

RES/UG. MU/MA/EDU

**THE IMPACT OF INSTITUTIONAL CULTURE ON THE MANAGEMENT
OF STUDENT AFFAIRS IN
KYAMBOGO UNIVERSITY
(FORMER ITEK)**

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BY


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**A DISSERTATION SUBMITTED IN PARTIAL FULFILMENT OF THE
REQUIREMENTS FOR THE DEGREE OF MASTER OF ARTS
IN EDUCATIONAL MANAGEMENT
OF MAKERERE UNIVERSITY,
KAMPALA**

OCTOBER 2005

DECLARATION


I, *NERIMA Rose Mary*, do declare that this dissertation has not been submitted before for the award of any degree in any University.

Signed.....
NERIMA Rose Mary

Date *19/10/2005*.....

APPROVAL OF THE RESEARCH REPORT

This dissertation has been carried out under my supervision and is an original piece of work. It is hereby submitted with my approval.

Signed.....
DR. J. L. NKATA
SUPERVISOR

Date: 21-10-2005.....

DEDICATION

I dedicate this piece of work to my late father, *Antonio Mabachi*, my late brothers, *Andrew Wabwire*, *Charles Mangeni*, my late sister, *Jane Frances Mayende* and my late son, *Paul Nicholas Mangeni*.

ACKNOWLEDGEMENT

This study has been completed with the assistance of a number of primary and secondary sources whose group or individual contributions were an asset to me. Hence, I am indebted to all the respondents, the research assistants, the Heads, staff and students of the sample institutions and the British Council Library Management and staff.

My sincere gratitude goes to my employer, Kyambogo University Council (including that of former ITEK), for granting me the opportunity and sponsorship to undertake the M.A. (Ed. Mgt.) programme at Makerere University. The part the Staff Development Committee and the entire top management played cannot be forgotten.

Similarly, I am very highly indebted to my Supervisor, Dr. J. L. Nkata, the Head of Department of Higher Education of Makerere University for his expert advice, calmness and patience, his speed at the work before him is commendable. In addition his support, guidance and counselling gave me hope and enabled me to complete this study with minimal problems.

I recognise the part played by all the members of staff of School of Education, those of School of Post Graduate Studies and Academic Registrar's Department for assisting us in our studentship. In particular, mention is made of the former and current Deans of School of Education of Makerere University, Prof. A. Tiberondwa (R.I.P.), the Coordinator in the Department of Higher Education, for his fatherly advice and encouragement. Also important are my fellow students of the M.A. and M.Ed (Ed.Mgt) of 1999-2001, especially Dr. J. B. Okech, Mrs. T. Tumukunde and Ms. M. Tibananuka.

Furthermore, I am very grateful to the Dean Faculty of Arts and Social Sciences, Ms. F. M. L. Ojok, support staff, Ms. J. Sumbatala, and Ms. H. Nakazibwe. The entire staff of her Faculty including Prof. D. Kiyaga-Mulindwa, Fr. L. Kenyi, Fr. Dr. E. Kakuba-Kapia, Mrs. M. Mwesigwa, Mr. Y. Ogola and Mr. A. Onyango are highly honoured. Similarly, the former Dean of Science, Mr. N. O. Ringtho and Ms. B. Kyamazima (Secretary) are recognised. In addition, Mr. S. K mbaza, Mr. H. Kibedi of Faculty of Education (KYU) are very much appreciated for

their role in proof-reading this dissertation. Also, Mr. P. Aganyira and Mr. D. Lutwama (the Video Operator) are thanked for their contributions.

Last but not least, due recognition is given to the members of my family who missed me most of the time and who bore patiently the pains of the scarce resources the family underwent during the time of study.

Finally, very special thanks are extended to Ms. Nabakooza Susan whose skill and expertise assisted me to type, retype and produce this dissertation. The patience she showed cannot be forgotten.

Nerima R. M.
(2005)

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ABSTRACT

This study about the impact of institutional culture on the management of student affairs was carried out at Kyambogo University (former ITEK).

It concentrated on the level of awareness of rules and regulations, their (rules and regulations') impact exerted on the students' collaboration (participation) and communication in management of student affairs. From a target population of 220 respondents, 193 questionnaires were received and for purposes of a correlational study a similar population of 62 respondents for each group was chosen.

It was conducted as a descriptive case study based on both qualitative and quantitative methods of data analysis. By means of three research questions and through the use of four major research instruments, namely: questionnaires, interviews, documentary record and observation, data was collected, compiled and processed.

The findings of the study included:

- ♦ The perceptions of students on the level of awareness of rules and regulations and collaboration in management of student affairs were high as compared to those of leaders.
- ♦ There was no relationship between students' awareness of rules and regulations and collaboration in management of student affairs in Kyambogo University.
- ♦ The students' low communication to management was contrary to the established institutional culture and therefore has an influence on the management of student affairs.

The conclusions made from these findings were:

- ♦ There was a positive big difference between the perceptions of students and leaders on the level of rules and regulations and collaboration in management of student affairs in Kyambogo University.
- ♦ The students' awareness of rules and regulations per se has no major impact on the level of collaboration in management of student affairs in Kyambogo University.
- ♦ The students' low communication to management has an impact on the collaboration in the management of student affairs in Kyambogo University. Thus, the correlational results of

the study indicating that where there was a high level of communication, there was also a corresponding high level of collaboration clearly clarifies the relationship.

Finally, some recommendations included:

- ◆ Students' rules and regulations should be extended to all management units for better management of student affairs and in a bid to improve the leaders' perceptions of the students' governing guidelines.
- ◆ Major government (education) stakeholders should participate in policy formulation for institutions of higher learning. Hence, the representation of the national students' association on Management Boards at the mother Ministry of Education and Sports is called for.
- ◆ Due to low communication of students to management which impacts on the collaboration in management of student affairs, communication skills should become a core subject across all programmes in institutions of higher education.

CHAPTER ONE

INTRODUCTION

Background

It was not common in the past for members of institutions to talk about culture amongst themselves, save for the cultural institutions. However, since the 1940s the topic has increasingly become more explicit. The record of this is evident in the Social Sciences notably, Anthropology, Sociology and Social Psychology (Rollinson, Broadfield and Edwards 1998).

According to these authors, the study of culture in organisations referred to as 'institutions' in this study started recently in the early 1980s as a response to studies linking organisational culture with commercial success. Consequently, the studies of Peters and Waterman (1982); Goldsmith and Clutterback (1984) in Rollinson et. al. (1998) support the link of culture with organisational performance. Similarly, studies of Sashkin (1984); Akin and Hopelain (1986) also in Rollinson et. al (1998), in agreement, assert that only cultures emphasising participative management practices result in successful institutional performance.

Contrary to that line of thought, no coherent link between culture and performance could be established (Reynolds 1986); Hitt and Ireland (1987) in Rollinson et. al. (1998). According to Carroll (1983); Thompson and McHugh (1990) in (Rollinson et. al. 1998), the firms assumed to have had commercial success had serious financial problems).

Advocates of that view assume that the contingency theory may be useful in the culture - performance relationship, but they hasten to caution that no such theory has ever been duly tested.

However, it has widely been assumed that culture has a strong effect on people's behaviour (Rollinson et. al. (1998); Handy and Aitken (1988); Hunt (1992); Mazrui (1975) and Mazrui (1992); Mamdani (1993); Senteza-Kajubi (1990) and Wanyandey (1971). Consequently, when strong cultures are linked with an institution's mission they are said to lead to good institutional performance. However, strong professional cultures especially that of teaching stick deep and tight and may not be easy to change (Rollinson et. al. (1998); Mazrui (1975)

and Mazrui (1992); Senteza-Kajubi (1990) and Handy and Aitken (1988) to name only but a few.

Nearly all these researchers hold that culture has no rationality because personal characteristics and the existing environment affect behaviour. Thus, there are no universal criteria for assessing the 'one best culture' for all institutions. This is also because (according to them) every institution is unique and hence, has its own distinctive culture. According to Handy and Aitken (1988), the idea of institutional cultures came about as a result and a recognition of those differences.

Similarly, the contingency (expectance) perspective also points to the same view as the preceding paragraph. Hence the contingency perspective is defined as:

an approach to problem solving which assumes that there is no universally applicable solution to a particular type of problem and so remedies have to be tailored to the situation in which the problem exists (Rollinson et. al. 1998:21).

Nevertheless, Kilmann et. al. (1985) in Rollinson et. al. (1998) in agreement, note that culture can be positive and facilitate or negative and inhibit goal achievement. They developed three important factors which tend to reflect their belief. They include, 'cultural direction', or the extent to which an institution's culture helps it achieve its goals; 'cultural pervasiveness' or the homogeneity of an institution's culture and 'cultural strength', or the influence of a culture on the behaviour of the institutional members. Also, Deal and Kennedy (1982), Peters and Waterman (1982), Goldsmith and Clutterbuck (1984) and Luthans (1995) in Rollinson et. al. (1998) identify two functions of cultural strength as sharedness and intensity.

Further, there is a divergent view about the conjunction of the word organisational and culture which critics state would imply homogeneity of culture. The reverse is true because subcultures do exist due to differences in cultural norms of members in institutions despite their size.

However, while there are differences across cultures, similarities too do exist. According to Rollinson et. al. (1998); Handy and Aitken (1988), all institutions alike strive to achieve

good results, have a stable growing financial base, desire to survive, to develop and to maintain a good public image. Thus, it is assumed that, institutional culture is not inclusive but contains elements of the culture of the country in which the institution is located (Rollinson et. al. 1998, Husen and Postlethwaite 1994).

Institutional culture is the set of assumptions, beliefs, values and norms that are shared by an institution's members (Hunt 1992:115 and Rollinson et. al. 1998:8).

Thus, Hunt (1992) refers to culture as the glue that holds the institutional members together and the lifeblood of an institution. In agreement, Hanson (1996) strongly believes that a particular culture of an institution becomes visible in its heroes, rituals, ceremonies and stories about celebrated people, places and events. However, Handy and Aitken (1988) question the homogeneity of the institutional culture and observe that there are differences in the meaning of the established values and beliefs between units of the institution. Advocates of such position note that culture is less tangible, complex and dynamic.

Woodard's (1936) classification of the content of culture in Ezewu (1983) include; the inductive aspect, the aesthetic aspect and the control aspect. According to Ezewu, the inductive aspect contains all elements of culture that are invented by man and have been practised over time like language(s) and communication systems. While the aesthetic aspect contains works of art and regalia or (instruments of power), the control aspect consists of things or actions that exercise control over the behaviour of members like rules and regulations, leadership, structures, religious and government policies and priorities to name only, but a few.

In analysing culture, Mazrui (1992) identifies seven functions of institutional culture (in brief) as: a blue-print providing a sense of direction, a basis of relationship, identification and organisation, a mode of communication, a criteria of evaluation and a system of production and consumption. Nevertheless, organisational behaviour theorists like Rollinson et. al. (1998) identify eight characteristics of institutional culture namely, distinctive, stable, implicit, symbolic, no one 'best', integrative, accepted, a reflection of top management, subcultures and of varying strengths. The unifying factor being the assumption that every culture has a definite history, patterns of communication, systems and procedures, mission statements and visions, stories and myths.

Although cultures have a lot in common, merging two or more can be very difficult because a careful blending of merging cultures is necessary to avoid culture clashes (Rollinson et. al. (1998); Handy and Aitken (1988). According to the same sources, all institutions exert some degree of control over its members to coordinate their activities. But Ouchi (1981) in Rollinson et. al. (1998) has reservations for the extent of the control. He argues that the methods used tend to reflect an institution's cultural values.

Therefore, management of all complex institutions like universities has traditionally been based on the bureaucratic model and some degree of collegiate management or human resource model. While the bureaucratic model is hailed for its link with superior achievement of institutional goals, the human resource model is duly accepted for its contribution in the context of human relations. Thus, there is a strong assumption that for effective management of institutions, educational managers must know something about organisational theory.

However, critics strongly disagree with that view and observe that knowing what to do and doing it are two different things. They support their argument by substantiating that, behind every action of a human being lies a theory and behind every management decision regarding people lies a philosophy.

In almost all instances of students' services, the guiding principle lies in the institution's philosophy articulated in the University Acts, Statutes, Charters or Constitutions. Since the seventeenth century, management of student affairs had been characterised by the 'In loco parentis' theory. But today, more modern theories have been developed to suit the nature of students more especially in higher education. Among these is the Involvement theory sometimes known as 'Astin's Involvement Theory' (named after its developer, Alexander Astin). "Astin believes that, students learn best in the collegiate setting by becoming involved", (Barr, Upcraft and Associates (1990:50). Thus, he contends that involvement of students per se may not be meaningful if, the degree of the involvement is not strongly supported by the educational policy or practice.

Okello (1999) on private sponsorship refers to Simkins, Garret, Memon and Ali (1998); and Ranson (1995) being supportive of students' involvement in management.

Generally, management can be defined as the process by which one plans, organises and controls activities, assembles resources and motivates people engaged in the activities for the fulfilment of the set institutional objectives. Spriegel; and Raynold in Saleemi and Bongonko (1997); Chandan (1987) and Saleemi and Bongonko (1997) all support this. But things are not always as the management process is expected to be by this definition. The media worldwide continually report staff and students' strikes in education institutions especially those of higher learning.

Nevertheless, management is considered to be universal, purposeful, an interactive force, a social process, multidisciplinary, a continuous process, intangible, an art as well as a science. However, reservations exist about the combination of these aspects. The differences experienced are said to emanate from three basic factors of leaderships namely; the nature of the institution, the style of administration in use and the nature of the stakeholders. Thus, Simkins et. al. (1998); and Ranson (1995) in total agreement state that the demands and expectations of the stakeholders influence the management style and priorities of the institutions (Okello 1999).

Consequently, some studies based on shared values through some metaphors (in relevance to the leadership in each) in Hanson (1996) are available. One of such studies comprise metaphors as: the family, machine, cabaret and little shop of borrows (referred to as the French Revolution) with the principal described as, parent; workaholic and a slug; master of ceremonies and a self-cleaning statue respectively. Another study on this issue, use other metaphors to describe institutions as factories; jungles, or temples; with the principal as chief executive, lion tamers and gurus respectively.

Husen and Postlethwaite (1994) contend that, school cultures impact on student outcomes and the teaching culture from which derive the students' physical and social environment. Fombrun (1986) in Hanson (1996) shares the same view and thus deepens the researcher's desire to investigate that reported relationship.

Former Institute of Teacher Education Kyambogo (ITEK) was established by the Statute of Parliament, assented on 7th November 1989 and commenced retrospectively on 1st August 1987. This setting off without the guidelines had consequences on the running of the

Institute for there was neither the Governing Council nor an Appointments Board in place until much later on 21st November and 8th November 1990 respectively (The Makerere University 1st Visitation Committee to ITEK 1997).

From the same Visitation Committee Report (1997), it was noted that in order to fulfil the philosophic principles for lifelong education, continuous professional growth and development of practitioners in education, ITEK systematically embarked upon institutionalisation of in-service and pre-service teacher education in response to the assessed national needs of Uganda through competency based training.

Consequently, through the years of ITEK's priority of producing well trained, high quality and skilled teacher educators and educational managers; it was caught up by the government's rapid education reforms, student population explosion versus low human, economic and physical resources in addition to economic inflation, instability in some areas of the country, technological advancement and staff and student plight (between 1989 to early 1990s) in ITEK and elsewhere in Uganda. These problems have also been cited by The World Bank (1994), Layoo (1996), Ssekamwa (1997), Senteza-Kajubi (1997) and Okello (1999).

ITEK did not sit and lament. According to Okoth Ogola (1995), it was steadily moving away from full dependency on government funding by internally mobilising resources through Income Generating Units (IGUs). Okello (1999) in support, found out that privately sponsored students constituted 60 percent of the total student population that year. In addition, the Principal's various Graduation Ceremony speeches did recognise the private students' contribution and articulated the numerous achievements the Institute was able to realise due to that and the donors' support.

In consolidating its position in response to its expectations of:

- being key in spearheading reforms in education (Prof. A. J. Lutalo-Bosa, 2001),
- setting and maintaining high standards of education in Uganda (in all Primary and National Teachers Colleges (PTCs/NTCs), Uganda National Institute of Special Education (UNISE) and in affiliated private institutions dealing in the preparation of teachers at all levels for academic and professional guidance, ITEK stood firm by the governing law in handling problems related to standards.

However, this was not a mini-task for the culture of the society was changing rapidly towards immoral behaviour like dishonesty or corruption, regularly reported in the media. Record available reveal some few admission inconsistencies, examination malpractices (parties involved faced tough consequences) and examination results cancellation which led to court injunction sometime back. Kyambogo's victory was drawn from its legal instrument which earned it some credit on maintaining standards to qualify its motto: Nothing Without Labour.

Like Makerere University to which ITEK was considered a replica (Kasule 2000), a view already held by Bwayo (1996) referring to the merger of the National Institute of Education (NIE) of Makerere University with the National Teachers College Kyambogo (NTCK) in 1986; ITEK enjoyed a considerable level of autonomy (except for the B.Ed wards), academic freedom and freedom of speech. It was also the Ivory Tower of teacher education in Uganda.

Hence, it was a resource and a service centre in education, a research and publication centre in education. In addition, it believed in status quo for it followed a system of expertise, benefited from the local and international linkages/partnerships. Some examples of these include the:

- Secondary Teacher Training Project (STTP) 1987-1994 sponsored by Overseas Development Agency through British Council and aimed at improving secondary school education.
- Mediated Learning Experience Project (MLE) 1999-2004 facilitated by Save the Children Norway and Save the Children Uganda aimed at improving quality of interaction between teacher and pupil.
- Vision Project, (1999-2004) funded by NUFFIC of Netherlands, aimed at improving quality in Primary Education.
- Teacher Development Management Systems (TDMS) 1995 – to date, sponsored by the World Bank in Partnership with Uganda Government aimed at training primary teachers for improving standards.
- Adventist Development Relief Agency (ADRA) 1990s aimed at aiding educational programmes, for example, training of licenced teachers and literacy programmes.

