kenya. Tel: +254 (020) -7205000  
Email: [recognition@cue.or.ke](mailto:recognition@cue.or.ke), Website: <http://www.cue.or.ke>



## APPENDIX XIII: PLAGIARISM REPORT

### AN EXAMINATION ON THE INFLUENCE OF LIBERALIZATION OF UNIVERSITY EDUCATION ON THE QUALITY OF TEACHING AND LEARNING IN UNIVERSITIES IN EASTERN UGANDA

#### ORIGINALITY REPORT

<b>18%</b>	<b>17%</b>	<b>4%</b>	<b>3%</b>
SIMILARITY INDEX	INTERNET SOURCES	PUBLICATIONS	STUDENT PAPERS

#### PRIMARY SOURCES

<b>1</b>	<b>ris.utwente.nl</b> Internet Source	<b>1%</b>
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