Nevertheless, while government plans to develop education have always been good, the implementation of these, require systematic preparation concerning the human, economic and physical facilities before taking off. Failure to observe this, led to the situation ITEK found itself in, which raised a lot of criticism about the level and qualification of its staff (more especially the NTCK staff).

These criticisms included: the lecturers' qualifications not being commensurate to the demands of the new (degree) programmes, some lecturers lacked a second degree in the content subjects they were teaching (Makerere University 1st Visitation Committee to ITEK 1997). This was not a minor issue, corrective measures had to be put in place.

Earlier on, similar concerns were raised by the Public Service Review and Organisation Commission Report (1990) (PSROCR, 1990) on the quality of some former ITEK staff not matching the level of the institution (Awacango 1997). More evidence on this issue was in the study of Bwayo (1996) which found out that the quality and placement of the teaching staff, the curriculum and the academic background of the students on the Diploma in Teacher Education (DTE) programme, had an effect on the quality of the DTE graduates' mastery of content in the areas of their specialisation.

All these issues raised here look very important and seem to be connected to culture the independent variable of this study. Hence, it is necessary to undertake the study of the impact of institutional culture on the management of student affairs in Kyambogo University (former ITEK).

Problem

The merger of the Institute of Teacher Education Kyambogo (ITEK), Uganda Polytechnic Kyambogo (UPK), and Uganda National Institute of Special Education (UNISE) into Kyambogo University, has raised some problems of culture homogeneity since, each of these three institutions had its unique culture in accordance with the national purposes for which they were established.

Thus, there is a strong concern of culture clash (of teacher education, engineering and special needs and entrepreneurial) at Kyambogo University due to the complexity of harmonising the cultures of the three former institutions to the satisfaction of the institution's

clientele. There is a fear that struggles for power, identity, inadequate facilities and survival among staff and students alike (already visible) may override the quality and standards of performance at academic, at the field of work, at the group and individual levels in life and society.

Purpose

The study seeks to establish the extent to which the institutional culture of Kyambogo University (former ITEK) influences the management of student affairs.

Objectives

This study focused on three aspects of institutional culture and examined how these affect the management of student affairs in Kyambogo University (former ITEK). The specific objectives include:

- (i) To compare the perception of students and Leaders/Alumni about the level of awareness and collaboration in management of student affairs in Kyambogo University (former ITEK).
- (ii) To assess the impact of students' awareness of rules and regulations on the level of collaboration in management of student affairs in Kyambogo University (former ITEK).
- (iii) To assess the impact of students' communication on the collaboration (participation) in the management of student affairs in Kyambogo University (former ITEK).

Scope

This study was conducted at Kyambogo University (former ITEK) located at about seven kilometres off Jinja Road, east of Kampala City after Nakawa Town. It is found in Nakawa Division of Kampala District in Uganda. It is the highest National Teacher Education Institution in Uganda and is charged with the role of producing quality teachers, teacher educators and education managers.

The participants constituted the Degree and Diploma students of Day and Evening Programmes which have been in existence for at least ten or more years at former ITEK. The managers, administrators, academic and non-academic staff and Alumni of former ITEK before 2001 also constituted the population. The students population was drawn from:

Full-time Programmes like:

- Bachelor of Education Degree (B.Ed) since 1987
- Diploma in Teacher Education (DTE) since 1986
- Diploma in Education Secondary (DES) since 1965

Evening Programmes since 1993 include;

- Diploma in Accountancy (ACC)
- Diploma in Business Administration (DBA)
- Diploma in Stores Management (ST)
- Diploma in Purchasing and Supply (PS)
- Diploma in Secretarial Science (SS) and
- Certificates corresponding to each of those programmes.

However, the study which was specifically to investigate the relativity of institutional culture on the management of student affairs, examined the legal frameworks of the institutions under study. The programmes and services ranging from the Registrar's office through Dean of Students' office including the Students' Guild offices were studied in reference to rules and regulations, the involvement of students in management (as control aspects of institutional culture) and communication (as an inductive aspect of institutional culture). The effect of these to the management of student affairs was the concern of this study.

Significance

It is hoped that the findings of this study will provide insight to Kyambogo University (former ITEK) stakeholders. The management will be helped to identify the strengths and weaknesses in the instillation of its institutional culture into its students through rules and regulations, collaboration in management and students' communication in regard to management of student affairs. The information thereby received will help Kyambogo University to appropriately harmonise the various unique cultures of its different educational and technological programmes (for the youths on pre-service and mature in-service students). Other high education institutions in Uganda with competing cultures may benefit from the study for better management results.

However, the students (the beneficiaries and stakeholders) may benefit from this study by increasing their awareness of rules and regulations for harmonious living; improve their skills in collaboration and communication with management and student leaders for the smooth running of the management of student affairs in their institutions.

The policy makers and the Ministry of Education and Sports Managers may benefit from this study in regard to policy formulation and implementation to address the ever-changing global expectations. Consequently, the educational managers will benefit from this study through the awareness of the consequences of culture on management of education institutions.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

Introduction

In this chapter an attempt has been made to review literature about the influence of culture on the management of institutions of higher learning.

However, particular reference was put on the control and inductive aspects of culture in relation to management of student affairs. Special concern was focused on awareness of rules and regulations, students' collaboration in management and their communication and participation in the management of student affairs.

Institutional Culture and the Management of African Institutions of Higher Learning

Institutional culture is "the way things are done around here" Rollinson et. al. (1998) and Hanson (1996). Schein (1985) in agreement adds, culture is relative to the leadership quality and acts as a mirror of the institution's character (Munene, Odada, Kasente, Carasco, Epeju, Obwoya, Omona and Kinyera 1997).

In view of that, according to Rollinson et. al. (1998), culture on one hand is an 'institutional property' (something an institution has) which contributes to the institutional goals, appeals to managers and has a big volume of research.

According to Rollinson et. al. (1998), culture is assumed to reflect the essence of what an institution 'is'; appeals to academics, contributes to the understanding of how cultures are experienced by the institution's members and how this affects the way they behave. Although research in this area is said to be scanty, it is the area relevant to this study.

However, records available reveal that African universities have adopted wholesale the Western culture sold to them in return of the education and civilisation offered by the colonial masters of their nations (Wanyandey 1971). In agreement with him, Mazrui (1992) contends:

African universities have been the highest transmitters of Western culture in African societies. The high priests of Western civilisation in the continent

are virtually all products of those cultural seminaries called universities (Mazrui 1992:105).

This contention is further supported by the colonial masters' intention to offer for higher education, content which was in line with their expectations. The evidence of this view is drawn from the basic assumption of the (1945) Asquith Report in recommendation for establishing higher education in colonies which stated:

..... the colonies needed the kind of indigenous leadership that had acquired Western skills and a 'modern' outlook (Mazrui 1992:98).

Hence, the adage that Makerere University is a replica of the British University and Kyambogo University (former ITEK) a replica of Makerere University (Senteza Kajubi 1990), (Bwayo 1996) and (Kasule 2000) respectively.

Nonetheless, institutional culture is said to be a legal framework against which standards are measured and behaviour assessed. Therefore, culture as a set of rules is in fact inseparable from culture as a set of standards. "This is where criteria of evaluation comes into being" (Mazrui 1992). Thus, it is strongly believed that students' outcomes, the teaching culture and the physical and social environment as it is directly experienced by students is influenced by the institutional culture.

In view of that, Fombrun (1986) in Hanson (1996), strongly believes that the institution's culture binds people together and shapes our view of the world. Wanyandey (1971) holds the same view in his illustration of the behaviour exhibited by the African University students.

He observes:

The African student became less and less African as he (she) climbed the education ladder to the university (Wanyandey 1971:5)

According to him, the value judgment (of these students) completely changed with the female being on the extreme. They became whites in black skin which Senteza Kajubi (1990) in agreement calls:

..... being in Africa but clinging to the models of the former colonial powers (Senteza Kajubi 1990:61).

Although according to Hunt (1992) culture change takes long (five to ten years), Africanising the university has been slow and painful. The root cause of this failure is attributed to the continued use of the Western language(s) as the primary medium of instruction; the overwhelming reliance on books and other publications published in the West; and prior assimilation into Western culture being the yardstick against which student admission and staff recruitment heavily depends (Mazrui 1992). This assertion is qualified by the contention that the elite have failed to lead the development process in the right direction and that they have instead created an intelligentsia with little stamina to produce results for the society (Mamdani 1993).

In converse to those views, some African Heads of State (immediately after independence) who were themselves products of Western education, were very much opposed to some Western values transmitted through education and political governance. These Heads of State were seen as enemies of modernisation and some were murdered, like Patrice Lumumba and Kwame Nkrumah (known as the father of Pan Africanism).

However, evidence is drawn from Mwalimu Julius Nyerere's (an Alumnus of Makerere University) political and education philosophies (Ujaama and education for self-reliance respectively) were the opposite of capitalism which favour individual merit. Although the Ujaama system may have not survived the test of the time, the brotherhood values developed from it still live on in Tanzania to date.

Thus, Schein (1981) cautions the leaders to be aware of their institutions' cultures, or otherwise, the cultures will manage them (Hanson 1996). Writers on institutional culture like Hanson (1996); Rollinson et. al. (1998) chorus that the informal culture interacts with the formal institutional structure and control system to produce a generally acceptable or dysfunctional state.

However, Sheridan (1992); Mainiero (1993) in Rollinson et. al. (1998) note that a culture which focuses on the people rather than the tasks they perform, can have very positive outcomes in terms of loyalty and turnover. They note that this is the secret of the Japanese culture. Thus, the researcher believes that the evidence of this lies in Mwalimu Julius Nyerere's national culture of Ujaama and self-reliance.

Consequently, Peters and Waterman (1982) in Hanson (1996:59) report that some of the Japanese values include "work through people (not around or over them); facilitate innovation and be tolerant of failed attempts".

Handy and Aitken (1988) believe that there is always a cause for people's behaviour: either they are instructed, or it is their responsibility or they recognise expertise. Thus, they hold that:

Institution's work in other words, because there are rules and regulations, systems of authority, people who know best and traditions as to how things are done around here (Handy and Aitken 1988:73).

The researcher concurs with ideas observed here above on grounds that ITEK (as reported in Chapter one, p.6) complained about the difficult beginning due to lack of a missing governing law.

Awareness of Rules and Regulations and Collaboration in Management of Student Affairs

In brief, a 'student' (in the context of this study) is a scholar, or a learner engaged in studies at a university or another place of higher education. While awareness of rules and regulations is considered as a state of being cognisant of (in this case) the existing rules and regulations on one hand, while governance on the other, refers to the control and formal influence over the behaviour of the members of an institution.

According to Campbell, Corbally and Nystrand (1983), where members of an institution (be it leaders, workers, teachers or students) are aware of the institution's rules and regulations from the very beginning, they become confident, secure and may effectively work without supervision.

The process of socialisation in education may not be new. The sociological belief, "..... for a person to perform skillfully in society he must have been fully brought up and trained in that culture" (Ezewu 1983:71) sounds ridiculous. But the '*in loco parentis*' theory of student affairs of the seventeenth century was in line with this view. Thus, the fourteen year old college students were considered young and not ready for independent thought and action (Barr, Upcraft and Associates 1990).

The condition seems different and complex today because there is a diversity of factors concerning the nature of a university student. These factors include among others, the age range of seventeen to sixty and above, a mixture of singles, married and off-marriage line known as off-layers (the current jargon), employed and unemployed, government sponsored and privately sponsored (the majority), day, evening and external students, students on study leave and working - part-time students, students on full-time and those on short programmes, political leaders and educational managers. The list seems inexhaustible and yet the rules remain the same for all groups. It was not until very recent that the post graduate students in Makerere University formed a pioneer Post-Graduate Students Government (The Press).

The Institute of Teacher Education Kyambogo Students' Regulations constitute: academic issues about reporting, payment of dues, registration, identity cards, attendance of lectures, assemblies and other functions, examinations; general issues about Institute's property, student and staff relationship, correspondence, social evenings and social functions, health and medical care, leave of absence and weekend absence, sports and recreation, demonstration and processions, cleanliness, discipline and halls (residence and non-residence), pregnancy, closing of halls' noise and visitors, utilities, personal effects and dining hall. Similarly, Kyambogo University Joining Instructions to Freshers 2001/2002 contain a wide spectrum of regulations. The emphasis on each of the categories of rules mentioned here and their implications may vary in degree from one group of students to the other.

Records available reveal that by 1999/2000 academic year, the B.Ed students of Makerere University at ITEK and the Diploma and Certificate students (of former ITEK) were not issued students' rules at first reporting but could access them at a cost. Similarly, staff members (at former ITEK) received no terms and conditions of service but were required to buy them. Evidence lies in the Institute Secretary's reminder to staff (Institute Secretary 1997).

The common practice of articulating rules and regulations at orientation week sessions (where attendance has never been 100 percent), at different assemblies and at disciplinary committee meetings (after a violation of a rule(s) or regulation(s) may be challenged.

Critics argue that when different people interpret and implement the same rule, the possibility of different courses of action being taken may be high (Hanson 1996). Records reveal that causes of students' crises have been among others, misinterpretations of, ignorance of, manipulation of, deviation from or protest against established or new rules and regulations.

Disgruntlements have been registered by staff at different fora at lower and middle management levels and by students affected by institutions' rules and regulations. Rules and regulations are part and parcel of culture. They are embedded in the policy and mission statements, which give the institutions their formal status (Campbell, et. al. 1983). The rules and regulations referred to here, may in most cases be guiding principles empowering the statutory regulatory bodies, to put in place rules and regulations for important functions in a given institution.

Advocates in favour of members' right to get rules and regulations emphasise that written rules help effective groups to control their members' behaviour to ensure high levels of performance and attainment of group goals (Rollinson et. al. (1998), Hanson (1996), George and Jones (1999) and Campbell et. al. (1983).

Handy and Aitken (1988) and Rollinson et. al. (1998) caution that this view should not be taken for granted because members of an institution bring in everyday the culture of the wider society in which they live or originate. This therefore implies that the culture of an institution is never homogenous, Hanson (1996), the view Professor A. J. Lutalo-Bosa (2001) holds.

Thus, many authors in support of this point of view contend that subcultures do exist in every institution, big or small. Each of the said subcultures has its own set of symbols in its language, dress and norms of conduct that serves to set it apart and protect its interests. Hence, the stronger the subcultures become, the more fragmented and weak the overall institutional culture becomes.

According to Hanson (1996), this is not always the case. Sometimes, the mix of the new subcultures with that of the existing institutional culture(s) may vary in degree according to the mutuality of both cultures. Then, in that case, they can even co-exist for that matter.

However, Herzberg et. al. (1959) in Tumukunde (2002) was reported to have noted that good performance levels may only be reached when members gain satisfaction from their performance. She noted that factors that induce or drive an individual to perform are termed satisfiers or motivators.

Hence, Makerere University Alumni articulate and attribute their academic excellence during their time (before 1970s) to high motivation. They are proud of the academic records they set, some of them unbroken to-date. Researches taken thereafter point to change in campus environment and student motivation after independence. This can be deduced from the following:

Students could no longer be guaranteed a government job, a car loan and a bungalow upon graduation. Lecturers were confronted with government appointed heads of department (Mamdani 1993:7).

Today, students sometimes act in light of political ideologies with a bid to bringing about changes for the better or inhibiting institution from launching of new rules and regulations. But contrary to their expectations in most cases, the result has often been conflict between them and management and/or government. The December 1990 Makerere University unfortunate incidence in which two students were shot dead by the Uganda Police deployed to keep law and order during the students' strike against the introduction of cost-sharing scheme is evidence of this. Reactions against this scheme were recorded allover higher education, tertiary institutions and even secondary school students (tomorrow's University Students) joined the bandwagon (Ssekamwa 1997).

Nevertheless, students have increasingly become stakeholders of institutions of higher learning. According to Okello (1999) (former ITEK), students on private sponsorship constituted sixty percent of the entire student population (as seen in Chapter one). The statistics thereafter have been steadily increasing. They (students) demand accountability. Ranson (1995) in Okello (1999) confirms this and adds that they demand active participation in school management too.

In a similar manner Hanson (1996) states:

Effective Principals are often those noted for their skill at aligning the norms and goals of teachers and students around satisfaction achieved through the learning process (Hanson 1996:61).

Cognisant of the students' contribution towards resource mobilisation in institutions of higher learning, a different outlook of including students in management of these institutions is high.

Collaboration of Students in Management

Traditionally, the management outlook on the students of higher education institutions (as reported earlier in this chapter) changed from full control in the seventeenth century to more liberal governance between the nineteenth and twentieth centuries. Among the psychological and sociological theories that dominated this period is the Involvement Theory (Barr et. al. 1990) which was found relevant to this study.

According to Barr et. al. (1990), Astin believes that students learn best in the collegiate setting by becoming involved. This line of thought matches that of the Uganda Government's Movement advocacy for participatory democracy from the grassroots. Thus, in addition to Students' Guild Representative Councils (GRCs), there are Student Councils in Uganda's institutions of higher learning today.

However, an examination of the real state of affairs may lead to a right picture of what happens there. Nevertheless, in practice according to Leat (2001), the leaders' expertise and their statutory right to direct and control affairs of the institutions under their authority, places the managers at a higher participatory level in decision making process. In this case therefore, the main model of management according to this author, should be consultative participation identified by Strauss (1979) in Leat (2001). The second model considered closer to collaboration (in this study), is co-management where equal bargaining power is upheld for all parties. The third and last model of self-management by students may be considered applicable only in minor decisions affecting students. This is because major decisions may have to be blessed by either management or academic bodies of the institution in question. The existence of these student organs per se may by policy be inevitable, but their impact on decisions pertaining to the management of student affairs, may require some study.

It should be noted that the nature of students in institutions of higher learning has changed drastically as reported early in this chapter. These diverse changes in students' life at

campus raise a number of challenges for the managers. Simkins, Garret, Memon and Ali (1998) and Ranson (1995) in Okello (1999), agree that the management style and priorities of the school is affected by the demands and expectation of the stakeholders. The major demands on the agenda being accountability and involvement in the school management by the private sponsored students. The trend of participatory management has been a continuous and contentious issue worldwide.

The fifth of the five basic factors of the Involvement Theory dictates the importance of student involvement.

The effectiveness of any educational policy or practice is directly related to the capacity of that policy or practice to increase student involvement (Astin, 1985:135-136 in Barr et. al 1990:51).

Kyambogo University (former ITEK Statute 1989) like Makerere University Act 1970 identifies students' membership on governing, academic and administrative and student Councils and/or Organisations. The specific provisions for inclusion of students on the membership of the Management and Academic Boards do exist. In particular, a member of the Convocation and two members elected by students were to be among the members of the Council. However, some student leaders would be co-opted on the other management, academic and hall/Boards.

In support of the participation, the Report of Education Review Commission (1989) calls upon universities and tertiary institutions to participate in national development programmes. The spirit to do this, should be instilled in students during training. But the excitement of the participation in politics dominates the students' priorities in higher education today (Okech 2002).

The trend of participatory management has been a contentious issue the world over. Campbell et. al. (1983) asserts that students in schools as well as out of school are persons under our constitution who should be accorded equitable treatment as stakeholders. They believe that in so doing a harmonious existence and the subsequent fulfilment of a common goal will be high. In agreement, George and Jones (1999) caution managers about possible conflict between the stakeholders, if management failed to 'give and take' during the management process.

But Leat (2001) calls a spade a spade by holding students in error. Students are blamed for choosing only collective bargaining as the only alternative yet other alternatives exist like negotiation 'when individual grievance is heard'.

However, from time to time, the Minister of Education and Sports is mandated to impose a constitution by statutory instruments (The Judicial Commission of Inquiry Report 1991:8-11). It is on record that the formation of students' Councils in the entire school system and students' membership on governing Councils was pronounced in that manner by the then Minister of Education and Sports (late 1980s to mid 1990s). Such abrupt enactments without sensitisation and preparation put both the managers and the governed at a loss and it takes them time to come to grips with them.

Communication and Participation in Management of Student Affairs

Since it takes institutions time to build their unique images, all members in them are expected to operate in accordance to the established character (culture) (Rollinson et. al. 1998). According to these scholars, the channel through which this process is done is communication.

Ssekiziyivu (1999) notes, "For anyone to participate in the social life of a community, he (she) has to communicate and be communicated to" (The Uganda Educational Journal, October 1999:90-92). Similarly, The American Council on Education (1937) holds that the educational process is interactive, not linear and conveys knowledge, skills and attitudes. Maloba (2002) supports this view.

In the same thinking, Kiggundu (1995) agrees and states that individual and organisational effectiveness do not depend on labour and capital alone, but information too is a major factor. Institutional behaviour advocates have often argued that communication among staff and management brings understanding and leads to effective performance. In this paper's case, a student communicates throughout his/her training time horizontally (with each other), vertically (with student leaders, hall leaders, Faculty/ academic and management); and internally and externally.

Defined very briefly, "communication is the sharing of information between two or more individuals or groups to reach a common understanding" (George and Jones, 1999:447-448).

Bagueley (1994); Campbell et. al. (1983); Murphy and Hildebrandit (1991) in Rollinson et. al. (1998) concur with the definition, but add an ending phrase, "for a deliberate purpose". In agreement, Merihhue (1960) also in Rollinson et. al. (1998), notes that communication does not occur unless it causes a desired response.

Good communication is therefore the lifeblood for organisational effectiveness and that of groups and individuals inside an institution (Hersey et. al. 1996; George and Jones 1999). It is also the lifeblood of culture which is the lifeblood of institutions (Hunt, 1992).

Communication, formal or informal, positive or negative like rumours serves some purpose. According to George and Jones (1999), 'reaching of a common understanding' may not necessarily be relative to agreement on a point of view, but to the idea of the message being communicated. When members of an institution share information with each other and all stakeholders (in this paper's interest, students, staff and management) are relatively clear about what this information means, the communication is said to be good or effective (George and Jones 1999).

Conversely, when people (in this case, students, staff or management) either do not receive the information they need or are not quite sure what the information they do receive means, communication is then ineffective (George and Jones 1999).

Nevertheless, the recent concern according to Rollinson et. al. (1998) is a shift from effective communication to quality communication to cater for the expectations of the receivers. Students in institutions of higher learning are considered mature and independent. According to Okech (2002), maturity per se should not be a guarantee for total independence from management.

Complex institutions with strong cultures generally have established clear channels of communication between institution authorities and students (Rollinson et. al. 1998, Mbiti (1976) in Okech (2002). The established forms or processes of communication are verbal, nonverbal or written (Rollinson et. al. 1998); verbal (combined with written) and nonverbal (George and Jones 1999); verbal or oral (gestures or nonverbal inclusive) and written (Campbell et. al. 1983).

In addition to these, there also exists tools of communication (Ezewu 1983); (Kiggundu 1995) and (Kibenge 2002). The more exhaustive list of Kibenge that can be used by management, staff and students contain:

- Notice board material/information
- Meetings formal or informal
- Seminars or workshops
- Team briefings (faculty or students)
- Bulletins/newsletters/magazines
- Recognition/prizes for exemplary performance
- Media/Press conferences or interviews
- Networking using e-mails

Referring to the forms of communication mentioned earlier, scholars note that each of these has its strengths and weaknesses in relation to the quality and quantity of information they can transfer (Rollinson et. al. 1998) (the researcher adds), or the urgency or purpose for which the communication is made.

Communication since time immemorial has been the cement that binds the families, groups and institutions together but record shows that sometimes it has been among the causes of the conflicts in these entities.

Mihyo (1996) in Mbwette and Ishumi (1999) observed that students are exposed to official and unofficial groups (based within the student community and Faculties) during orientation. Before students are officially addressed, they would have received a lot of information from the unofficial groups on Faculties, lecturers, examinations, financial systems, human relations and so on (Mbwette and Ishumi 1999). These findings were from many studies on University crises in various countries of Eastern and Southern Africa especially the Universities of Dar-es-Salaam, Nairobi, Zambia and Zimbabwe from Independence (1960s through 1990s). The five identified such negative groups in 1990 (on the average of each of the four campuses) were secretarian, gender, class and ethnic or ethno-class groups. Evidence of Faculty or academic guidance, encouragement or advice which influenced students' thinking to choose agitation or violence against authorities or the state was found at some campuses of the four universities named herein. The ideological

wars of the late 1970s at Universities of Dar-es-Salaam and Nairobi and of early 1980s at the Universities of Zambia and Zimbabwe are the examples of that.

However, other sources of students' conflict are personal. Sometimes violent student activism is a product of inner personal conflicts about what students left behind and what they are about to be (Mbwette and Ishumi 1999).

Record at the four Universities mentioned here in addition to Makerere University and Kyambogo University (former ITEK) support this view.

Mihyo (1996) in Mbwette and Ishumi (1999) states that stress is one of the influencing factors in student-authorities or student-state disagreements. He points out that:

Most students are key breadwinners in their families be they female, married or single, with or without children. More and more students live off campus and spend a lot of time either travelling or looking for food or cooking. They have little time to spend on reading (Mbwette and Ishumi 1999:34).

In full agreement, the researcher holds that view and observes that records in Kyambogo University (former ITEK) confirm it too. (In particular, the larger population of the students were on in-service training from the mid 1980s to 2000. Since the establishment and expansion of National Teachers Colleges (to ten), pre-service programmes were shifted there (NTCs) save for the vocational based programmes).

Consequently, students who regularly miss lectures will lag behind and will fear to be labelled failures. They will use any slight case to manipulate the other unsuspecting students to their side. Hence, most violent strikes come near examinations. According to Mbwette and Ishumi (1999), the ring leaders comprise of students who are usually keen to have the University closed, so that either the examinations are postponed or programmes lengthened to their benefit.

Other students' communication problems are said to emanate from abrupt implementation of policies, or rules and regulations, poor relationships, reduction or denial of fringe benefits, over-centralisation and foreign policy (Mbwette and Ishumi 1999). Ssekamwa (1997) and Makerere Judicial Commission of Inquiry Report (1991) found out that lack of prior sensitisation of the students about cost-sharing policy brought about the subsequent strikes

and riots. The University authorities were held responsible for the failure to sensitise students. The same was true for former ITEK. In addition, records at former ITEK reveal some inciting remarks from top management. An Associate Professor (Deputy Principal) representing the Principal at an assembly convened by the demonstrating students in 1989 in his opening speech, said:

I have been reduced to a mere secondary school headmaster. Professors are not supposed to meet or address students. It has never been heard of in the past (Guild Representative Council Office).

According to eye witnesses, these statements annoyed students the more who demanded to and met the Principal himself who was more understanding.

The media in Uganda has reported students having booed President(s), (Chancellor, Visitor or Chief Guest) while addressing them at different functions. Mbwette and Ishumi (1999) note that students at one of the four Universities (mentioned earlier) kept on clearing their throats during the Chancellor's Graduation Ceremony Speech (imitating his habit) and made him very uncomfortable.

Elsewhere too, students were being taken for granted. According to Mbwette and Ishumi (1999), students of the University of Dar-es-Salaam in (1966) protested against the introduction of compulsory military training and a 60% reduction from each graduate's salary to recover costs of higher education. Similarly, a bylaw limiting movement in female halls of residence caused problems at the Universities of Nairobi (1961) and (1984) in Dar-es-Salaam (1971) and in Zambia (1984). In almost all cases of suspension, all students allowed back had to apologise and sign contracts with the authorities to observe discipline, law and order.

Although "In many post-crisis reports, recommendations were made on how to improve communication, involvement and participation", the level of this as far as students are concerned seems to be very minimal (Mbwette and Ishumi 1999). Mihyo (1996) in Mbwette and Ishumi (1999), observed that participation at higher levels of decision making among staff is low yet they are colleagues of the managers.

According to Campbell (1983), among the problems and challenges of the democratic way of life is the challenge of accurate information. Hersey et. al. (1996) note that there is

communication 'noise' or barriers to communication effectiveness. George and Jones (1999) in agreement list communication noise as use of jargons, illegibility, stress, a receiver's bad mood and bias. Others include; information distortion, poor listening, lack of inappropriate feedback, rumours or gossip and cross-cultural differences in linguistic styles (voice, tone, volume, speed, use of questions and jokes and taking credit for ideas (the researcher adds, sex or marital status).

Since each institution has its own distinctive culture, then each is expected to have its own forms of communication suitable for the established culture, strategy, size, management style and technology (Rollinson et. al., 1998). The major identified problems in management of student affairs today, is low correspondence levels from the students or down-up communication. Many students do not correspond their problems to management for guidance or timely action. This causes concern in the management of student affairs.

Nevertheless, the (former) Institute of Teacher Education Kyambogo (ITEK) Students' Regulations (1999) spell out some communication procedures students are to follow for various purposes. For example:

- all official correspondences to higher authorities internally or externally had to follow established protocol enshrined in the law.
- no student was allowed to print or issue any anonymous letter or circular or document.
- no student was allowed to absent himself/herself from a lecture(s) or any institute activity or leave the campus without formal permission.
- no demonstration or procession would be held without obtaining Police permission and giving a 24-hour notice to the Principal.

Contrary to these provisions, a good number of students were discovered absent through long periods of non-appearance, or through other students/relatives, or through appeals for sitting missed unit tests or late handing in of assignments. Worse still, they are found out when components of either coursework or examination mark(s) are missing during compilation of marks/examination results. This would never happen unnoticed in the past when student numbers were manageable.

Research Questions

In this study three research questions will be tested. They include:

- ◆ What is the difference between the perception of students and Leaders/Alumni on the level of awareness of rules and regulations and participation in management of student affairs in Kyambogo University (former ITEK)?
- ◆ What is the impact of the students' awareness of rules and regulations on the level of collaboration in management of student affairs in Kyambogo University (former ITEK)?
- ◆ What is the impact of the students' communication on the participation in the management of student affairs in Kyambogo University (former ITEK)?

CHAPTER THREE

METHODOLOGY

Introduction

The study was to assess the impact of institutional culture on the management of student affairs at Kyambogo University (former Institute of Teacher Education Kyambogo (ITEK)). The study was based on the assumption that institutional culture affects the management of student affairs at ITEK. This chapter particularly presents the methods used in the gathering and analysing of data. These included, techniques of selecting the target population samples, description of the study instruments, data gathering tools, validity and reliability of the chosen instruments, the study procedure and data analysis.

Research Design

The study employs qualitative research design with some supporting quantitative research methods. Since qualitative research design is descriptive in nature and is for small populations, the total population of 220 respondents in this study is big and therefore required some numerical data collection methods or quantitative research design methods. Case study method was selected as appropriate for this study because it is a descriptive study that is used to provide detailed information about the characteristics of historical or causal relationship study of an institution or event. According to Okello (1999:11), "Case study is a way of organising social data for the purpose of viewing social reality". Hence, it highly accommodates triangulation research which can bring about valid results.

Due to the complexity and dynamism of culture in general, non-experimental research methods more especially the descriptive research design was also used. The purpose of the descriptive research is to describe the current state of affairs at the time of the study. The researcher used video recording and interviews, and photography at Kyambogo University (former ITEK), Busikho Primary Teachers College (known in this study as (A), Busia Secondary School (B), Dabani Girls Primary School (C) and Ndegeya Primary Teachers College (D). Some observation was also used during data collection by this method. The Alumni of former ITEK (B.Ed, DTE and DES graduates) used in the study teach in institutions A, B, C and D named above.

Among the two categories of the descriptive research design, the correlational research design was used. This was used to measure the relationships between two or more variables in the study. The relationships between the perceptions of the Leaders/Alumni and students' level of awareness of rules and regulations, students' collaboration in management and students' communication and participation in management of student affairs were correlated.

Population Sample

The study was carried out in Kyambogo University (former ITEK). The target population totalling 220 respondents was randomly chosen basing on the sub-total of the students on the programmes from which the respondents were drawn. The selection of the samples was done through the stratified random sampling and disproportionate stratified sampling techniques. Stratified random sampling on one hand is the demarcation of the target population into some meaningful subgroups (strata) which share particular characteristics. The target population was drawn from the in-service Bachelor of Education Degree (B.Ed) and the Diploma in Teacher Education (DTE) students, the pre-service Diploma in Education Secondary (DES) students, the direct entry and working entrepreneurial students on evening programmes. The samples of each subgroup (stratum) was further subdivided into first years, second years/third years, male and female students on day or evening study times, residents and non-residents. Similarly, the leaders and Alumni group was divided into managers, administrators, academics and non-academic and Alumni subgroups.

However, on the other hand, the disproportionate stratified sampling technique means that the percentage of each stratum (subgroup) is simply selected in accordance to the total populations in each. In other words, the largest percentage of members from the stratum with the largest number of participants and a smaller percentage from the stratum with the fewest (or in the case of the Alumni sample which was not within easy reach). For the leaders, academic/non-academic and Alumni, purposive sampling or judgmental sampling was used. This is a technique in which the researcher selects the informers whom she/he believes have the information she/he requires. In case of this sampling method, the top management staff, staff in Academic Registrar's, Dean of Students, Library and Institute Medical Departments including the Chaplains, Mullah and Guild Officials constituted the sample. In addition, Faculty Dean's Secretaries and those of the Heads of Department, Institute Counsellor and Wardens were respondents in this category.

The numerical record of the target population included among others, students, 120 (54.5%), leaders, academic and non-academic, 80 (36.4%) and Alumni 20 (9.1%). Both groups together make up 100 respondents which is 45.5%. While in the pilot study, the samples of 14 students ($11.67 \cong 12\%$), leaders, academic/non-academic 8 (10%) and Alumni 4 (20%) of the subgroup's totals was used, that of the main study was 110 (50%) of the target population. The study of Borg, Gall and Gall (1999) in Okech (2002) notes that 10% of the target population in a study is an adequate representative sample. Hence 110 sample out of 220 in this study should be acceptable.

Instruments

The researcher used triangulation (several instruments) in the collection of data. They included questionnaires, interview schedules, documentary analysis and observation (participant observer). It is hoped that, since the case study approach allows as many data collection techniques as possible, the data collected was considered rich and defensible. While the last three instruments are features of qualitative data collection method employed in case study approach, the first instrument (questionnaire) is a feature of a quantitative data collection method. The researcher considering the fact that culture is complex and dynamic, also used video recording and photography.

The questionnaire was the main research instrument because it is applicable in both quantitative and qualitative research designs, especially when numerical data and large populations is used. Secondly, because it is suitable to use for a large number of respondents, a lot of information can be collected in relatively short periods and it is not expensive. Further, the closed-ended or structured questionnaires were used due to the large population involved in the study. These had predetermined responses based on a Likert rating scale, checklists and alternative choices. Some open-ended unstructured questions too were used to cater for the respondents' various experiences, opinions and attitudes.

However, while the demerits of the questionnaire outnumber its merits, it was chosen because it is somehow free from the researcher's bias, allows respondents adequate time to give well thought out answers and accommodates distant respondents. Two separate questionnaires were constructed, validated and tested for reliability through a pilot study, adjusted and thereafter administered to gather data for the main study. The respondents to questionnaires were students, Leaders, academics, non-teaching staff and Alumni. The

assessment of the return rate for the questionnaires was very high. The students' return rate was 118 (98.3%), the leaders, academic/non-academic was 55 (68.75%) and that of Alumni was 20 (100%).

Interview Schedule

Unstructured interview schedules were administered on appointment to two top managers, one administrator, three academics and three non-teaching staff, two students and two Alumni. The interview was administered face-to-face (interviewer-interviewee). However, the interview schedule provided a chance for a deeper probing and an opportunity for the researcher to understand the environment through which the answer was given. Data collected by interviewing was recorded and analysed by description.

Documentary Analysis

Information relevant to the objectives and research questions of this study were studied and analysed. The areas of concern included rules and regulations, collaboration or participation in University activities related to management of student affairs and communication between management and students and vice-versa.

The documents used included; the Institute (former ITEK) Statute (1989), Guild Constitution (1999), Students' Regulations (1999), Library Regulations (2002) and Kyambogo University Joining Instructions to Freshers (2002). Also useful were records in Academic Registrar's Department, Dean of Students, Guild Offices, Faculty Dean's Offices, Bursar's Office and Halls of Residence. Information from those records included; correspondence files, Student Affairs/Disciplinary Committee files and minutes of meetings on student affairs. Staff lists and students' nominal rolls, graduation booklets and speeches at various University functions were among the documents analysed.

This instrument was selected because documents serve as a record (can be referred to at any time), are authentic and can provide evidence when need arises. The instrument is also important because institutional culture "is the way things are done around here" (Chapter two, p.12).

Validity

This study is not a replica of any award's research in the record at School of Education Library of Makerere University or anywhere else. Therefore, the instruments used had to be designed. Hence, a self-constructed questionnaire instrument was designed, validated and a test of its reliability done through a pilot study.

The researcher used descriptive method to describe the process used to assess the validity of the instruments. The draft questionnaires/interviews were submitted to colleagues for discussion and evaluation in accordance to the objectives and research questions of the study. Some amendments were made and the second draft produced. Then two experts in the area of Educational Management studied the instruments and made some remarks. These were put in consideration and a further improvement was made.

However, the questionnaires/interviews were extended to two senior academic staff in Psychology Department (Faculty of Education, Kyambogo University (former ITEK)) in the area of questionnaire construction for further scrutiny. Their recommendations were used for adjustments in the instruments. After this step, the questionnaires/interviews were forwarded to the supervisor for examination, guidance and approval. At the end, a content validity was qualitatively established.

Reliability

Reliability of a questionnaire is the consistency with which respondents interpret and respond to all the questions. There are two common methods of assessing questionnaire reliability. The method selected for this study is internal consistency method. This method involves a single pre-test group and indicates the degree to which the items in the questionnaire are inter-correlated. Among the most widely used methods for internal consistency methods is Cronbach Coefficient Alpha (α). Cronbach Coefficient Alpha (α) is a method of computing the reliability of the questionnaire when the questionnaire has more than two fixed responses.

The formula is:

$$\alpha = \frac{K}{K - 1} \frac{(1 - \sum Sdi^2)}{SDt^2}$$

Where K stands for number of items in the questionnaire.

Sdi^2 stands for standard deviation squared (or variance for item i)

Sdt^2 stands for the variance for the total items t in the questionnaire.

After verification, the questionnaire was adopted, an accompanying letter assuring the respondents about the confidential treatment of their information attached.

For this study a reliability analysis test was carried out. The Statistical Package for Social Sciences (SPSS + PC) was used to calculate the Cronbach Alpha (α) Coefficient. The results indicate that the Alpha (α) Coefficient is 0.5729 ($\cong 0.6$). Since the Alpha (α) Coefficient is above 0.5, it is considered acceptable. The researcher then proceeded to administer these instruments to the target population for the main study.

Procedure

The researcher obtained an introductory letter from the Dean of School of Education, Makerere University to legitimise her access to the respondents and institutions where Alumni worked. A letter or request to the respondents to fill the questionnaires well assured for high confidentiality of their responses (which were to be used only for purposes of the study) was attached.

Research assistants per stratum (subgroup) or institution in case of the Alumni sample were randomly chosen. Large numbers of research assistants was due to the short period within which the instrument was to be completed and difference in the time of the academic year for the categories of the sample schools and colleges. The students were busy preparing for the second semester examinations and finalists were working on their researches as well. While the students and Alumni filled and returned the questionnaires within the agreed upon (one week period), the leaders took much more time despite the follow-ups.

The interview schedules were administered personally on appointment to top management officers who were too busy to spare time for filling questionnaires. The instruments were administered to the Alumni by the researcher who travelled to their institutions on appointment. However, the video recording and photography (intended to get the real institution's culture was concealed) and only introduced to them on the visiting day.

Data Analysis

Since the data collected was both qualitative and quantitative in nature, the analysis method which accommodates both types of data was applied. This was the Statistical Package for Social Sciences (SPSS + PC) method. This computer programme helps to produce frequencies and percentages. Further, this computer method was preferred for its capacity to handle a diverse number of variables and its ability to tabulate them simultaneously.

The research questions were analysed using a t-test for independent groups to test for statistical significance. The researcher in order to compare the averages or the mean for the independent variables (IVS) of two groups from which data was collected (students and Leaders/Alumni) a t-test was used for research questions one and two.

The formula for t-test of independent groups is:

$$t_{obs} = \frac{X_1 - X_2}{\sqrt{\left(\frac{\sum X_1^2 + \sum X_2^2}{(n_1 + n_2 - 2)} \right) \left(\frac{1}{n_1} + \frac{1}{n_2} \right)}}$$

Where $x_1 = X_1 - \bar{X}_1$ = deviation square for distribution

$$x_2 = X_2 - \bar{X}_2$$

If $t_{obs} \geq t_{cv}$ (t-test observed/obtained is equal to or greater than the table critical value), then the degrees between the means are significant. Where t_{obs} has been declared statistically significant, computation for the magnitude of the strength of the two groups was done.

The formula is:

$$W^2 = \frac{t_{obs}^2 - 1}{t_{obs}^2 + n_1 + n_2 - 2}$$

Pearson correlation coefficient was applied for the research question three. The formula is:

$$r_{crit} (df = n - 2 = 3, P = 0.05)$$

If the computed value of correlation coefficient is equal to or greater than the tabled value (critical value), then the relationship between two variables is statistically significant.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND INTERPRETATION

Introduction

The data collected is presented in this chapter using frequency counts, percentages, descriptive statistics (cross tabulation) and the results were analysed using Pearson Product Moment Correlation Coefficient. In addition however, a t-test for independent groups was used to test the significance or difference between the independent groups. The overall processing of the results was done by applying the Statistical Package for Social Sciences (SPSS + PC) computer programme to compute the significance of data.

However, for purposes of a correlation study of data presented on separate research questions, a similar population of 68 (actual responses were 62 for each group from 124 respondents) for each category of the respondents (students and Leaders/Alumni), was chosen. Thus, description and interpretation of data was done by looking at patterns, categories and links, repetitions and divergences. The responses from questionnaires and interviews were tabulated while documents, video and pictorial representations (from Kyambogo and the four upcountry sample (A, B, C, D) institutions were analysed, interpreted and described.

Personal Data of Respondents

Section A of the questionnaire was centred at getting general information about the respondents. These data was analysed in Tables 1 and 2 below:

Table 1: Students' Personal Data

Variable	Frequency	Valid Percentage	Rank
<i>Total respondents</i>			
Valid	67	98.5	1
Missing	1	1.5	2
<i>Age</i>			
15 - 24	22	32.8	2
25 - 34	34	50.7	1
35 - 44	11	16.4	3
<i>Sex</i>			
Male	50	74.6	1
Female	17	25.4	2
<i>Programme</i>			
B.Ed	38	56.7	1
DTE	20	29.2	2
DIP (EVE)	6	9.0	3
DES	2	3.0	4
CERT	1	1.5	5
<i>Year</i>			
1 st	33	49.3	2
2 nd	34	50.7	1
<i>Time</i>			
Day	59	88.1	1
Evening	8	11.9	2
<i>Sponsor</i>			
Government	40	59.7	1
Private	27	40.3	2
<i>Accommodation</i>			
Resident	43	64.2	1
Non-resident	24	35.8	2
<i>Employment</i>			
Unemployed	40	59.7	1
Employed	27	40.3	2

Table 2: Leader/Administrative/Teaching/Non-teaching and Alumni Personal Data

Variable	Frequency	Valid Percentage	Rank
<i>Total respondents</i>			
Valid	62	91.2	1
Missing	6	8.8	2
<i>Age</i>			
25 - 34	12	19.4	3
35 - 44	25	140.3	1
45 - 54	20	32.3	2
55+	5	8.1	4
<i>Sex</i>			
Male	46	74.2	1
Female	16	25.8	2
<i>Qualification</i>			
Doctorate	3	4.8	4
Masters	39	62.9	1
Bachelors	6	9.7	3
Diplomas/Others	14	22.6	2
<i>Group</i>			
Leaders	2	3.2	5
Administrative	11	17.7	2
Teaching	33	53.2	1
Non-teaching	11	17.7	2
Alumni	5	8.1	4
<i>Overall Duration</i>			
0 - 4 years	8	12.9	3
5 - 9 years	18	29.0	2
10 - 14 years	22	35.5	1
15 - 19 years	8	12.9	3
20+ years	6	9.7	5
<i>Duration in KYU</i>			
0 - 4 years	10	16.1	3
5 - 9 years	22	35.5	1
10 - 14 years	20	32.2	2
15 - 19 years	7	11.3	4
20+ years	3	4.8	5

Results in Tables 1 and 2 reveal that student respondents between 25 - 34 years ranked highest with 50.7% versus 16.4% (least) between 35 - 44 years. Similarly, the leaders'/ Alumni's results were 40.3% for 35 - 44 years and 8.1% for 55 years and above respectively. Following the same trend, the student respondents' (male) highest was 74.6% versus (females') 25.4%. While that of Leaders/Alumni were 74.2 versus 25.8% respectively.

However, with concern to status of students on one hand, B.Ed respondents tallied highest with 56.7% against the 1.5% of the Certificate (Evening), 2nd years had 50.7% versus 49.3% for 1st years and Day (full-time), 88.1% versus 11.9% on Evening (study time). On the other hand, the teaching staff respondents scored 53.2% versus 3.2% of the leaders; Masters degree holders were highest with 62.9% versus 4.8% for holders of Doctorates; Leaders/Alumni working experience, highest was between 10 - 14 years by 35.5% versus 9.7% for 20 and above years.

Further, Leaders/Alumni's duration at current working place was highest between 5 - 9 years at 35.5% followed by 32.3% between 10 - 14 years and 4.8% for 20 years and above. The results also show that 59.7% student respondents were on government sponsorship versus 40.3% on private sponsorship; residents had 64.2% versus 35.8% for non-residents; and finally 59.7% students were unemployed versus 40.3% employed. In order to get a detailed account of the results described here, turn to Tables 1, 2 pp. 37-38).

Data presentation in accordance with the set research questions follows below:

Research Question One

- ◆ What is the difference between the perception of students and Leaders/Alumni on the level of awareness of rules and regulations and participation in management of student affairs in Kyambogo University (former ITEK)?

Just as political governments the world-over are governed by the national legal codes/laws, the public or private institutions which came into being as a result of such laws, are similarly expected to be run on some sort of legal or institutional frameworks. Hence, the need to establish Kyambogo University (former ITEK) stakeholder' degree of awareness of the rules and regulations and their implication to the management of student affairs.

Table 3: Students and Leaders/Alumni's Perceptions on the Level of Awareness of Rules and Regulations for Student Affairs

Variable	Respondents Group	N	Mean	Std. Deviation	t	df	Sig. 2 tailed
Awareness	Students	62	105.1935	11.9423	41.394	61	.000
	Leaders	62	36.6452	4.2003			

Results in Table 3 show a significant difference between the sixty-two students and sixty-two Leaders/Alumni perceptions on the level of awareness of rules and regulations governing the management of student affairs at former ITEK ($t = 41.394$; $p < .01$). The students had a higher mean value of (105.1935) compared to (36.6452) of the Leaders/Alumni.

When the 't' observed value (t_{obs}) was compared with 't' critical value (t_{cv}), (t_{obs} of 41.394) was much higher than (t_{cv} of 2.660 at 0.01) level of significance. Therefore, the variation between the respondent groups has a positive significant difference.

The variability of the students and Leaders/Alumni's perception on students' awareness of rules and regulations was computed using omega (W^2) as follows:

$$W^2 = \frac{t_{obs}^2 - 1}{t_{obs}^2 + n_1 + n_2 - 2}$$

$$W^2 = \frac{41.394^2 - 1}{41.394^2 + 62 + 62 - 2}$$

$$= \frac{1713.463236 - 1}{1713.463236 + 124 - 2}$$

$$= \frac{1712.463236}{1835.463236} = 0.932986944$$

$$W^2 = 0.9329 = 0.93$$

These results indicate that the difference between students' and Leaders/Alumni's perception of the awareness of rules and regulations was at 93%. This is a very high positive variation level.

The interview results on this area of study revealed that the majority respondents were in agreement about the students' high awareness level of rules and regulations. They also revealed a mismatch between the level of awareness vis-à-vis the observance of the rules and regulations by the students of Kyambogo University (former ITEK). While justifying their responses, they observed that adherence to the rules and regulations (for many students) depended much on enforcement. Some examples given were: the meal cards bore photographs of the holders and the colours for the residents and non-residents were different, a mature in-service student (as a mentor) was placed amongst three female younger (pre-service) students in every room in Nanziri Hall (Blocks A-D), security guards keep watch at female halls at night and they are also deployed at the Dining hall during meals. From these results, the students' high awareness level of rules and regulations was not found to be commensurate to the level of the execution/participation in the management of student affairs.

On the issue about how management coped and harmonised diverse cultures for different programmes offered by the University (teacher education, engineering, special needs and entrepreneurship), most respondents identified: recruitment of more staff, capacity building through staff development, restructuring, shifts in study time, use of academic excellence goals to control standards (candidates on Vice Chancellor's lists or Dean's list), increased provision of ICT projects (extended up to affiliated Primary Teachers Colleges), increased resource mobilisation schemes and increased membership of both staff and students on Management Committees.

But one respondent not amused by all that others have listed in the preceding paragraph, came out very strongly accusing management for lack of stakeholders' participation in the formulation of new market-driven programmes. He justified his response by stating that 'the market' (the world of work) was not static, but was rapidly changing due to the technological advancement. He therefore called for Kyambogo University graduates to be of high quality and skilled with acceptable standards required by the market.

These results seem to point to a change in culture in higher education. That is, the Ivory towerism (the cream getting access to higher education and becoming the think tanks of the nation) seems to be for the past. A new way of looking at things (new values) have emerged calling for more participation of all stakeholders which should not be undermined.

Asked whether the approximately 70 percent majority privately sponsored students had any impact on the execution of the rules and regulations of former ITEK, most respondents answered in the affirmative. They said that these students demand speedy and quality service (on a give and take basis) and act as checks and balances for management of student affairs. For example, maximum use of space, easy access to book-bank books, access to library services through lunch time, on Saturdays (whole day) and on Sundays up to 1.00 p.m.

In addition, almost all respondents revealed that the private sponsored students (influenced by the spirit of quality service delivery in return of what they pay, fight for the rights of the hardworking lecturers and challenge the services of the weak and uncommitted lecturers in view of maintaining high academic standards. These results indicate that the superior-client relationship at Kyambogo University (former ITEK) may be at stake if the students' demands take selfish and a negative line.

On the issue of what was mostly abused by students in former ITEK, the following were identified: abuse of the lecture rooms and removal of furniture from there to halls and outside (to use during discussions and not returned), stealing and vandalizing library books and other reading materials, dress code (by females), poor relationship between male and female, pre-service and in-service students, sanitary system, code of conduct, mismanagement of Guild funds, opening paths through fences and fields, waste of food and misuse of the computer/internet services for pornography, non-academic games and music (depriving others access to the facility). All these aspects mentioned play an integral part both on the academic and living aspects of students and therefore may have an impact on the management of student affairs.

The video recording of the former ITEK Golden Jubilee celebrations in December 1998, contain a lot of data about many aspects of institutional culture. Speakers and guests at different functions of the Golden Jubilee, delivered a lot of important information relevant to this study. For example, the Principal of ITEK on one occasion emphasised the nurturing of the goal of making education appropriate for the next millennium, a challenge he said was for the staff and students of ITEK as well as the policy makers.

Also, the Minister of State for Primary Education officiating at the same function, recognised the high quality of the Diploma holders of former National Teachers' College Kyambogo in 1960s and 1970s. This view was supported by the findings in the ITEK Golden Jubilee 1948-1998 Book (Adupa and Mulindwa 1998).

It was also revealed that the teachers of the Kyambogo Government Teacher Training College were of high caliber. Basing on this, the Honourable Minister called for practical teachers like the Kyambogo Diploma teachers who were on high demand.

About the measures management use to deal with indisciplined students, most respondents appreciated the structures in place; but held management responsible for handling strike students with soft-gloves. The records available have not shown any strike ring leaders brought to book by 2004. Records in Academic Registrar's, Dean of Students' and Faculty Deans' offices, reveal among others examination malpractices, reminders and warning to students who do not take studies seriously and suspension of and discontinuation of students who break important rules and regulations.

The following photographs related to this area of study concerning rules and regulations and their impact on the management of student affairs have been selected from those taken during the study. Also some have been picked from the repertoire at former ITEK and Kyambogo University.

Figure 1: A Female student of Faculty of Arts receives a certificate of excelling on Dean's List from the Vice Chancellor of Kyambogo University in 2005.

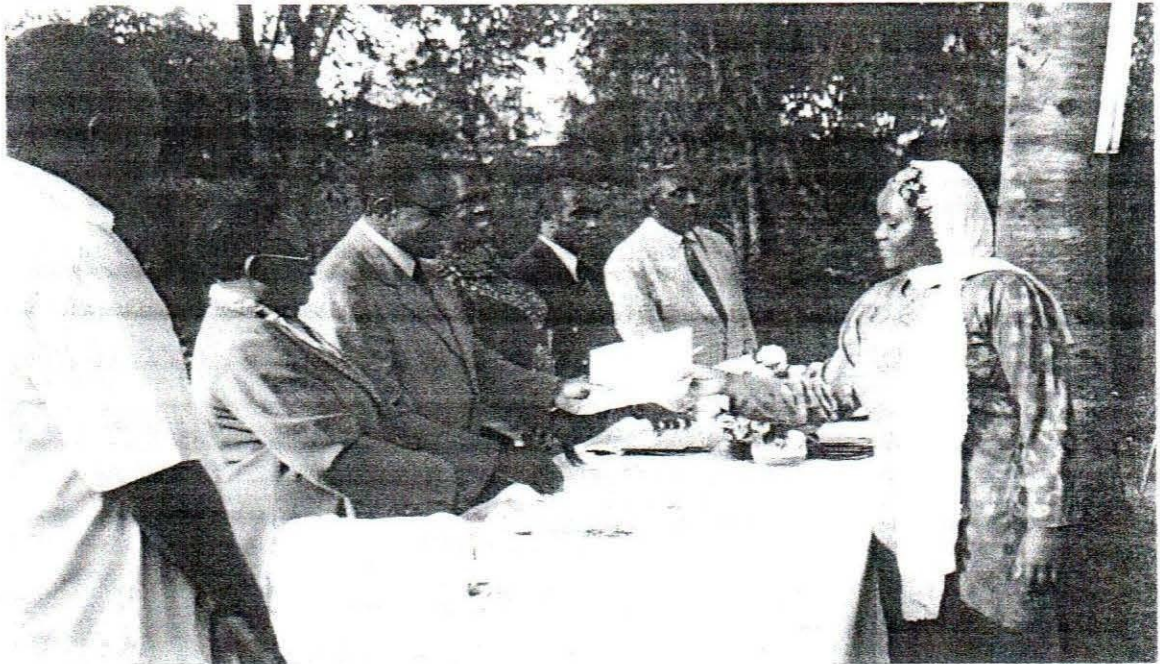


Figure 2: A Male student of Faculty of Arts receives a certificate of excelling on Dean's list from the Vice Chancellor of Kyambogo University in 2005.

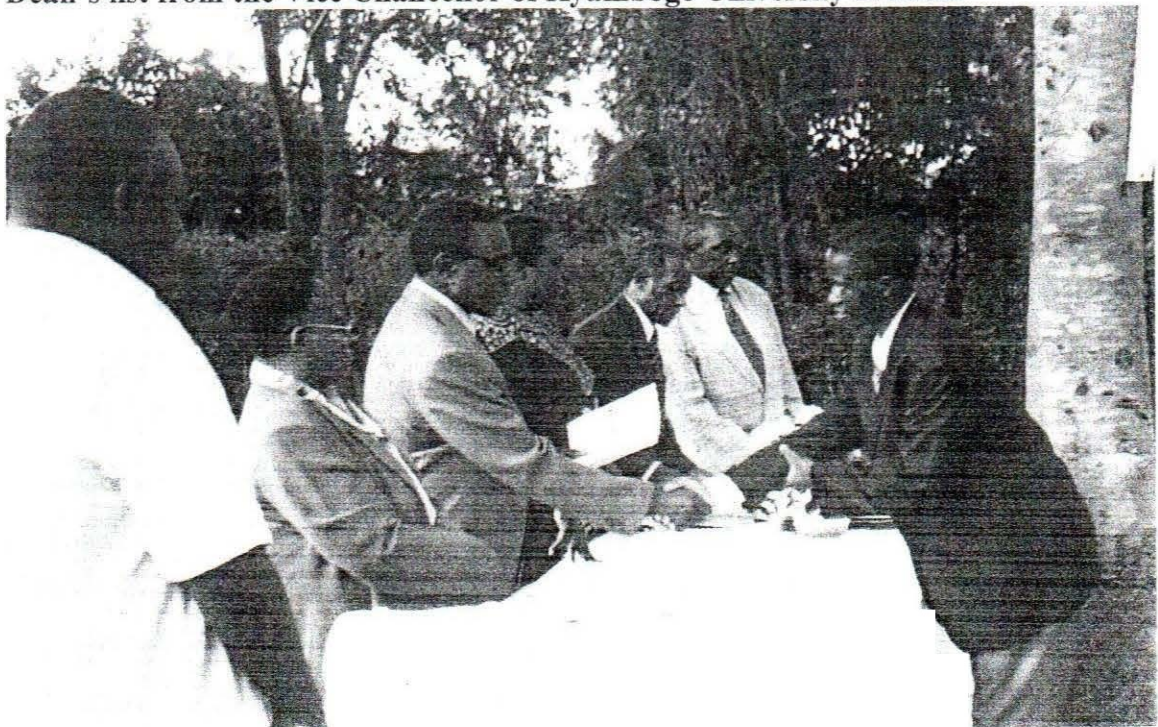


Figure 3: The Prime Minister of Uganda representing the Visitor of Kyambogo University, His Excellency the President of Uganda, marching to Graduation Square on 7th May, 2004.



Figure 4: The Deans of Faculty ready to present their Graduands of Kyambogo University for various Awards on 11th March, 2005.



Figure 5: Kyambogo University Graduands during Awards Ceremony at the 2nd Kyambogo University Graduation on 11th March, 2005.



Figure 6: The Kyambogo University Music students entertain Alumni during a Convocation General Assembly at the Design Centre.

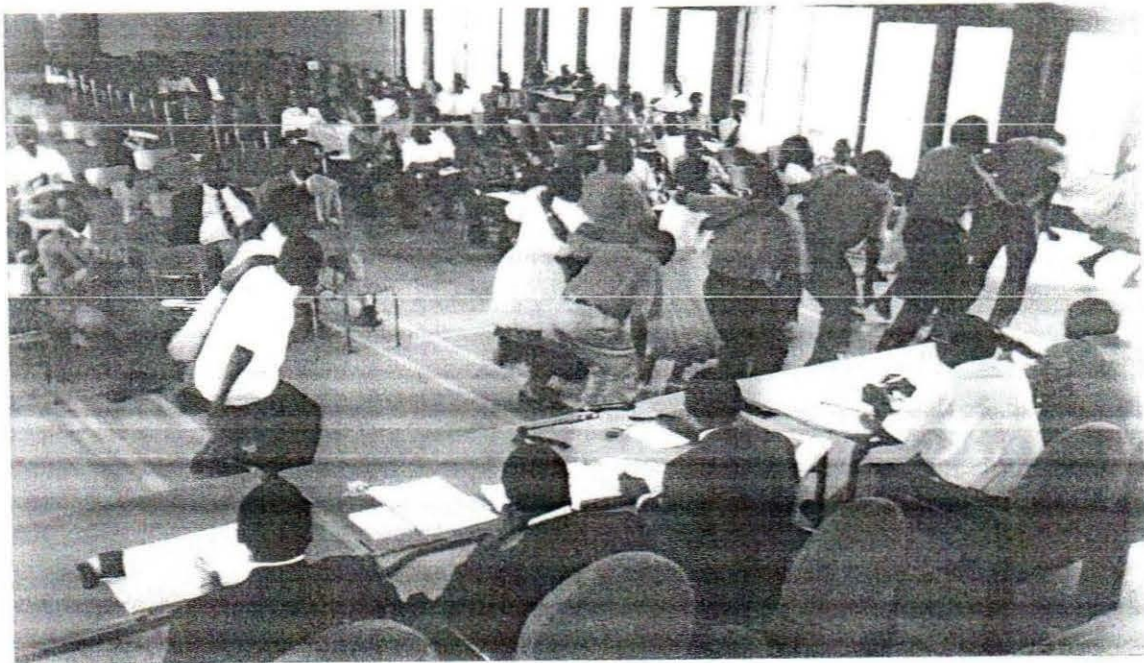


Figure 7: A Netball Team Representative receives a Certificate of Recognition from the Chairman of Council after the East African University Games and Sports held in Dar-es-Salaam in 2002.



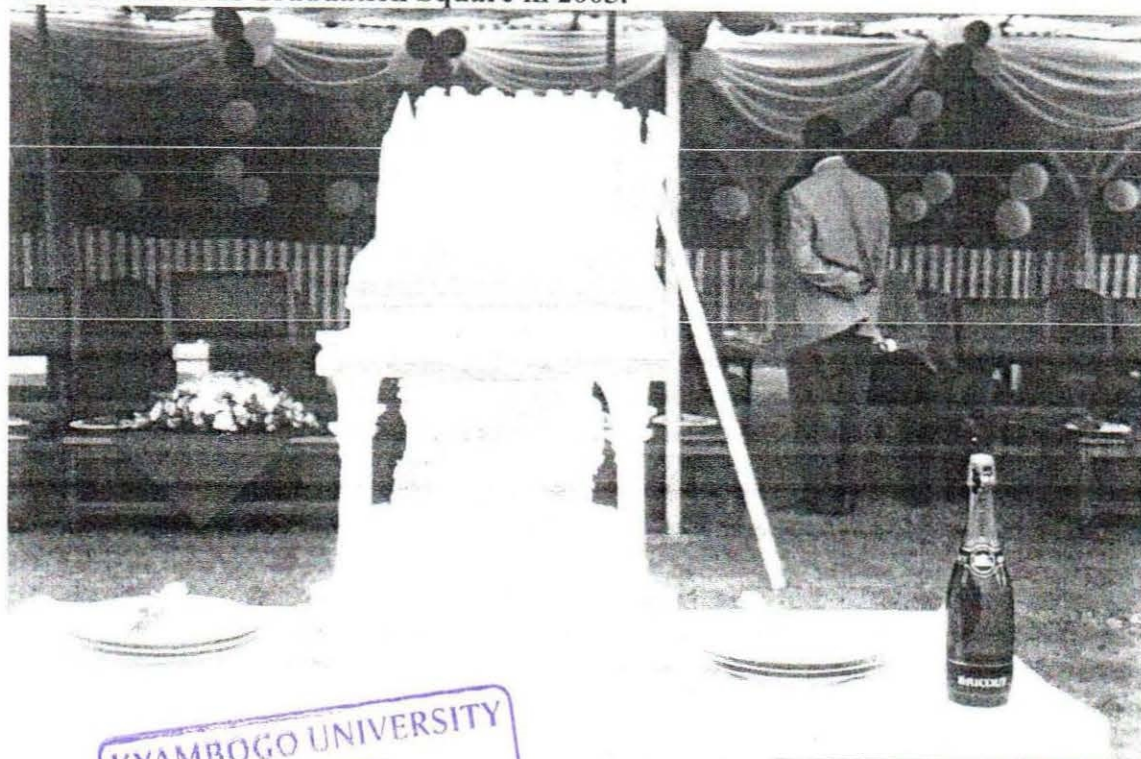
Figure 8: A Football Team Representative receives a Certificate of Recognition from the Guest of Honour, the Minister of State for Sports, Hon, Okello Oryem after participating in the East African University Games and Sports held in Dar-es-Salaam in 2002.



Figure 9: Officials receiving Guests at the 1st Kyambogo University Staff Party thrown by the Vice Chancellor in 2003.



Figure 10: Guests take seats at the 1st Staff Party of Kyambogo University held at the Former UPK Graduation Square in 2003.



KYAMBOGO UNIVERSITY
LIBRARY
RARE COLLECTION

The sets of photographs (in figures 1-10) relevant to the regulatory culture of Kyambogo University (former ITEK) depict commitment of both students and staff in attaining high academic, social and technological goals enshrined in their governing law. Every academic year or each semester, some few students excel in examinations, games and sports and other aspects of studentship. The recognition functions held, together with certificates issued and financial benefits given like in Faculty of Arts and Social Sciences acts as a motivating factor. Records both at Faculties and Academic Registrar's offices reveal that before those measures came up very few candidates attained first class grades. Some academic years during the 1990s, recorded no first classes compared to what the case is today.

Research Question Two

- ♦ What is the impact of students' awareness of rules and regulations on the level of collaboration (participation) in management of student affairs in Kyambogo University (former ITEK)?

Data on the level of collaboration in management of student affairs was computed using a similar Statistical Package as that one used for analysing question one. The detailed account of the significant difference between the students and Leaders/Alumni's perceptions on students' collaboration in management of student affairs may be seen in Appendix II.

The results of the findings were summarised in Table 4 below:

Table 4: The Level of Students' Collaboration in Management of Student Affairs

Variable	Respondents Group	N	Mean	Std. Deviation	t	df	Sig. 2 tailed
Collaboration (Participation)	Students	62	72.4194	12.0267	1.536	61	.130
	Leaders	62	69.1290	11.9486			

The N in Table 4 represents the total number of respondents per category. From Table 4, the results indicate that the students' mean value was 72.4194 while that of Leaders/Alumni was 69.1290. Hence, the students' mean value was higher than that of the Leaders/Alumni.

However, there is no significant difference between students' and Leaders'/Alumni's perceptions with regard to the level of collaboration (participation) in management of student affairs ($t = 1.536$; $p > 0.05$). When 't' observed value (t_{obs}) was compared to 't' critical value (t_{cv}), (t_{obs} of 1.536) was less than (t_{cv} of 2.00 at 0.05) level of significance.

When the strength of the impact of the awareness of rules and regulations on the level of student affairs was computed using the omega (W^2), the results were as follows:

$$W^2 = \frac{t_{obs}^2 - 1}{t_{obs}^2 + n_1 + n_2 - 2}$$

$$W^2 = \frac{1.536^2 - 1}{1.536^2 + 62 + 62 - 2}$$

$$W^2 = \frac{1.359296}{124.359296} = 0.0109$$

$$W^2 = 0.011 = 0.01$$

$$W^2 = 1.1\%$$

These omega results indicate that the awareness of rules and regulations impact on the collaboration of students in the management of student affairs to the extent of 1.1%. This was insignificant and therefore negligible. Consequently, 98.9% remaining percentage were attributed to other intravenous variables. These may include among others the administrative structures in place, lack of collaboration with student mentors, lack of notice board reading culture, poor relationship among students, lack of sharing information and lack of interest in administrative roles especially where selection was on nominations.

The results of the interview indicated a positive consensus as far as students' collaboration in management of student affairs was concerned. These respondents held that students are key stakeholders of higher education institutions in financial resource mobilisation. Records from Academic Registrar's Office show a constant approximately 70 percent private sponsored students constituting the major part of the total student population. They said that although students may be aware of the limitations dictated by the governing law, their hands may be tied due to long procedural methods of repealing a law in force.

On the issue of how students participate in policy-making and management of student affairs, most respondents identified: representation on the Governing Council and its committees like Student Affairs and Disciplinary Committee; academic and social organisations like Geography Students Association, Biology Students Association, Music Club, Sport Union, Guild Representative Council, Uganda National Students Association (UNSA), Inter-University International Students Union, the Basamia-Bagwe Students Association, and the Luo Students Association and so on. Most of these areas mentioned

were at lower level (Departmental, Hall or ethnic groups), therefore, the majority of the respondents described the students' impact on management of student affairs as low.

Asked to rate students' collaboration in management of student affairs, 50 percent said it was low, 30 percent said it was moderate and 20 percent said it was high. In addition, those who rated students' collaboration as low, said that the students' voices tend to be swallowed by mightier majority voices (of managers) backed by statistical data.

In addition, most respondents applauded the students' contribution in the formulation of the Guild Constitution, National Sports Policy, Inter-University International Students Union Policy and Convocation Constitution (by former students).

The majority of the respondents viewed the students' collaboration as great, but hastened to add that the papers of their governing rules and regulations were subjected to approval of the institution's management.

Data collected by video recording show students of former ITEK being very instrumental at the Trade Fair during the Golden Jubilee celebrations. Almost all the displays were demonstrated by students (who in most cases initiated those very projects). They were supervised by the lecturers in their various disciplines who moderated the projects to give them a professional tone.

Both video and photography pictures recorded/taken during the study reveal students' collaboration in management of student affairs in various ways.

Figure 11: Republic Complex Facilitated by Internally Generated Funds was Launched in 2002.



Figure 12: The Guild President and Vice Guild President among the Invited Guests at the Faculty of Arts Day in ITEK in 1997 (seated on the 2nd row).

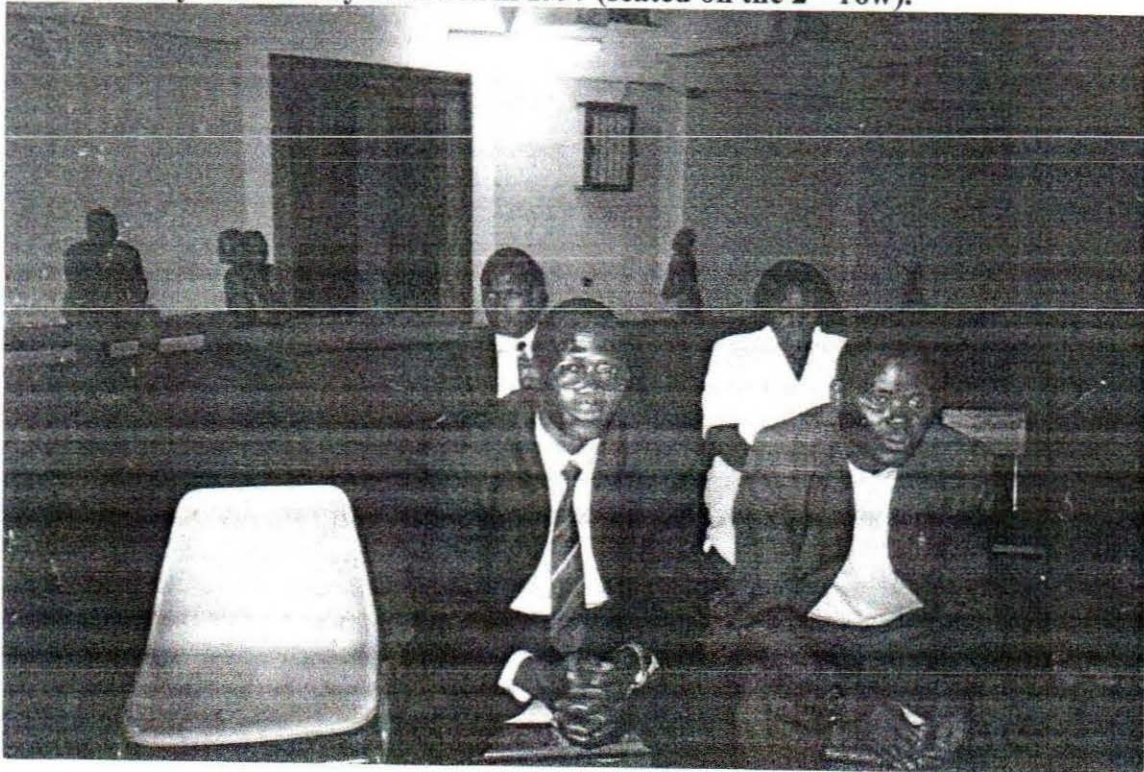


Figure 13: The Chief Fresher at the Swearing in Ceremony in ITEK during the 2000/2001 Academic Year.



Figure 14: Student Leaders standing amongst students (to keep law and order) during Assembly at Sample Institution B in April 2003.

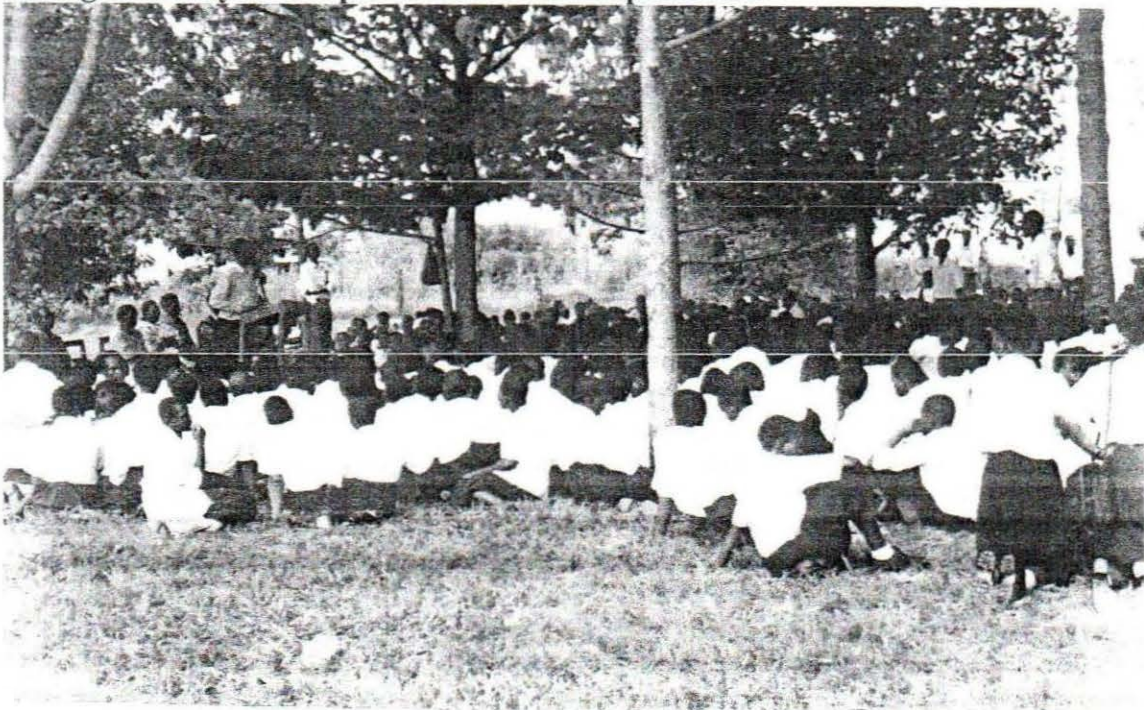


Figure 15: Student-Teachers of Sample Institution D acting a play during the Commissioning Day in their College in April 2003.



From the photographic representations, it can be deduced that students' collaboration was recognised and was pertinent at most institutional functions and activities. Although, their numbers at higher management levels were low, the students' contributions elsewhere like entertainment, subject coordination, spiritual leadership in different denominations at campus and how they need to be managed, sometimes impacts on management of student affairs.

Research Question Three

- ♦ What is the impact of students' communication on the collaboration (participation) in the management of student affairs in Kyambogo University (former ITEK)?

The computation and analysis of data for question three followed the same procedure like for questions one and two, more especially as concerns the t-test statistical method. The results are summarised in Table 5 below:

Table 5: Level of Students' Communication with Management

Variable	Respondents Group	N	Mean	Std. Deviation	t	df	Sig. 2 tailed
Communication	Students	62	102.0323	24.3458	1.447	61	.153
	Leaders	62	96.5968	13.4913			

In Table 5, results show no significant difference between students' and Leaders/Alumni's perceptions with regard to the level of students' communication with management ($t = 1.447$; $p > 0.05$).

The results of 't' observed value (t_{obs} of 1.447) compared to 't' critical value (t_{cv} of 2.000 at 0.05) level of significance revealed that t_{obs} was less than t_{cv} rendering the results insignificant.

However, the students had a higher mean value of 102.0323 versus the Leaders/Alumni's 96.5968 mean value. There was a need to establish the degree of the variation. Therefore, the omega (W^2) was calculated.

$$W^2 = \frac{t_{obs}^2 - 1}{t_{obs}^2 + n_1 + n_2 - 2}$$

$$W^2 = \frac{1.447^2 - 1}{1.447^2 + 62 + 62 - 2}$$

$$= \frac{2.093809}{2.093809 + 124 - 2}$$

$$= \frac{1.093809}{2.093809 + 122} = \frac{1.093809}{124.093809}$$

$$= 8.814372037.03 = 8.814 \times 10^{-3}$$

$$= 0.88\%$$

Further, the results of both respondent groups showed a loophole in the students' communication with management to the extent of 0.88%. Therefore, the variability (effect) of students' communication on the management of student affairs can be attributed to only 0.88%. Hence, the larger percentage of 99.12% should be a contribution of other variables not tested in this study.

The results on the information flow from management to students was rated high. But most respondents cited some barriers in this communication (top-bottom) as: poor notice board

reading culture by students, congested semester lecture timetables, study shift sessions (Day/Evening), selfish student tendencies (who remove circulars displayed on notice boards for their own use before others get access to them, coupled with lack of sharing information with other students. They said that these deter information flow to the recipients in time. Management in order to fight that bad behaviour have purchased glass-enclosed lockable noticeboards for major centres.

On the methods of delivery of information to students, most respondents listed; radio announcements, the print media, noticeboard displayed circulars, circulars/letters through the Dean of Students, Deans of Faculties/Heads of Department, Guild Representative Council Offices, Registry and postal mails. Some face-to-face encounters was also mentioned.

In addition, a moderate percent dissatisfaction was registered concerning the delivery methods used by management named in the previous paragraph. The respondents argued about the short periods sometimes required for response. This was sometimes attributed to unqualified/untrained staff used to deliver mails from management. The respondents said, in most cases circulars are delivered to students before the officers supposed to implement what the circulars dictated received the necessary information.

Further, most students on Evening programme are working and come for lectures late after duty when they are tired. Like non-residents, they stay off campus. In these circumstances they observed, these two groups may have little time to go to main noticeboards for new information that may be displayed there. Therefore, the time and purpose of the communication may be lost in the process.

The video recording shows students being very instrumental during the Trade Fair activities of the Golden Jubilee celebrations at former ITEK. Almost all the displays were demonstrated by students (who in most cases initiated those very projects). Their projects were supervised by the lecturers in their various disciplines who moderated the projects to give them a professional tone

Most responses about whether students respond to management's communication revealed that they (students) respond more to academic information as opposed to other aspects of the

programmes offered. Records available show more communication on complaints about inadequacies in examination results, followed by names missing from registered students' lists and from Special Faculty or Industrial Training/Teaching Practice allowances. Also, letters complaining about missing lecturers (due to some uncommitted lecturers), welfare problems and requests for retaking failed courses.

The justification for this low response of students was attributed to lack of communication skills in letter writing, oral communication skills and lack of consultation. They also hastened to add that general circulars were responded to more quickly than those directed to individuals. This points to low impact of students' communication to management of student affairs.

Thus most respondents recommended improvement of information flow (top-bottom) through training of the personnel delivering mails. Also, sensitisation of the students through exposure to seminars/talks about the importance of communication at the different levels.

From the communication recorded on video and shown in pictures of the different sample institutions, a lot of data was observed. Communication in institutions A, C and D was generally calm and controlled while that at sample institution B was characterised by noise and a lot of enforcement. Both staff and students had some complaints about the leadership. For example, "he walks with his office". Therefore, there was no way the visitors' book could be accessed. They continued, "he was transferred long time ago, but he has refused to move away". "You may also video tape the places of convenience, especially the boys' latrines". The atmosphere in A, C and D sample institutions and that in sample institution B differed to a certain degree. These results make the researcher to believe that students' communication somehow may have some impact on their collaboration in management of student affairs depending on the environment at hand.

For example, the photographs and especially the video recording of students at sample institution B who lacked prior information about the researcher's visit and why their photographs were being recorded or taken, made a lot of noise resisting the activity, but changed their behaviour immediately after they were informed.

Students of institutions A, C and D who were visited in the same manner (although those in C were pupils of lower age) behaved differently.

Figure 16: Researcher meets Centre Tutors and Centre Coordinating Tutor at Dabani Girls Primary School TDMS Centre in April 2003.



Figure 17: Instructional Materials made by Primary Teachers on TDMS Training at Dabani Girls Primary School.



Figure 18: Students of Sample Institute A entertains a Researcher and her Assistant in April 2003.



Figure 19: Invited Guests, Staff and Students at a Public Lecture facilitated by the Dean of Faculty of Arts in the Lecture Theatre in 1997.



Figure 20: A Deputy Principal and Master on Duty Address Students of Sample Institution A at the Last Assembly for 2002/2003 in April 2003.



Figure 21: Students of Sample Institution A, listen to the Researcher greeting them during their last Assembly in April 2003.

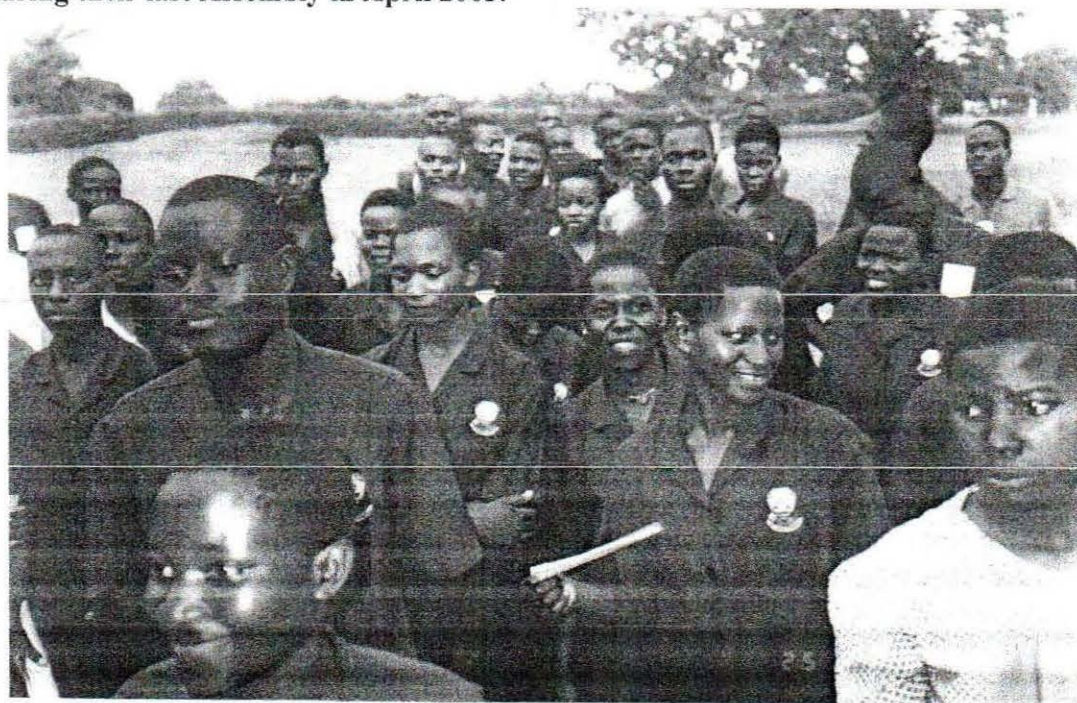


Figure 22: The Audience at Sample Institution D's Commissioning Celebrations (Researcher amongst them) watch performances by the Students in April 2003).

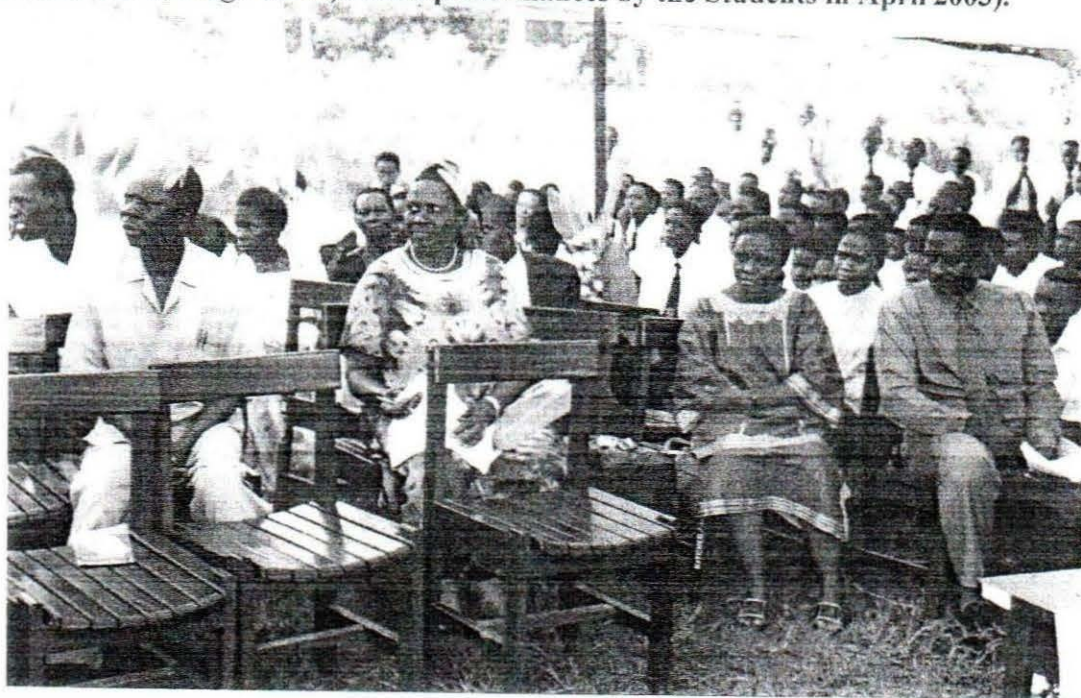


Figure 23: One of the performances by students of Sample Institution D during the Commissioning Ceremony in April 2003.



From the video recordings, functions held by the institutions, assemblies, lectures, documentary records and from visits (for on-spot experiences) communication through audio, visual, oral and gestures may yield important information.

During the study, the researcher observed and experienced different leadership quality through communicating with the students, staff and administrators. About 75 percent (three out of four) sample institutions demonstrated similar leadership qualities unlike one sample institution whose style differed.

Other Statistical Tests

There were other statistical tests carried out to yield more results for the study. Amongst these were the descriptive statistics of the mean scores and standard deviations of the students and Leaders/Alumni respondent categories. Each respondent group's data on the three questions were analysed and recorded separately in order of the research questions as shown in the following table.

Table 6: Descriptive Statistics of the Mean Scores and Standard Deviations of Students and Leaders/Alumni on Awareness, Collaboration and Communication

Variable/Group	N	Minimum	Maximum	Mean	Std Deviation
Awareness of Students	67	80.00	132.00	105.8060	11.9484
Collaboration of Students	67	36.00	122.00	72.8955	11.9229
Communication of Students	67	12.00	155.00	103.5224	24.9414
Awareness of Leaders	62	27.00	49.00	36.6452	4.2003
Collaboration of Leaders	62	40.00	108.00	69.1290	11.98486
Communication of Leaders	62	56.00	135.00	96.5968	13.4913
Valid N (listwise)	62				

The results revealed that the student respondents (N) maintained a higher mean in all the three research questions. While the Leaders/Alumni (N) means for research question two and three were slightly close to that of students, the Leaders/Alumni's mean for question one was very much lower than that of the students.

According to Table 6, the mean awareness level of students was 105.8 while that of Leaders/Alumni 36.6. The mean collaboration (participation) level of students was 72.9 while that of

Leaders/Alumni was 69.1. Then, the mean communication level of students was 103.5 while that of Leaders/Alumni was 96.6.

Other additional statistical tests included correlation between communication and participation from the students' and Leaders/Alumni's perceptions. The results of the Pearson Correlation Coefficient in Appendix II Table 7 indicate a positive significant correlation between the level of communication and collaboration (participation) of students (on one hand) in the management of student affairs ($r = .335$; $p < 0.01$). The obtained value (r_{obt} of $.335$) was more than the critical value (r_{cv} of $.325$). Using coefficient of determination $r_{obt}^2 = .355$. ($.355^2$) is equal to 0.11225 . Therefore, students' communication with management has an impact on their collaboration in management of student affairs by 11%.

On the other hand, the Pearson Correlation Coefficient (see Appendix II) dealt with results of the correlation between communication and collaboration (participation) of Leaders/Alumni. There was a significant relationship between communication and collaboration (participation) of students in the management of student affairs ($r = .297$; $p > 0.01$). The obtained value (r_{obt} of $.297$) was less than the critical value (r_{cv} of $.325$).

When coefficient of determination was computed ($r_{obt} .297$, $.297^2$) the result was 0.88%. Thus, according to the Leaders/Alumni, the students' communication affects their participation in management by 0.88%. This was very insignificant. The remaining proportional percentage (99.12%) technically called coefficient of non-determination or (coefficient of alienation) was a contribution of other variables not tested in this study.

Generally, the results on the significance of the relationship between communication and collaboration in management of student affairs indicated that where there was a high level of communication, there was also a corresponding high level of participation.

CHAPTER FIVE

DISCUSSION, CONCLUSION AND RECOMMENDATIONS

Introduction

This study on the awareness of rules and regulations, the effect they exert upon the students' collaboration (participation) and communication in the management of student affairs has been carried out.

In this chapter, therefore, discussions, conclusions and recommendations have been made from the analysis and findings in chapter four.

Discussions of the Findings

Research Question One

The first research question was formulated from objective one and read:

- ♦ What is the difference between the perceptions of students and Leaders/Alumni on the level of awareness of rules and regulations and collaboration (participation) in management of student affairs in Kyambogo University (former ITEK)?

The findings from the perceptions of students on the students' awareness level of rules and regulations were high while the perceptions of the Leaders were low. The 93 percent positive variation difference between students and leaders was very high.

However, there seemed to be a mismatch between the very high level of students' awareness of rules and regulations and the real practice in the University. These statistical results and those of the interview and documentary record demonstrated similar findings. The findings of the interview clearly indicated that management used a lot of enforcement to keep law and order in the University. This method of management most applies to pupils of lower education levels (at primary and secondary schools).

Thus, the introduction of photographs on meal cards, different colours of meal cards for residents and non-residents, mentoring in halls of residence and the use of security guards both at female halls at night and during meals at the dining hall indicated that the freedom (a right of a University student) was at stake. But since, the University offers freedom and greater independence to its students as mandated by the governing law (on consideration that

students were mature scholars and leaders to be), the students either take those rights or forfeit them. The case most students of Kyambogo University have chosen as revealed by this study was the latter one.

This view was supported by the results of the ranking of the respondents by age. From the findings, 32.8 percent of the student respondents aged 15 – 24 which ranked second among the respondents was fairly moderate. The records in the Academic Registrar's Department showed very few admissions to 'O' Level holders (considered to be under 18 years of age, legally recognised for maturity in Uganda). Since all certificate programmes are conducted in the evenings and all students on those programmes are non-residents, the possibility of the students' behaviour being influenced by the under-aged was ruled out.

Nevertheless, the 32.8 percent of the respondents cannot be ignored for it is far above 10 percent a representative sample of a target group by Borg, Gall and Gall (1999). Thus, Simkins, et. al (1998) contend that the management style and priorities of the school depend on the nature of the school system, the demands and expectations of the stakeholders as already recorded in chapters one and two of this study.

In order to cope and harmonise the subcultures of different programmes of study offered by the University, the results of the interview, records (Council, Appointments Board and Senate minutes) showed that management recruits more staff to match the ever increasing students population (advertisements are carried in *The New Vision* or *The Monitor* newspapers).

Also, management strongly supports staff development, emphasises maximum vigilance in operation of duty from the lowest levels to the top management. Some respondents were not happy with the negligence or slow response of management to mature students' problems. Halls of residence have been especially singled out. Similar views were reported in Commission of Inquiries after strikes in Dar-es-Salaam, Nairobi, Zambia and Zimbabwe Universities (Mbvette and Ishumi, 1999).

It has been common, as revealed by studies of higher education the world over that sometimes students' expectations and demands seem to be misdirected and unplanned. For example, students' welfare riots have been a known phenomenon everywhere including

Kyambogo University. Those common at Kyambogo University in particular included among others; protests or rejection of under-teaching or unqualified staff, demonstrations for Faculty or Living-out allowances have been recurring over the years. The students in Kyambogo demand maintenance of the established menu and for any change, communication should reach them much earlier before the students charged with checking (if things were okay in the kitchen) report to spot check. Domestic affairs staff complained that reasons they give for failed supply of food(s) were not accepted right away by student leaders except when they are found satisfactory.

This sort of behaviour of students as stakeholders could be challenged on grounds that Uganda is one of the developing countries (the media often reports Uganda among the countries at the bottom of the lists in rank) and therefore its technological advancement leaves a lot to be desired. For example, the transport network (traffic jams) have become normal yet a lot of time is lost in the process, power generation raises a lot of concern (electricity cuts or load shedding are on the increase) leave alone natural calamities like sickness or deaths, rain storms (which may flood or fell big trees on major roads blocking them for sometime).

Sometimes public institutions may suffer from big budget cuts, late release of funds from government delays payment of suppliers of different supplies. Also, prolonged dry seasons affect production of milk or other foods. Breeding cycles were mentioned as additional causes. The production and supply of food stuffs coupled with inflation may weigh heavily on the University finances.

In the recent past, Primary Teachers Colleges and National Teachers Colleges had to close down due to lack of finance to maintain welfare of the students. Makerere University threatened not to open for 2005/2006 academic year if government did not grant it to increase tuition fees which the government and public considered arbitrary in regard to the low incomes of the majority poor in the countryside.

Further, the findings of this study, indicated that sometimes, students fully aware of their expectations at the university, drift from them for personal interests or fame. The Guild President of ITEK in (2000) preferred politics to academics. He was summoned by the Registrar who reminded him of his academic obligation. A strongly worded letter about

what they had discussed was sent to him as a reminder and warning for improvement or the law takes its course (Acting Registrar's records 2000; Faculty of Arts Student Affairs File 2000).

There are many other examples of other students who take law in their hands. Among these are examination malpractice victims who appear before the Disciplinary Committee every semester every year. The media has reported many cases in Makerere University every year and in 2003 in Kyambogo University there was a case of leakage (assisted by a lecturer) who was thereafter suspended. Worse of all, was the 500 Bachelor of Commerce (External Degree) students of Makerere University Business School (MUBS) who were dismissed for incompetence (The New Vision, June 24 2003). The MUBS case of 500 is a big number which may require scrutiny to establish other contributing factors apart from incompetence of the victims (students).

Contrary to that latter view, some students dispute the (full) independence of students (even at higher institutions of learning) and state that if students are left on their own, they tend to choose 'safe' learning alternatives that may not exhaust their full potential. The evidence of this is the case of a student of Faculty of Science in Kyambogo University in 2002 who had the potential of passing highly, and had no problem with tuition fees, but fell out towards examinations just because he had missed lectures and tests due to socialising. Mbwette and Ishumi (1999) noted that reports on crises on almost all campuses (in Dar-es-Salaam, Nairobi, Zambia and Zimbabwe) discovered that serious strikes or riots took place towards examinations. The editors (Mbwette and Ishumi) also reported that those who committed aggravating acts (arson, violent destruction of property) were for one reason or another, students who were unprepared for examinations and aimed at the closure of the University or postponement of examinations or extension of the programme(s).

For a strike, riot or demonstration to occur it must have been planned and the planners must have been a group of people of the same thinking. This therefore reveals that there is a loophole in the control systems of the institution from the lowest units. There are regulations that require students to seek clearance for out of class, off campus permits and so on. In addition a concerned teacher would notice the absence of a particular learner especially if it lasts for sometime, but because of the freedom and independence a university student enjoys, many lecturers ignore. However, some lecturers with zeal of maintaining

quality standards have students' register for every of their lectures (if strict measures are not taken students fill in their absent friends' names too).

Records show that the Institute Secretary (of ITEK) wrote circulars in 1997 to staff to secure themselves a copy of the 'Terms and Conditions of Service' (revised) at 2,500=. If some staff do not regularly consult the governing law about their rights and those of their employer, how could they enforce the students without awareness of the (latter's) established code of conduct! Handy and Aitken (1988) state that the 'person culture' puts the individual first and the institution is the resource for the individual's talents. Hence, apart from support for their professional growth the University cannot become a watchdog for professors require minimal control in their work due to the expertise they hold.

Handy and Aitken (1988) again, while discussing the system of expertise stated that no management system can control what goes on in every individual classroom or in all the operating theatres of a hospital by direct supervision or by rules and regulations. Due to too many unpredictables, these organisations have to rely on their professionals and their guaranteed expertise.

In support of this assertion are the circulars from Senate (Academic Registrar's Department) and from the University Secretary's Department seeking input from Departments, Faculties about formulation of rules and regulations, for example, about examinations, admissions and personnel's conditions of service.

The study of Tumukunde (2002) on the impact of situational factors on the academic performance of working students in higher institutions of learning found out that job content factors like achievement, recognition, advancement and growth in the job motivate working students at their studies. She also found out that the type of work a person does, the size of the organisation in which they work, the working environment and other people they work with (also situational factors) will exert an influence on people's behaviour towards work. Vroom and Ed Loche (1964) support this and believe that work itself is a motivator especially if it is challenging, meaningful and interesting.

Since, the introduction of private sponsorship and subsequent top-up allowances on staff's salaries many changes have taken place in institutions of higher education. One of these concerns increased good performance of students. Ssekamwa (1997) stated, private students demand 'quid pro quo' what Okello (1999) terms accountability and active participation in institutional management. The same view is held by Arun and Nixon (1998) who contend that the led should also contribute to the formulation of the rules and regulations.

Although, the semester system grading started with the 1997 students in former ITEK, it was not until 2000 when the students on Vice Chancellor's and Dean's lists were honoured and recognised by displaying their names that real competition for higher grades began.

Later on, these students who excel on Vice Chancellor's and Dean's lists are honoured by colourful functions characterised by issuance of certificate of recognition (on merit) by the Vice Chancellor or Guests of Honour invited for the occasion. Examples of these, are in figures in chapter four. At the end of the day, parties are held in honour of academic giants surrounded by invited guests and their colleagues. Some Faculties have gone as far as giving prizes ranging from 200,000= to 500,000= for those on Dean's lists and Vice Chancellor's lists respectively.

This honorary scheme in Kyambogo University acts as a motivating factor for other less able students who try their best to attain better grades to match the competition thereby established. Records in Academic Registrar's Department and Faculty Dean's offices show an increasing number of candidates achieving Vice Chancellor's or Dean's lists every year. If this competition continues in a health manner, the glory of Kyambogo graduates hailed by the Hon. Minister of Education today (2005) will be revived.

In order to attain these high standards, (especially) the private sponsored students influence colleagues and act as checks and balances on service units in the management of student affairs. Better services have been gained by such students' initiatives. For example, the University Library's extension of service hours, access to book-bank books, the types of meals served in the dining hall, services offered by the University health units and students constituting membership to management committees.

Management is overwhelmed by the students' non-compliance to circulars (calling upon them to restrain from a bad practice) and they continue as though nothing has happened at all. Some porters known as (group employees) are hired after work to collect lecture room chairs left outside where different students held their group discussions or rested while waiting for a lecture. In addition, as was revealed in chapter four, some strike ring-leaders have never been brought to book up to 2004. It is hoped that since the new law of National Council for Higher Education emphasising membership of students on almost all the Management Committees from the lowest to the highest if implemented and coordinated will improve student affairs management a lot better.

Research Question Two

- ♦ What is the impact of students' awareness of rules and regulations on the level of collaboration (participation) in management of student affairs in Kyambogo University (former ITEK)?

Results of the analysis of this area of study, indicated no statistical significant difference between the position held by students and that held by the Leaders/Alumni on students' participation in management in their institutions. Thus, there was consensus of all the respondent groups in regard to students' collaboration in management of student affairs. They clarified that students were no longer just clients but key stakeholders in higher education today.

Records in Academic Registrar's office indicated an approximately 70 percent total of the students paying for themselves (on private sponsorship scheme). The findings of this study were in support of that of Okello (1999), Ssekamwa (1997) which found that private sponsored students demanded value of the funds they pay (accountability).

However, Arun and Nixson (1998) go a little further and recommend that workers or the led should be allowed to contribute to the formulation of the rules and regulations governing them. There is a common saying which many communities (socially, spiritually, politically or academically) refer to very often. It is none other than the saying, 'a beggar has no choice'. From what has been said so far, the majority of students in Universities today no longer are beggars. They want to pursue programmes of their choice based on the available market, but some of them are limited by the low income of their parents or guardians. The

programmes on high market include those which offer self-sustaining skills which allow self-employment. Many Certificate programmes in Kyambogo University were being dropped because they were no longer viable. The public now vie for high qualifications which enable them to compete for the market favourably.

Many studies on African universities have recorded students' or sometimes staff's grievances stemming from abuse or violation of their rights or freedoms. The rights or freedoms cited here refer to the entitlements enshrined in the rules and regulations or governing codes of conduct. Evidence was drawn from studies on University crises in Eastern and Southern Africa reflected in chapter two of this study.

While some cases of what was true then in Universities of the Eastern and Southern Africa after independence, the findings in question one of this paper somehow disputes it. A mismatch between students' high awareness level of rules and regulations and the actual practice of these was reported in chapter four in this study. Management uses enforcement to make things happen the way expected because some students choose to forfeit their rights and freedom enshrined in the governing law.

Contrary, to the situation in the past after independence when students were not participating in management at higher levels, it is not the case today. At least, the representation at Council (the highest policy making body) and other management committees could enable the Students' Guild to disseminate or to plan in accordance of the established expectations thereof.

However, Leat (2001) names three management models, the consultative participation, co-management (similar to democratic model) and self-management (considered without teeth to bite). At this time, it is not established which type of management was used at Kyambogo University (former ITEK), but it was doubtful if the minority voices of the students' representatives (the Guild President and Vice Guild President) on Council were heard.

While discussing these management models, Leat (2001), asserts that in practice, the leaders' expertise and statutory rights to direct and control affairs of the institutions under

their authority, places the managers at a higher participatory level in decision-making process.

Nevertheless, the findings on the rate of students' collaboration in management of student affairs was low. This was supported by 50 percent of the respondents of the interview shown in chapter four of this study. In addition, the video recording of the ITEK Golden Jubilee Celebrations showed that students played a very big part during the Trade Fair exhibitions as well as in the drama exhibited during the Golden Jubilee Week (6th to 11th December 1998).

Consequently, the policy makers may have noticed the students' potential during similar occasions in higher institutions of learning, since they have increased numbers of students' representation and established this from the lowest management levels. Several students are among the members of the Faculty Boards according to new membership composition. This is still being debated at different fora due to the confidentiality of the nature of matters considered by Senate and its committees (Faculty Board inclusive).

Although, students' awareness level of the rules and regulations governing student affairs is high as already revealed in this paper, sometimes they (students) have been rendered helpless when the very institutions that set, enact and implement (those very rules and regulations) hijack the students' rights and freedoms enshrined in those very frameworks.

Sometimes changes in systems or service whether formal or not, purposeful or not, if the effect they create are not taken care of in time, negative connotations may arise. The Makerere University students felt robbed of their rights when in (1985) they boycotted lectures to show their grievances for lack of supply of sugar for long, first year students sleeping on dilapidated mattresses on the floor (with no space for their personal effects) and leaking roofs in some male halls of residence. Management's non-committal to students' concerns claiming that there were no funds and that the unplanned increase in enrolment was state imposed became intolerable.

However, the findings of the interview of this study were consistent with the facts reported so far in this area. For Kasule (2000) reported that Adupa and Mulindwa (1998) stated that no new halls of residence had ever been built in Kyambogo University (former ITEK) since

1976. This was a mismatch between the ever rising population of students from 2000 in (1999) to over 10,000 by (2003). Disagreements have always been registered at crowded places especially where interests differ.

Although first year students were not isolated, but the rooms meant for two or three students only in Kyambogo University (former ITEK), now accommodated six and nine or twelve students respectively. In full agreement with this, some interview respondents reported that the mature or in-service student teachers (supposed to act as mentors) were purposely mixed with other students (in Halls of residence) whose cultures were considered not in consonance with that of the institution. This was in a way collaboration in management of student affairs by a by-law.

Further, records available at Kyambogo University show that students' Guild campaigns have become more contentious today. The competition between the 'matures' (considered out-of-date and compromising with management) and the youths who consider themselves as modern and result oriented people were raising concern because the larger student population were youths. The current and former Guild governments comprised almost all of them youths. Signs of animosity do exist and more students uprising are on the increase yet the Dean of Students is an ex-official on the Guild Representative Council.

This suggests that awareness of rules and regulations and collaboration in management per se may not be related and each of these student groups (mature and youths) do differ. In total agreement, Prof. Lutalo-Bosa (2001) noted change from teacher education professionalism of students' culture since (1993) launch of the new and demand-driven programmes (chapter 1).

There are so many examples that are in record about students' fight for recognition as equal partners in their institutions, special mention was made about the abolition of students' allowances in a 'cost sharing' Uganda Governments policy in (1989). Both students and the academic staff believed that concentration of the state had dawned at the campus.

Hence, students' protests and demand for the reinstatement of allowances at Makerere University was responded to by the closure of the University in (1989). The reopening of this University in January in (1990), was on condition of readmission and signing a contract

with the University never to demand allowances again (Report of the Judicial Commission of Inquiry into the Makerere Incident of the 10th December 1990, (1991). Management's top-down approach was seen as a one-way process which was challenged later.

Records reveal that awareness of that by-law of Makerere University did not hinder students' future demands for allowances. The Guild candidate who stood on the restoration of allowances ticket in (1990) won the presidency elections. The attitude held by students here, derived from the long standing belief that making it to the hill (Makerere University) was an achievement which was to be rewarded by Government's full sponsorship (Senteza Kajubi (1995), Ssekamwa (1997) and Okello (1999). Thus, Ssekamwa (1997) supports Kajubi's (1995) assertion that lack of prior sensitisation of the stakeholders (students and the public) was the root cause of the students' hostile reaction to the introduction of the cost-sharing policy. It seems, in a similar way Kyambogo University (former ITEK) may have never expected such a tremendous response to the private sponsorship scheme and may never have put forth measures to harmonise different cultures of the non-teacher related programmes. But government might have been alert (earlier) when it instituted students councils (deemed political) alongside Guild Representative Councils in a bid to boost students' bargaining power. Unfortunately, these Councils (the former) have been hijacked by student leaders as ladders to political positions after studies.

However, lack of collaboration in management decisions has not only affected students, but other stakeholders too. In chapter two, some information about this was pointed out concerning Mbwette and Ishumi's (1999) revelation that even participation of staff who were even colleagues of the managers is low at higher levels and wondered whether that of students could stand a better chance. George and Jones (1999), cautions managers for possible conflict between them and the stakeholders, if management failed to 'give and take' during the management process.

The interview findings reported some deviant students' behaviour. Some Departments and Faculties (just a few) had taken upon themselves to guide and counsel the identified deviant students but other units left it to whom it may concern. This latter management approach causes anxiety and stress among the students who may experience harassment.

Thus, record shows that students have suffered stress and anxiety due to vague regulations and lack of support systems. Mbwette and Ishumi (1999) reflected this in the suicide case of a female student at the University of Dar-es-Salaam (1990).

Nevertheless, the photographic representations indicate some student leaders invited to big social and academic gatherings. This may be termed recognition of students as stakeholders. The wonderful speeches at such functions can be used by the student leaders there present as sources of reference in future during the execution of their duties.

Almost every university the world over, including those in the Eastern and Southern African region has had at one time or another crisis committee reports. Most often, these reports recommended improvement in communication, welfare, counselling services and staff working conditions (Mbwette and Ishumi 1999).

From the findings of this study communication in particular has been a contributory factor in institutions' development or ineffectiveness. Therefore, it is very important that communication is discussed separately in detail in a bid to establish its standing in the management of student affairs.

Research Question Three

Discussion of this area was guided by the following research question:

- ◆ What is the impact of students' communication on the collaboration (participation) in management of student affairs in Kyambogo University (former ITEK)?

The results on question three revealed that the information flow from management to students (top down) process was rated high while that of down-up was equally high (102.0 Vs 96.6) mean values of students and Leaders/Alumni respectively). Despite there being no significant difference between these respondent groups, they both agreed that there was a loophole in the students' communication to management. Some constraints between the top-down or management's communication to students were identified as: poor noticeboard culture by students, congested lecture rooms, timetables, study time shifts (day/evening) and selfish tendencies by some students (who remove displayed circulars/notices) for their own use before others get access to them.

Such negative behaviour of students were in some way detrimental to the management of student affairs. In order to curb or minimise the practice, management had to replace the main noticeboards with more secure ones. The glass framed, lockable noticeboards although expensive, now contain very valuable communication to students or the public. For example, admission lists, examination timetables or results and programmes of activities to take place in the University among others. But the lists of what has been named here, seem to be very many (like admission lists of about 10,000 applicants).

From the findings of this study, other methods used in delivery of management's communication to students (current and past) were Faculty or Heads of Department offices, Dean of Students Office or Warden's offices and Students' Guild offices. The majority of the respondents criticized this mode of communication delivery due to the uncertainty of its reaching the recipients in the required time.

Unless the students (former) communicated to, come by these offices coincidentally or they manage to read notices about these letters/circulars from noticeboards, communication will lay at those desks for long. But even reading the notices at noticeboards has been reported that many students neglect it or have no time for doing so.

Sometimes, information from management has been delayed due to the messengers charged with their delivery. Staff and students alike have complained about late delivery of mails, non-delivery or delivery to wrong places. For example, circulars, letters for staff or students in one Faculty landing in another Faculty and staying there when no one claims them or no one knows the owners. The cause of such uncalled for errors were attributed to the untrained/unqualified staff charged with delivery of information in the University.

According to Mbiti (1976) in Okech (2000), clear communication channels between the institution and students limit deviant behaviour such as strikes or riots.

This scenario was not only for up-down communication process. Management in a similar way were overwhelmed by the non-response to their communication by students. For example, Academic Registrar's circulars reminding students applying for retakes to do so within a prescribed period before the examinations. This is because the process involved requires time. But students (many) come with these applications on the examination day at

the examination time. This students' behaviour impinges on the management of student affairs. Therefore, there may be a negative impact on management of student affairs.

In a similar manner, records revealed that sometimes some candidates have missed examinations due to lack of updating themselves with the changes in the examination timetables or venues of the examinations. Also, some have had clashing examinations (two different papers scheduled at the same time). The blame should be labelled or put on management alone because of the complexity of the programmes (over hundred) in the University. The respondents exonerated them. Their responses were supported by clarification that the examination timetables were issued in three phases (the 1st and 2nd were not to be copied), but the 3rd was final and was to be copied. Therefore, the candidates together with their Heads of Department were to blame.

Further, results about whether students respond to management's communication, revealed that they do so more often to academic information concerning displayed examination results, registered students lists, Faculty allowances' lists and things in that line. Tumukunde (2002) found out that working students left working places late, already tired and lacked time for noticeboard reading. Among students of Kyambogo University, there are some working students. Some of these students are on day time programmes and others on evening time programmes. Many of these students are also non-residents who leave the campus late after 10.00 p.m. and hurry home very tired and stressed. The conditions which these students experience have an impact on the management of students' affairs.

From observation, information flow whether from management or from students either of them, play a great role in the smooth running or in deterring development of an entity. Menson et.al. (1985) in Kiggundu (1995), believe that information was among the most important factors that contribute to institutional effectiveness.

Hence, the findings of this study about the relationship between communication of students and Leaders/Alumni and collaboration in management of student affairs indicated that where there was a high level of communication there was also a corresponding high level of collaboration.

Another finding attributed problems of students' communication as lack of consultation and lack of communication skills like oral/written expression skills.

In view of this finding, both groups of respondents in agreement noted that students responded more quickly to general circulars than to individual letters. Thus, Tumukunde (2002) cites Gardiner's (1997) emphasis (on effective learning) that students need to have sustained developmentally appropriate active involvement in reading, writing, and problem solving with other students as well as teachers. But working students of Kyambogo University (former UPK) lacked these crucial qualities because of work-related responsibilities due to lack of employee training policy in many firms in Uganda.

However, many studies have been done on this phenomenon at hand. Many of them seem to agree with the findings so far made. Tumukunde (2002) was in agreement with Gardiner (1997) who stated that the amount and quality of interaction with other students and staff were central in importance to academic performance of students. Similar findings of Sally (1995) in Awacango (1997), in the same line, contends that mature learners were multiple role individuals who found it difficult to cope with the pressures of domestic life and studies at the same time. The researcher may add, and the work-related responsibilities too.

In continuation, Tumukunde noted that in fear of losing their jobs, working students of former UPK affected by no established study-leave policy, regularly missed or came late for lectures or examinations or both. These students conceal the problems they face from the University management just as they keep secret their studentship status from their employers.

However, in the long run, the long arm of management always catches up with the culprits (the students who fail to communicate or seek information on how to go about their problems). This is because there is always a way-out or solution to the problems students face and structures to handle them are in place. Among the common problems which some students fail to report or to seek permission for, include:

- ◆ swapping study time (from day to evening or vice-versa)
- ◆ lack of adequate tuition fees (hence, late payment or complete failure to meet their obligation)
- ◆ missing sitting examinations either due to sickness, collision or misreading of the examination timetable

- ◆ continuous absence from lectures or tests due to either sickness or being away to mobilise tuition fees in case of those who sponsor themselves
- ◆ social problems like attending to sick close family relatives, or problems of broken families
- ◆ lack of securing study-leave and in addition to studies, performing their jobs fully despite where they come from (Western, Eastern, Northern, Southern or Central)
- ◆ mis-spelt names or errors in Registration numbers
- ◆ registering for two separate programmes at the same time (on Day and Evening Programmes) when this was against the existing law.

The findings further revealed a unique case of a Faculty of Science privately sponsored student who wrote to the Academic Registrar to allow him benefit from a government sponsorship of a fellow student on the same programme who had mysteriously abandoned the programme. Whether this student benefitted from his ambitious request or not, the other student he wanted to gain from his sponsorship status, seem not to have communicated to leave the University.

In this case, the student's need and interest to benefit from a golden chance may have driven him to communicate to management, a rare practice among students today. His luck however, rested upon the established culture of his University.

Record in this chapter and the Uganda Media has reported that communication ineffectiveness has been the source of students' strife in education institutions. The example of this lies in the cause of the Makerere University student protests against cost-sharing policy which arose from lack of sensitisation and involvement of the stakeholders (students, administration and the public, Ssekamwa (1998). In addition, other possible causes identified and which are worthy noting were found out by the Judicial Commission (1991). They included the (1989) and (1990) Student Guild Constitutions rejected by students, the emergence of militant tendencies among students and the communication gap between students and administration.

Nevertheless, the best example to verify this point concerns the Kyambogo University Bachelor of Education and Diploma in Teacher Education In-service student teachers' imminent demonstration against an arbitrary imposed Ministry of Education and Sports

study-leave policy. A team of Ministry of Education and Sports officials led by the Permanent Secretary on arrival at the University one day in 2003, a month to the first semester examinations, demanded that all in-service student teachers on Diplomas and Degrees verify with evidence of study leave permits their official release (by their employers) to pursue further studies. The time within which this was to be done was from 9.00 a.m. to 3.00 p.m. on that same day without fail. That failure to fulfil the conditions set led to automatic deletion from the pay roll and the subsequent striking off from the Teaching Service.

Consequently, the students were confused as many of them claimed that their study-leave applications had not been honoured by the mother Ministry (no reply whatsoever had been received), others complained about the impossibility to travel to either Arua or Kisoro and come back before 3.00 o'clock. All the affected students had never been informed earlier and called the pronouncement an ambush and a violation of their rights.

However, as they were organising themselves to react against the pronouncement, management intervened and advised that students should use the dialogue approach with the support of management. This line of thought was taken, but unfortunately the Ministry stuck to its demand and deleted from the payroll all students who opted to continue with their studies. Some students suffered more blows when even their heads of institutions (working centres) reported them to the Ministry and their names were struck off from the Teaching Service register.

Criticism was heard from various corners about the Ministry of Education and Sports diversion from the established practice (culture) of introduction of new policies. First of all, the beneficiaries (students) had not been sensitised. Secondly, usually a student once admitted, the rules and regulations that he/she was subjected to at entry suffice until completion of their programmes. Therefore, this law should have applied to the 2003/04 freshers.

Reference is known from Makerere University Business School (MUBS) fees increase for private students ranging from 21% to 30% for some programmes offered there (The New Vision, 23rd April: 1-2). Similarly, the same paper reported an increase of 100,000= on

every programme of Uganda Christian University Mukono whose lowest fees had been 400,000= (increase by 25%) and highest 800,000= (12.5%).

According to Eremu and Ahimbisibwe, the new rates come into effect next academic year (2004/05) and affect only new entrants, officials said (The New Vision 23 April 2004).

The media report revealed protests by the Uganda Christian University, Mukono students against the fees increase. This tantamounts to lack of involvement and sensitisation of students. That there is a communication gap from management to students. The evidence of this lies in the mode of communication (publicising arbitrary major management decisions) before sensitising or involving the students (stakeholders). The ambiguity in this announcement is whether the continuing students were affected or not. Such unclear announcements may have far-reaching effects. Thus, the common adage that management was always right might have outlived its usefulness.

However, it is in record that sometimes students have either acted or have been hired or incited to act as a pressure group against the management, the state or foreign policy.

When students act as a pressure group against any power, the negotiation means would have failed and the only option was to demonstrate their cause. As for being hired, either staff or some members of the public for example politically minded citizens who want to mobilise support or escalate their grievances for recognition or a solution may influence them. And lastly, when they are incited may mean that an important communication on a major service or need has been concealed from them or it has been unduly delayed without regular feedback to update students about the progress on the matter.

Hence, students of Kyambogo University basing on rumours of no bread for breakfast one Monday morning, in 2003/04 academic year, were mobilising for a strike led by the student leaders (Catering Department records 2003/04).

Semugaza (2000) provides evidence of Uganda Government's involvement in student affairs in Makerere University. He found out that Government's involvement in student leaders' election rated at 70.9%, in sponsoring private students (about 200 in number) 2% and in students' admissions 84.7%. The interpretation of these results therefore implies that the

University management's power was becoming limited and could be manipulated by the Government, students or public any time.

Although, the 1999 ITEK Students' Regulations prohibit the printing or issuing of anonymous letters, circulars or documents, the records show an increase in this practice since mid 1990s. From the questionnaire and interview responses on the cause of students' low mastery of the English Language (the medium of instruction and official language), three aspects (poor academic background, poor reading culture among students and the lowering of admission cut-off points at admission to cater for private sponsored students) emerged higher than coaching for passing examinations. The media has continually reported University management and dons reiterating students handicap in English.

In view of this finding, the researcher supports Hon. Luyimbazi-Zake, Minister of Education in Uganda's (1968) observation delivered to Uganda Teachers Association Conference at Makerere University. According to Prof. Tiberondwa Adonia (1998), Hon. Luyimbazi-Zake lamented about wrong groups of students joining the teaching profession. He stated that the medical and veterinary doctors, the economists, accountants, lawyers, engineers and agriculturists joined teaching because they could not gain admission into the profession of their choice (Tiberondwa 1998).

Generally, voices in various corners including academics in universities, criticise the Government policy of opening the gates to all who can afford to enter there. They (critics) observe that many of those who enter these gates today, come out/leave them (gates) without knowing why they were there. This comes about because coordination and effective tutoring has become impossible due to big numbers of students. Hence, students' communication to management is highly called for.

The studies on the relationship between the level of communication and participation of students in management of student affairs indicated a statistical correlation between the two variables. Hence, when there was a high level of communication, there was also a corresponding high level of participation.

Conclusions

- ◆ There was a big difference between the perceptions of students and leaders on the level of students' awareness of rules and regulations in Kyambogo University (former ITEK). Despite the students' high awareness level of the rules and regulation, there was a mismatch between the awareness level and the real practice by the students of this institution. From the study, it was established that management has had to enforce the implementation of and adherence of University rules and regulations through reorganisation and introduction of stringent control measures (like photographs on meal cards and different colours for residents and non-residents, security guards at night at female halls of residence and dining hall during meals).
- ◆ The students' awareness of rules and regulations per se has no major impact on the level of collaboration in management of student affairs in Kyambogo University. Some (student) mentors have been put in each female students' room in the halls of residence to ensure harmonious living was maintained. In addition, the increasing students' strife (strikes, demonstrations or even riots, sometimes on trivial issues) based on demands and expectations of the students (as stakeholders) for better management-oriented results have an impact on the management of students affairs in Kyambogo University.
- ◆ Students' communication to management in Kyambogo University is low. This was characterised by poor noticeboard reading culture sometimes attributed to negligence, work-related responsibilities in case of working non-resident students on evening study time, congested lecture timetables, selfish tendencies by some students who remove displayed circulars or notices for their own use before others get access to them. Also lack of sharing information among students and of consultation from the established management structures.

Recommendations

- ◆ In order, for the institutions of higher learning to realise better positive results in the management of student affairs, students' rules and regulations should be extended to all management units for reference. This recommendation is based on the findings that the leaders' perceptions of students' awareness of rules and regulations were very low as compared to those of the students.
- ◆ Major government (education) stakeholders should be involved in policy formulation for institutions of higher learning. The students' national association should be represented at major Ministry of Education Management Committees, thereby making the policies

carry the voices of the key financial stakeholders in higher education institutions. These policies should be regularly evaluated and revised, for example, in 5 years minimum and 10 years maximum. This is because the speed at which the global changes occur in this technological era is very fast. Hence, there should be a planning department in every university (public or private).

- ◆ Students' communication to both management and fellow students was very low and affects management of student affairs. When management's inquiries, instructions or consultations from students are not timely responded to, decisions or justice may be delayed which may breach the peace and harmonious living of the University community. Therefore, all programmes offered at a University should have slots of communication skills courses especially in the 1st years.

Suggested Areas for Further Research

During the study, the researcher found out that institutional culture was a very wide phenomenon. Thus, some selected topics of interest in this area should include:

- ◆ Informal culture of the University staff versus the established institutional culture. From the study it was revealed that workers come in everyday with experiences from the cultures of their places of origin. In education, it is well-known that each student is an individual because of the nature and background where he/she comes from. It has also been found out that sub-cultures influence the institutional culture. Since, staff are very crucial stakeholders, their influence if it is negative may impinge on the standards and development of their institution.
- ◆ The challenges of the changing students' culture in African Universities and the implications on their academic performance. Unlike in the past where students at higher learning institutions were somehow mature and needed little supervision, the opposite is true today. Many students lack role models and may easily be negatively diverted by their more influential colleagues who even cause these others to perform poorly (when a student takes on preaching full day the month or year through and cannot attend lectures). Many critics have complained of culture of the African Universities being alien.
- ◆ Factors that affect student-staff relationship in the twenty-first century. The gap seems to be widening in the student-staff relationship in institutions of higher education,

especially with the introduction of private sponsorship scheme. Some students use payment of fees as a means to gaining more bargaining power for their demands or needs. The usual collegial (both scholars but with the staff holding more expertise) was losing shape. Many a times the press has reported lecturers abusing students or students accusing lecturers for one reason or another. Due to the population explosion of students in institutions of higher education, the provision of personal tutor could no longer suffice.

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